

THE CHRONICLE

of Higher Education®

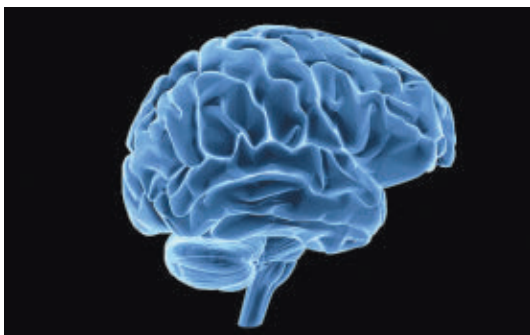
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A former Marine Corps commandant has led Birmingham-Southern College out of financial troubles. Step One: He moved into a dorm room. **A17**



The Week

What you need to know about the past seven days

Sorrow in North Carolina

After three Muslim students were murdered last week in Chapel Hill, N.C., a statement from the town police department said it appeared that the killings were not a hate crime but the result of “an ongoing neighbor dispute over parking.” Yet it was hard to believe that the man charged in the case—Craig Stephen Hicks, whom *The New York Times* identified as a “former car-parts salesman who was studying to be a paralegal at Durham Technical Community College”—would have felt free to kill three U.S. citizens over visitor-parking spaces if they hadn’t had Arabic names and if two of them hadn’t worn head scarves—that is, if he’d thought of them as Americans just like himself.

Particularly chilling was a friend’s report that after the students had entertained friends one evening—they played the board game Risk—Mr. Hicks **appeared at their door carrying a rifle** and complaining that their visitors had been noisy while they were leaving and had been taking up parking places. But other neighbors said he had confronted them, too, about parking and noise, and Mr. Hicks’s wife, Karen, said she knew he believed “everyone is equal.”

The police statement said Mr. Hicks, 46, had been charged with first-degree murder in the deaths of Deah Shaddy Barakat, 23, a second-year student in the University of North Carolina’s School of Dentistry; his wife, Yusor Mohammad Abu-Salha, 21, who had been accepted as a student in the dental school; and her sister, Razan Mohammad Abu-Salha, 19, an architecture student at North Carolina State University. Mr. Barakat and his wife, who were married December 27, were N.C. State alumni.

Memorial events drew big crowds at both UNC and NC State, and online tributes proliferated. And then there was the YouTube video posted last September in which Mr. Barakat, wearing a Carolina Dentistry T-shirt, asks for contributions so that he and 10 dentists could travel to Syria to volunteer their services in refugee camps. It was enough to break your heart.

‘Do What’s Right’

Last week North Carolina also lost **Dean Smith**, who coached UNC’s men’s basketball team from 1961 to 1997. He earned nationwide respect for his decency and courage, especially after recruiting the university’s first black basketball players. He also recorded an astounding 897 wins.

“Smith was an outspo-



BRENDAN SMIALOWSKI, AFP, GETTY IMAGES

ken liberal Democrat who was anti-nukes, anti-death-penalty, and pro-gay-rights in a state that sent Jesse Helms to the Senate for five terms,” recalled *Mother Jones*, noting that

North Carolina Democrats had tried to talk the coach into running against Helms. He declined. In a *Washington Post* article last year. John Feinstein wrote, “No coach ever genuinely cared about his players—from Michael Jordan to walk-ons who never scored a point—more than Smith.” The article includes what

may be the defining Dean Smith quote: **“You should never be proud of doing what’s right. You should just do what’s right.”**

Mr. Obama’s Vision

It turns out **President Obama’s vision for higher education** may be a little edgier than yours—at least if you’re a faculty member or administrator at a traditional four-year institution.

“We have this image in our heads that you go through high school and then, right away, you go to a four-year university,” the president said at Ivy Tech Community College in Indianapolis, where he had gone to promote his plan to make two years of community college free for most students. “Instead, we should be thinking about, from the time you are in ninth grade until you get a job, how do we make sure you get the best skills possible at the cheapest cost? If there are faster pathways or opportunities to use technology, let’s do that.”

Second Thoughts

Cozied up to any donors lately? Said anything overly flattering? You might be unnerved to learn that Chapman University is being sued by a member of its Board of Trustees and his wife, who allege that Chapman and its president, James L. Doti, **preyed on the 98-year-old trustee** knowing he was “susceptible to inducement and confusion.”

The *Orange County Register* says the lawsuit alleges that in 2013 Mr. Doti asked James and Catherine Emmi for \$12-million for an engineering building that was to have been named for Mr. Emmi and completed by 2016, although it has yet to be started. “They really confused him and they pressured him,” said James Bohm, the couple’s lawyer. “They wine and dined him, and they took advantage of his advanced age.” The gift, toward which the Emmis have already paid \$3-million, is said to represent about 60 percent of their estate.

In a statement, the university said: “The allegations do not reflect what occurred and completely mischaracterize the Emmis’ interactions with the university.”



BOB LEVERONE, SPORTING NEWS, GETTY IMAGES

Taking on Pearson

Speaking of deals and deal makers, *Politico* painted a highly unflattering portrait of the British publishing giant **Pearson’s U.S. education arm** last week. Headlined “No Profit Left Behind” and described as a “comprehensive look at Pearson’s business practices in the United States,” the article examines school and higher-education deals the company has signed, and concludes that many of the agreements were made without competitive bidding and that Pearson stands to make millions “even when there’s little proof its products and services are effective.”

“Universities continue to hire Pearson to manage online programs even though the **company has routinely failed to hit its contractual targets** for student enrollment,” the article says, laying out examples. It also notes that “in the higher-ed realm, the contracts give Pearson extensive access to personal student data, with few constraints on how it is used.”

Politico said the company “declined to answer specific questions about many of its contracts,” but a Pearson vice president said that the public trust was “vital to everything we do.”

Also, This

Two legislative committees have voted to **close South Carolina State University**, a historically black institution with financial problems, for two years so it could then reopen with a “clean slate.” Administrators and faculty and staff would all be dismissed under the plan. ... The National Association of the Deaf sued Harvard University and the Massachusetts Institute of Technology last week, alleging that they were violating the Americans With Disabilities Act by **failing to provide closed captioning** in a variety of online materials. ... An independent investigation found that William C. Powers Jr., president of the University of Texas at Austin, had not told the whole truth when asked whether he had **overruled admissions officials** in cases of underqualified applicants who had powerful parents. ... Auburn University plans to add a **200-foot-wide video scoreboard**, college football’s largest, to its football stadium in time for the fall season. The price tag: \$13.9-million.

Variations on Delight

Football not your thing? Last week the Peabody Institute, in Baltimore, offered music lovers everywhere something sublime. Amit Peled, a noted cellist on the faculty, recreated a 1915 concert given at the conservatory by the great **Pablo Casals**—and did so playing Bach, Saint-Saëns, Fauré, and Beethoven’s variations on a theme from Mozart’s *The Magic Flute* on the same instrument Casals used a century before. The conservatory, part of the Johns Hopkins University, streamed the performance live.

The 1733 cello that Mr. Peled used, purchased by Casals in 1913, is the work of a famous Venetian instrument maker named Matteo Goffriller. Owned by the Casals foundation, it is on long-term loan to Mr. Peled. A student of Mr. Peled’s discovered the original concert’s program in the Peabody archives. —LAWRENCE BIEMILLER

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THE CHRONICLE REVIEW Section B



HAS THE TURKISH STATE

TRADED DEMOCRATIC REFORM

FOR THE UNBRIDLED AMBITION

OF ONE MAN?



HENRI BARKEY BELIEVES ERDOGAN IS UNDERMINING HIS OWN LEGACY. Amid major corruption investigations, harsh police crackdowns of anti-government protests and suppression of the Turkish press and social media, Prime Minister Erdogan's increasingly autocratic leadership has further distanced Turkey from the EU's core values of freedom, equality, respect of human rights and the rule of law. Professor Henri Barkey, a leading expert on Turkey and a former member of the U.S. Department of State Policy Planning Staff, can provide the context and insights needed to understand the implications of Turkey's shift on the world stage and help inform American foreign policy.

Learn More:
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LEHIGH UNIVERSITY

Colleges Call in Legal Pros to Handle Sexual-Assault Cases

By **ROBIN WILSON**

IT'S A STORY like those many colleges are hearing. A young man and woman were hanging out in her room, talking, doing shots. She drank so much, she says, that she passed out—and woke up to discover she was bleeding. The man, she says, had sexually assaulted her. But he says she'd had just a few drinks and consented to sex.

How does the college determine who is more credible? In this

SEXUAL ASSAULT

case, administrators hired Allyson Kurker, a lawyer who investigates reports of campus sexual assault by conducting extensive interviews and reviewing cellphone and swipe-card records, photos, and videos. Interviews with students led her to two other women who described similar but as yet unreported experiences with the same man. The college found him responsible in all three cases and expelled him.

Legally obligated to respond to reports of sexual assault, colleges often find that students rely on them rather than law-enforcement agencies, which are seen as intimidating and unlikely to pursue charges. To meet the demand, colleges are turning to experts, setting up a kind of shadow justice system. It is now possible for an institution that receives a report of an assault to hire a former prosecutor to investigate the case and a former judge to help decide it.

The University of Pennsylvania just brought on staff a sex-crimes investigator from the Philadelphia district attorney's office. Ohio University and Southeast Missouri State University recently advertised investigator jobs. At Harvard University, where a panel of faculty members and students used to hear sexual-assault cases, that is now the duty of a specially trained team. A retired Pennsylvania Supreme Court justice has presided over hearings at Swarthmore College.

Such moves reflect the high stakes. Colleges that get cases wrong can face lawsuits from either side. The U.S. Department of Education is investigating 96 colleges for possible violations of the gender-equity law known as Title IX. Coping can be costly, in terms both reputational and financial. United Educators, an insurance and risk-management firm, determined that in a recent three-year period, the company and about 100 of its member institutions spent more than \$17-million defending against and resolving claims involving sexual assault.

"The complexity of investigating and adjudicating these cases is so great that it is consuming student-affairs divisions, equal-opportunity offices, and Title IX professionals," says Gina Maisto Smith, a lawyer and former sex-crimes prosecutor who works with colleges. "Schools are trying to manage this, but they don't have the tool kit, the time, the resources, or in some cases the skill set to do it."

To minimize risk as well as to better serve students, many col-

leges are moving away from traditional hearing panels and creating procedures separate from those for any other type of disciplinary charge, with new staff or outside consultants whose qualifications would seem to help.

Brown University announced in December that it would begin using trained investigators this semester; it plans to establish a special hearing process next academic year. "We're trying to address what we think were gaps and burdens on students and hearing panels that were not fully equipped" to conduct an effective hearing process, says Russell C. Carey, executive vice president for planning and policy and co-chair of a task force that recommended the changes.

The university said in a statement that "the use of investigators presenting comprehensive and unbiased accounts of the facts will make hearings better informed, less burdensome, and potentially less traumatic to students."

Educators often contend that they have a role in trying sexual-assault cases because it is their job

to protect students, and they have long dealt with campus misconduct of all kinds. But given the increasing dependence on experts, some observers wonder if colleges should really be in this position at all.

"If you have an entirely different process for addressing sexual assault than for plagiarism, it becomes much harder to make the argument that what's going on here is somehow an educational process that colleges have been engaged in for decades," says KC Johnson, a history professor at Brooklyn College of the City University of New York, who has criticized colleges for their handling of assault cases. "What we are getting is the functional equivalent of a law-enforcement structure embedded within colleges."

THEN AND NOW

When Congress passed Title IX, in 1972, no one expected that colleges would end up adjudicating sexual assault. Lawsuits in the 1980s and policy decisions by the Obama administration have moved colleges in that direction. Since the

In Context

- With campus sexual assault a focus of attention, colleges are under pressure to improve prevention and response.
- Download a reader's guide (chronicle.com/sexassault), and tell us what's happening on your campus (chronicle.com/tellusmore).



Education Department's Office for Civil Rights admonished colleges in 2011 to take sexual assault more seriously—promptly and fairly investigating and resolving students' reports—colleges have been struggling to handle the task.

The way many have traditionally decided such cases is with some kind of panel (of students, faculty members, and/or administrators) reviewing allegations of assault, as it would other infractions. Panels wouldn't necessarily conduct substantial investigations; most would simply hold hearings to question

the alleged victim and perpetrator. In general, over time, colleges have sought to make their disciplinary systems less courtlike.

But then came a wave of attention to campus sexual assault, with heightened expectations for campus administrators to do things for which they often lack training and experience, as well as legal protection, says Robb Jones, senior vice president and general counsel for claims management at United Educators. "Unlike judges and prosecutors," he says, "they aren't shielded from being sued by parties who may dispute the outcome."

Students' Title IX complaints and lawsuits describing colleges' missteps have prompted changes, as have recent regulations and guidance from the Education Department requiring or recommending special training for adjudicators, for example, and removing students from hearing panels. Colleges must also now allow alleged victims and perpetrators to bring lawyers to meetings and hearings, a point of debate last spring, when federally appointed negotiators hashed out new rules.

That last change in particular has made campus officials feel they need to hire professionals. "Colleges were worried; we are going to have a chemistry professor trying to run a hearing with lawyers in it," says Dennis C. McAndrews, a prosecutor and criminal-defense lawyer who started the Higher Education Decisions Group late last year to work with colleges on sexual-assault cases.

The approach now becoming more common goes something like this: When a student reports an assault, an investigator delves into the details and turns over the findings to an administrator, panel, or consultant to decide the case. That might involve a hearing, or the decision may simply turn on the investigator's report.

Pennsylvania State University plans to hire a full-time Title IX investigator and is replacing its five-person hearing boards, which had included students, with a "panel of trained decision makers" that will rule without hearings. Students have endorsed the new process, in part because victims will have to tell their story to only one person rather than a roomful.

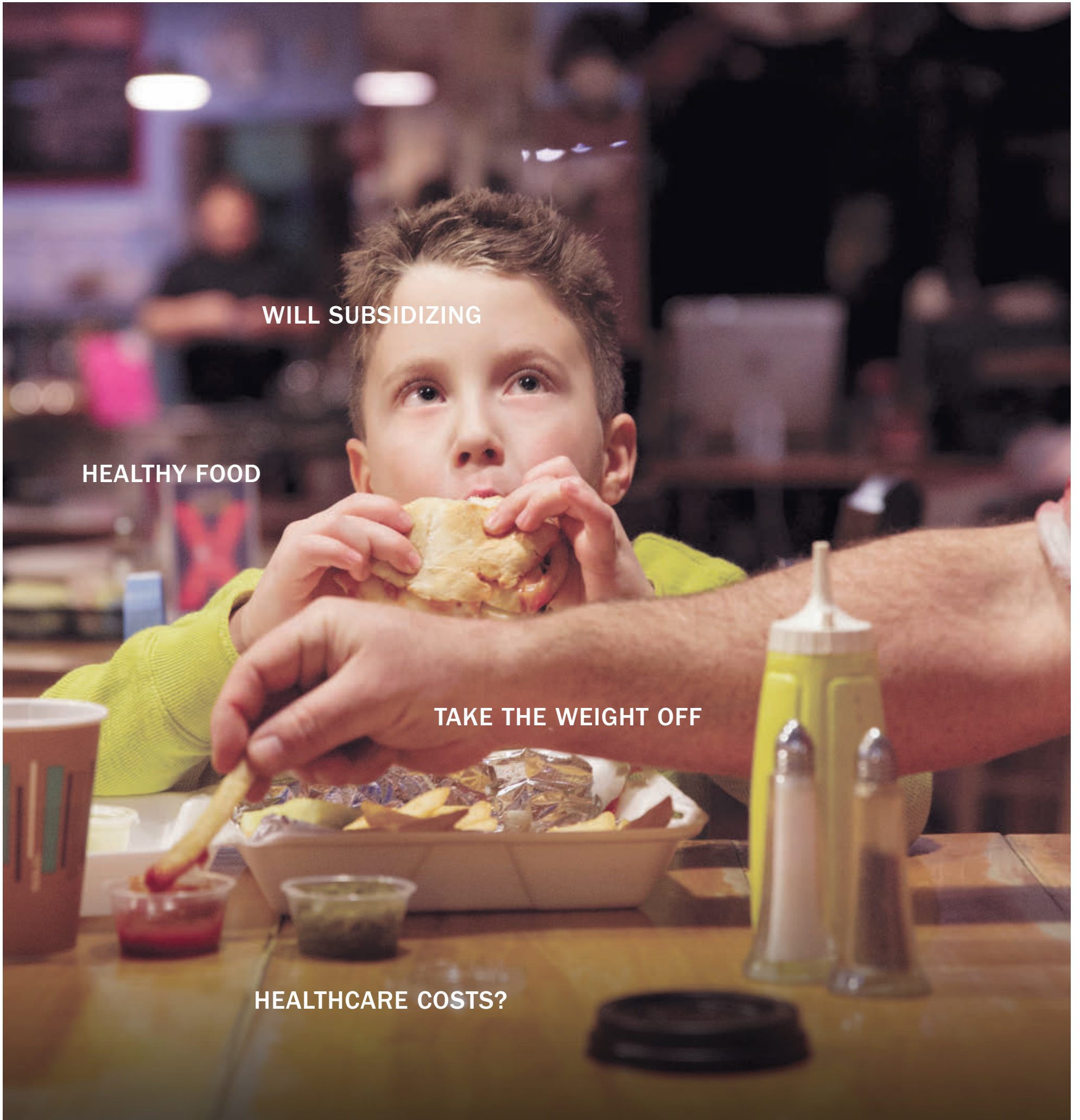
At Penn, the new sexual-violence investigative officer will provide information to a panel of three faculty members with intensive training who will operate independently of the student-conduct office. "That's not to say our office of student con-

Continued on Page A6



KELVIN MA FOR THE CHRONICLE

Djuna Perkins, a trial lawyer, opened a law firm in Massachusetts in 2012 to guide colleges through sexual-assault cases. She has worked on 35 such investigations with about a dozen colleges, she says.



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CHAD MEYERHOEFER THINKS THIS IS THE WAY TO TRIM THE FAT. Obesity in America has reached epidemic proportions, and the scales aren't tipped in our favor. The healthcare costs of obesity are estimated at nearly \$200 billion annually. That number will only grow as the 20 percent of America's children who are already obese reach adulthood. Some suggest that taxing or banning high-calorie foods would offset this problem, but research suggests that is not the case. Chad Meyerhoefer, Associate Professor of Economics, has found helping obese people with diabetes buy healthier low-carbohydrate foods is a more effective solution. The bottom line? A \$6 billion savings in healthcare costs annually.

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LEHIGH UNIVERSITY

Continued From Page A4

duct isn't professional," says Joann Mitchell, vice president for institutional affairs. But now, "if people have questions or concerns, they recognize there is someone with special expertise handling the process and ensuring these cases are handled with the sensitivity and care they deserve."

The credentials of one independent investigator, a psychologist working with Duke University, came into question in December. The North Carolina Department of Public Safety sent a cease-and-desist letter to the psychologist, Celia Irvine, saying she wasn't properly licensed, according to a local television station, WRAL. The state's Private Protective Services Board, which has jurisdiction in the case, is expected to hold a hearing in April.

Most consultants in that role, it seems, are lawyers. About a third

of colleges that have used hearing panels are shifting to the investigator model, says Brett Sokolow, president of the National Center for Higher Education Risk Management, a consulting and law firm, which last summer announced "resolution services" for campus sexual assault. Outside investigators typically charge \$5,000 to \$20,000 per case. And at least one insurer seems to think the expense is worth it. United Educators will reimburse member institutions up to \$10,000.

'BEST PANELISTS'

Not everyone believes in that kind of expertise. Faculty members and students, too, are capable of judging responsibility in sexual-assault cases, says Chris Loschiavo, associate dean of students at the University of Florida. "If they can sit on a jury trial and send some-

one to the electric chair with 30 minutes of instructions," he says, "it doesn't make sense to me that we can't train them to handle a civil-rights case on campus."

At Florida, the campus-conduct staff investigates a complaint and determines whether it should go before a hearing panel of professors and students. Before students can serve, they must pass a semester-long three-credit course that covers how to weigh evidence, ask appropriate questions, and determine credibility. Professors get 10 hours of similar training.

"Students have unique insight that makes them the best panelists and decision makers," says Mr. Loschiavo, "because they know what the culture here is like."

Still, some people argue that doing this work well takes years of training and experience. The lawyers that colleges are hiring may be

less likely to blanch when discussing explicit details. In one case that Djuna Perkins handled for a college, a female student had been texting with a male classmate about S&M. Ms. Perkins, an outside investigator, determined that while the two had exchanged messages about their interest in such sexual activities, the young man was responsible for assault because the woman had never consented to an actual encounter.

"I know how to ask the questions in a way that makes students feel comfortable but that also makes them as candid as possible," says Ms. Perkins, who was a trial lawyer for 20 years before she opened a law firm in 2012 exclusively to help colleges handle sexual-assault cases. She has worked with about a dozen colleges on 35 investigations, she says.

Campus panels may fail to ask tough questions of the students on both sides of an accusation, says

Mr. Sokolow, the consultant. He often works with colleges when they are finishing an investigation or a hearing to review their process.

In a recent case, a young woman had accused a male classmate of forcing her to perform oral sex. The college's panel had found him responsible, and the young man had appealed. When Mr. Sokolow went over the evidence and the findings, he had several questions for the panelists: Had they asked the young woman how long the encounter took? What position was the couple in? Was she on her knees, or were they in bed? Was he holding her head to force her?

The panelists weren't sure, says Mr. Sokolow. "They looked at me like, How can we possibly ask those questions? I said, Because that's the job."

The panel on that campus has reopened the case. It has yet to issue a final judgment. ■

Can the Human Brain Project Be Saved? Should It Be?

By TOM BARTLETT

IF YOU want to make a neuroscientist scoff, mention the billion-dollar-plus Human Brain Project. More or less Europe's version of President Obama's Brain Initiative, it likewise seeks to decipher the network of neurons inside our skulls, but using an entirely different approach: by creating a computer simulation of the brain.

Even before it began, the project was ridiculed by those in the know. Words like "hokey" and "crazy" were thrown around, along with less family-friendly terms. Last July nearly 800 scientists signed a letter arguing, in so many words, that the project was a slow-motion train wreck that should either be overhauled or abandoned. Almost no one—except for those on the project's ample payroll—seemed to think it was a good idea.

Now, it's not unusual for scientists to disagree about research funding or methodology, but this was something else. The contempt for the Human Brain Project came from the very researchers, like computational neuroscientists, you'd expect to be excited about such a thing. In response, an independent mediator was appointed to review the project, and the director of the European Commission, which

RESEARCH

green-lighted the \$1.6-billion, decade-long project, issued a statement days after the critics' letter promising that the coming months would "see a satisfactory approach even on the issues raised by the critics."

So several months have passed. Have the unsimulated minds of those critics been changed?

Nope. In fact, ask any neuroscientist about the Human Brain Project and you can pretty much count on a rant. In reply to an interview request, Konrad Kording, a neuroscientist at Northwestern University, wrote back: "Why do you want to talk about this embarrassing corpse?" He added a smiley emoji, but he's not really kidding. Mr. Kording has nothing nice to say about a project that, according to him, has become a reliable punch-



Some critics point to Henry Markram (above), the European project's leader, as part of the problem. One neuroscientist describes the effort as "some combination of hype and a very strong personality."

line among his colleagues. "I'm 100-percent convinced that virtually all the money spent on it will lead to no insight in neuroscience whatsoever," he said. "It's a complete waste. It's boneheaded. It's wrong. Everything that they're trying to do makes no sense whatsoever."

Jeremy Freeman is similarly skeptical, if a touch more diplomatic. Mr. Freeman, a neuroscientist at the Howard Hughes Medical Institute, sees it as "kind of an absurd project" and misguided to boot. "Insofar as the goal is to establish a working simulation of the entire human brain, or even a single cortical column, I believe that it's premature," he said, chuckling. "I also don't think rushing toward a simulation is the right avenue for progress."

He and other critics say whole-brain simulation is nowhere close to achievable in 10 years. The human brain consists of roughly 100 billion neurons, each extremely complex in its own right, to say nothing of how they're interconnected. Simulating their function would mean first figuring out what they all do and how they work together. Neuroscientists are a

long way from understanding either. One compared the ambition to putting a person on a planet in another solar system before we land on Mars.

The other frequent objection is that simulating the entire human brain, assuming it could be done, might not be so useful. The Human Brain Project was pitched in part as a way to find new treatments for brain disease, but how creating a computer version of the human brain might lead there is lost on many neuroscientists. "It's just ridiculous, right?" said Eero Simoncelli, a neuroscientist at New York University. "Would you try to understand the universe by simulating every molecule? What would you have achieved? It's going to be just as complicated as the real thing and you won't understand it any better."

A STRONG PERSONALITY

The Human Brain Project is the brainchild of Henry Markram, whose 2009 TED talk titled "A Brain in a Supercomputer" spelled out the project's guiding vision. Mr. Markram is a neuroscientist at the

Swiss Federal Institute of Technology, in Lausanne, and was the project director for the Blue Brain Project, which successfully simulated one cortical column in a rat's brain (rat brains have about 100,000 cortical columns).

It's fair to say that many neuroscientists see Mr. Markram as the problem, arguing that he has sold the vision of whole-brain simulation to people who don't know enough about the complexity of the brain to question it. "It's all triggered by Henry's very unreasonable claim—and I'm being polite here," said Alexandre Pouget, a neuroscientist at the University of Geneva and one of the authors of the July protest letter. "It is beyond unreasonable. It's just not possible."

Mr. Kording likens Mr. Markram to a preacher who is "not interested in truth," only in pushing his message. Mr. Simoncelli calls the project "some combination of hype and a very strong personality."

Meanwhile, the Brain Initiative gets good marks so far even from those who vehemently oppose the Human Brain Project. While also

ambitious, the U.S. undertaking is seen as more grass-roots and collaborative. "It produces the right kind of competition," said Mr. Kording. "Everyone is coming up with new ideas."

Mr. Markram was not available for an interview, according to a project spokeswoman, but Sean Hill has been working to reassure the legions of doubters that the project is not a disaster. Mr. Hill, who is also a neuroscientist at the Lausanne institute and co-director of neuroinformatics at the Human Brain Project, sees it as mostly a failure of public perception.

"There's definitely an element of us needing to change how we communicate the goals," Mr. Hill said. Among the more modest ones, according to Mr. Hill, is providing a "collaborative infrastructure for team science" that will allow neuroscientists to share their findings.

Does that mean that the people behind the Human Brain Project will dial down expectations?

No, says Mr. Hill. Whole-brain simulation continues to be the ultimate objective, though he believes it's "not likely" that it will be reached in a decade. "This is absolutely a visionary project. It is risky," he said. "There are still major, major challenges."

As for that still-secret independent mediator's report, a researcher who has seen an early draft said it calls for significant changes in leadership and direction (a spokeswoman for the project said the report would probably be released in March or April). Another recent review from a panel of experts praised the project's creativity but called for more "concrete results." Whether such an overhaul would quiet the chorus of critics and save the project's shaky scientific reputation remains to be seen.

Of course maybe the detractors have it wrong. Perhaps they're too small-minded to grasp the genius of the Human Brain Project. Maybe they don't like grand visions. Not so, says Mr. Pouget. "My goal in my life is to understand how the brain works, and it doesn't get much grander than that," he said. "I'm just not excited by making promises that are idiotic." ■



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EDUCATION

Fulbright Pitches International Exchanges to 2-Year Colleges

By KATHERINE MANGAN

WHEN SOMEONE mentions the Fulbright Program, it brings up images of venerable researchers from elite institutions traveling to far-flung corners of the world. But the U.S. State Department is trying to make sure that faculty members and others from community colleges, too, benefit from the exchange program, with the goal of getting more international perspectives into two-year-college

campuses and classrooms.

Like those enrolled at four-year colleges, community-college students will be entering an increasingly globalized work force. But many have fewer opportunities to study abroad because they work, have families, or face financial hardships. What's more, while more international students have enrolled in community colleges in recent years, it's research institutions that tend to attract students from overseas, so students at two-year institutions have far fewer op-

portunities to meet or share views with foreign peers.

To help bridge that global-knowledge gap, the depart-

INTERNATIONAL

ment's Bureau of Educational and Cultural Affairs, which administers the Fulbright, says it plans to step up efforts to promote opportunities to students, instructors, and administrators at two-year institutions. In emails, webinars, and presentations at campus events, it's pitching exchanges, like one that sends community-college administrators to Russia for two weeks to share ideas about vocational education.

The Fulbright Program, which is actually a collection of a dozen or so exchanges, is also promoting several that bring foreign scholars or language instructors to teach at community colleges, minority-serving institutions, and small liberal-arts colleges.

'INTERNATIONAL AWARENESS'

Bringing in foreign participants helps campuses enhance language instruction, and "sending faculty and administrators abroad provides them with the skills needed to jump-start campus internationalization and build long-term connections abroad," Meghann Curtis, deputy assistant secretary of state for academic programs, wrote in an email to *The Chronicle*.

The department says the focus on community colleges dovetails with

the White House's recent spotlight on the importance of two-year institutions.

To be sure, top-tier universities will probably always produce the largest number of scholars who win Fulbright awards to go abroad. Applicants generally need a Ph.D. to participate in the core U.S. Scholar program, but community-college instructors lacking doctorates can apply for grants through the student program, which requires a bachelor's degree.

Community colleges are working to make sure that instructors on their campuses are aware of such opportunities.

"We're trying to get the word out that not all Fulbrights require Ph.D.'s, and that community-college faculty can be just as competitive," said Stacey Bustillos, a former Fulbright program officer, who coordinates international programs for Northern Virginia Community College. Because their main focus is on teaching, "their experiences will have a direct impact in the classroom."

Ms. Bustillos has joined in holding events with the college's Center for Excellence in Teaching and Learning and has offered sessions at pedagogy workshops on how to apply for grants.

With 1,900 international students and a growing immigrant population in the region, Northern Virginia has jumped on the opportunity to expand its global reach. Four faculty members have won grants to study abroad—in Russia, Bosnia, and South Korea—in the

past few years, and the system's six campuses have taken turns hosting scholars from China and India.

"We have 180 countries represented across our students, faculty, and staff, so bringing in outside perspectives and cultural sensitivities is extremely important," Ms. Bustillos said.

Miguel B. Corrigan, an associate professor of business on Northern Virginia's Loudoun campus, spent last year teaching entrepreneurship and related topics at a college in Saratov, Russia. Next year a scholar he linked up with there, whose academic interests include fighting corruption, will go to the Virginia college to teach public administration.

Among other participating institutions, Broward College, in Florida, has developed partnerships with institutions in Russia; Skyline College, in California, offers classes in Tagalog taught by teaching assistants from the Philippines; and Davidson County Community College, in North Carolina, offers instruction in Arabic and Russian by native speakers.

"About 40 percent of our students will go directly into the work force, where globalization is becoming increasingly important," said Wayne C. Wheeler, director of international programs and services at the American Association of Community Colleges. "Since study abroad isn't a viable option for many of our students, the Fulbright Program is one way colleges can bring the world to their campuses." ■

Top Producers of U.S. Fulbright Scholars

While a wide range of institutions benefit from the Fulbright program, scholar awards most often go to professors at research universities, given their size and focus. Here are the American universities that are home to six or more scholars who earned Fulbrights in 2014-15.

U. of California at Berkeley	10
Harvard U.	9
U. of Florida	8
U. of Washington	7
Michigan State U.	6
Ohio State U.	6
U. of Arizona	6
U. of Georgia	6
U. of Illinois at Urbana-Champaign	6
U. of Kansas	6
U. of Michigan at Ann Arbor	6
U. of North Texas	6
U. of Wisconsin at Madison	6

Note: This list includes only confirmed recipients as of January 5, 2015. For a complete list see <http://www.iie.org/cies>.

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION

Conservative Centers Spread on Campuses via Big Gifts, Low Profiles

By PETER SCHMIDT

WASHINGTON CONSERVATIVE AND libertarian scholars sounded triumphant notes here this month as they described the proliferation of college centers and programs designed to expose undergraduates to their perspectives.

In many cases, establishing such centers has required sidestepping

POLITICS

faculty bodies and enticing administrations with the promise that the centers would bring in new philanthropic support, according to a report on the centers' progress.

"Money talks," said the author, Jay Schalin, director of policy analysis at the John William Pope Center for Higher Education Policy, as he explained his findings at a meeting at the libertarian Cato Institute.

Although a few attempts to establish such academic centers have been thwarted by faculty opposition, for the most part they "are not just surviving but thriving," the report says. It estimates that there are now about 150 college centers, programs, or institutes devoted to exposing undergraduates to conservative or free-market-oriented perspectives, up from just two in 2000.

The report notes, however, that

many center directors refused to be interviewed without anonymity or would not talk with Mr. Schalin at all, worried that publicity for their centers would arouse opposition. He declined to provide the list of centers he had compiled.

Nevertheless, according to the report, most center directors "said they have excellent relationships with their schools."

Dave Levinthal, who has examined many such centers as a reporter for the Center for Public Integrity, said many of the students he has interviewed were unaware that programs were being financed by "major political bankrollers." Donors on both the left and right finance college programs "to push a specific school of thought or an agenda," he said.

Henry F. (Hank) Reichman, chairman of the American Association of University Professors' academic-freedom committee, dismissed the report as "a slick promotional piece" that he found difficult to take seriously. "There is little evidence," he wrote in an email, "that the broader efforts touted here have won more than occasional acceptance."

BIG DONORS' LEVERAGE

Mr. Schalin's report, "Renewal in the University: How Academic Centers Restore the Spirit of Inquiry," says most of the centers it de-



Panelists at a Cato Institute forum discuss a new report that describes conservative centers as "not just surviving but thriving" on campuses.

scribes are financed by a few major donors. Among the biggest are the North Carolina-based BB&T Foundation, the Pennsylvania-based Jack Miller Center, the Manhattan Institute's Veritas Fund, and philanthropies associated with the billionaire activist brothers David H. Koch and Charles G. Koch.

Big donors, the report says, "have the leverage to negotiate the terms that can keep centers safe from faculty control at schools where the faculty is antagonistic to their missions."

The prospect of an academic center financed entirely by outside donors "can melt the heart of university administrators" of any ideological leaning, the report adds.

The centers' activities include offering courses, awarding fellowships and scholarships, sponsoring research, staging debates and colloquia, and distributing books such as Ayn Rand's *Atlas Shrugged*, the report says.

Clemson University's Institute for the Study of Capitalism, described in the report as "the crown jewel" of centers supported by BB&T, offered 18 courses in history, political science, and philosophy last year, and plans in the fall to offer annual scholarships of up to \$10,000 to 10 freshmen to take eight courses together over four years.

C. Bradley Thompson, the in-

stitute's executive director, said he had made clear to Clemson's administration early on that "we were not going to be shunted to some dark corner of the university. We were not going to be ghettoized."

To help expand its audience, he said, the Clemson center often hosts debates. "We have remained steadfast to our principles," he said, "but we have done it in a way that is collegial and inviting."

For its part, the report often dispenses with niceties. It argues that, at the beginning of millennium, "American higher education faced a crisis" in which the forces of multiculturalism, postmodernism, and statism "were sweeping away thousands of years of Western thought."

Philanthropists with liberal or leftist leanings, the report says, encounter little faculty opposition in financing "explicitly political" programs, with some being "run by self-described 'activists' rather than by legitimate scholars."

Conservative philanthropists, by contrast, saw their efforts to establish programs stymied, the report says. Typically professors would argue that a donation tied to a specific perspective threatened free inquiry, according to the report.

As a result of such experiences, the report says, donors have learned to spell out their intent, in writing, as a condition for their gifts. ■

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Gerald Mackie, Ph.D.



James Fowler, Ph.D.



Carol Padden, Ph.D.



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Confronting Crises Through Verse

Pulitzer Prize winner **Rae Armantrout, M.A.**, pushes the English language in new directions and asks tough questions of our culture through her poetry. The poems in her book *Money Shot*, a response to the global financial crisis, were praised by *Publishers Weekly* as “among the most relevant poems now being written.”

Challenging Norms to Change Behavior

Can people change their ways? Yes. But don’t bother preaching or outlawing. Neither will work for long. **Gerald Mackie, Ph.D.**, says that when it comes to harmful social practices, you must empower a community to change its norms by integrating new policies into existing culture.

Tracking People and Behavior

James Fowler, Ph.D., is a professor of medical genetics and political science. National media have featured Fowler’s studies regarding social networks, real-world connections and behavior, placing him in the pop culture limelight.

Discovering Language Formation

Dean of Social Sciences and communication department professor **Carol Padden, Ph.D.**, a MacArthur Foundation “genius grant” recipient, is studying a village in southern Israel to shed light on the forces that drive the formation of language.

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How One Campus United Behind a Budget-Cutting Effort

By LEE GARDNER

A HEAVY DEPENDENCE ON tuition dollars means, for many colleges, keeping the cost for students as low as possible, to maintain enrollment. That generates little revenue growth. Net tuition revenue at private colleges is projected to increase by only 2.7 percent in the 2015 fiscal year, according to Moody's Investors Service. At the same time, colleges must sustain and build their educational programs and student services to follow their missions and remain competitive. That often requires scaling back somewhere. Here's how one college met that dual challenge.

WHAT WORKS

THE PROBLEM

Trimming the budget

Thin margins have led many administrators to pore over their budgets, looking for savings. The process often proves painful, as faculty and staff members worry about losses and grumble over priorities. "I've never really come upon a college that had managed to bring themselves to a lower budget point without acrimony or alienation or turmoil," says Grant H. Cornwell, president of the College of Wooster, in Ohio.

Wooster is lucky—it hasn't faced unexpected enrollment declines or budget troubles in recent years—but people there know they need to stay alert. Scaling back enrollment by about 35 students, to roughly 1,900 on the campus by the 2015-16 year, makes good strategic sense, Mr. Cornwell says. (Some larger-than-expected classes in recent years had strained facilities and academic schedules.) And lowering the annual 5-percent tuition increase typical of many private institutions would help keep Wooster competitive. To achieve both, the college would try to cut about \$4-million from its \$80-million operating budget for the 2016 fiscal year.

Not being in crisis mode gave Wooster some breathing room, Mr. Cornwell says. He set out to scrutinize the budget for potential savings and new revenue with the help of the entire campus. The goals, beyond finding a few million dollars to trim: "that nobody is surprised,"

he says, "and everybody feels like they've been part of the process."

THE APPROACH

Inclusive but not democratic

Last fall Mr. Cornwell and top administrators set up a wiki with all of Wooster's financial information for the past 20 years, plus staffing data, and made it available to faculty, staff, and students.

Then came a series of meetings with different campus constituencies, right down to the custodial staff. Mr. Cornwell and other administrators and faculty members who ran the meetings asked for suggestions on how the college could save money.

"The people who might actually have ideas about how to do things differently are not sitting in a cabinet room," the president says. "They're on the ground in departments and divisions, doing their work, and they know where we're doing things that aren't smart."

In addition to compiling lists of suggestions through the meetings, the college opened an anonymous online suggestion box. More than 170 ideas came in that way.

In some cases, the suggestions were no-brainers, like setting all printers to print on both sides of a page. Others were less obvious. Why did the college need to keep paying for a campuswide cable-television contract when most students were streaming shows on their smartphones and tablets? (That's still under consideration.) The groundskeeping staff, Mr. Cornwell says, got "really excited" about more-efficient ways to distribute road salt and fertilizer.

With all of the ideas compiled, each division evaluated and prioritized those pertaining to it. The most promising ideas from each division were shared more broadly for review. "Every group at the college had a chance to sound off and say, 'This is a good idea or a terrible idea,'" says Gregory K. Shaya, an associate professor of history.

Throughout the process, Mr. Cornwell stressed that Wooster's ability to compete with its peers for students and to deliver on its mission could not be sacrificed for savings. Increasing class sizes, for example, would have saved money, but faculty members pointed out



MATT DILYARD, COLLEGE OF WOOSTER

Grant Cornwell, president of the College of Wooster: "The people who might actually have ideas about how to do things differently are not sitting in a cabinet room. They're on the ground in departments and divisions."

the damage it could do to the college's academic reputation. A universal student-parking fee was on the table, but students balked at absorbing another charge.

Mr. Cornwell and other top administrators made the final decisions on which ideas would inform a budget proposal to the Board of Trustees. Through all the commenting and debating, what emerged wasn't exactly a consensus, he says, "but there was a sense on the campus about what it made the most sense to do."

THE CHALLENGES

Transparency isn't easy

In terms of the faculty role, Mr. Shaya says he felt "relief that we were being consulted and brought into the conversation." But he still brought to the process "a certain amount of skepticism" over how much he and his colleagues would be able to participate.

In the early stages, the conversation did not always go smoothly. Faculty, staff, and students not accustomed to dealing with complex budgets needed more help than anticipated in understanding the wiki. "Transparency isn't as easy

as it sounds," Mr. Cornwell says. "It still calls for a tremendous amount of thought and effort and listening."

While the organizers had plenty of experience with strategic planning, opening that up to everyone presented new wrinkles. It sometimes felt "like we were making it up as we went along," says Susan Y. Lehman, an associate professor of physics and chair of the college's Financial Advisory Committee.

While many ideas were not practical or to the college's advantage (increased teaching loads, for example, could endanger Wooster's hallmark of mentored undergraduate research), they proved revealing to participants nonetheless. If someone suggested cutting a program another person considered vital, says Ms. Lehman, "it meant that we need to communicate better why we're doing some things."

THE RESULTS

About \$2.5-million in savings

The slimmed-down budget—3 percent lower than last year's—includes more than 100 of the campus's ideas for cutting costs and (less often) raising revenue.

One plan for bringing in new revenue is to lease land on the cam-

pus for a cellphone tower. But most items on the list are "micro-efficiencies," Mr. Cornwell says, such as emailing bills rather than printing and mailing them. "You feel sort of silly when you look at the list and think, Gee, we should have been doing these anyway," he says.

While the outcome and inclusive process were both good, the president says, he was disappointed on a couple of small counts.

First, finding such savings is the kind of thing a college can do only once. If Wooster's budget falters in a year or two, the college will be out of micro-efficiencies. Second, the process unearthed "no paradigm-changing ideas," Mr. Cornwell says. The proposed tweaks will help keep the college in good financial health, but they stop short of reinvention.

Still, the exercise offered good value beyond the money it saved, according to Ms. Lehman. It's easy for a college just to keep doing what it's used to doing. But at Wooster, she says, "all of the different divisions really looked at, 'What are we doing? Why do we do exactly what we do? Is this really the best way to do it?'" ■

What Works is a new series that looks at how colleges are tackling common problems. Got an idea? Let us know. Contact feedback@chronicle.com.

At Private Colleges, Presidents May Not Be the Top Earners

By SANDHYA KAMBHAMPATI

PRESIDENTS ARE not always the highest-paid person on their campus. Many of them are out-earned by medical faculty members, coaches, vice presidents for finance, and chief investment officers.

Among the more than 200 employees at private colleges who earned more than \$1-million in 2012, 81 were medical faculty members, 39 were coaches, and 35 were chief investment officers. Thirty-six were presidents.

In a *Chronicle* analysis of tax forms filed by the 500 private non-profit colleges with the largest endowments, one-fourth of the colleges had employees who earned more than their president. A total of 207 private-college employees earned \$1-million or more in 2012, the most recent year for which data were available. That was 27 more millionaires than in the year before.

The biggest difference between a campus's highest-paid employee and its president occurred at Cornell University, where Zev Ros-

enwaks, director and physician in chief of the Ronald O. Perleman and Claudia Cohen Center for Reproductive Medicine, earned \$4.7-million in 2012. Cornell's pres-

COMPENSATION

ident, David J. Skorton, earned just over \$817,000.

The highest-paid private-college employee in 2012 was a president. Shirley Ann Jackson, who leads Rensselaer Polytechnic Institute, earned \$7.1-million. Ralph

Snyderman, chancellor emeritus and a professor at Duke University, ranked second. He earned close to \$7-million in 2012. Of that, \$6.4-million was deferred compensation that had accrued during his 15-year service as chancellor of health affairs and dean of the School of Medicine. That same year, Duke's president, Richard H. Brodhead, earned \$1.1-million. Mr. Brodhead was out-earned by four other Duke employees, including Michael W. Krzyzewski, the basketball coach, who earned \$4-million.

Duke officials explained Mr. Snyderman's salary by pointing to what he accomplished during his tenure as chancellor for health affairs and dean of the School of Medicine, a position he held until 2004. In an email, a university spokesman said Mr. Brodhead oversaw the creation of the Duke University Health System and worked to expand the university's clinical, research, and education activities.

How much presidents, coaches, and other high earners are paid continues to draw scrutiny from

policy makers and others, particularly as tuition rises and colleges weigh program cuts in the face of tight budgets. Gaps are growing, too, between the pay of faculty members and administrators. Median presidential salary grew 171 percent from 1978-79 to 2013-14 above the rate of inflation, while the median gain for full-time faculty members over the same time period approached 50 percent, according to the latest salary survey from the College and University Professional Association for Human Resources.

John Barnshaw, senior higher education researcher at the American Association of University Professors, says he is skeptical about whether the market for administrators is really so competitive that it warrants such significant increases in pay. It's difficult to measure, he says, just how many people are poached into other positions and how much a college really needs to pay to keep its best leaders.

Who earns the most is a signal of where an institution's priorities lie. At research institutions, medical faculty members often top the list. Where athletics programs are prominent and prized, coaches tend to be receiving a hefty paycheck. In college sports, the pressure to fill stadiums and field winning teams has led to intense competition for hiring the best coach.

"The world of college athletics has become run by television contracts, the amount of money that is coming into the university through not only TV revenues but merchandising sponsorships and donor con-

tributions," said Martin J. Greenberg, a lawyer in Milwaukee who has represented college coaches during contract negotiations for 25 years. This pressure, he said, has led to a "rapid escalation in coaching compensation."

ATTRACTING TOP CANDIDATES

Compensation consultants and recruiters for colleges say high salaries are required to attract top candidates to key jobs.

For many positions, the pool of well-prepared leaders who have the right chemistry and skills for a particular campus is relatively small, said Lucy Leske, managing partner of the education practice at Witt/Kieffer, who has led searches for deans, professors, and presidents. Search committees will need to make offers that are competitive with other jobs the candidate may also be pursuing and that are generous enough to keep the right person in the position after he or she is hired.

"It's true that nonprofits don't make profits," Ms. Leske said, "but it's not true that nonprofits aren't complex, challenging organizations with huge budgets and major change-management agendas that require highly skilled and competent executives."

Picking the right candidate, and paying that person the right amount, are critical to retention, she added. It's a common refrain among boards of trustees: If you hire well, you only have to hire once.

Beyond presidents and other ad-

Highest-Paid Private-College Employees Who Aren't Presidents

At many private colleges, it's not the president who makes the most. Medical faculty members and coaches often top the list instead. Here are the biggest earners from 2012.

		Total compensation
Ralph Snyderman, chancellor emeritus	Duke U.	\$6,988,838
David N. Silvers, director of dermatopathology	Columbia U.	\$5,325,776
Zev Rosenwaks, director and physician in chief of the Center for Reproductive Medicine	Cornell U.	\$4,737,524
Michael W. Krzyzewski, basketball coach	Duke U.	\$4,061,222
Gary A. Patterson, head football coach	Texas Christian U.	\$3,991,150
Robert I. Grossman, dean and chief executive of the NYU Langone Medical Center	New York U.	\$3,757,058
Anthony K. Frempong-Boadu, director of spinal neurosurgery	New York U.	\$3,525,268
Nirmal Narvekar, chief investment officer	Columbia U.	\$3,401,720
James A. Grifo, director of reproductive endocrinology	New York U.	\$3,391,976
Steven D. Spandorfer, clinical coordinator at the Center for Reproductive Medicine	Cornell U.	\$3,339,742

SOURCE: CHRONICLE ANALYSIS OF IRS AND EDUCATION DEPARTMENT DATA

ministrators, professors in certain fields—including law, business, and medicine—can be expensive to attract because they can demand high salaries in jobs outside of higher education.

Others who draw big paychecks are prominent scholars. For example, one of Harvard University's millionaires is Amartya K. Sen. Mr. Sen, who earned \$1.2-million in 2012, has won a Nobel in economics and has taught at the London School of Economics and Political Science, the University of Oxford, and the Delhi School of Economics. The average full professor at Harvard earned \$198,400 that year.

Having someone with accolades

who can bring recognition to the university is important, said Kevin J. Murphy, a business professor at the University of Southern California who studies executive compensation. Award-winning faculty members can help a college draw other top professors and students.

Well-known and high-quality professors can also attract resources through donations, Mr. Murphy said, and higher fees that the college might be able to charge for its programs.

Columbia University, for example, cited the ability of one of its professors to generate revenue as part of the reason for his high pay. David N. Silvers, a clinical pro-

fessor of dermatology at the university's medical center, earned \$5.3-million in 2012, making him the university's highest-paid employee that year. His pay, a university spokesman wrote in an email, reflects "both New York City realities and how we value faculty members whose work generates not only their own salaries but also significant additional revenue that the university uses to support its broader mission of education, research, and community service."

In general, Mr. Murphy said, he would be worried if boards of trustees were hiring these people "on the cheap," especially when there's so much at stake. ■

CHANGE STARTS WITH COMPASSION AND INGENUITY

It starts with people like Aaron Brown, an MSU Denver associate professor of mechanical engineering technology. He is solving problems in marginalized communities by using simple, low-cost materials—such as creating a solar furnace from recycled soda cans—and he's igniting similar drive in his humanitarian engineering students.

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Colleges Ponder Their Options When Racism Is Set in Stone

By MADELINE WILL

EARLY THIS MONTH, a group of about 15 students, most of whom were black, gathered in front of Saunders Hall, one of many scenic brick buildings on the campus of the University of North Carolina at Chapel Hill.

Then the students hung nooses around their necks and held up signs: "This is what Saunders would do to me."

Born in 1835, William L. Saunders graduated from the university in 1854 and was a historian of the

FACILITIES

state and a member of the university's Board of Trustees. He was also a Confederate colonel and then a chief organizer of the Ku Klux Klan in North Carolina.

It's those last, troubling details that have spurred a student movement seeking, among other things, to rename Saunders Hall.

"Not so much am I frustrated at Saunders and his hate and his legacy of violence," said Omololu R. Babatunde, a senior. "I'm really frustrated at the university who allowed this building to stand so long. It makes me feel like we're foreigners in a space where we don't belong."

Such a sentiment would give nearly any college administrator pause. At Chapel Hill, concerns



MATTHEW KOESTER, UNC-CHAPEL HILL

Saunders Hall, a classroom building at the U. of North Carolina at Chapel Hill, is named for a historian who helped organize the Ku Klux Klan. The university's trustees are reviewing the wisdom of continuing to use that name, among others, and will report on their progress in March.

over the name have prompted a review by the trustees, who have been gathering research and opinions for months.

That review won't stop at Saunders Hall, said Charles G. Duckett, one trustee. Other campus buildings and monuments, too, are named after now-controversial historical figures or honor the Confederate era.

"How do we address the history of the university and its ties, good and bad, to various people?" Mr. Duckett asked. "We're seeking a comprehensive solution. How do you define where you would and would not take a name down?"

As Chapel Hill grapples with striking a balance between history and sensitivity to students, similar debates are roiling universities across the country, particularly in the South.

'TAKE THE CHISELS OUT'

In 1954, as a response to the U.S. Supreme Court's decision in *Brown v. Board of Education*, the University of Texas at Austin named a dormitory after William S. Simkins, an active Klansman, who had taught law at Austin for 30 years. For nearly five decades the name stood, until Thomas D. Russell, a professor of law at the University of Denver, wrote a research paper about Simkins and the university. That paper, published in 2010, sparked a national conversation. Later that year, the University of Texas renamed the dormitory.

Now, Mr. Russell said, more universities are aware of their racial histories and are debating how best to make amends.

Changing the name of a building is one way to acknowledge a troubled past, he said. But when admin-

istrators weigh such a decision, they have several key questions to consider.

Among them: Will this set a problematic precedent? Many people in a university's past might have held opinions that would be considered offensive today, Mr. Russell said, and a line must be drawn.

Then there are brass-tacks concerns: Could this affect fund raising? "People won't want to give the university money if it seems like they'll take the chisels out and remove the names," Mr. Russell said.

And how will the university's multiple constituencies—internal and external—react?

A continuing battle at Clemson University demonstrates how tricky that can be. Tillman Hall, a centerpiece of the campus, takes its name from Benjamin Ryan Tillman, one of Clemson's

Changing the name of a building is one way to acknowledge a troubled past. But administrators find it's not as simple as that.

founders, who was also a virulent white supremacist. Some students and faculty members have called for the university to rename the building.

But those calls have met with a backlash. An online petition called "Save Tillman Hall," which seeks to maintain the current name, has gathered more than 6,000 signatures in less than a month. A university spokeswoman said Clemson

is not considering any proposal to change the name.

The University of Mississippi has been examining its own connection to slavery. Recently, among other reforms, it renamed a campus street, Confederate Drive, as Chapel Lane.

Donald R. Cole, assistant to the chancellor for multicultural affairs, said that there was some external backlash to the change, but that students and faculty members were mostly supportive. Educating people in the state about the university's racial legacy and its lasting effects has been key to making changes, he said.

The university, he said, also had to decide what to do with the campus's Confederate Statue and Vardaman Hall, named for James K. Vardaman, a former governor who advocated white supremacy. The university did not rename any buildings, but it plans to provide "appropriate historical context," in the form of plaques, alongside the structures.

"Slowly but surely, we're beginning to dismantle the symbols associated with slavery in our institution," he said. "If we could, we would give a blanket command to do so throughout, but we recognize that the opposition would probably not allow us to do that."

ONE MAN, FOUR CAMPUSES

Last year, Duke University renamed Aycock Hall, a dormitory that had been named after a former governor of North Carolina, Charles B. Aycock. He was known as the "education governor" for his support of public schools, but he also held white-supremacist views and supported disenfran-

chising African-Americans.

Michael J. Schoenfeld, a university spokesman, said the decision had been made for several reasons. For one, the building's name predated Duke itself; the dormitory was built when Duke was still Trinity College. For another, Aycock didn't have a direct connection to either Trinity or Duke.

"We believe that it is no longer appropriate to honor a figure who played so active a role in the history that countered" the university's values of inclusion and non-discrimination, wrote Richard H. Brodhead, the university's president, in a letter to students who had championed renaming the building.

Charles Aycock's mark, however, was also left on campus buildings at East Carolina University and at the University of North Carolina at Greensboro and at Chapel Hill.

Some students at Chapel Hill have called for the university's own Aycock Residence Hall to be renamed. The trustees will provide an update on the progress of their review at their next meeting, in late March, and the board's final report could mention that building.

Trustees at East Carolina are to decide this month whether to rename the university's Aycock Residence Hall. And Greensboro administrators recently formed a committee to examine a possible name change for Aycock Auditorium.

Charles C. Bolton, a history professor and co-chairman of the Greensboro committee, said campus administrators hadn't received any specific complaints about the name but wanted to deal with the issue pre-emptively. ■

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Economist Fuels a University's Debate About Cutting Its Football Team

By STEVE KOLOWICH

WHEN Andy Schwarz heard that the University of Alabama at Birmingham was going to kill its Division I football program because it was a drain on campus coffers, he was not convinced.

"That's going to be a misleading story," Mr. Schwarz, an antitrust economist, recalls telling a reporter before the news broke, in December, "because unless they've done the careful work to understand the difference between accounting and economics, they're going to get the wrong answer."

After Ray L. Watts, the university's president, announced the move, Mr. Schwarz wrote a scathing critique of the internal report on which it had been based. In the article, posted on the alternative-news website Vice, he argued that the report had made basic errors that caused it to overestimate the future annual cost of the football program by millions of dollars.

And he cited errors in the internal report's analysis of what football brings in, concluding that UAB football was a "break-even and/or slightly profitable proposition, without even considering merchandise sales" or other sources of revenue.

"UAB claims they can't afford football," he wrote. "As someone in sales might say, maybe UAB can't afford to *not* have football."

What happened next validated his skepticism. Donors threatened to close their checkbooks. The governing bodies for both the faculty and the students at Birmingham slapped Mr. Watts with no-confidence votes. The university found itself at the center of a debate over how to properly calculate the costs and benefits of fielding a mediocre Division I football team.

The president has now backpedaled, appointing a task force to find a professional-services firm that can take a second look at the athletic department's finances. In a request for proposals sent out this month, the task force named a number of potential partners for whatever firm gets the job. Mr. Schwarz's consulting company, OSKR, was among them.

In 2000, Mr. Schwarz and Daniel A. Rascher, a colleague who would later become his business partner, took aim at "amateurism" in college athletics, with an essay in *Antitrust*, a magazine published by the American Bar Association. "A way to prevent the exploitation of the athletes," they wrote, "is to allow competition among teams to pay players a salary in exchange for their services."

Mr. Schwarz's I-told-you-so moment on that issue came last year, when Ed O'Bannon, a former basketball player at the University of California at Los Angeles, won a

class-action lawsuit against the National Collegiate Athletic Association that might open the door to college athletes' getting paid for commercial uses of their names

ATHLETICS

and identities. Mr. O'Bannon's legal team hired Mr. Schwarz's firm to help formulate its economic arguments and poke holes in the NCAA's. But he was also shouting from the sidelines, criticizing the NCAA in essays for *Deadspin*, the irreverent sports blog.

Mr. Schwarz's penchant for heck-

ling can be good for business, as it may prove to be in the Birmingham football case. But it can also be awkward. In the O'Bannon case, NCAA lawyers cited one of Mr. Schwarz's *Deadspin* essays when they were trying to defeat a motion filed by the plaintiffs.

"I ought to be a little more careful," he says, admitting that ego might play a role in some of his less-strategic provocations.

But Mr. Schwarz also says he wants to use his point of view as an economist to inform the public, not just the litigants who hire his firm. Many of the battles in college ath-

letics might be fought and won in courts and boardrooms, but crowd noise can influence the outcome.

In Birmingham, Mr. Schwarz saw a university wielding the language of accounting—and accountability—in a way that "says virtually nothing about the economic reality of a college program." In the tradition of spectators everywhere, he cried foul and ventured that he could have done better.

"It bothers me a ton when I see people speaking from a position of authority and I know it's wrong," says Mr. Schwarz. "And it is hard for me to be quiet about it." ■



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PENCHANT FOR PROVOCATION

When it comes to figuring the costs of sports, Mr. Schwarz, 47, has been straddling the line between insider and outsider for years. During his undergraduate days at Stanford University, in the late 1980s, he was a fan, attending nearly all Cardinal football home games. But it wasn't until the 1990s that Mr. Schwarz got his first real glimpse of how the sausage is made, when he was recruited to join a consulting firm that was helping the National Football League fend off a lawsuit by the Oakland Raiders.

"Literally the first week I was there at this new job, almost with no clue of what I'd gotten myself into, I was reading and summarizing depositions from 20 NFL owners," he told *The Chronicle*.



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IOWA STATE UNIVERSITY | Ames, Iowa

As Boston Eyes 2024 Olympics, Its Colleges See Opportunity

By PAUL BASKEN

BUILT on a former garbage dump jutting into Dorchester Bay, the University of Massachusetts at Boston is a place long accustomed to being trashed.

Now a half-century old, it was never given dormitories, though it was initially forced to accept anyone who applied. Its central building complex was so poorly constructed that it's collapsing from underneath and will be partly torn down. All outside doors faced away from the water so that nobody had to smell the polluted harbor surrounding it.

But now, with the Massachusetts capital's surprise choice as the U.S. nominee to host the 2024 Summer Olympic Games—based largely on a sales job linked to the state's wealth

of college campuses—visions of transformation already under way at UMass-Boston are now burning even brighter.

The institution opened in 1965, moved to its Columbia Point location in 1974 as a single red-brick complex perched over a parking garage, and absorbed Boston State College in 1982. It's now in the midst of a building boom, helped by its status as the city's only public university. Enrollment has reached 17,000, with student demand putting its admission standards on a par with the rest of the UMass system. Its blossoming research portfolio exceeds \$60-million annually, within the top 200 nationwide.

Long overshadowed by the public flagship at Amherst, UMass-Boston is "the little brother who's grown up," the campus's ebullient chancellor, J. Keith Motley, said

from his office near an abandoned shopping mall and convention center he ordered purchased in 2010. Nine years from now, that lot could be the site of the main Olympic village, with enough dormitories to house 16,000 athletes and coaches.

PLANNING

And with Boston's Olympic organizers predicting that university campuses could make up three-fourths of the sporting venues, several other institutions are eyeing pieces of the action. Harvard and Tufts Universities are among those hoping to be the site of the Olympic swimming facility, one of the biggest construction projects after the main stadium and athlete village.

Smaller ambitions include field hockey at Harvard; archery at the Massachusetts Institute of Tech-

nology; and rugby, field hockey, and handball at Boston University. UMass-Lowell could host boxing and rowing along the Merrimac River. And dorms throughout the region would be in demand for a list of nonathlete needs, including a proposed media center at Northeastern University.

While strong public majorities often root for their cities to host the Olympics, Boston remains torn. Polls have shown just a bare majority of local residents favoring the bid, accompanied by large reservations about the possible costs.

It's a different story, however, among local university leaders. Where others see pitfalls, they see opportunities to show civic leadership, to provide students and researchers with unique educational experiences, and, while they're at it, to advance their public-relations and recruiting campaigns and get help with construction projects.

LOFTY IDEALS, HIGH COSTS

Boston was considered a long shot to win the U.S. nomination, given strong proposals from San Francisco, Los Angeles, and Washington, D.C. Its bid organizers, a group calling itself Boston 2024, won last month with a presentation to the U.S. Olympic Committee that emphasized low costs and a world-renowned network of universities with available housing, athletic venues, and young volunteers.

The four co-chairs of a "College and University Engagement Committee" formed by Boston 2024—representing Harvard, MIT, Bentley University, and the UMass system—helped make that case. Their leading voice is Bentley's president, Gloria C. Larson, a former state secretary for economic affairs and friend of John F. Fish, the local construction-industry magnate serving as chairman of Boston 2024.

Ms. Larson waxes emotional on why a Boston Olympics would make sense. The region is filled with former Olympic athletes and eager students fluent in dozens of foreign languages. Boston could be a model for "a better, peaceful world through broad global youth engagement." And the Olympics could act as a recruitment ad for foreign students. Bentley now attracts about 15 percent of its undergraduates from overseas. "I'd be happy if that number rose," she said.

Others deliver similar messages, if in more measured tones. Universities "are champions of the intellectual and physical human endeavor," said Joseph E. Aoun, president of Northeastern. "The Olympics do the same." Anthony P. Monaco, president of Tufts, said he saw an Olympics in Boston as an opportunity to encourage civic-minded attitudes among young people.

A key element of the Boston bid is a promise—like much of the initial bid, not yet fleshed out—to try to help educate the world's former Olympic athletes. Statistics show that half of them eventually fall into poverty after dedicating their youth to sport, Ms. Larson said. Among the Boston 2024 selling

points, "that gives me more goose bumps than any else," she said.

To opponents, many of them experts based on Massachusetts campuses, such talk is cheap. Lavish recent games in Russia and China led the International Olympic Committee last year to issue a report emphasizing frugality, a priority that Boston 2024 aimed to reflect in its bid. Much of the Olympic housing expected at Columbia Point would be portable units, available for relocation as needed elsewhere in the city.

But even a spartan bid is costly. The operating budget published by Boston 2024 totals \$4.7-billion, accompanied by \$5.2-billion in state-financed transportation costs. Yet overall revenue for the London Olympics in 2012 was only \$3.3-billion, said one analyst, Andrew S. Zimbalist, a professor of economics at Smith College and author of *Circus Maximus: The Economic Gamble Behind Hosting the Olympics and the World Cup*.

As to whether the Games can be economic kick-starters, there are precedents either way. Past Olympics in Los Angeles and Barcelona, Spain, proved profitable for the regions. Others simply overspent.

The most recent U.S. city to host a Summer Olympic Games was Atlanta, in 1996. Back then, the Georgia Institute of Technology hosted both the athlete village and the swimming facility. For the housing, the Olympic organizers paid about \$20-million while Georgia Tech contributed about \$150-million, said G. Wayne Clough, the university's president at the time. Georgia Tech spent an additional \$80-million on the pool, he said.

Both were costly and led to increased student fees. But both made sense for Georgia Tech in the long run, Mr. Clough said. The dorms were "first-rate and really set the standard for residential halls, where every student has their own room," he said. And the swimming pool became the focal point of one of the best student recreation centers in the country, he said.

The university did try to get publicity out of the host role, but Olympic rules about advertising largely thwarted that, Mr. Clough said. Even a university logo on the bottom of the pool had to be covered up.

"Over all it was good for Georgia Tech," he said of the experience. But, he cautioned Boston-area universities, "don't go into it with unrealistic expectations."

UMass-Boston's Mr. Motley is well aware. He was one of five Boston-area officials who made presentations at the U.S. Olympic Committee meeting last month in California where Boston was chosen as the U.S. nominee. His endorsement was a strategic move to get UMass-Boston on the inside track, he said, rather than leave his campus "on the outside, trying to figure out how to get into the middle of that conversation."

"If this comes true in the way that we're talking about," Mr. Motley said of the 2024 bid, "then it helps build on our agenda." ■

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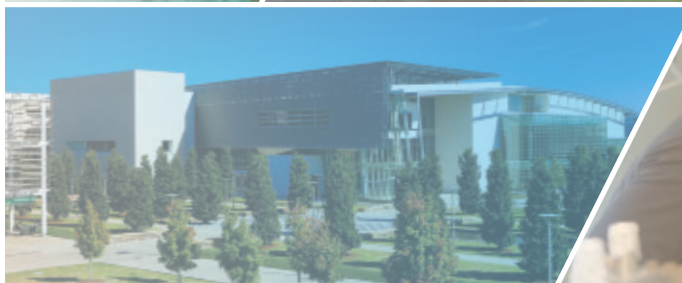
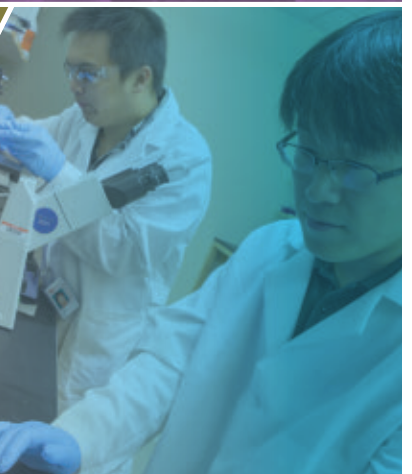


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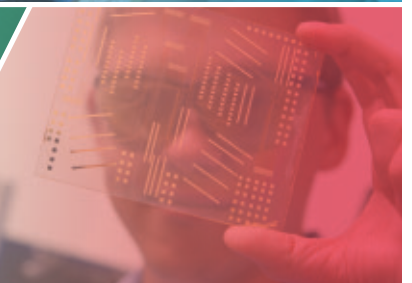
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People

Centenarians on Campus

Fred A. Kummerow, who turned 100 in October, joined the University of Illinois at Urbana-Champaign in 1950 to study lipids and then, as he put it, “ended up staying all my life.”

“I’m still at the university because I’m still researching,” says Mr. Kummerow, who had a paper published in *Clinical Lipidology* just last year. “I still want to convince physicians that cholesterol is not the cause of heart disease and that trans fat is.”

In 2009, Mr. Kummerow petitioned the Food and Drug Administration to ban trans fats. The agency made a preliminary determination that they are harmful and gathered comments, but a final decision is still pending. Meanwhile, Mr. Kummerow continues working at Burnside’s



Fred A. Kummerow

Research Laboratory, which he helped create, collaborating with graduate students and postdocs. Students haven’t changed much over the years, Mr. Kummerow says, though none can quite compare with the first group. “The first students I had were the hard-

est-working of all,” he says. “They’d been in the war, in the Army and Navy and Air Corps. They were in the thick of battle, had been wounded. That made them different.”

As he waits for the FDA, Mr. Kummerow has added to his list of projects. “I’m on the path of trying to solve what causes Alzheimer’s and Parkinson’s,” he says. “My wife died two years ago of Parkinson’s, and I know it’s not something I can solve, but I hope I can help other researchers with my ideas.”

Another active centenarian is **Morris J. Shapiro**, a part-time faculty member in the department of emergency medicine at the University of Rochester Medical Center. Dr. Shapiro, who is 101, helps teach and mentor residents. He retired from his full-time job as a professor of surgery at the medical center 31 years ago.

Some younger folks, nonagenarians, have also stayed close to their institutions. At Drake University, **Paul Morrison**, who is 97, has been working on campus for 70 years. He retired in 1986, but, he says, “I went to work the next day as a volunteer anyway.” The former sports-information director does outreach to alumni, and he catalogs and updates game scores.

“I take Fridays off now, but I haven’t missed many days in my career,” he says. “I always say that Drake has been my longtime love affair.”

And at Miami University, in Ohio, **John Eicher**, 93, an emeritus professor of chemistry, is heavily involved in teaching courses, and taking them, at the university’s Institute for Learning in Retirement. —ANGELA CHEN

New Diversity Challenge

As only the second vice president for inclusion and equity ever hired at Grand Valley State University, **Jesse M. Bernal** will try to expand diversity at the predominantly white institution in a predominantly white part of Western Michigan.

Last month, Mr. Bernal, 34, was asked to join the president’s team. He was scheduled to leave his position last week as director for diversity and inclusion at Santa Clara University, in California, to begin his new job.

He says he will try to help make Grand Valley a model for diversity by improving the curriculum, creating educational partnerships with local community colleges and civic leaders, and set-

ting up pipelines from underserved high schools, which have growing Latino populations.

Grand Valley’s freshman class in the fall of 2014 was 91 percent white, according to enrollment data. The surrounding town of Allendale is 90 percent white. The state of Michigan bans same-sex marriage.

But Mr. Bernal tries to see those situations not as obstacles but as opportunities. In working to “create an institution that is mindful of that future diversity,” he will rely on dialogue, analysis of campus-climate studies and other data, and his own research background in intersectionality—or how people’s multiple identities shape them and their experiences.

Mr. Bernal has known about Grand Valley’s commitment to inclusion for years, having looked at some of its research. That commitment, its collaborative spirit, and the good-heartedness of campus leaders, he says, helped him to decide to move. —MADDY BERNER

Professor Emerges From His Dumpster

If you were to cross Bill Nye the Science Guy with Oscar the Grouch, you might get **Jeff Wilson**.

Mr. Wilson, dean of the university college and an associate professor of biological sciences at Huston-Tillotson University, in Austin, Tex., lived in a 33-square-foot trash receptacle for the past year as part of the Dumpster Project, an effort to teach students to live with less. This month he moved out of the container, which he had transformed into a sustainable house and interactive teaching lab.

The small space forced him to enjoy life’s mo-



Jeff Wilson

ments more than “stuff,” and broadened his audience, he says.

Mr. Wilson had been publishing papers on environmental science in peer-reviewed journals but was looking for a way to take his message to the public, and to reach schoolchildren. “The tongue-in-cheek ridiculousness of placing a professor in an oversized trash can proved to be interesting enough not only to engage our students,” he says, but also “a wide range of folks across the world.”

On the campus of the historically black institution, the project inspired the creation of Green Is the New Black, a student organization that promotes sustainability, particularly in communities of color. It also led to the hiring of the first campus sustainability coordinator, the construction of solar charging stations, and the strengthening of the environmental-studies program.

Off campus, the Dumpster Project has connected the university to the community through education projects like Dumpster Science Thursdays at a local elementary school and a new residency program that invites teachers to spend a night in the dumpster and design sustainability curricula to bring back to their schools.

And it’s not over yet, Mr. Wilson says: Outreach from the dumpster, and its renovation, will continue. —SYDNI DUNN

An Advocate for HBCUs

John Michael Lee Jr., who is 35, stepped down this month as vice president of the Office for Access and Success at the Association of Public and Land-Grant Universities. He spoke with *The Chronicle’s* Katherine Mangan about his transition to being a consultant.

Q. What are the most important things you helped the association accomplish?

A. Institutions want to do right by their students, but sometimes they just don’t know how.

Presidential turnover is a huge issue. Almost two-thirds of our leaders at historically black colleges and universities have been on the job less than five years, a large number are interim leaders, and a significant number are retiring. We’ve put together conferences and summits where institutions can collaborate and share best practices on fund raising, student success, and recruiting.

Q. What will you do next?

A. I’ve been blessed in my career with the opportunity to view higher education from the 30,000-foot level. What I hope to gain in my consultancy, by becoming a campus administrator, and in my future goal of being a university president, is to get to that place where I’m on the ground, advancing low-resource institutions, and ensuring student success on a different level.

Q. What are some major challenges for minority-serving colleges?

A. With state support declining and tuition increasing for already underfunded minority-serving colleges, students are stressed, and too many are dropping out. In some cases, they are failing because they are not getting the money to pay tuition or buy books on time. Advising has to be proactive. Minority males, in particular, are often afraid to ask for help. With the increased competition for African-American students, historically black colleges will struggle to survive unless they continue to expand enrollments of other students, including Hispanics, white students from rural areas, and other low-income students. Serving black students has never meant excluding others.

Writers’ Mentor Dies

John (Jack) Leggett, a past director of the University of Iowa’s Writers’ Workshop, died on January 24 in California. He was 97.

Mr. Leggett, who was also a professor of English at Iowa and the author of several books, led the noted writing program from 1970 until his retirement in 1987. During his tenure, he fortified the faculty with writers like John Irving, Raymond Carver, and Ian McEwan. Among the students he admitted to the program are the now-famous Stuart Dybek, Tracy Kidder, Jane Smiley, and T.C. Boyle.

Herbert T. Boschung, a professor emeritus of biology at the University of Alabama at Tuscaloosa, died on February 5 in Tuscaloosa. He was 89. An expert on freshwater fishes, he is a co-author of the illustrated book *Fishes of Alabama*. —ANAIS STRICKLAND

TRANSITIONS

JOB MOVES

James M. Glaser, a professor of political science at Tufts University, became dean of the institution’s School of Arts and Sciences this month. A scholar of American politics and voter behavior who has been on the Tufts faculty since 1991, he had served as interim dean of the school since last June. His predecessor as dean, **Joanne Berger-Sweeney**, left to become president of Trinity College, in Hartford, Conn.

Charles (C.W.) Eaker, who was dean of the Constantin College of Liberal Arts at the University of Dallas for 10 years, has been named provost and chief academic officer of the university. Mr. Eaker, a professor of physical chemistry who has been on the university’s faculty for nearly 40 years, served as acting provost last fall.

DEPARTURES

Mary Brown Bullock, who has been executive vice chancellor of Duke Kunshan University since 2012, says she will retire this summer. In her role, she oversaw recruitment of faculty members for the institution, in China, and preparation for its first academic programs, which began last summer.

Chui L. Tsang, president of Santa Monica College since 2006, says he will retire by June. A proposal he made to charge higher prices for some classes sparked a student protest at a Board of Trustees meeting nearly three years ago, before the idea was dropped. The community college added about 100 full-time tenure-track faculty members during his leadership.

Read more career news in Gazette, on Page A30, or on Twitter at @ruthehammond. Submit items to people@chronicle.com or at chronicle.com/listingRequest/People

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MOLLY MANDELL

Retired General Reflects on How He Turned a Troubled College Around

GEN. CHARLES C. KRULAK, who was commandant of the U.S. Marine Corps for four years, is credited with revitalizing Birmingham-Southern College since he became its president, in 2011.

General Krulak, who plans to retire in May, spoke with *The Chronicle's* Jack Stripling about his efforts to get the college back on its feet. An excerpt of the exchange follows. A video is on *The Chronicle's* website.

Q. At the time you took over Birmingham-Southern, there were a lot of questions about whether it was going to make it. The Southern Association of Colleges and Schools issued a warning not long before about the college's financial picture. There had been some bond-rating downgrades. Then you came in. It's a very different story now, as I understand it. What did you do right when you walked in the door?

A. My wife and I moved into a dorm, and we didn't leave, because this situation was dire. We were on warning. We'd been downgraded

I know from the sports world. The church pitched in.

We raised about \$17-million, which got us off warning and let us do some other things we wanted to do, like bringing back majors we had to cut.

Q. You took some symbolic steps as well. When you came in, you didn't take a salary.

A. Still don't.

Q. Should more college presidents live in the dorm for a while?

A. Not a bad idea. You can learn

a lot. We lived in the dorm for 14 months: 300 square feet, one closet. I had the captain and the co-captain of the football team right across the hall. I had two women up above us who were very devout Christians.

So on Saturday we partied after the game and then on Sunday went up for devotions. It was good.

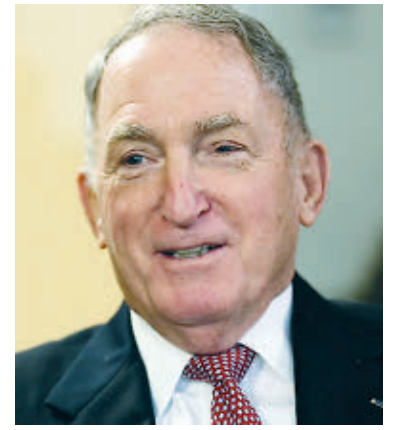
Q. Is this the last challenge presidency for you? There are a lot of people who would want a turnaround artist.

A. My wife would probably cut my head off.

The days of a college president being this academican who sits there and manages the provosts are over. It's hard. You've got a lot of things you've got to balance.

Before becoming president, I was the chairman and CEO of an international bank. I've used more of my banking expertise than I have my academic background.

A college president has to get himself a great provost and make sure that that train is on the right track, because that president's got to be very sharp in a lot of different areas. He's pulling a lot of levers. ■



JULIA SCHMALZ

Gen. Charles C. Krulak

ON LEADERSHIP

to junk-bond status. There was no CFO, no vice president of institutional effectiveness, no director of the financial side of the house from the standpoint of scholarships, etc. I mean, it was a decapitation attack.

So we started assessing the problem and building a great team, selling it by saying, Do you want to raise Lazarus from the dead? Because that's where we were.

We brought individuals from all over the United States. I had a great team.

We had a huge board, 72 people, that we've pared down to about 30. We've restructured our loan twice. We raised over \$40-million in the last couple of years, and we've had our bond rating raised twice in two years. Very few colleges can say that.

We've had our visit from the 10-year accrediting body. We went through that with no recommendations, which is remarkable. The school has been able to reduce its debt and increase its endowment significantly.

And so, although we're like any other college or university today, we're still always wondering when the next shoe is going to drop. When I got here, wondering when that next shoe would drop, I felt like a centipede. They were just dropping like mad. Now it's a lot better.

Q. What was the turning point?

A. Our accreditor needed to see a healthy institution and basically said, You need to raise \$15-million to \$17-million. And we did through the auspices of a very philanthropic town, Birmingham, plus the Alumni Association, friends that I had made in the military and civilian sectors, and some people

Hank Adler

Author of 3 books and more than 100 articles and scholarly publications

Former partner at Deloitte & Touche

Assistant Professor of Accounting, Chapman University

chapman.edu

FOCUS

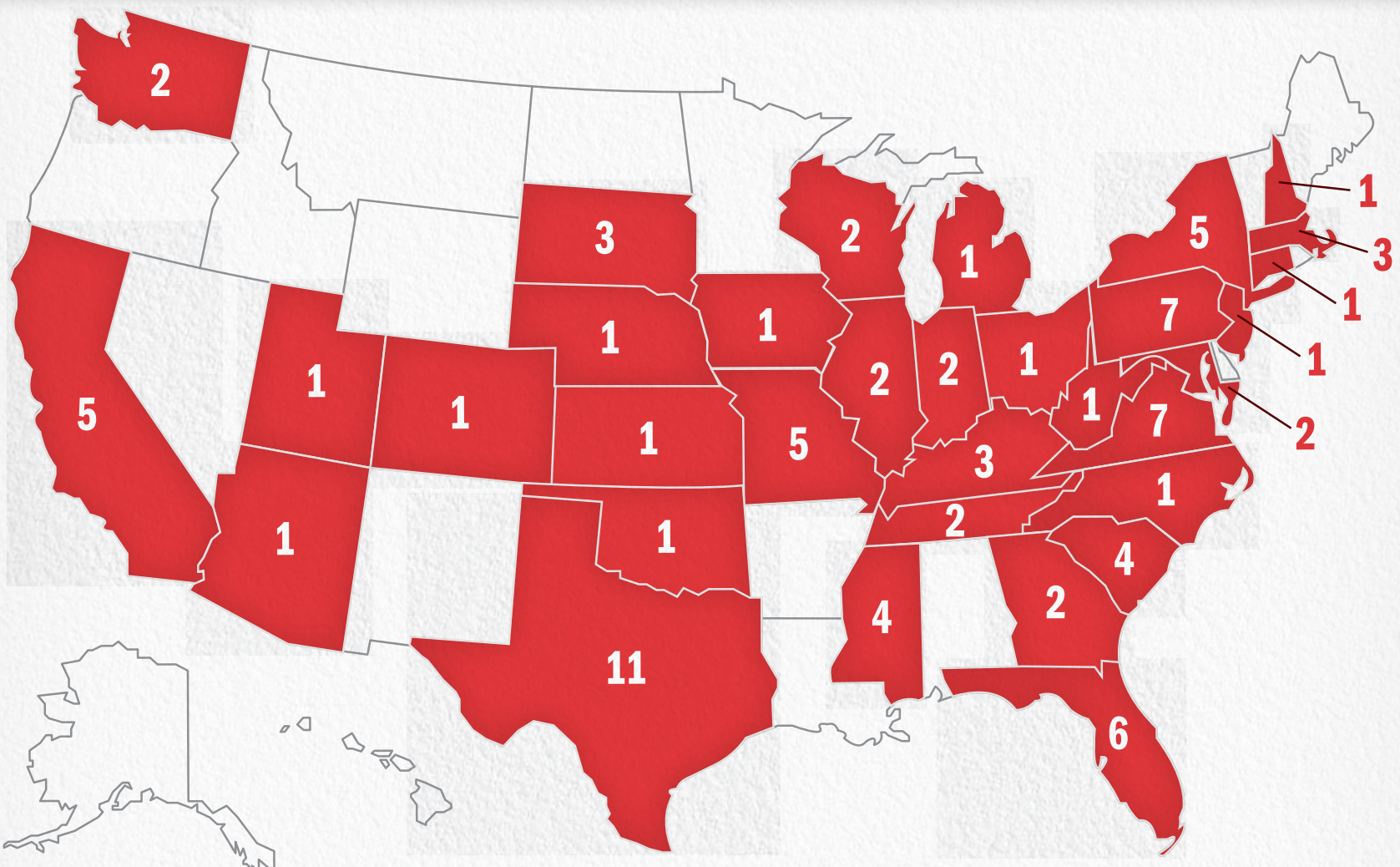
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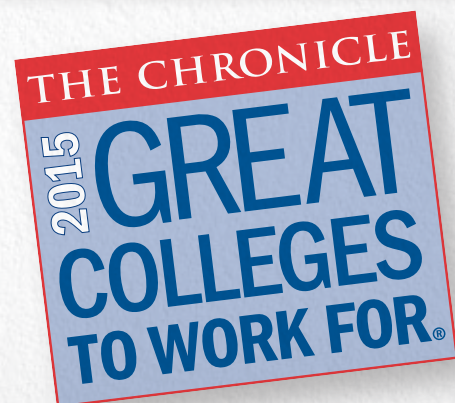
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In Brief

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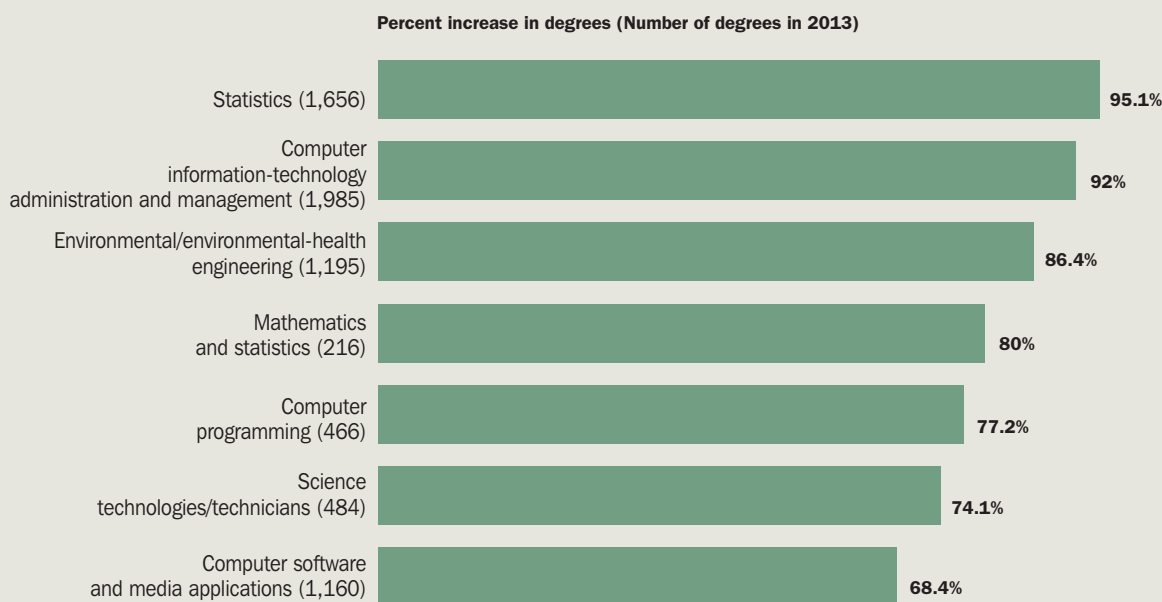
Increase in students majoring in statistics from 2010 to 2013

BACK STORY

Statistics was the fastest-growing undergraduate major from 2010 to 2013 in the STEM fields. The American Statistical Association says the advent and growth of “big data” have helped spur student interest. In recent years, state policies have also encouraged more students to enter “practical” degree programs like statistics.

CONTEXT

Fastest-Growing STEM Degrees From 2010 to 2013



Note: Figures cover U.S. public and nonprofit colleges and universities.

SOURCE: AMERICAN STATISTICAL ASSOCIATION ANALYSIS OF NATIONAL CENTER FOR EDUCATION STATISTICS DATA

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

TEACHING

Profes Know of High-Tech Methods, but Few Use Them in Classroom

Innovation is sweeping the world of higher education, but not all faculty members are embracing it in their classrooms.

A survey from the Bill & Melinda Gates Foundation has found that 40 percent of the professors who responded use or are interested in using innovative techniques and technologies. But of that 40 percent, only half—or 20 percent of the overall sample—have actually used them.

The survey asked professors whether they had used various kinds of high-tech teaching methods, including clickers, the flipped-classroom model, hybrid courses, and social media or discussion forums.

One of the most-adopted new approaches, according to the sample, is the flipped classroom, with 29 percent of respondents saying they had tried it. Free course content also ranked relatively high, at 27 percent. The highest-ranked category was group projects, though some might argue that the approach is neither technology-based or new.

For most of the approaches mentioned, the bulk of professors said they were familiar with the idea but had not tried it.

CURRICULUM

Foreign-Language Enrollments Drop After Years of Increases

Enrollments in foreign-language courses at American colleges have declined after nearly 20 years of growth, falling 6.7 percent from the fall of 2009 to the fall of 2013, according to a report released last week by the Modern Language Association.

Rosemary G. Feal, the MLA's executive director, speculated that several factors could have played a role in the decline, including

rising student interest in career-oriented subjects, like business, in the wake of the recession. Those studies leave less time for language classes, she said.

The report was based on a survey of 2,435 American colleges and universities that offer programs in languages other than English. The report compares foreign-language enrollment data from two- and four-year institutions, as well as graduate programs.

Enrollments in language courses at two-year, four-year, and graduate programs all dropped during the four-year period. Graduate enrollments suffered their second such decline. Spanish, the most-studied language, fell across institutional levels for the first time in the history of the MLA survey.

LEADERSHIP

Report Says U. of Texas President Influenced Admissions Improperly

An independent investigation has found that the president of the University of Texas at Austin, William C. Powers Jr., improperly influenced the admissions process and then misled lawyers looking into the matter, *The Dallas Morning News* reported.

The newspaper obtained a copy of a report commissioned by the system's recently departed chancellor, Francisco G. Cigarroa, and conducted by the firm Kroll Associates Inc. Among other findings, the report said Mr. Powers had overruled the admissions office in cases of underqualified applicants, many of whom had powerful parents. The president also did not tell the whole truth when questioned by the university's general counsel and sought to destroy evidence of his influence over the process, the report concluded.

Mr. Powers's office did not immediately respond to the allegations. According to the newspaper, he told investigators that his actions had been “in the best interests of the uni-

versity” and that he had never intentionally misled the investigation.

The revelations are the latest episode in the prolonged controversy over Wallace L. Hall Jr., a system regent who has carried on a crusade to expose what he has called shady admissions practices on the Austin campus.

ATHLETICS

\$14-Million Scoreboard at Auburn Would Be Biggest on Any Campus

Auburn University trustees gave approval this month to build what would be the largest video scoreboard in college football, at \$13.9-million, *The Birmingham News* reports. Construction on the scoreboard, which would measure 200 feet wide and 105 tall, is set to begin in March and to be finished by autumn.

“This is going to be an enhancement that moms and dads are going to have to come to because their kids are going to want to see this video board, the biggest in college football,” said Auburn's athletic director, Jay Jacobs. “It's going to be a great asset, not only for our fans but also our students and our prospective student-athletes.”

PUBLIC OUTREACH

Legislation in Kansas Would Strip Faculty Titles in Opinion Articles

A bill making its way through the Kansas Legislature would prohibit professors at public institutions from being identified by their titles in newspaper opinion articles about an elected official, a candidate, or an issue being dealt with by a state public body.

The Topeka Capital-Journal reports that the bill would require the governing boards of community colleges and public universities to enforce policies formalizing the ban, which would also apply to letters to the editor. The bill would not apply to other news media.

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Correction

■ An article about the Thiel fellowships (*The Chronicle*, February 13) misstated the number of fellows *The Chronicle* was able to interview. It was nine, not seven.

Intellectual Piecework

Increasingly used in research, platforms like Mechanical Turk pose new ethical dilemmas

By NATHAN SCHNEIDER

NOWADAYS, ALFREDO García studies graffiti. His dissertation in sociology at Princeton University is an ethnography of a changing Miami neighborhood, which means he spends his time chatting up strangers, arranging interviews, and climbing ladders with street artists. But during his second year at Princeton, in 2012, he tried something else. With a bit of out-of-pocket money, he surveyed 420 people about how looking at different kinds of fake Facebook profiles affected their views about Islam. He obtained clear statistical findings and produced a paper that is now under review at a respected journal. In the process he didn't meet a single one of his subjects; not one of them was a Princeton undergraduate required to take surveys for a class.

Mr. García used Mechanical Turk, an Amazon.com-owned platform that describes itself as “artificial artificial intelligence.” What it offers has been called crowd-work, or digital piecework, or crowdsourcing—thousands of people around the world sitting at their computers and doing discrete tasks for pay. Each of Mr. García's subjects earned a quarter for filling out a survey less than 10 minutes long—\$1.50 an hour, that is.

In addition to being the go-to place to have scans of receipts transcribed, or websites checked for not-safe-for-work content, Mechanical Turk has quietly become an indispensable part of how academic research in many fields is done. Mr. García talks about it with a nonchalance that belies the magnitude of the shift of

InFocus

RESEARCH



which he is a part. “It's the new norm,” he says.

After submitting his paper, he pivoted back toward the in-person research methods he is using in Miami. But others in his department learned about Mechanical Turk from him and are using it in their dissertations, alongside more traditional (and more expensive) techniques.

Maria Abascal, for instance, was amazed when her Mechanical Turk survey on perceptions of skin color drew 600 responses within four hours. “I think it's an absolutely wonderful resource,” she says, “especially for graduate students who may not have a lot of time or money for their projects.” She now makes a point of paying at least New Jersey's minimum wage.

The platform is also having an influence on the methods of these up-and-coming sociologists. Because



DAVID ZENTZ FOR THE CHRONICLE

of it, experiment-based research designs are increasingly common in their department—akin to the methods in economics and psychology departments, where Mechanical Turk is even more popular. The platform's low cost and accessibility, however, are possible thanks to a barely regulated virtual labor market.

Stimulated by shrinking university research budgets and chronic underemployment everywhere, academic researchers are among Mechanical Turk's chief employers; they have also collaborated with workers in an effort to make the platform fairer and more useful. It is at once an opportunity, a sweatshop, and a game. But this many-sidedness means that crowd-work raises questions of methodology and ethics that are especially thorny—and, for some, inconvenient.

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Rochelle LaPlante talks to her 6-year-old daughter about a school project. Ms. LaPlante has been working from home using Mechanical Turk since 2012. "Some days are great, and there are some days that I make \$5," she says.



STEFANIE LI

Trebor Scholz, an associate professor of media studies at the New School, assigns Mechanical Turk labor to his students, who have recoiled at the conditions. “They were shocked—not only by how low the pay was, but also how hard it is,” he says.

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MECCHANICAL TURK went online in late 2005. It was a so-called Jeff project, a priority of Amazon’s founder, Jeff Bezos. The name came from the Turk, a celebrated 18th-century chess-playing robot that was eventually revealed to rely on a human chess master hiding inside. Amazon promotes Mechanical Turk, like its namesake, as essentially a piece of technology—just one among its panoply of web services. In an age when machines are taking over more and more human tasks, it simplifies those remaining ones that really do require human effort, with an interface that makes the workers inside seem, as much as possible, like just part of the software.

After nine years, the mturk.com website is still, officially, in beta testing. It betrays little evidence of having been updated in all that time; despite Mr. Bezos’ initial enthusiasm for it, the platform has since undergone only basic maintenance and modest tweaks. (Amazon responded to interview requests with its usual penchant for silence in the media.) While newer crowd-work platforms continue to proliferate—Crowd-Flower, Clickworker, Cloud-Crowd, and so on—Mechanical Turk remains the standard, especially for researchers looking for a large and diverse pool of subjects.

It offers potential employ-

ers—or “requesters”—access to a pool of more than 500,000 “workers”—who often call themselves “Turkers”—though the active population appears to be closer to 10,000. The hundreds of thousands of discrete jobs available at any given time are called HITs, or “human intelligence tasks,” which can take as little as a few seconds and pay just a few cents. Amazon recommends, but doesn’t require, a pay rate of at least 10 cents per minute—more than a dollar shy of the U.S. minimum hourly wage of \$7.25. Featured “case studies” on the website include projects by Darpa and the U.S. Army Research Lab.

One of the first researchers to use Mechanical Turk was Sid-dharth Suri, who now works at Microsoft Research New York City. As a graduate student in computer science at the University of Pennsylvania, Mr. Suri began studying behavior on social networks using undergraduate students. He ran into a problem, however, when he later took a job at Yahoo Research. “I wanted to do behavioral experiments, but we had no undergraduates and no classrooms,” he says. “Necessity was the mother of invention.” Starting in 2008, he turned to Mechanical Turk. Not only did it allow him to continue his re-

search, but he could do more of it, and more quickly.

“The biggest benefit to moving your experiments online is that it allows you to iterate faster,” Mr. Suri says. He believes that, years from now, social scientists will look back and recognize how much more rapid the advance of knowledge became with the advent of crowd-work. “I think it’s going to be the turning point where things went to the next level.”

Soon, Mr. Suri and his fellow pioneers were publishing data about Mechanical Turk itself. They established that Turkers respond to surveys at least as thoroughly and honestly as conventional subjects, and they are more diverse. They also cost much less to entice, and paying them generously doesn’t necessarily produce better results.

Though Turkers come from all over the world, they live predominantly in the United States and India, the two countries where Amazon pays them with actual money; others can receive only gift cards to Amazon.com, what some Turkers call the “company store.” Turkers in the United States skew female, and are more likely to Turk part-time and partly for fun, while Indians, skewing male, are somewhat more likely to depend on the Mechanical Turk income and less likely to enjoy the work. The early papers’ main point, though: This is a pretty good source of data.

Researchers now make habitual use of Mechanical Turk for both collecting and processing data; one can hire Turkers to

Requester	HIT Expiration Date	Time Allotted
ReachLocal Presence Grader Prod		
Tagasauris		
What do these scores mean?		

“Turkopticon” allows Turkers to share ratings of Mechanical Turk requesters—“interrupting worker invisibility,” in the words of the researchers who developed the browser plug-in.

fill out a survey, and then again to comb through the results and look for patterns. One can't, however, perform studies that depend on nonadult participants, or physical measurement, or a subject's full attention. Longitudinal studies are possible but not straightforward. While Mechanical Turk surveys tend to be more representative of the U.S. population than the usual group that shows up for in-person surveys, they're less representative than expensive, large-scale probability samples.

The list of Mechanical Turk's uses is long. Mr. Suri has experimented with corralling Turkers to generate maps for disaster-stricken regions, based on raw data posted to social networks. It's a fast and easy way to cull lots of information into something useful for first responders. But as the Harvard Law School professor Jonathan Zittrain has suggested, these studies also carry troubling prospects. Similar techniques could be used by a repressive government to identify faces in a crowd of protesters—and it could be done in such bits and pieces that Turkers wouldn't know what they were helping to do. As convenient as it might be to consider the workers mere cogs in a value-free system, they contend otherwise.

ROCHELLE LAPLANTE has a different name for what she does all day depending on whom she's talking to. For those able to wrap their heads around what it might mean, she's a digital worker. For others, she's a freelancer or a transcriber, since transcribing audio is something she spends a lot of her time doing. But, aside from a few other gigs, she's basically a Turker.

Ms. LaPlante, 33, first learned about Mechanical Turk in 2007, when she had a full-time job in social work for the city of Seattle. A friend who worked for Amazon told her about the platform, and she started doing HITs in her free time. She left social work in 2009 and moved to Los Angeles, and since 2012 she has been working online to help cover her family's expenses. Her tasks are as varied as validating information posted online, tagging someone's photographs, and taking academic surveys.

"Some days are great, and there are some days that I make \$5," says Ms. LaPlante. The bad days are often bad because requesters can take a worker's work and then "reject" it, leaving the worker with no pay and a bad rating. There is no due process in the event of disputes. Amazon refuses to get involved.

It helps, at least, that she's not alone. Ms. LaPlante is a moderator of *mturkgrind*, one of the several online forums where Turkers interact. They share information about lucrative HITs, circulate warnings about bad requesters, and carry out the sort of workaday banter normally associated with office water coolers. Once Ms. LaPlante became involved in the social life surrounding Me-

chanical Turk, she saw her income rise. Getting decently compensated for Turking, however, requires a lot of uncompensated work.

Turkers report spending about half their time doing academic surveys, though it varies widely from person to person. Even when filling out a survey, however, they're not just doing that. Serious Turkers may have two or three screens in front of them, with multiple tasks under way in different browser tabs. They could be chatting with others—including those taking the same survey—in a chat room, Facebook group, or forum. They're adept

"You go to the grocery store and see a candy bar, and you think, 'Is that worth two surveys?'"

at using browser plug-ins to help them work more efficiently. "It's fun to think about, to gamify it," Ms. LaPlante says. But this kind of workflow can also incline one toward a crippling anxiety about minute costs and benefits.

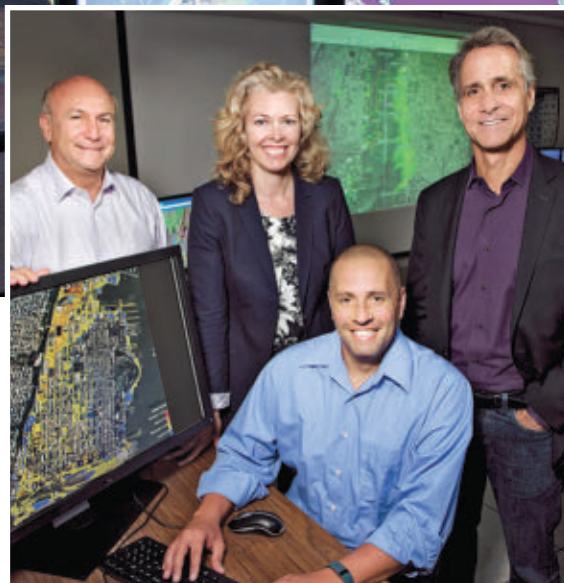
"You go to the grocery store and see a candy bar, and you think, 'Is that worth two surveys?'" she says.

Horror stories abound. The most common ones involve having surveys rejected for no apparent reason. And some surveys are just unpleasant. One that became particularly notorious on the forums began by asking whether the respondent was religious. Turkers tend to be more secular than the general population, as

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is Ms. LaPlante; but even those who answered “no” at the outset were bombarded with questions about the details of their religious life. “Two hours of religious questions for people who were not religious,” she recalls. “Pressuring you from all these different angles—it went on and on.”

On the whole, though, Turkers tend to like surveys—a recent study found that for U.S.-based Turkers they were the most popular type of task. They break up the tedium of duller kinds of batch work, and they also tend to pay slightly better. Some Turkers say they appreciate the opportunity to take part in producing research. Inevitably, too, they see a lot of the same material over and over again, which raises questions for researchers of whether the results are reliable. Ms. LaPlante, for instance, is well-practiced with the Trolley Problem, a thought experiment often used and reused in survey design. In the rush to get to the next HIT, Turkers may provide a prefab answer without internalizing the subtleties that the researcher meant to convey.

“Some, if not most, are a copy and paste of every other survey,” a 37-year-old male Turker in upstate New York said in response to a Mechanical Turk survey for this article. (The respondents were paid \$1.50 to fill out

man Services document on IRBs acknowledges, “Current human subjects regulations, originally written over 30 years ago, do not address many issues raised by the unique characteristics of Internet research.” IRBs, anyway, exist to protect subjects; they’re not always equipped for overseeing labor relations or ensuring digital security.

Turkers aren’t waiting for academe to catch up. Last summer they drafted a set of Guidelines for Academic Requesters, which appears on an advocacy website called Dynamo. They’ve been calling on scholars who use the platform to commit to following their guidelines, and so far nearly 50 have signed on—a small fraction of the researcher population. They’re now designing a badge that approved researchers can affix to their surveys.

The original impetus for the guidelines came when a researcher posted fabricated reviews of requesters as a means of studying how the Turker community functions. Such deception, the guidelines stress, is off limits. Many of the other stipulations stem from the Turkers’ extreme vulnerability on the platform: Don’t pay below minimum wage. If you reject someone’s work, make sure it’s for a good reason. Identify yourself and provide reliable information about what it will take to complete your study.

Sweatshops, Picket Lines, Barricades,” a conference spread out among the New School’s scattered buildings west of Union Square. Its instigator was Trebor Scholz, an East German emigré and associate professor of media studies, who sees organizing conferences as an art form in the spirit of the 1960s Fluxus movement. Social scientists sat in panels lasting two and a half hours alongside Turkers, artists, and activists. (I was a speaker as well, on labor history.) Mr. Scholz believes that understanding something like Mechanical Turk means thinking about a lot more than surveys.

“Artists were really among the first to bring these issues to the fore,” he says. Starting in 2007, for instance, a pair of artists instigated Ten Thousand Cents, in which 10,000 Turkers earned one cent apiece for drawing a tiny part of a \$100 bill, not knowing what the final product would be. At the New School conference, a London-based artist named Byron Peters presented “Songs for Non-Work,” a compilation of audio from Turkers whom he paid not to work for a minute at a time.

Mr. Scholz assigns Mechanical Turk labor as an exercise for his students, who have recoiled at the conditions. “They were shocked—not only by how low the pay was, but also how hard it is,” he says. They see requesters reject work that they feel sure was done correctly. They experience an environment nearly devoid of protections, rigged to deliver work without the trouble of a worker.

“The crowdsourcing industry is wiping away a century of labor struggles,” Mr. Scholz says. “A democracy shouldn’t tolerate workplaces like that.”

Researchers at the conference trying to understand the new world of crowd-work described their frustrations with the opacity of Amazon’s system. The company doesn’t disclose much about the platform’s internal workings. “It’s hard to contextualize what you’re doing,” said Mark Graham, an associate professor at the Oxford Internet Institute—in part because Mechanical Turk allows only U.S.-based requesters. “I’ve yet to hear of a sensible methodology.”

In another session, a Turker named Manish Bhatia, on video chat from India, described related difficulties. “Amazon doesn’t make anything clear to us,” he said. “As workers we are helpless.” Amazon has stopped approving new accounts from India on the platform, and he said existing accounts sell for as much as \$600 on the black market.

The Turkers, however, tended to be more forgiving of the platform than were the scholarly critics. When someone at the conference suggested publishing a statement denouncing crowd-work, Ms. LaPlante said, “Workers would hate that.” Turkers don’t want to encourage more of the polemics against Amazon that periodically appear, ostensibly on their behalf—partly out of fear that the company might tire of the bad publicity and pull the plug on Mechanical Turk altogether. Amazon’s meager investment over the years has aroused fear the platform may be dying. Part of what has been keeping it alive has been the ingenuity of Turkers and researchers working together.

Among the imbalances built into Mechanical Turk is that requesters can reject or even block workers, but workers can do nothing of the sort with misbehaving requesters. One group of researchers has tried to right that imbalance. As a “tactical media art project” that grew out of a graduate seminar at the University of California at Irvine, and after extended consultation with Turkers, Lilly Irani and Six Silberman developed a browser plug-in called Turkopticon. With it, Turkers can rate requesters and see one another’s ratings, as if that were a feature of the mturk.com website. Mr. Silberman, a Ph.D. student at Irvine, and Ms. Irani, an assistant professor of communication at the Universi-

Amazon’s Mechanical Turk derived its name from “The Turk,” an 18th-century chess-playing “automaton” depicted here in an 1845 wood engraving. In actuality the Turk’s moves were guided by a real person hidden inside the apparatus.

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THE AUTOMATON CHESS PLAYER.

a 16-question survey, with an advertised rate of \$18 per hour. In keeping with Amazon policy, they were not asked to give their names.) A 34-year-old woman in Hawaii wrote, “I do not have to spend much time thinking of an answer if I have seen it a hundred times before.” The journal *Behavior Research Methods* published a paper in 2013 that described such “nonnaïveté” as a “commons dilemma” and proposed a series of tips for how researchers could avoid it. For example: Avoid the Trolley Problem.

INSTITUTIONAL REVIEW BOARDS may or may not be of help. Their policies range from ignoring crowd-work altogether to making practical suggestions about how to keep participants’ personal data secure and confidential. Pomona College’s IRB, notably, explicitly waives its \$15-per-hour minimum rate for Mechanical Turk—according to Jessica Borelli, an assistant professor of psychology, for fear that paying so much more than the platform’s norm might constitute “participant coercion.”

A 2013 U.S. Department of Health and Hu-

One other guideline, which Turkers talk about again and again: Communicate. Answer questions, respond to grievances. When requesters are unresponsive, the guidelines suggest a process of escalation—through the IRB, and then through the requester’s colleagues and administrators. Despite Amazon’s attempt to create a platform that disguises human labor as software, it seems, the people inside want recourse to that basic human right of asking a question, of submitting a complaint.

The most widely publicized campaign on Dynamo so far has been even more basic. It’s a letter-writing campaign from Turkers to Jeff Bezos, asking him to recognize their humanity in myriad ways—like creating better forms of recourse in case of unfair requesters or simply presenting them publicly as skilled, valuable, real-live human beings.

SIDDHARTH SURI, Rochelle LaPlante, and several dozen others involved in the study and practice of crowd-work gathered in New York last November for “Digital Labor:

ty of California at San Diego, have described the project as “interrupting worker invisibility.”

Turkopticon has become a fixture of the ecosystem that surrounds Mechanical Turk, which also includes the various forums, several Reddit feeds, and private Facebook groups. The newest addition is Dynamo—home of the academic guidelines and the letter-writing campaign—thanks to a team led by Niloufar Salehi, a Stanford computer-science Ph.D. student. On the one hand, these are all ways of turning an isolated, alienating workplace into something better. On the other, they let Amazon off the hook.

“Turkopticon’s existence sustains and legitimizes AMT by helping safeguard its workers,” Ms. Irani and Mr. Silberman have acknowledged. “Ideally, however, we hoped that Amazon would change its systems design to include worker safeguards. This has not happened.”

Others are trying to do what Amazon has not. At the University of Oxford, a website called Prolific Academic is being designed with ethical research in mind. It has a firm minimum wage of \$7 per hour, and workers will be able to rate researchers. Longitudinal studies and prescreening are basic features, not hacks. But its challenge, as with so many crowd-work platforms, will be to attract a critical mass of workers. Over the course of the New School conference, a number of those taking part discovered that they’d been thinking about the same thing: What if crowd-workers could create, and run, a platform of their own?

On the final afternoon of the conference, people involved in many aspects of the crowd-work scene—from Turkers like Ms. LaPlante to academic activists like Mr. Silberman, Ms. Irani, and Mr. Salehi—gathered for a pow-

The screenshot shows a webpage for a letter-writing campaign. At the top, it says "Dear Jeff Bezos" in large blue letters. Below that, a message reads: "We are writing to let you and the rest of the world know all about who we are. The intent is for you to see that Turkers are not only actual human beings, but people who deserve respect, fair treatment and open communication." There is a "Donate" button and a progress bar showing "Donations will go towards reaching out to more Turkers via a HIT on MTurk (30 minute paid vacation). Raised: \$60". Below this is a section titled "We Want To Say" with three numbered points:

1. Turkers are human beings, not algorithms, and should be marketed accordingly.
2. Turkers should not be sold as cheap labour, but instead skilled, flexible labour which needs to be respected.
3. Turkers need to have a method of representing themselves to Requesters and the world via Amazon.

Below the list, a quote reads: "Turkers," the workers on Mechanical Turk, have begun a letter-writing campaign to Jeff Bezos, Amazon's billionaire founder. Among other things, they want a mechanism of recourse against unscrupulous employers.

er-mapping session, placing colorful sticky notes on the wall to chart out the structure, and the possible futures, of this new economy.

They debated how important Mechanical Turk will continue to be, as opposed to competing platforms. They differed on whether crowd-work points to a liberating new future of independent labor, or a dystopia in the making.

By the end there was more argument than consensus, and more helplessness than hope. The room held a sense of unsatisfied urgen-

cy not explainable by the methodological and ethical quandaries of Mechanical Turk alone. The trouble, rather, seemed to stem from a shared intuition: that the pursuit of justice on Mechanical Turk concerns more than the platform itself, that the platform represents a microcosm of the future of work as a whole.

Nathan Schneider is a freelance journalist and the author, most recently, of Thank You, Anarchy: Notes From the Occupy Apocalypse (University of California Press).

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Views

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It's Time to Review Your Adjunct Employment Policies

THE NATIONAL Adjunct Walkout Day planned for February 25 is an effort by adjunct and part-time faculty members to raise awareness of working conditions and lower pay compared with those of their full-time faculty counterparts. It follows some high-profile adjunct organizing wins by the Service Employees International Union at a host of colleges, including, most recently, Washington University in St. Louis.

It also comes on the heels of a surprising and important ruling by the National Labor Relations Board related to Pacific Lutheran University. That decision opens the door to union organizing not only among adjuncts but also for full-time faculty members who have historically been viewed as members of management. Colleges are perhaps more vulnerable now to organizing drives and pressure to improve the working conditions of their faculty members than they have ever been.

Dealing with that challenge will require considerable strategic creative thinking by college presidents. They must attend to the well-chronicled concerns of faculty members at a time when their campuses are seeing diminished public funding, significant expenses, market and governmental pressures to keep costs down, and a crushing regulatory environment that has caused the administrative ranks to continue to swell.

Also swelling is the number of adjuncts. They now make up 50 to 75 percent of those teaching in higher education. Why colleges rely so much on adjuncts has been discussed thoughtfully and at length elsewhere; chief among the reasons are that they are not as expensive as tenure-track professors, their scheduling can more easily align with the needs of the college, and firing them is not fraught with the same peril as firing full-time faculty members.

It should hardly come as a surprise that all of the factors that make adjuncts attractive to administrators

make them equally attractive to union organizers. For example, at Washington University in St. Louis, where adjuncts voted 138 to 111 in favor of organizing, the core issues were low wages, lack of benefits, and lack of job security.

Last fall, Tufts University came to an agreement with its adjuncts that is already being hailed as a template for other organizing

SCOTT SCHNEIDER

drives. The contract includes pay increases of up to 40 percent in some departments; by September 2016, all part-time faculty members will make at least \$7,300 per course (and those with eight or more years of service will make at least \$8,760). In addition, nonclassroom work, like mentoring and advising, will be compensated, and adjuncts with three-year contracts will be compensated for canceled courses.

Regarding job security, all adjuncts at Tufts will have at least one-year contracts and will be eligible for longer appointments based on

their length of service. The adjuncts will also be entitled to first notice of and fair consideration for full-time positions, including a guaranteed interview.

In sum, Tufts adjuncts do not look like adjuncts anymore. The Tufts deal, coupled with aggressive organizing efforts, has the potential to fundamentally and quickly change the marketplace for adjuncts.

Other colleges are left with several strategic considerations:

1. Should they be proactive? For college presidents who want to quell unrest within their adjunct ranks, now is probably a good time to assess how their adjuncts are treated in comparison with their counterparts at peer institutions or at Tufts. If pay scales or benefits are out of line, this is a good time to make adjustments.

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Colleges may be more vulnerable now than ever before to organizing drives and pressure to improve the working conditions of their faculty members.



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At a minimum, within senior administration, there ought to be a continuing, informed conversation about this issue. Presidents and provosts ought to know how much adjuncts are making and whether they are entitled to benefits. They also ought to have a rough idea of what their peers are doing in these areas.

2. Should they stay the course? Another option is to continue with current employment and compensation practices for adjuncts. Whether this is a strategic call or a decision born of necessity, the downside is clear: In this climate, the likelihood of a walkout and/or active organizing is higher now than it has been in decades. Leaders who adopt this approach need to think

about how they will handle something like a one-day walkout (Hint: You cannot discipline adjuncts engaged in protected concerted activity), what position the university is prepared to take in the face of an organizing drive, what collective-bargaining negotiations would probably look like, and how those negotiations would be staffed.

3. What alternatives do they have? As the economics of an adjunct-heavy faculty change, administrators need to reconsider their business models and assess whether there are ways to leverage technology (which, like adjuncts, can deliver course content effectively and efficiently) or other practices to get more bang for their increasingly limited bucks. Of course, those

decisions must be made in the context of the relative strategic advantages of each college. In addition, one way to limit the use of adjuncts is to increase course loads for full-time faculty members, an approach that requires thoughtful analysis.

In sum, the part-time-faculty labor market is in the midst of substantial change, and college presidents should be having thoughtful, strategic conversations with their leadership teams about how they will position their institutions for those changes. ■

Scott Schneider is head of the higher-education practice group at Fisher & Phillips, a national labor-and-employment-law firm that represents employers.

Are there ways to leverage technology—which, like adjuncts, can deliver course content effectively and efficiently—to get more bang for increasingly limited bucks?

Unions Need to Step Up for Equality

LAST FALL an adjunct professor, who wishes to remain anonymous, created a Facebook page titled “National Adjunct Walkout Day” and posted the following: “On February 25, 2015, adjuncts across the country will come together to insist on fair wages and better working conditions.”

Since 2000, various faculty and union groups have participated in Campus Equity Week to increase awareness of the inequities faced by contingent faculty members. But this call for a walkout is a different strategy that has attracted interest across the country—and rightly so, because though the approach may be new, the problem is not.

In the 1970s, colleges and universities, mimicking corporate America, embarked on a policy whereby students would be taught by a huge cadre of faculty members teaching off the more lucrative and secure tenure track, largely earning low pay, few or no benefits, and no job security. These contingent faculty members now account for about 75 percent of the professoriate, surpassing one million in number.

This separate-but-unequal labor system, where the minority of tenured faculty members rule over the majority of contingents, is mirrored in academic unions, which have been chiefly run by and for the tenured faculty. Union contracts generally treat the tenured faculty members like full academic citizens, while the contingents

are denied equal treatment at every turn.

These unions often violate a fundamental labor principle by failing to exclude management from the bargaining unit so as to avoid conflicts of interest and the impulse to form a “company union,” despite the fact that, in 1980, the U.S. Supreme Court ruled in *NLRB v. Yeshiva University* that tenure-track faculty members at private institutions are managers.

Some states still allow (and some require) mixed units: tenured professors in the same bargaining unit with the adjuncts they often hire, supervise, evaluate, assign classes to, and rehire (or not). While there is a presumption that the faculty recommends and administrators decide, tenured professors make personnel decisions about adjuncts. Workload assignment is a management function, yet many tenured faculty members may voluntarily elect to teach overtime (course overloads) for additional income, depriving their nontenured colleagues of work, which is a further example of the conflict of interest between tenured and nontenured faculty.

In any case, collective bargaining in its present form will not “solve” the adjunct problem, because it is simply not enough to increase adjunct salaries by a modest amount while ignoring increases in tenure-track pay. The goal must be to reduce and ultimately eliminate the overall disparity, and this the unions have been unwilling to do.

Washington State is a good example of

the problem. From 1996 to 2009, the state allocated about \$40-million to community and technical colleges to improve adjunct salaries in two-year colleges and reduce the disparity between tenured and nontenured faculty members. Yet the actual dollar disparity is higher now than it was in 1995, with adjuncts now earning only about 60 percent of what their tenured or tenure-track counterparts get for teaching a full-time load.

This has come about because over the years local union chapters have bargained for raises for all of the full-timers but not for most of the part-timers, and they bargained for turnover money (the savings when a senior faculty member is replaced by a more junior member) to be used for future full-time salaries but not for part-time pay. Meanwhile, legislatures gave equal percentage-based cost-of-living raises to both groups, which resulted in much more money to full-timers.

It is possible that tenured professors, realizing that their numbers and power are dwindling, will eventually see that it is in their best interests to join contingent faculty members, fight to professionalize the working conditions of their colleagues, and abolish the two-track system. But in the meantime, organizations like the American Association of University Professors, the American Federation of Teachers, and the National Education Association must come out in favor of truly equal pay, benefits, and job security.

No national union, including the Service Employees International Union, which is

organizing adjuncts in the private sector, has done so. This represents a profound failure of political vision, a capitulation to the corporate model, and a denial of “the duty of fair representation” required of all unions in return for being granted the right to serve as the exclusive bargaining agents for all the faculty. There can be no genuine solidarity wherever a separate but unequal two-tier wage system exists.

If adjuncts have any hope of substantial gains, they must have the goal of equality. They may have to turn to legislators and state and federal agencies to insist on equal treatment. The Accreditation Group of the U.S. Education Department has thus far ignored repeated complaints of violations of academic freedom and standards, so adjuncts may have to appeal to Congress to see that the agency fulfills its mission.

If union models do not fundamentally change, contingents will have to create independent organizations to advocate for equality, which means a single salary schedule, a single raise scale, and a single set of procedures for job security and grievances. It is my hope that National Adjunct Walkout Day signals a significant step in that direction. ■

Keith Hoeller, an adjunct professor of philosophy at Green River Community College, in Auburn, Wash., is co-founder of the Washington Part-Time Faculty Association and editor of Equality for Contingent Faculty: Overcoming the Two-Tier System (Vanderbilt University Press, 2014).

KEITH HOELLER

The ‘Middle of the End’ for Community Colleges?

Turning our two-year colleges into regional four-year institutions is a dangerous trend

RECENTLY, I was a guest on an Ohio radio program, along with Diane Walliser, vice president for enrollment management at Columbus State Community College. For about an hour, we talked about community colleges and answered questions from the host and quite a few callers.

Except that we didn’t really answer many questions from callers, because most of the people who called in did so to sing the praises of community colleges in general and Columbus State in particular. I lost track of how many success stories I heard from people who said the college had met their needs in

ways other institutions either couldn’t or wouldn’t.

I kept thinking, “Yes, this is what community colleges are all about. I just hope it doesn’t all go away.”

And yet I fear that’s where we’re headed. I’m afraid that, by the time we’re done debating the merits and feasibility of President Obama’s “free community college” proposal, the point will be moot, because community colleges as we know them won’t exist anymore.

Before I expand on that last point, let me take a few moments to explain exactly what I mean by “community colleges.” A lot of people, including myself, tend to use the terms “community college” and

“two-year college” interchangeably, but there are actually several types of two-year institutions. Some, like the one where I teach, focus primarily on transfer—that is, providing the first two years of a bachelor’s degree. Others offer mostly two-year technical degrees, designed to prepare students to enter the work force directly.

Finally, there are “comprehensive community colleges,” where both functions—transfer and technical programs—coexist on the same campus and students are able to move freely between them. That is a uniquely American model, as it allows students to decide, relatively late in the educational process, what they want to do with their lives. In many developed nations, students are placed early on—in

some cases, by sixth grade—into either the university track or the vocational path, based on grades, standardized-test scores, and other measures. And in their designated track they tend to stay, regardless of how their intellectual abilities or personal goals might change later in life.

That’s not the case in this country, at least not yet. And one of the main reasons it isn’t—one of the main reasons that your career isn’t necessarily determined by your academic performance in middle school—is our community-college system. That system is the definition of “second chance,” or perhaps even your first opportunity to figure out what your dream is.

That was the story we heard on the radio from at least a dozen callers—and

ROB JENKINS

also from my fellow guest, who confided that she, too, was one of those people: an uninterested student who had discovered, at a two-year college, a love of learning that eventually led her to earn a doctorate. And that's exactly the narrative I'm afraid could soon disappear from our national dialogue.

Why? Aren't community colleges doing better than ever right now, basking in the spotlight suddenly switched on by the president's proposal? Maybe. But let's ignore the sound bites and look at the national trend.

Here in the South, where I live, states like Florida and Georgia have been moving away from the comprehensive model for nearly a decade. In those states, former community colleges are either morphing into de facto four-year institutions (known as "state colleges") or, like my own campus, being absorbed by neighboring universities. Even more eye-opening, perhaps, and certainly more indicative of a nationwide trend, is the fact that the California Legislature recently voted to allow some of that state's community colleges to offer four-year degrees. When I saw that news, I remarked to a colleague, a transplant from the Bay Area, that this might be the beginning of the end for community colleges.

"No," he responded. "It's the middle of the end. You know what they say: As California goes, so goes the nation."

I'm sure some of you are probably wondering, "But isn't it a good thing for community colleges to offer four-year degrees? Doesn't that serve more students?" Perhaps you're right, and my fears will be unfounded. But here is what I see happening:

As community colleges begin offering

more four-year degrees, they will of course have to hire more Ph.D.'s, rather than relying primarily on master's-prepared faculty members, as has traditionally been the case. That may be a boost to the Ph.D. job market, and it may or may not improve student learning, but it will undoubtedly cost the colleges more money, since Ph.D.'s typically come in higher on the pay scale.

Once the culture of community colleges has changed sufficiently, with a large percentage of the faculty holding research degrees, the administrators will probably feel some pressure to increase standards for tenure and promotion, requiring faculty members to do some research and publishing—something faculty members at most community colleges are not required to do now. That will almost certainly necessitate a reduction in teaching load, perhaps to four courses a semester rather than the traditional five.

To some, that might seem like a positive development. But again, there's no doubt it would cost more money and probably lead to even greater use of adjunct faculty members.

In addition, colleges that offer four-year degrees will have to spend more on things like facilities, IT infrastructure, and library materials. The result of all of those added expenses will inevitably be that tuition will go up, and sharply. That would negate what has long been one of the main advantages for students attending community colleges: affordability.

And what is the likelihood that those two-year colleges now offering four-year degrees will continue an open-door admissions policy? I suspect that, over time, they will gradually raise admissions standards to the point where many of the students

they were originally created to serve would no longer be able to get in, even if they could afford to attend.

In short, those campuses will no longer be community colleges. They will be small (or, in many cases, not-so-small) regional four-year institutions. There's nothing wrong with being a regional four-year institution; I would just submit that we already have plenty of those. That particular niche in our higher-education system is already quite adequately filled. What we really need are institutions that provide access to higher education for students who might not have it otherwise. And that is precisely what we will be losing in this bargain.

Assuming I'm right, the next obvious question is: Why is this happening? Four reasons occur to me immediately:

■ **Economics (of course).** With educational budgets stretched to the breaking point in many states, college leaders are understandably looking for ways to improve their bottom lines. In most states four-year institutions are better funded than two-year colleges, so an obvious way for a two-year campus to move up a few places in the line for state appropriations is to become, to some extent, a four-year campus. That is certainly what has happened in both Florida and Georgia, and I suspect it's what's happening in California as well.

■ **State politics.** States are under pressure to get the most bang for the public buck, and community colleges are not seen as doing that. Instead, with their emphasis on remedial education and comparatively low graduation rates, those colleges are often perceived as drains on the state budget.

■ **The Complete College America agen-**

da. As I've noted in a previous column, there are legitimate reasons for low graduation rates at two-year colleges: open-door admissions, students who transfer without graduating, dual enrollment, and transient students. But policy makers don't want to hear about any of that. They just want certain statistical results, and if a community college can't produce those results, then one solution is to turn that campus into something else—namely, a four-year college.

■ **Careerist college presidents.** Many presidents are on board with the idea of turning the two-year college they lead into a four-year college. In many cases, they are the ones pushing the agenda, whether for economic or personal reasons. What some of us faculty members see as dangerous mission creep represents to them the fulfillment of a lifelong dream.

Whatever the cause, I predict that the next decade will see the acceleration of this trend toward offering more and more four-year degrees on two-year campuses and, thus, to the gradual disappearance of comprehensive community colleges. Without them, students will have fewer choices and fewer chances to pursue their dreams. And our communities and our nation—not to mention the occasional public-radio talk-show host—will be the poorer. ■

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

THIS IS TRANSLATIONAL MEDICINE.

The Auburn University Research Initiative in Cancer embodies "One Medicine," the concept that views human and animal health as a single field where discoveries in one species advance health in both species. "Unfortunately, cancer is a global experience we all share. It touches everyone. Animals and humans share many of the same cancers, and what we learn in treating a tumor in a dog can teach us more about treating the same tumor in a person," notes Bruce Smith, AURIC director.

With a primary goal to accelerate cancer innovation from the laboratory to the clinic, Auburn faculty, students, and staff from veterinary medicine, pharmacy, engineering, sciences and mathematics, human sciences, education, nursing, agriculture, and liberal arts collaborate to solve the complex puzzle of cancer. Current studies include analyzing the effects of obesity on cancer; creating nanomedicines that can target cancer cells and spare normal cells; and identifying new gene and cell therapies that may lead to vaccines for cancer.

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"What makes AURIC unique are the research entities and tools available to us as a university. Auburn is one of a few universities in the United States that have the combination of an engineering college, a veterinary medicine college, and an MRI facility."

Bruce Smith, VMD, PhD
Director, AURIC
Professor, Department of Pathobiology
College of Veterinary Medicine

Gazette

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APPOINTMENTS

David Barnett, director of the doctorate programs in education leadership and professor of education at Morehead State University, to founding dean of the College of Education at University of Pikeville.

Rachel Biundo, vice president for communications and marketing at the Medical Society of Virginia, to vice president for institutional advancement at John Tyler Community College.

Lori Jordan Brown, director of development for the College of Pharmacy, to director of development for the College of Pharmacy and Public Health and Human Sciences at Oregon State University Foundation.

Alex Capdeville, former chancellor of Montana State University-Northern, to interim president of Urbana University.

Andrea Chapdelaine, provost and vice president for academic affairs at Albright College, to president of Hood College.

John Chenoweth, associate dean, to dean of the College of Business and Economics at University of Wisconsin at Whitewater.

Aristide Collins Jr., interim vice president, to vice president for development and alumni relations at George Washington University.

Deborah Correa, director of stewardship, to director of stewardship and unit operations at Oregon State University Foundation.

David Dauwalder, provost, to interim president of Woodbury University.

Phebe Dickson, reference librarian and subject specialist and faculty liaison for economics and business at Castleton State College, to industrial relations librarian at Princeton University.

Matthew Diller, dean of the School of Law at Yeshiva University, to dean of the School of Law at Fordham University.

Chris Dudley, chief of staff, to vice president for development and community relations at High Point University.

Charles Eaker, dean of the College of Liberal Arts, to provost and chief academic officer at University of Dallas.

Joanna Ehlers, director of development at Mary's Woods at Marylhurst, to director of development for the College of Business at Oregon State University Foundation.

Adam Emerson, assistant registrar, to registrar at Berkshire Community College.

Sidney Evans Jr., senior vice president and chief financial officer at Howard University, to vice president for finance and management at Morgan State University.

Brett Freshour, vice president for enrollment management at Walsh University, to vice president for enrollment management at Seton Hill University.

Ketan Gandhi, interim chief financial officer, to acting president of Salem Community College.

Kathleen A. Getz, dean of the School of Business at Loyola University Chicago, to dean of the School of Business and Manage-

ment at Loyola University Maryland.

James M. Glaser, interim dean, to dean of the School of Arts and Sciences at Tufts University.

Andrew Guzman, associate dean of the School of Law at University of California at Berkeley, to dean of the School of Law at University of Southern California.

Gordon Jones, founding director of the Innovation Lab at Harvard University, to dean of the College of Innovation and Design at Boise State University.

Steve Kloehn, associate vice president for news and public affairs at University of Chicago, to vice president for marketing and communications at Carnegie Mellon University.

Kim Kono, director of development and major gifts officer at Portland Community College, to director of development for the College of Engineering at Oregon State University Foundation.

Maria Krupin, vice president for administration and finance at Ramapo College of New Jersey, to vice president for finance at the Culinary Institute of America.

Lake Lambert, dean of the College of Liberal Arts at Mercer University, to president of Hanover College.

William Lennox Jr., former superintendent of the United States Military Academy, to president of Saint Leo University.

Kathleen Linaker, executive director of chiropractic programs at D'Youville College, to dean of the Center for Life and Health Sciences at Mohawk Valley Community College.

Emir Jose Macari, director of the California Smart Grid Center and professor of engineering and computer science at California State University at Sacramento, to dean of the College of Engineering at University of New Orleans.

Mark Martell, assistant director of career services, to director of the Asian American Resource and Cultural Center at University of Illinois at Chicago.

Michelle Maslowski, director of development for athletics, to assistant vice president for athletic development at Drexel University.

Alice McMurry, major gifts officer, to associate vice president for advancement at Millersville University of Pennsylvania.

Scott McVicar, interim director, to director of admissions at Marietta College.

Andreea Meier, interim dean, to dean of the College of Nursing at Charleston Southern University.

Gloria E. Meredith, dean of the College of Pharmacy and professor of pharmaceutical sciences at Rosalind Franklin University of Medicine & Science, to founding dean of the School of Pharmacy and Pharmaceutical Sciences at Binghamton University.

Lee Ann Nutt, acting president and former vice president for instruction, to president at Lone Star College-Tomball.

Christopher Petrosino, associate academic vice president at Walsh University, to dean of graduate and professional studies at Wheeling Jesuit University.

Steve Potter, vice president for support services at University Hospital in Cincinnati, Ohio, to vice president for facilities and auxiliary operations at High Point University.

Stephanie Prazenka, assistant registrar at Widener University, to associate director of records and registration at Montgomery County Community College.

Kevin Quigley, country director in Thailand for the Peace Corps, to president of Marlboro College.

Sally Radovick, director of the endocrinology division and vice chair for research and professor in the pediatrics department at Johns Hopkins University, to senior associate dean of clinical and translational research and professor of pediatrics in the Robert Wood Johnson Medical School at Rutgers University.

Dennis Reynolds, director of the wine business management program and professor of hospitality management at Washington State University, to dean of the College of Hotel and Restaurant Management at University of Houston.

Molly Moriarty Russell, senior annual fund manager for the School of Dentistry at University of the Pacific, to associate director of annual giving and director of the OSU President's Circle at Oregon State University Foundation.

Brinda Sarathy, associate professor of environmental analysis, to an additional post, director of the Robert Redford Conservancy for Southern California Sustainability at Pitzer College.

James Segars, head of the unit on reproductive endocrinology and infertility at the National Institute of Child Health and Human Development, to professor and director of reproductive science and women's health research at Johns Hopkins University.

John Short, associate vice president for development at Albright College, to vice president for university advancement and executive director of the foundation at Frostburg State University.

Rose S. Wang, chief financial officer for the Center to Advance Palliative Care at Mount Sinai School of Medicine, to vice president for strategy at the Culinary Institute of America.

Jewel Washington, interim vice president for human resources at University of New Mexico, to assistant vice president for university human resources at University of Maryland at College Park.

Greg Willems, vice president for development at University of Hawaii Foundation, to chief executive

NEW CHIEF EXECUTIVES

▪ **Lake Lambert**, Hanover College

▪ **Andrea Chapdelaine**, Hood College

▪ **Lee Ann Nutt**, Lone Star College-Tomball

▪ **Kevin Quigley**, Marlboro College

▪ **William Lennox Jr.**, Saint Leo University

officer of Kansas State University Foundation.

Vickie Williams, professor of accounting to, an additional post, dean of the School of Management at University of Alaska-Southeast.

Stephanie Wittig, assistant director of development at Pennsylvania State University-Harrisburg, to director of alumni relations and special programs at Montgomery County Community College.

Frederic Wondisford, director of the metabolism division and professor of medicine, pediatrics, and physiology in the School of Medicine at Johns Hopkins University, to professor and chair of medicine in the Robert Wood Johnson Medical School and chief of the department of medicine in the Robert Wood Johnson University Hospital at Rutgers University.

RESIGNATIONS

Luis Calingo, president of Woodbury University, effective June 30.

Shirley Willihnganz, provost and executive vice president at University of Louisville, effective June 30.

RETIREMENTS

Mary Brown Bullock, executive vice chancellor at Duke Kunshan University.

Barbara Douglass, president of Northwestern Connecticut Community College, effective June 1.

Chui L. Tsang, president of Santa Monica College, effective in June.

Wayne D. Watson, president of Chicago State University, effective June 30, 2016.

DEATHS

Gordon Bakken, 71, professor emeritus of history at California State University at Fullerton, December 5, 2014.

Stanislaw Baranczak, 68, professor of Slavic languages and literature at Harvard University, December 26, 2014, in Boston.

Herbert Boschung, 89, professor emeritus of biology at University of Alabama at Tuscaloosa, February 5, in Tuscaloosa, Ala.

W. Augustus Cheatham, 72, former vice president for public affairs and marketing at Loma Linda University Adventist Health Sciences Center, December 22, 2014, in Redlands, Calif.

Sam Clagg, 93, former interim president and professor of geography at Marshall University, January 8, in Huntington, W.Va.

Larry Dale Clark, 82, dean emeritus of the College of Arts and Science and professor emeritus of theatre at University of Missouri at Columbia, December 24, 2014, in Columbia, Mo.

W. Norton Grubb, 67, professor emeritus of education at University of California at Berkeley, January 15, in Taipei.

David Holmes, 69, professor emeritus of visual arts at University of Wisconsin-Parkside, December 27, 2014.

Janet Kaplan, 69, director of curatorial studies and professor of art history at Moore College of Art and Design, December 12, 2014, in Philadelphia.

Val Logsdon Fitch, 91, professor emeritus of physics at Princeton University, February 5, in Princeton, N.J.

Carleton Mabee, 99, professor emeritus of history at the State University of New York College at New Paltz, December 18, 2014, in Gardiner, N.Y.

George D. Murphy, 85, former professor of English at Villanova University, December 22, 2014.

Julia Neary, 50, assistant professor of movement and acting at DePaul University, January 3.

Lee Nichols, 85, professor of communications at California State University at Sacramento, December 14, 2014, in San Pablo, Calif.

Milo Floyd Russell, 93, professor emeritus of art at Virginia Commonwealth University, December 22, 2014.

Warren Sanger, 69, director of the Human Genetics Laboratory and director of clinical genetics in the Munroe-Meyer Institute at University of Nebraska Medical Center, February 6, in Omaha.

Richard Schneider, 87, professor emeritus of nuclear engineering sciences at University of Florida, December 31, 2014, in Alachua, Fla.

Robert Shoemaker, 75, former professor of botany at Towson University, December 31, 2014, in Cockeysville, Md.

Irving Singer, 89, professor emeritus of philosophy at the Massachusetts Institute of Technology, February 1.

Dean Smith, 83, former coach for men's basketball at University of North Carolina at Chapel Hill, February 7, in Chapel Hill, N.C.

Ed Speir, 80, former president of Georgia College & State University, December 30, 2014, in Milledgeville, Ga.

Scott Swigart, 58, former founding dean of the School of Pharmacy at St. John Fisher College, December 23, 2014.

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

PRIVATE GIVING

California Institute for Regenerative Medicine
210 King Street
San Francisco, Calif. 94549
<http://www.cirm.ca.gov>

Medical research. For research on creating a temporary liver for transplant patients, finding new ways to treat immune disorders and blood diseases, and projects to study heart failure, diabetes, and neurodegenerative diseases: \$4.3-million to U. of Southern California, Keck School of Medicine (Los Angeles, Calif.).
—For new methods of treating cardiovascular disease and bone and cartilage repair: \$3.6-million to U. of California at Davis.

Lisa and Douglas Goldman Fund
1 Montgomery Street, Suite 3440
San Francisco, Calif. 94104
<http://www.ldgfund.org>

Health. To train college students to teach health education in San Francisco public high schools: \$50,000 to Peer Health Exchange (San Francisco, Calif.).

Conrad N. Hilton Foundation
30440 Agoura Road
Agoura Hills, Calif. 91301
<http://www.hiltonfoundation.org>

Health. To endow a chair in global-health ethics: \$2-million to Emory U., School of Public Health (Atlanta, Ga.).

Medical research. For medical research on progressive multiple sclerosis: \$900,000 over four years to the Johns Hopkins U. (Baltimore, Md.), \$900,000 over five years to Washington U. (St. Louis, Mo.), and \$495,000 over two years to J. David Gladstone Institutes (San Francisco, Calif.).

—To use magnetic resonance imaging techniques to map human

brain metabolic activity in multiple sclerosis: \$900,000 over four years to Oregon Health and Science U. (Portland, Ore.).

—To develop a minimally invasive technique to detect cell loss in autoimmune diseases: \$440,000 over two years to Winthrop U. Hospital Association (Mineola, N.Y.).

Religion. To support collaborative efforts between Catholic nuns and health-care ministries working together in urban slums in Accra, Ghana: \$750,000 over three years to Georgetown U. (Washington, D.C.).

—For its Congregation for Institutes of Consecrated Life and Societies of Apostolic Life programs: \$750,000 to Holy See (Rome, Italy).

—For graduate education in theology and support for Catholic nuns across Asia: \$750,000 over three years to Santa Clara U., Jesuit School of Theology (Santa Clara, Calif.).

—For graduate-level instruction in theology and communications and to help congregations produce digital communications: \$900,000 over three years to Loyola Institute for Ministry (New Orleans, La.).

Jaharis Family Foundation
499 Park Avenue, Sixth Floor
New York, N.Y. 10022

Facilities. To renovate its facilities for music, and to endow the Student Loan Debt Relief Fund: \$10-million to Haverford College (Haverford, Pa.).

Robert J. Kleberg Jr. and Helen C. Kleberg Foundation
700 North St. Mary's Street

Suite 1200
San Antonio, Tex. 78205

Medical research. For research on Alzheimer's disease: \$2-million to U. of Texas Health Science Center (San Antonio, Tex.).

John D. and Catherine T. MacArthur Foundation
140 South Dearborn Street
Chicago, Ill. 60603
<http://www.macfound.org>

Human rights. For science and research programs at its Human Rights Center: \$1-million to U. of California at Berkeley.

Public policy. To encourage college students to participate in making public policy: \$750,000 to the Roosevelt Campus Network (New York, N.Y.).

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

Humanities. For humanities fellowships: \$500,000 over three years to the New York Council for the Humanities.

Montgomery County Economic Development Corporation
1 Montgomery Plaza, Suite 612
Norristown, Pa. 19401
<http://montcodc.org>

Employment and training. For its work-force development programs: \$2-million to Montgomery County Community College (Whitpain, Pa.).

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

Children and youths. To support the Public Space Youth Build Workshop: \$73,966 to Kent State

U. Foundation (Kent, Ohio).

Health. For its Healthy Cleveland, Healthy Cuyahoga project to establish baseline data on key indicators of health, such as obesity: \$75,000 to Case Western Reserve U. (Cleveland, Ohio).

TD Charitable Foundation
Two Portland Square
Portland, Me. 04112
http://www.tdbanknorth.com/community/our_community.html

Architecture. For a project at the School of Architecture + Art to develop more-affordable solar houses: \$20,000 to Norwich U., David Crawford School of Engineering (Northfield, Vt.).

Texas Instruments
12500 TI Boulevard
Dallas, Tex. 75243
<http://www.ti.com>

Engineering. For new teaching and project labs in the department of electrical and computer engineering: \$3.5-million to U. of Texas at Austin, Cockrell School of Engineering.

Van Eck Global
335 Madison Avenue
19th Floor
New York, N.Y. 10017
<http://www.vaneck.com>

Business. For a student-run investment fund at the Center for Investment Studies: \$3-million to U. of Southern California, Marshall School of Business (Los Angeles, Calif.).

Verizon Foundation
1 Verizon Way
Basking Ridge, N.J. 07920
<http://foundation.verizon.com>

Technology. To establish the Verizon Executive Education Center at its Roosevelt Island campus:

\$50-million to Cornell Tech (New York, N.Y.).

GIFTS & REQUESTS

Albany College of Pharmacy and Health Sciences. \$3-million planned bequest from an anonymous donor for scholarships.

Centre College. \$20-million matching gift from an anonymous donor to establish a new scholarship program.

Emory University, School of Law. \$1-million challenge gift from William J. Carney, a retired law professor at Emory, and his wife, Jane, for a professorship at the Center for Transactional Law and Practice.

Haverford College. Gifts totaling \$10-million from anonymous donors to renovate a gym into a center for visual culture, arts, and media.

Miami University, School of Business. \$1-million gift from Jack R. Anderson, founder of the Calver Corporation, a health-care consulting and investment company in Addison, Tex., and his wife, Rose-Marie, to provide scholarships for business students studying abroad.

Notre Dame de Namur University. \$1.4-million matching gift from an anonymous donor to make improvements to a historical building on campus that will help it withstand earthquakes.

—\$6-million challenge gift from Tad Taube, founder of the Woodmont Companies, a real-estate development firm, to make improvements to a historical building on campus that will help it withstand earthquakes.

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DEADLINES

AWARDS AND PRIZES

February 20: Humanities. The German Studies Association invites submissions for its DAAD Book Prize, which carries an award of \$1,000. Eligibility for this prize is restricted to authors who are citizens or permanent residents of the U.S. or Canada. The prize will be awarded for the best book in history or social sciences that has been published in 2013 or 2014. Translations, editions, anthologies, memoirs, and books that have been previously published are not eligible. Visit the organization's website for more details. Contact: Will Gray; wgray@purdue.edu; https://www.thegsa.org/prizes/daad_book.html

February 20: Humanities. The German Studies Association invites submissions for its Milton Book Prize, which carries an award of \$1,000. The prize honors the best book dealing with Nazi Germany and the Holocaust in its broadest context, covering every field represented in the association, including history, political science, and other social sciences, literature, art, and photography. There are no restrictions on the language or type of book, but it must be an original publication. There is also no restriction on the authors' citizenship or residence. Visit the organization's website for more details. Contact: Bradley Prager; PragerB@missouri.edu; <https://www.thegsa.org/prizes/milton.html>

February 20: Humanities. The German Studies Association invites submissions for its DAAD Article Prize, which carries an award of \$500. Eligibility is restricted to articles published in the *German Studies Review*. The prize will be awarded for the best article in Germanistik or culture studies that appeared in the *German Studies Review* in 2013 or 2014. Articles in the fields of German language and literature, cultural studies, and the humanities published during the preceding two years are eligible. Visit the organization's website for more details. Contact: Peter McIsaac; pmisaac@umich.edu; https://www.thegsa.org/prizes/article_prize.html

February 27: Business/administrative affairs. The Society for College and University Planning is accepting entries for its Excellence Awards Program. The organization recognizes excellence in planning, design, and implementation. Share with other higher education planners why and how your plan, facility, addition, renovation, or landscape is worthy of recognition and how your experience can help them. Visit the SCUP's website for more details. Contact: Society for College and University Planning; <http://www.scup.org/2015Awards>

March 1: Arts. The Textile Society of America is accepting nominations for the R. L. Shep Ethnic Textile Book Award for books published in 2014. The award consists of a cash prize, funded by an endowment established by R. L. Shep in 2000. Nominations are open to English-language books (including bilingual publications in which all essential information appears in English). For the purpose of the award, "ethnic" textiles are defined as the non-industrial textiles of Asia, Africa, Oceania, and Native and Latin America, as well as those in identifiable cultural groups in Europe and North America. Books of a variety of formats, including monographs, anthologies, and exhibition catalogs may be nominated. Original, scholarly research that is clearly communicated is the principal criteria for the prize-winning book. Author-nominated works are welcome. Visit the organization's website for

more details. Contact: Pat Hickman; phickman@hawaii.edu; <http://textilesocietyofamerica.org/opportunities/call-for-nominations-r-l-shep-ethnic-textile-book-award>

March 1: Humanities. The Institute for Humane Studies at George Mason University is accepting applications for its Ph.D. scholarship. The scholarship provides a \$1,500 award to entering and currently enrolled full-time graduate students in doctoral programs. Fifty graduate scholarships are available to applicants intending a career in academia and whose work advances the principles of individual liberty and economic freedom. Preference will be given to applicants doing work in the humanities and social sciences, particularly economics, history, philosophy, and political science in the 2015-16 academic year. Visit the institute's website for more details. Contact: Institute for Humane Studies; (703) 993-4904; bbonsall@ihs.gmu.edu; <http://www.TheIHS.org/phdscholarship>

March 2: Science, technology, and math. The Camille and Henry Dreyfus Foundation awards the Dreyfus Prize in the Chemical Sciences to an individual in a selected area of chemistry whose research has advanced the field in a major way. The prize is awarded biennially and consists of a monetary award of \$250,000, a medal, and a citation. The topic for the 2015 prize is "making molecules and materials." The prize is open to international nominations of individuals. Any person may nominate a candidate for the prize; however, self-nominations are not accepted. There is no restriction on the number of nominees from a given institution, nor is institutional approval required. Visit the foundation's website for more details. Contact: Camille and Henry Dreyfus Foundation; (212) 753-1760; prize@dreyfus.org; <http://dreyfus.org/awards/prize.shtml>

March 15: Humanities. The German Studies Association invites submissions for its Graduate Student Essay Prize. This prize is awarded to the best unpublished, article-length manuscript written during the previous year and submitted by a graduate student (or by her/his academic adviser). Manuscripts may be submitted in English or German, and must not have been published (or have been accepted for publication) in any form. The winner will be recognized at the GSA annual banquet, and a revised version of the essay will be published in the *German Studies Review*. Papers should be 6,000-9,000 words in length. Visit the organization's website for more details. Contact: Claudia Breger; clbreger@indiana.edu; <https://www.thegsa.org/prizes/graduate.html>

March 31: Humanities. The American Journalism Historians Association invites submissions for the Book of the Year Award, which recognizes a book of journalism history or mass media history published during 2014. The winner will be recognized at AJHA's annual convention and present a discussion of his book. Visit the organization's website for more details. Contact: Aimee Edmondson; edmondso@ohio.edu; <https://ajha.wildapricot.org/book-award>

May 18: Science, technology, and math. The Camille and Henry Dreyfus Foundation's Henry Dreyfus Teacher-Scholar Awards program supports the research and teaching careers of talented young faculty in the chemical sciences at undergraduate institutions. The award is based on accomplishment in scholarly research with undergraduates, as well as a compelling commitment

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

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

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

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

FELLOWSHIPS

March 1: Humanities. The Kentucky Historical Society offers the Churchill Weavers Fellowship, which provides scholars with the opportunity to work with the Churchill Weavers collection. The fellow must make use of the Churchill Weavers collection during their visit, but will be given the option of exploring related collections at KHS. Applications are welcome from independent scholars, college and university teachers, graduate students, and scholars working in other related disciplines. Visit the organization's website for more details. Contact: Elizabeth Van Allen; (502) 564-1792 ext. 4440; beth.vanallen@ky.gov; <http://history.ky.gov/research-fellowships>

March 1: Humanities. The North

Caroliniana Society is accepting applications for the Archie K. Davis Fellowships, which promotes extensive research in North Carolina's history and culture. Stipends vary and are intended to cover travel and subsistence expenses while the fellow conducts research. Visit the society's website for more details. Contact: North Caroliniana Society; <http://ncsociety.org/fellowships.html>

March 2: Humanities. The American Philosophical Society Library offers short-term residential fellowships for conducting research in its collections on the history of American science and technology and its European roots, as well as early American history and culture. Fellows receive a stipend of \$3,000 for one to three months. Fellowships may be taken any time between June 1, 2015 and May 31, 2016. Applicants must have attained the Ph.D. or its equivalent, or be Ph.D. candidates who have passed their preliminary examinations, or degreed independent scholars. Both U.S. citizens and foreign nationals may apply. Applicants in any relevant field may apply. Visit the organization's website for more details. Contact: (215) 440-3443; libfellows@amphilsoc.org; <http://www.amphilsoc.org/grants/resident>

March 3: Humanities. The College of Human Ecology at Cornell University is accepting applications for the 2014 Dean's Fellowship in the history of home economics. The college invites applications from faculty members, research scholars, and advanced graduate students with demonstrated background and experience in historical studies. A \$6,500 stipend will be paid as salary for a summer or sabbatical residency of six continuous weeks to use the resources available at the college and the Cornell University library system. Applicants must be eligible to work in the U.S. Relevant historical subject areas include: history of food, nutrition, housing, the family, child development, consumer economics, design, and clothing and textiles, among other key topics in American social history. Visit the college's website for more details. Contact: College of Human Ecology; <http://www.human.cornell.edu/Fellowship/index.cfm>

March 7: Humanities. The David Library of the American Revolution offers short-term resident research fellowships for conducting research in its collections. Fellows receive a stipend in the range of \$1,000 to \$1,600 plus housing and 24-hour access to the library. The term of the fellowship is one month. Both doctoral and postdoctoral applicants are welcome to apply; doctoral candidates must have passed their general examinations before beginning their fellowships. Visit the library's website for more details. Contact: Brian Graziano, operations manager; (215) 493-6776 ext. 100; fellows@dlar.org; <http://www.dlar.org/fellowships.htm>

March 15: Humanities. The U.S. Capitol Historical Society is accepting applications its 2015 fellowships. Fellows are given the opportunity to use the U.S. Capitol Complex to research topics pertaining to art and architectural history. Who may apply: graduate students enrolled in a degree program in art or architectural history, American history, American studies, museum studies, or decorative arts, and scholars with a proven record of research and publication. Fellowships range from one month to a year and carry a stipend of \$2,500 per month and up to \$30,000 for a full year. Visit the society's website for more details. Contact: Barbara Wolanin; (202) 228-2700; bwolanin@aoc.gov;

<http://www.uschs.org/history/capitol-fellowship>

March 17: Humanities. The Dole Archive and Special Collections at the University of Kansas is accepting applications for the 2015 research fellowships, which supports substantial contributions to the study of Congress, politics, or policy issues on a national or international scale. Both graduate students and postdoctoral scholars are welcome to apply. The fellowship carries a \$2,500 award and is for a period of one to three weeks between July 1, 2015 and June 30, 2016. Visit the archive's website for more details. Contact: Sarah D'Antonio; sdantonio@ku.edu; <http://dolearchives.ku.edu/grants>

May 15: Science, technology, and math. The Society of Woman Geographers (SWG) invites applications for the 2015-16 Evelyn L. Pruitt National Minority Fellowships. Minority women who have been admitted to and plan to enroll or are enrolled in a master's program in geography or a related field are eligible to apply. One or two awards of \$3,000 to \$5,000 will be made. It is expected that the successful candidate will be working on her master's degree full-time and demonstrate the traits that may eventually allow her to pursue a doctorate. The competition is open to candidates in all geographical specialties. Applicants must be U.S. or Canadian citizens who attend colleges or universities in the U.S. or Canada. Visit the organization's website for more details. Contact: Jan Monk, chair of the fellowship committee; jmonk@email.arizona.edu; http://iswgl.coastal-graphics.com/?page_id=235

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

GRANTS

March 1: Social and behavioral sciences. The American Psychological Foundation is accepting applications for the Esther Katz Rosen Fund Grants. Up to \$50,000 will be awarded for work related to the psychological understanding of gifted children and youth. Applicants must be affiliated with a school or education institution, and hold a doctoral degree from, or be a graduate student at, an accredited university for research proposals. Graduate students and early-career psychologists (10 years or less postdoctoral) are encouraged to apply. APF also supports pilot projects that, if successful, would be strong candidates for support from major federal and

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foundation funding agencies, and "demonstration projects" that promise to generalize broadly to other geographical areas and/or to other settings. Visit the foundation's website for more details. Contact: American Psychological Foundation; <http://www.apa.org/apf/funding/rosen.aspx?tab=1>

March 1: Social and behavioral sciences. The Dirksen Congressional Center invites applications for grants to support research on congressional leadership and the U.S. Congress. Applications are accepted at any time, but the deadline is March 1 for the annual selections, which are announced in April. The competition is open to individuals with a serious interest in studying congress. Political scientists, historians, biographers, scholars of public administration or American studies, and journalists are among those eligible. The center encourages graduate students who have successfully defended their dissertation prospectus to apply and awards a significant portion of the funds for dissertation research. Applicants must be U.S. citizens who reside in the United States. The grants program does not fund undergraduate or pre-Ph.D. study. Organizations are not eligible. Research teams of two or more individuals are eligible. No institutional overhead or indirect costs may be claimed against a congressional research grant. Visit the center's website for more details. Contact: Frank Mackaman; (309) 347-7113; fmackaman@dirksencenter.org; http://www.dirksencenter.org/print_grants_CRGs.htm

March 2: Humanities. The Phillips Fund of the American Philosophical Society is accepting applications for grants for research in Native American linguistics, ethnohistory, and the history of studies of Native Americans. The average award is \$2,500 and grants do not exceed \$3,500 and are given for one year following the date of the award. The grants are intended for such costs as travel, tapes, films, and consultants' fees but not for the purchase of books or permanent equipment. Applications are accepted from young scholars who have received the doctorate and also from graduate students for research on master's theses or doctoral dissertations. Visit the organization's website for details. Contact: Linda Musumeci; (215) 440-3429; LMusumeci@amphilsoc.org; <http://www.amphilsoc.org/grants/phillips>

March 2: Social and behavioral sciences. The Association for the Study of the Middle East and Africa (ASMEA) is accepting applications for its 2015 Moroccan Studies Research Grant program. Grants of up to \$2,500 will be awarded to qualified professors and students engaged in the study of the Kingdom of Morocco and/or the Maghreb region. Grants may be used to cover any costs associated with conducting research for the specified proposal. The program is open to all academic disciplines. Applicants must be ASMEA members enrolled in a Ph.D. program (with M.A. complete); or serve in a postdoctoral capacity; or serve as a visiting/assistant/associate/full professor teaching two or more courses per semester at an accredited institution. First time and junior grant applicants are preferred but each application will be judged on its merits. Visit the organization's website for more details. Contact: Association for the Study of the Middle East and Africa; (202) 429-8860; info@asmeascholars.org; <https://asmea.nonprofitcms.org/c/conferences/3/pages/moroccan-researchgrant>

March 2: Social and behavioral sciences. The Association for the Study of the Middle East and Africa (ASMEA) is accepting applications for its 2015 Research Grants Pro-

gram. Grants of up to \$2,500 will be awarded to qualified professors and students engaged in the study of the Middle East and Africa. Grants may be used to cover any costs associated with conducting research for the specified proposal. The program is open to all academic disciplines. Applicants must be ASMEA members enrolled in a Ph.D. program (with M.A. complete); or serve in a postdoctoral capacity; or serve as a visiting/assistant/associate/full professor teaching two or more courses per semester at an accredited institution. First time and junior grant applicants are preferred but each application will be judged on its merits. Visit the organization's website for more details. Contact: Emily

Lucas; (202) 429-8860; info@asmeascholars.org; <https://asmea.nonprofitcms.org/c/conferences/3/pages/researchgrant>

May 1: Social and behavioral sciences. The Institute for Humane Studies is accepting applications for a conference and research grant for graduate students. Grants of up to \$750 are available to cover travel, conference fees, and other career-related expenses. Applications are accepted on a rolling basis and must be submitted at least four weeks in advance of the academic activity. Visit the institute's website for more details. Contact: Institute for Humane Studies; rkappes@ihs.gmu.edu; <https://www.theihs.org/CRG-Chronicle>

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May 25: Health/medicine. The National Institutes of Health is accepting applications for the Short Courses for Mental Health-Related Research Education program. The program's goal is to support educational activities that complement and/or enhance the training of a workforce to meet the nation's biomedical, behavioral, and clinical research needs. This funding opportunity encourages the development of creative educational activities with a primary focus on courses for skills development. Proposed short courses are expected to facilitate the development of a sophisticated cadre of investigators with the requisite scientific research skills to advance the mission of the NIMH, namely

to transform the understanding and treatment of mental illnesses through research. Each short course is expected to include both didactics and hands-on research experiences. Participants are limited to graduate/medical students, medical residents, postdoctoral scholars, and/or early-career faculty. Who may apply: higher education institutions, nonprofits, for-profit organizations, governments, and other institutions (visit the website for a list). Contact: National Institutes of Health; <http://grants.nih.gov/grants/guide/pa-files/PAR-14-305.html>

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When the University Is Just Another Client

MANY TIMES over the past few months, I've had some form of a conversation I'm about to describe with non-tenure-track (NTT) colleagues—and even some tenure-track (TT) ones.

I know I'm going to sound like I'm preaching with the fervor of the converted. But I'm not converted: I'm simply more aware now of university power dynamics (bless my former naïve heart) and how to use them, and I want my friends to share that awareness.

(Note: When I use "NTT," I'm referring to all contingent employees of a university, including adjuncts, staff members in faculty-like roles (i.e., #altac roles), and contingent instructors in full-time positions. Those different groups have different concerns. But for the purposes of this piece, I hope that all of them can derive usefulness from the ideas I'm about to share.)

The Conversation: Here's a typical situation. I'm having coffee with a friend early on a Tuesday morning. She has been searching high and low for ways to break through the contingent ceiling. She is teaching on a nonrenewable contract and wants to find a way to encourage "them" to hire her on a more permanent basis when her contract expires.

With that goal in mind, she's taken on more service work, she's teaching an extra course (for no extra pay), and she's letting more students into the classes she already teaches—hoping that someone in a position of authority will recognize the awesome work she's doing. I was stunned by how much extra work she was describing. Since I tend toward bossiness, I consciously forced myself to just ask questions (and no, not leading questions), to get a full sense of what she was doing.

Finally, I asked, "Why are you doing all of this extra work?" And finally, she said something like, "I really want them to keep me on after my contract ends."

And there it was. The contingent-faculty equivalent of writing a piece on spec. Except what my friend described isn't like an article you write in your free time. She was talking about her whole career.

As a contingent faculty member, you work your whole career on spec. Every class you teach, every grant you write, every article you publish—they're all on spec because you have no job security to back you up if a project doesn't pan out. You work and work, hoping some person in authority will give you: (a) more money, (b) more job security, (c) more job respect, or some combination of (a), (b), and (c).

Spoiler alert: It doesn't work. As those of us who've been at this for a while know, giving administrators your work for free does not inspire them to reward you. More often it backfires and inspires administrators to turn your previously volunteered work into new job requirements.

Fortunately, I have a solution. It begins with a shift of mind-set—from that of employee to that of freelancer. As a freelancer, your institution is just one of your many clients. That means you need to spend your extra time and energy on projects that earn you money and respect outside of one particular institution.

NTTs as Freelancers: You know who works on spec a lot? Freelancers. But they (usually) know how to do it while preserving their time, finances, and mental health.

NTTs are the freelancers of academe, and we need to start acting like it. Look at it this way: Your university has basically already said that you are a freelancer. You are already working job to job. That's what a year-to-year contract means. Or in the case of my friend, NTT means a terminal contract: She took a job with a client, and when that job ends, so does the client relationship.

If that is the case, then your institution will just be one of your many clients. Freelancers don't make a living hoping one

client will keep hiring them over and over. They hustle and find other clients, too. We NTTs need to do the same. (And if you are a tenure-track professor reading this, and you have noticed that higher education might not be able to sustain you either, then I'm also talking to you. I firmly believe that it's time for all of us in higher ed to diversify.)

Whenever I suggest that this client-based strategy should be applied to academe, however, I get pushback. For many people, this strategy seems disloyal to the institution somehow—like you're cheating on your significant other. But you can only be loyal to a company that is loyal to you. And if you are NTT faculty, your institution is rarely going to be loyal to you.

To make time for yourself, you'll need to dial back the "adjunct heroics," as Rebecca Schuman puts it. This is the advice that I would give my friend: Decline unpaid service work that won't be rewarded anyway. Keep office hours to the bare-bones requirement. Set limits on your letters of recommendations for students. And deflect all the guilt that others will probably lay on you—guilt from faculty, from students, and even from yourself.

OK, I'm Ready to Be a Freelance Academic—Now What? You've adjusted your mind-set.

Your institution is Client A. But it's time to look around for other clients. Who else is there? That might seem like the hard part, so bear with me for a minute.

First of all, this series of columns will be covering all sorts of ways to carve out a career as a freelance academic. So check back at Vitae regularly. There are also other great columns and resources on Vitae on just these topics. Browse around: They're easy to find.

Here are some other small ways to get started now.

Think about which of your skills are marketable. Sit down and write a list of every possible skill that you have. This is not the time to be humble. You might not know whom to market your skills to, or how, but that's OK. You can start learning those things. You're an academic. You know how to research.

Transform your CV into a résumé—or various résumés for different types of work you might be interested in doing. I just did this myself. It was—and I'm not kidding—so much fun. I used Rachel Leventhal-Weiner's Vitae article on résumé writing for academics for guidance.

If you try to make your skills list and your résumé and have trouble—a totally understandable problem given how graduate programs are structured these days—hire a post-academic coach to help you figure out what you're good at that can earn you money. I'd start with Jennifer Polk and her blog, *From Ph.D. to Life*, where she's also written about her transition from academic to coach.

Find a freelance community to join. There are plenty out there. I subscribe to a newsletter called, unsurprisingly, "The Freelancer." And join the Freelancers Union to learn more about the practical side of freelance life. For example, it has group health insurance.

Remember that moving into the mind-set of a freelance academic does not mean that you give up your job teaching on a campus. It just means that you approach your relationship with your institution differently. You no longer belong to them: *They belong to you*. Once that shift happens—and you'll know when it does—there's nothing more empowering. ■

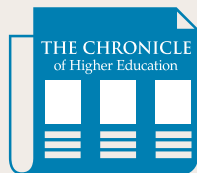
Katie Rose Guest Pryal is a clinical (that means "non-tenure-track") associate professor of law at the University of North Carolina at Chapel Hill, where she specializes in legal writing and disability studies.

KATIE ROSE GUEST PRYAL

From
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of Higher Education

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Imagine your future. Design your career.®

Assistant/Associate Professor, English (New Media Writing & Digital Rhetoric)

Education/Experience: Doctorate degree in English or related field with specialization in new media writing or digital rhetoric, plus three years of college level teaching experience.

For a full job description and to apply, visit <http://apptrkr.com/579472>

Equal Opportunity Employer

Accounting: Elon University Martha and Spencer Love School of Business Department of Accounting The Department of Accounting in the Martha and Spencer Love School of Business invites applications for a tenure-track position in accounting at the assistant or associate professor level. The specialization of immediate need is in intermediate and advanced financial accounting. This position is the result of growth in our programs and will begin in fall of 2015. Elon faculty members are expected to make strong contributions to instruction and mentoring, research, and service/outreach. Teaching will include courses in Elon's General Studies Program. Final candidates will be expected to demonstrate effective undergraduate teaching. Applicants should have an established record of research publications and an ongoing research agenda. An interest in teaching in the graduate and executive education programs is desirable. Only candidates with an earned doctorate in accounting from an AACSB-accredited university by the time of employment will be considered. Professional accounting certification is a plus. About the School: The AACSB-accredited Martha and Spencer Love School of Business is housed in the Koury Business Center, which features state-of-the-art classrooms, multiple student engagement areas, the LaRose Digital Theatre, the Reed Finance Center, the Doherty Center for Entrepreneurial Leadership, the Chandler Family Professional Sales Center, and the Porter Family Professional Development Center. In 2014, Bloomberg BusinessWeek ranked the school's undergraduate program #45 in the nation. In 2013, BusinessWeek ranked the part-time MBA program #1 in the south and #5 in the nation. Our diverse faculties thrive in Elon's collegial and supportive environment. About the University: Elon University is a dynamic private, co-educational, comprehensive institution that is a national model for ac-

Georgia State University | COLLEGE OF EDUCATION

Positions for Fall 2015

Georgia State University's College of Education is committed to high quality instruction, research and service to a student population that reflects the diverse composition of our state and beyond. The college offers undergraduate, graduate, and non-degree programs for professional educators in areas such as health and physical education, early childhood, counseling, special education and leadership. Understanding, embracing and addressing the multifaceted needs of tomorrow's learners, while offering effective and accommodating programming, are essential to the college's continued success. In addition to its emphasis on teacher preparation, the College of Education is also making advancements in the fields of mental and physical wellness.

About Georgia State University

Georgia State University, a unit of the University System of Georgia, is an enterprising urban public research university, and a national leader in graduating students from widely diverse backgrounds. Centered in the historic financial hub of downtown Atlanta, the university provides more than 32,000 students with unsurpassed connections to the city's business, government, nonprofit and cultural organizations. The university offers 55 undergraduate and graduate degree programs in more than 250 fields of study in its eight colleges and schools.

Learning Technologies
Clinical Assistant Professor
Learning Technologies Division (Log #16-091)

Early Childhood Education (Grades PreK-5)
Clinical Assistant Professor
Department of Early Childhood Education (Log #16-092)

Exercise Science
Clinical Assistant Professor/Clinical Instructor
Department of Kinesiology and Health (Log # 16-084)

Communication Sciences and Disorders
Clinical Assistant Professor/Clinical Instructor
Department of Educational Psychology, Special Education, and Communication Disorders (Log # 16-088)

Special Education
Moderate-to-Severe Intellectual Disability
Tenure-Track Assistant/Associate Professor
Department of Educational Psychology, Special Education, and Communication Disorders (Log # 16-004)

Applicants may view these positions at:
<http://education.gsu.edu/faculty-staff-resources/faculty-positions>

Salaries are commensurate with qualifications and experience. Applicants should send a letter of application, curriculum vitae, official transcript of highest degree earned and three letters of recommendation to the appropriate hiring department, found at our website:

<http://education.gsu.edu/faculty-staff-resources/faculty-positions>

Please include the log number of the position to which you are applying in your letter of application.

The listed positions are being considered for a start date of Fall 2015. However, all positions will remain open and applications accepted until filled. Please be advised that should you be recommended for a position, University System of Georgia Board of Regents policy requires the completion of a background check as a prior condition of employment.

All other inquiries may be sent to Glenda Haliburton, Dean's Office, College of Education, Georgia State University, P. O. Box 3980, Atlanta, GA 30302-3980.

Georgia State University is an equal opportunity educational institution and an equal opportunity affirmative action employer.

tively engaging faculty and students in teaching and learning. The faculty dedicate their talents, experiences, and leadership skills to activities that sustain, develop, and improve the entire institution. The university is situated on an idyllic 600-acre campus in north-central North Carolina, east of Greensboro, and northwest of Raleigh/Durham. With an enrollment approaching 6000, Elon University benefits from highly talented students, a growing physical plant, and an expanding endowment. U.S. News & World Report ranks Elon second among southern master's-level universities and #1 among schools "focused on their undergraduates." The Fiske Guide to Colleges ranks Elon one of the 25 "best buy" private universities. Elon University is proud of its strengths in the liberal arts, its strong sense of community, and its progress in incorporating technology and internationalization into classroom instruction. To Apply: To learn more about Elon, please visit the University web site at <http://www.elon.edu>. Review of candidates for this position will begin immediately and continue until the position is filled. To apply, send a letter of interest, curriculum vitae, statement of teaching philosophy, statement on research interests, information on teaching evaluations, and a list of three references to: search@elon.edu (preferred), or to Accounting Faculty Search Committee, Department of Accounting, Martha and Spencer Love School of Business, Elon University, 2075 Campus Box, Elon, NC 27244. Elon University is an equal opportunity employer

STATE UNIVERSITY

Elizabeth City State University, a constituent institution of the University of North Carolina system invites productive scholars, with a focus on teaching and student success to submit an application, letter of interest and CV for tenure-track and non-tenure-track positions in the following areas. Applicants are encouraged to visit the university website for specific information about individual academic programs.

Multiple Positions

- Accounting
- Aviation Science
- Biology
- Birth-Kindergarten
- Business Administration
- Chemistry
- Computer and Information Science
- Communication Studies
- Criminal Justice
- Elementary Education
- Engineering Technology
- English
- Graphic Design
- History
- Computer Networking and Cybersecurity Technology
- Mathematics
- Music
- Pharmaceutical Science
- Physical Education
- Psychology
- Social Work
- Sociology
- Sport Management

Apply at: <https://jobs.ecsu.edu>

committed to a diverse faculty, staff and student body and welcomes all applicants.

Agriculture: Full time nine month tenure track position to begin August 15, 2015. The Hutson School of

RCC
Rogue Community College
Josephine and Jackson Counties, Oregon

Multiple Positions

Rogue Community College is a comprehensive three-campus public community college serving two counties in beautiful southern Oregon. The rapidly growing region is an area of scenic beauty, exciting recreational and outdoor opportunities, and cultural diversity. The College offers five two-year degrees, 80 career and technical training programs; a variety of workforce and short-term training, academic skills, and community education classes; plus services to the business community with an annual enrollment of 5717.34 FTE. RCC invites applications for the following positions:

DEAN OF INSTRUCTION, SCHOOL OF WORKFORCE & COLLEGE PREP
Full-time Exempt (Managerial/Supervisory)

DIRECTOR, ENROLLMENT SERVICES
Full-time Exempt (Managerial/Supervisory)

CRIMINAL JUSTICE INSTRUCTOR
Full-time Faculty (100%)

SOCIAL SCIENCE INSTRUCTOR
Full-time Faculty (100%)

ADULT BASIC EDUCATION LEAD INSTRUCTOR
Full-time Faculty (100%)

COUNSELOR
Full-time Faculty (100%)

APPLICATION PROCESS: For detailed job postings, visit our website at <https://jobs.roguecc.edu/EOE>

Ventura County Community College District
MOORPARK COLLEGE • OXNARD COLLEGE • VENTURA COLLEGE

Ventura County Community College District

Ideally situated on California's gold coast between Los Angeles and Santa Barbara Counties, Ventura County affords its residents easy access to coastal and inland waters, mountains, plains and islands. Ventura County Community College District offers fully-accredited educational programs for students transferring to four-year colleges and universities, vocational programs for acquiring job skills, and programs for updating career skills through continuing education.

We are currently taking applications for the following full-time faculty:

- Assistant Football Coach and Kinesiology Instructor**
Closes: 3/1/15
- Admin of Justice (MC)**
Closes: 3/1/15
- Admin of Justice (VC)**
Closes: 3/15/15
- Child Development/ECE**
Closes: 3/15/15
- Computer Science (VC)**
Closes: 3/15/15
- Computer Science (MC)**
Closes: 3/15/15
- English**
Closes: 3/15/15
- Accounting**
Closes: 3/15/15
- Business**
Closes: 3/15/15
- Ecology (Environmental Science)**
Closes: 3/15/15
- Nursing Instructor**
Closes: 3/29/15

Please visit our website at <http://apptrkr.com/578056> to view the job announcements, minimum qualifications, closing dates and apply for positions.

VCCCD is an Equal Opportunity Employer.

Agriculture is comprised of 899 students making it the seventh largest non-land grant School of Agriculture in the United States. PhD in Animal Science or ABDs with a documented plan of completion by August, 2015. For assistant professor: Demonstrated competence in the area of animal science is required. The ability to teach and work in a multidisciplinary School of Agriculture is expected. For associate professor: All of the above plus six years of documented successful teaching, service and research at collegiate level. Preferred qualifications: For assistant professor - Prefer previous teaching experience at a college or university in food an-

imal science. For associate professor - Prefer candidates who have experience working with graduate students and graduate programs. Will teach undergraduate and graduate courses in animal science including (but not limited to) nutrition, reproduction and animal breeding with specific emphasis on core classes and academic advising, student recruitment and course development responsibilities. Will be expected to serve as advisor to student clubs and organizations, to work closely with equine and livestock managers, to interact with an industry advisory committee and develop a working relationship with industries relevant to the programs. Addition-

Assistant Professor and Head Women's Gymnastics Coach



Springfield College invites applications for the position of Assistant Professor and Head Women's Gymnastics Coach. The qualified applicant will report to the Director of Athletics and will also hold instructional responsibilities in the School of Health, Physical Education, and Recreation (HPER). Instructional responsibilities will include the annual gymnastics Homeshow and other courses will be dependent on the teaching expertise of the applicant. Preference will be given to candidates who show a strong desire to enrich and expand an educational program within the School.

The individual is responsible for all phases of the gymnastics program including meet and practice planning, mentoring of gymnastics staff, recruitment and development of student-athletes, ordering equipment, scheduling contests, budget management, public relations and other duties as assigned by the Director of Athletics. Additionally, a thorough understanding of and accountability to NCAA and NCGA rules and regulations are necessary.

The successful applicant will have a Master's degree preferably in a discipline related to HPER. Preference will be given to applicants with previous college teaching and coaching experience. First Aid/CPR/AED certification required. Candidates should have a commitment to work in a dynamic work setting with a diverse student population.

Founded in 1885, Springfield College is a private, coeducational institution offering undergraduate and graduate programs that reflect its distinctive Humanities Philosophy – the education of the whole person in spirit, mind, and body for leadership in service to humanity. For more information, please visit the College's homepage at www.springfieldcollege.edu.

Applicants should send a letter of application, curriculum vitae, and the names and contact information of three professional references to: Dr. Cathie Ann Schweitzer, Director of Athletics, Springfield College, 263 Alden Street, Springfield, MA 01109. Review of applications will begin immediately. The appointment is scheduled to begin August, 2015.

Springfield College is committed to enhancing diversity and equality in education and employment.

SPRINGFIELD COLLEGE

Please visit our website at:

www.springfieldcollege.edu

Associate Professor/Professor of Teacher Education

Sacred Heart University in Connecticut

The Isabelle Farrington College of Education invites applications for Department Chair, Teacher Education beginning August 2015.

To apply please visit

www.sacredheart.edu/officeservices/humanresources/jobpostings/

Sacred Heart University is an EEO/AA employer committed to providing employment to all.



ally, will be expected to engage in a focused program of scholarly activity resulting in peer-reviewed publications and presentations. Participation in professional development activities and service/leadership to the school, university, industry and state, regional, and national professional organizations will be included as a part of position responsibilities. Application Deadline: March 15, 2015. To apply please visit: <http://www.murraystate-jobs.com/postings/3995>. Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

Agriculture: Murray State University, full-time, tenure track position. An earned doctorate in any field of agricultural science. Candidates should have a significant record of excellence in teaching and scholarly productivity; have experience and academic credentials for hire at the associate or full professor level; have experience in working with graduate students and in directing/advising student learning/research/dissertations at the doctoral level; have experience and/or conducted research in working with or leading International programs; and have demonstrated record of success in leadership in their respective academic field. Will serve as the chief academic and administrative officer of the Department of Agricultural Science and will provide leadership in developing, budgeting and administering all teaching, research, outreach and international activities; managing



The Teacher Education Department announces one tenure-track position:

•**Mathematics Education, K-12**

For more information visit:

<https://chroniclevitae.com/jobs/0000870578-01>

<http://jobs.cofc.edu>

positions and resources; communicating effectively with faculty, staff, administrators and students; maintaining effective liaisons with industry leaders, clientele groups, professional organizations and the public; serve as the evaluation and assessment leader for the department; and provide vision and leadership for long term planning and overseeing the implementation of a Doctorate in Agricultural Education Leadership degree. Responsibilities as a Department Head (instead of Chair) include teaching responsibilities in traditional or on-line undergraduate, master's and/or doctoral programs. The Department Head re-



COLLEGE OF LIBERAL ARTS CENTER FOR CHINESE MUSIC AND CULTURE DIRECTOR (POS. NO. 143390)

Middle Tennessee State University, located 35 miles south of Nashville, is seeking applicants with a record of professional achievement commensurate with an appointment for a full-time faculty position in Ethnomusicology at the level of Associate/Full Professor. This appointment is a tenure-track position, consideration for possible tenure on appointment, with a start date of July 1, 2015. Responsibilities include serving in the role of Director for MTSU's new Center for Chinese Music and Culture of the Confucius Institute as well as the Center's chief administrator, dealing with collection development, museum/archival activities, community outreach, facilities design/function and building a performance program. Other responsibilities include teaching undergraduate and possible graduate level courses in Chinese, Asian, and World musics (one course per semester once the Center is fully operational).

A PhD in Ethnomusicology or related field is required. Preferred qualifications include evidence of successful teaching at the college or university level in Chinese or other Asian music. Strong research profile, demonstrated by a distinguished record of publication and/or presentation at professional conferences. Reading and conversational skills in Mandarin is also preferred.

Competitive salary with generous employee benefits. To apply, interested applicants should go to <https://mtsujobs.mtsu.edu> and follow instructions on how to complete an application, attach documents, and submit the application online. Review of applications begins March 23, 2015, and will continue until the position is filled.

MTSU is an equal opportunity, affirmative action employer that values diversity in all its forms. Women, minorities, individuals with disabilities and protected veterans are encouraged to apply.
Tennessee Board of Regents Institution



**CLAREMONT
SCHOOL OF
THEOLOGY**

ASSISTANT PROFESSOR OF ISLAMIC STUDIES

Southern California School of Theology dba Claremont School of Theology is seeking applications for an Assistant Professor of Islamic Studies.

REQUIREMENTS: Doctorate in Religion or related field plus at least 1 year of experience teaching at the high school or university level and at least 8 PhD level credit hours in Islamic Studies or related. Any suitable combination of education, training, or experience is acceptable.

SALARY: \$50,010.00

TO APPLY: Mail your Cover Letter and Curriculum Vitae to:

Nicole Turner/ Lynn O'Leary-Archer
1325 N. College Ave.,
Claremont, CA 91711

Positions will remain open until a suitable candidate is identified. Screening begins immediately.



Instructor or Assistant Professor Department of Mathematics

The Department of Mathematics and Technology at Flagler College invites applications for a full-time faculty position in Mathematics at the rank of Instructor or Assistant Professor to begin August 2015. Candidates must hold at least a master's degree in Mathematics or a closely related field. A doctorate is preferred. Responsibilities include teaching introductory and upper-level undergraduate mathematics and statistics courses, student advising, contributing to the first year program, and ongoing professional development. Salary and benefits are competitive and commensurate with experience.

Flagler College is a private independent undergraduate college with an enrollment of 2,500 students located in historic St. Augustine, Florida, 35 miles south of Jacksonville and 55 miles north of Daytona Beach. Applicants should submit a letter of application, curriculum vitae, evidence of teaching effectiveness, unofficial graduate transcripts, three letters of recommendation with contact information, and a brief statement of teaching philosophy to Dr. Alan Woolfolk, Dean of the Faculty, Flagler College, at <http://www.flagler.edu/departments/human-resources/jobs/>. For full consideration, completed applications should be received by February 27, 2015.



Office of Academic Affairs

Applications are invited from qualified candidates for the under listed positions:

Dean of the School of Social Work – provides overall academic leadership to the BSW and MSW programs and maintains required accreditation for the programs. It is anticipated that degree offerings will include DSW in the near future. Ph.D./DSW in Social Work with proven administrative skills and success in achieving program accreditation are required.

Assistant Professor of Health Information Management Systems

Assistant Professor of Social Work

Assistant Professor of Criminal Justice

Assistant Professor of Psychology

Assistant Professor of History

Additional information and detailed job descriptions can be found at www.suno.edu, *Careers at SUNO* link.

Submit applications, copies of transcripts and curriculum vitae, and arrange the submission of three letters of recommendation, preferably via e-mail, to Ms. Saragrace Novatney, Administrative Assistant, at sanovatney@suno.edu.



SEATTLE COLLEGES

Central • North • South • SVI

North Seattle College welcomes applications for 6 full-time, tenure-track positions to begin in September 2013. These positions are in Communications, Nursing, ESL, English, Math, Library and History/Anthropology

Located in the heart of Seattle, our college is committed to changing lives through education. With core themes of advancing student success, excelling in teaching and learning, and building community, North Seattle College is committed to recruiting dedicated faculty and staff who together create a welcoming academic climate that reflects the diverse backgrounds of our community, including ethnicity, national origin, religion, race, gender, gender identity, age, status as a veteran or disabled veteran, disability, political status, and sexual orientation.

For more information and to apply please visit:
<http://www.seattlecolleges.edu/hr>

HORACE MANN SCHOOL

Bronx, New York

Horace Mann School, a leading independent coeducational day school located in the Riverdale area of the Bronx (NY) seeks an

Upper Division Mathematics Teacher

Start Date: September 1, 2015

The successful candidate will have a degree in Mathematics (advanced degree preferred) and at least three years classroom teaching experience. A passion for mathematics and the ability to teach Algebra through BC Calculus required.

Interested candidates should send cover letter and resume to employment@horacemann.org



ports to the Dean. Application Deadline: February 28, 2015. To apply please go to: [http://www.murraystate-](http://www.murraystate-jobs.com/postings/3950)

[jobs.com/postings/3950](http://www.murraystate-jobs.com/postings/3950). Women and minorities are encouraged to apply. Murray State University is an equal

SCIENCE, TECHNOLOGY, & MATHEMATICS



Associate/Full Professor

The Davis College of Agriculture, Natural Resources, and Design at West Virginia University, Morgantown, WV (<http://www.davis.wvu.edu/>) is searching for a candidate to fill a faculty position at the level of Associate/Full Professor and to fill a scholarly and leadership position in fresh water resources. The position will be a nine-month (with options for 12 month), research and teaching, tenured appointment. West Virginia University is the States comprehensive Land Grant University with an enrollment of nearly 32,000 students and a Carnegie Classification High Research. The Davis College has 108 faculty and 150 full-time staff, enrolls 1700 undergraduate and 280 graduate students across a full spectrum of degree programs (28) housed in five academic units. The position, related to the Stewardship of Freshwater Resources, is one of several university-wide research focused initiatives, Mountains of Excellence (<http://research.wvu.edu/about>), that are a key part of WVU's current and expanding R&D portfolio.

Responsibilities: West Virginia is a headwaters state in which six major river systems originate, is central to the Appalachian region, and is home to major land-use industries. A water resources scientist with existing accomplishments suitable for an Associate/Professor level position with emphasis on hydrologic, atmospheric, geochemical, landscape, basin and/or biological processes—is sought who can lead the new campus-wide freshwater resources initiative, and build collaborative, multidisciplinary teams to address current and emerging questions and issues related to water quantity, quality, and security, at a variety of scales and across the range of natural and social sciences. Of importance are issues of sustainability of water resources, particularly interactions between water and energy, water and biological systems, water and climate, water and human health, and water and rural/urban development.

The successful candidate will be expected to develop a research program that successfully obtains extramural funds and achieves high levels of national and international recognition. The individual will mentor and advise graduate students and post-doctoral researchers from diverse backgrounds, and serve as instructor for one or more undergraduate and graduate courses in the candidate's area of expertise. The position will include resources to enable the work of the university-wide collaborative. They will conduct their own scholarly work in water sciences, and also importantly be a university-wide lead for collaboration in water research / water security, especially drawing from others hired into this initiative in the allied colleges of Engineering and Mineral Resources, Arts and Sciences, and Law, among others, and in collaboration with the WVU Water Research Institute.

Qualifications: Ph.D. and scholarly and leadership capability in a water related discipline is required. Excellent written and verbal communication skills, collaborative and service oriented leadership style, established capacity to secure external funding, a broad network of water resources experts and scholars, and a record of successful project management and research and development outputs are expected. Applicants should have demonstrated leadership in a multi-disciplinary setting, and an on-going recognized research program in water resources.

Community: This position is located in Morgantown, West Virginia, which is often ranked as a most preferred small city in America. The immediate region (including surrounding counties) has a diverse population of about 350,000 residents. The community lies within a high technology corridor that includes several federal research facilities, as well as well resource based industries. The city is readily accessible to Pittsburgh, PA and Washington, DC. For more information on WVU and Morgantown, see <http://www.wvu.edu> and <http://www.morgantown.com>.

APPLICATIONS: Candidates should submit electronically a letter of application with a statement of teaching, research, service and collaborative leadership interests and philosophy, and curriculum vita merged into a single PDF document, and the names of references (to be contacted after conferring with candidates of interest), to Denise.Hunnell@mail.wvu.edu. Requests for preliminary conversations about this position can also be made to search committee co-chairs Todd.Petty@mail.wvu.edu or Jeff.Skousen@mail.wvu.edu. The review of applications will begin by March 1, 2015 and will continue until the position is filled. Preferred starting date will be summer 2015.

West Virginia University is an Equal Opportunity Affirmative Action Employer and does not discriminate on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran status. The University attempts to be responsive to dual career couples.



William E. Boeing Department of Aeronautics & Astronautics Research Faculty Position in Reactive Gas Dynamics and Propulsion (Non-tenured)

The William E. Boeing Department of Aeronautics & Astronautics at the University of Washington invites applications for a full-time research faculty position (12 month service period) at the rank of Research Associate Professor or Research Professor in the area of reactive gas dynamics and propulsion. This position is not tenure-track, and requires the successful candidate to be self-supporting entirely through external grants or contracts beginning at the start of his/her association with the Department. An earned PhD or ScD in an appropriate engineering, physics, or related discipline is required. Applicants are sought with strong theoretical and experimental backgrounds and at least 15 years of research experience beyond an earned PhD in the areas of hypervelocity accelerators, scramjet combustion, microthrusters, petrochemical processing, and advanced energy conversion. To be considered for the position, candidates must also have significant experience with innovative applications of high-energy deflagration and detonation combustion systems, particularly in the field of ram accelerator and rocket technology, and must have a proven track record of obtaining significant research funding from government agencies and/or private industry. The successful candidate is expected to take over the leadership of the experimental research efforts in both the Ram Accelerator and Shockwave Reactor laboratories. Furthermore, the successful candidate will be expected to supervise graduate and undergraduate students, provide classroom instruction for graduate and undergraduate courses, if needed, engage in relevant service activities, and collaborate with other members of the Aeronautics & Astronautics faculty, particularly with the fluid mechanics group. University of Washington faculty engage in teaching, research and service.

All application materials must be submitted via our faculty search website, <http://www.engr.washington.edu/facsearch/?dept=AA>, as specified therein. Applications will be accepted until March 15, 2015. For any administrative issues related to this search, please contact the Department's Search Committee, at search@aa.washington.edu.

For information about the William E. Boeing Department of Aeronautics and Astronautics please visit <http://www.aa.washington.edu>. 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.

UNIVERSITY OF
WASHINGTON

education and employment opportunity, M/F/D, AA employer.

Anthropology: Union College (Schenectady, New York) seeks applicants for a one-year visiting position at the assistant professor level. We seek socio-cultural candidates whose research/teaching interests complement

those of our current faculty and whose research focuses on one of the following areas: the Middle East, the Caribbean, Southeast Asia, East Asia, or the former Soviet Union. Typically, we seek scholars who are interested in one or more of: environmental anthropology, gender and sexuality, religion, tourism, and visual anthro-

pology. But we will also consider candidates with other specialties. Candidates with Ph.D in hand and teaching experience are preferred, but not required. The Department prides itself on strong teaching and relationships with students, especially in the field. Union also values, and offers substantial support for, scholarship. Further

GEORGE MASON UNIVERSITY

ENDOWED SENIOR FACULTY POSITION IN SCIENCE EDUCATION

The George Mason University, College of Education and Human Development seeks a distinguished scholar focused on innovative teaching and research to serve as the first holder of the Donna R. and David E. Sterling Endowed Chair in Science Education.

Responsibilities: Consistent with the highly consequential scholarly and professional contributions made by Professor Donna Sterling during her career as a Mason faculty member, it is expected that the individual serving in this position will be a leading science education scholar whose teaching and research is widely recognized as advancing science learning at all academic levels. Moreover, it is expected that the Sterling Endowed Chair in Science Education will focus on the advancement of science education in the commonwealth of Virginia, throughout the United States, and internationally. Resources from the endowment will be used to facilitate pursuit of these objectives.

Qualifications: Applicants must have an earned doctorate and be eligible for an appointment at the senior faculty-level. Other required qualifications include a substantial portfolio of externally funded collaborative research projects; a distinguished publication record; an ongoing and impactful research program with evidence of mentorship of graduate students and junior faculty; and a record of effective teaching of courses in science education methods, curriculum, leadership and/or research at the master's- and doctoral-level. Preferred qualifications include substantive expertise in problem-based learning, inquiry instruction, Nature of Science, and/or "hands-on" science instruction.

Nominations may be submitted to the Search Committee Chair, Gary Galluzzo, via e-mail at ggalluzz@gmu.edu.

For full consideration, applicants must apply for position number F5023z at <http://jobs.gmu.edu/>; complete and submit the online application; and upload a letter of interest, current vitae, and names of three references. Review of applications will begin February 2015 and will continue until the position is filled.

AA/EOE



TOWSON UNIVERSITY

Assistant Professor, Science Education Department of Biological Sciences

The Jess and Mildred Fisher College of Science and Mathematics

Tenure track, 10-month Assistant Professor position in the Department of Biological Sciences beginning August 2015.

Doctorate in science education, biology, or environmental sciences. Graduate course work in both biology and science education. ABD applicants considered, but appointment will be at the instructor rank and all degree requirements must be completed by February 1, 2016. Experience teaching at the K-12 level is desirable.

Faculty assigned an instructional workload of six (6) course units per academic year for the first year. Beginning the second year the workload reverts back to the standard workload of seven to eight (7-8) course units. Teach courses in teacher preparations programs, possibly including non-majors introductory biology, field biology, elementary science methods, courses in UTeach program, and/or supervision of student interns. Develop a research program in field of expertise, based on best practices in science education.

Review of applications will begin on March 6, 2015 and continues until the position is filled. **FCSM-N-2845**

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

For detailed information on any of this position, please visit: http://www.towson.edu/odeo/employmentatTU/academic_positions.asp

information about Union College and the Anthropology Department may be found at <http://www.union.edu>. Applicants should send a digital dossier (in PDF format), including cover letter, writing sample, one or two sample syllabi, C.V., and the names and addresses of three referees to whitem@union.edu by March 22, 2015. Union College

is an equal opportunity employer and strongly committed to student and workforce diversity. We value and are committed to a host of diverse populations and cultures including, but not limited to, those based on race, religion, disability, ethnicity, sexual orientation, gender, gender identity, national origin and veteran status.

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Biology: Indiana University, Bloomington Department of Biology Post-doctoral position available to investigate how and why invasive species impacts differ across the landscape. Recent Ph.D. in ecology, environmental science, or biogeochemistry required. For details & to apply, <http://indiana.peopleadmin.com/postings/1415> or send cover letter detailing research interests & experience, C.V. & contact info for 3 references to Dee Verostko, 1001 E. 3rd St., Bloomington, IN 47405. For full consideration apply by 03/13/2015; 05/01/2015 start date possible. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status, or protected veteran status.

Business Law: The Department of Finance and Legal Studies at Indiana University of Pennsylvania (IUP) invites applications for a full-time tenure-track appointment beginning August 2015. Teach undergraduate and graduate courses in Business Law, advise students in undergraduate and graduate programs, engage in scholarly work in the field and participate in related university and community services. The successful candidate may be assigned to perform work at off-campus sites and/or provide instruction through distance education. The department seeks candidates whose research, teaching, or service has prepared them to contribute to our commitment to diversity and inclusion in higher education. Minimum qualifications include a Juris Doctorate from an A.B.A. accredited law school and

PROFESSIONAL



Dr. Walter H. Swartz Professor and Director, Integrated Special Needs Patient Care and Education Program

The University of Michigan School of Dentistry invites applications and nominations for the Dr. Walter H. Swartz Faculty Professor and Director of the Integrated Special Needs Patient Care and Education Program.

This is a unique opportunity to lead a collaborative patient care program designed so dental students and faculty, as well as colleagues from other University of Michigan health science schools and colleges, will provide care collaboratively for patients with special healthcare needs, such as developmental disabilities, cognitive impairments, complex medical problems, vulnerable elderly and veterans with post traumatic stress disorder.

Housed within the School of Dentistry, this clinic will provide dental, medical, nursing, pharmacy and social services to patients. The director will be expected to develop an outreach program in collaboration with local and regional community leaders.

We are seeking a visionary health professional leader, scholar and innovative educator with an established record of successful extramural research and scholarship, along with demonstrated excellence in the delivery of care to special needs patients. Experience in the interdisciplinary management and coordination of care of special needs and medically complex patients is required.

Candidates should have a DDS/DMD, or MD/DO, DNP, Pharm D, DSW, or DrPH or the equivalent in a healthcare discipline. A PhD degree or equivalent research experience is desirable. A State of Michigan license may be required for qualified candidates.

The selected candidate will be appointed in the Clinical or Tenure track at the rank of Associate or Full Professor commensurate with experience and credentials. Underrepresented minorities, people of color and individuals with disabilities are strongly encouraged to apply.

Questions regarding the position description and responsibilities should be directed to the search committee chair Peter J Polverini (neovas@umich.edu). Applications will be accepted and evaluated on an ongoing basis until the position is filled. If you have a question regarding your application, please contact Sue Koehler (sukoehle@umich.edu).

To apply, submit a cover letter, curriculum vitae, statement of interest, and a list of at least six references including complete contact information and a description of the relationship to the applicant at: <http://facultyrecruiting.dent.umich.edu> (Director, Integrated Special Needs Patient Care and Education Program).

The University of Michigan is an Affirmative Action/EEOC employer



Open Rank Professor – Health Promotion & Behavior Tenure Track School of Public Health



Georgia State University is a leading urban research institution located in Atlanta, Georgia. The School of Public Health is a CEPH-accredited program offering a Graduate Certificate, MPH and PhD degrees with more than 260 graduate students and 28 core faculty and academic professionals. Successful applicants will join a unique, multi-disciplinary graduate public health program with emphasis in urban health research, applied public health, health policy, and community applications.

The School of Public Health invites applications for the position of the Open Rank Professor-Health Promotion & Behavior (HPB). Reporting to the Division Director – HPB, this tenure track position supports teaching, research, and publication activities in the health promotion and disease prevention areas. Health promotion and disease prevention are key concepts in public health and provide the foundation for community participation as well as health behavior change. The GSU School of Public Health's Health Promotion and Behavior track draws from a variety of disciplines, including psychology, sociology, anthropology, communications, and ethics.

Responsibilities: Responsibilities for position include: Conduct a successful, externally-funded research program that includes peer-reviewed publications. Collaborate with GSU Faculty to expand and strengthen research activities in health promotion and behavior. Coordinate and teach courses that address departmental priorities in areas of specialization. Provide academic and research advisement to graduate students and doctoral students.

Qualifications: Evidence of excellence in higher education, a strong record of research and publications, professional achievement warranting tenure and appointment as an open rank professor; evidence of academic administrative experience and demonstrated mentorship; experience working with accredited programs in nutrition and dietetics. Doctoral degree in a related field is required.

How to Apply: Qualified applicants are asked to electronically submit a cover letter discussing interest and qualifications, a resume or curriculum vitae, and three professional references to: Open Rank Professor – HPB Log Number, 16-099 publichealthjobs@gsu.edu.

Please note: Other documentation may be requested of applicants considered for interviews. Employment will be conditional on background investigation/verification.

Georgia State University is an Affirmative Action/Equal Opportunity Institution. Women, minorities and persons with disabilities are encouraged to apply.



Lecturer in Operations Management

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

Requirements: Candidates must have or expect to complete a Ph.D. in Operations Management, or a related discipline, by August 31, 2015. Teaching experience or evidence of expertise in the areas of introductory operations management, lean systems, quality management, and high performance operations design and management is required. Potential or demonstrated ability to teach at the undergraduate and graduate levels in face-to-face, both small and large classroom, and distance education formats is required. Evidence of engagement with the business community, industry is desirable.

Additional Information: The department has a thriving undergraduate program in Operations & Information Management (with career opportunities in Information Systems and Supply Chain Management), contributes to a highly reputed MBA program, and also coordinates the Ph.D. track in Operations & Information Management for the doctoral program in Business Administration. The OIM faculty members are committed to conducting research that furthers the state-of-the-art knowledge in their respective areas of expertise.

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

To apply, please submit letter of interest, curriculum vitae, and names and contact information of at least three references at: <http://umass.interviewexchange.com/jobofferdetails.jsp?JOBID=56865>. Applicants should apply by the priority deadline of March 8, 2015, in order to ensure consideration.

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

an M.B.A from an AACSB accredited business program at the time of application. Preferred candidates will have an active license to practice law within the United States, actual legal experience in areas of coverage

in business law, and a record of excellence in teaching. Preference will also be given to those with a record of scholarly research. In addition to the credentials and attributes mentioned above, the department is interested



Fellow Positions

Elon University School of Law invites applications for two Fellow positions in the law school's Legal Method & Communication (LMC) program. LMC Fellows are highly-qualified, motivated individuals who aspire to a career in law teaching. The law school's LMC program is a critical component of Elon Law's innovative curriculum, providing students with rigorous training in reading and analyzing legal authority, writing objective and persuasive memoranda and briefs, and developing oral skills.

LMC Fellows will join an experienced and collaborative team of LMC faculty, and will teach approximately 30-35 students in two sections. Appointment as a Fellow is for one year, with the expectation of renewal for a second year based on performance. In their second year, Fellows may teach an additional course in another area of interest. Fellows will attend professional development events at the law school and receive support for the development of their scholarly and career goals.

Elon Law is a leader in experiential learning. The law school was named one of the nation's "most innovative law schools" by *National Jurist* magazine and its nationally-known Leadership Program received the ABA's 2013 E. Smythe Gambrell Award for Professionalism in Legal Education. The law school is located in Greensboro, North Carolina, a mid-sized city with a thriving business and legal community, excellent schools and universities, and an affordable cost of living.

Applicants must have a J.D. from an ABA-accredited law school, be admitted to the bar, and have a demonstrable commitment to and aptitude for a legal academic career.

The position will remain open until filled. Apply at www.elon.edu/employment. Applications must include a cover letter, law school transcript, resume or curriculum vitae, writing sample, and contact information for three references, at least one of whom must be a law professor. At least two years of practice or clerkship experience are strongly preferred.

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

in candidates who have professional backgrounds and/or interest in one or more of the following: Financial planning, insurance, real estate, or energy related law. Candidates selected for interviews will make a teaching presentation to the faculty of the Department of Finance and Legal Studies as part of the interview. Candidates must communicate effectively and perform well during the interview(s). Review of applications will begin immediately and continue until the position is filled. Full consideration will be given to applications received by April 1, 2015. All applications for this po-

sition must be submitted via our online application system <http://www.iup.edu/employment>. Please do not fax, mail or email any documentation. Only complete applications will be considered. A complete application will contain a letter of interest, curriculum vita, names and email addresses for three references and unofficial transcripts. Three (3) letters of reference must be on file with IUP before consideration is given for an on campus interview. Automated requests for reference letters will be generated from IUP-HR after an application is submitted. Official transcripts



Womens Hospital Foundation, Distinguished Professor, Nursing

Education/Experience:
Ph.D. in nursing or a related academic discipline, plus a degree in nursing at or above the Master's level.

For a full job description and to apply, visit
<http://apptrkr.com/579242>

Equal Opportunity Employer

will be needed for hire. Committed to excellence through diversity, IUP is an equal opportunity employer M/F/H/V. Indiana University of Pennsylvania is a member of the Pennsylvania State System of Higher Education. All offers of employment are subject to and contingent upon satisfactory completion of all pre-employment background checks.

Business: The Department of Supply Chain and Information Systems in the College of Business at Iowa State University (ISU) welcomes applications for a tenured/tenure-track Assistant Professor, Associate Professor or Full Professor in Supply Chain Management. This is a new position in the SCM program and responsibilities include: both research and teaching in supply chain management at the undergraduate, Masters, and Ph.D. lev-

els. A complete position announcement and application instructions can be found at: <http://www.iastatejobs.com/postings/10159>. ISU is an EO/AA employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected Vets status.

Dean: Windward Community College of the University of Hawai'i invites applications for the position of Dean (CC), Position No. 89136. The Dean is responsible for the development, supervision, and improvement of instruction and curricula of the division, which includes the departments of Math/Business, Natural Sciences, and Social Sciences; and also coordinates the College's efforts in career and technical education. To view this vacancy announcement in its entirety, including duties, minimum and desirable qualifications, and application information, please visit the Work at UH web site at <http://workatuh.hawaii.edu>. Application deadline: March 16, 2015. Inquiries: Vice Chancellor for Academic Affairs, 808-235-7463. The University of Hawaii is an equal opportunity/affirmative action institution.

Executive Director: The Commission for Educational Exchange between the United States of America and Colombia Fulbright Colombia Executive Director Applications are invited from U.S. and Colombian citizens for the position of Executive Director of the U.S.-Colombia Fulbright Commission located in Bogota, Colombia. Fulbright Colombia is a non-profit, binational organization that supports educational, academic and cultural cooperation between the United States and Colombia through bilater-



COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF HEALTH AND KINESIOLOGY
Sam Houston State University

PUBLIC HEALTH EDUCATION PROGRAM COORDINATOR TENURE-TRACK FACULTY OPENING

Sam Houston State University (SHSU), a member of The Texas State University System, is the third oldest public institution of higher learning in Texas. Located approximately one hour north of downtown Houston in the hills, lakes, and forests region of east Texas in the city of Huntsville, SHSU enrolls more than 19,200 students across over 80 undergraduate, 54 masters', and 6 doctoral degree programs. This tenure-track faculty position is with the Department of Health Services and Promotion within the College of Health Sciences. We seek a dynamic educator with a vision for inter-professional collaboration with new health service and promotion degree programs.

POSITION: Open Rank – PUBLIC HEALTH FACULTY

EFFECTIVE DATE: August 1, 2015

MINIMUM QUALIFICATIONS: Earned doctorate in public health or a related discipline from an accredited university and evidence of potential for a focused program of scholarship.

PREFERRED QUALIFICATIONS: Professional experience in the public health field and instructional experience in institutions of higher education.

DUTIES/RESPONSIBILITIES:

Instruct public health coursework; recruit and advise students; enhance the professional attributes of students; foster relationships with public health facilities; collaborate with community partners for student internships; maintain excellence in teaching, scholarship, and service to the community, department and university; and other duties as requested or assigned by the administration. SHSU will pursue the Council on Education for Public Health (CEPH) accreditation of its BS degree in Public Health. Faculty members will be expected to assist with the accreditation process.

SALARY RANGE: Commensurate with experience and level of appointment.

REQUIRED DOCUMENTATION: Candidates must submit: Letter of application, professional CV, academic transcripts, Statement of Teaching Philosophy, Statement Research Experience and Agenda, and three letters of reference.

APPLICATION DEADLINE: Review of applications to begin February 1. Applications and required documentation should be submitted online at: <https://shsu.peopleadmin.com/>. Questions should be addressed to:

Stephen L Brown, PhD
Chair, Search Committee--Public Health Faculty
Department of Health Services and Promotion
Sam Houston State University
P.O. Box 2194
Huntsville, TX 77341-2194
936-294-4328
sbrown@shsu.edu

Sam Houston State University is an Equal Opportunity/Affirmative Action Plan Employer and Smoke/Drug-Free Workplace. All qualified applicants will receive consideration for employment without regard to race, creed, ancestry, marital status, citizenship, color, religion, sex, national origin, age, veteran status, disability status, sexual orientation, or gender identity. Sam Houston State University is an "at will" employer. Security sensitive positions at SHSU require background checks in accordance with Education Code 51.215.

Hahn School of Nursing and Health Science and Beyster Institute for Nursing Research

New Position Announcements

• The Inaugural Patricia A. Chin Nursing Research Endowed Professor

Candidates must have an earned PhD in Nursing or related field, a record of funded research, experience teaching at the PhD level, and qualify for licensure as a Registered Nurse in the state of California.

• The Director OF PhD Nursing Program

Candidates must have an earned PhD in Nursing or related field, a record of scholarship and funded research, experience teaching at the PhD level, and qualify for licensure as a Registered Nurse in the state of California.

• PhD-Prepared Adult/Gerontology or Family Nurse Practitioner

Candidates must have an earned PhD in Nursing or related field, a record of scholarship and research, recent clinical experience as a Nurse Practitioner, and graduate nursing education experience is desirable.

USD Hahn School of Nursing and Health Science offers PhD, DNP, and Master's programs and is ranked in the top 10% of Graduate Programs in Nursing. Its PhD program was selected as an inaugural grantee by the Robert Wood Johnson Foundation's Future PhD Nursing Scholars program.

To apply, go to <http://apptrkr.com/566478>. Look for job **IRC15827**. Register as an applicant and forward letter of application, curriculum vita, and names and addresses of three professional references to:

Sally Brosz Hardin, RN, PhD, FAAN, Dean
University of San Diego/Hahn School of Nursing and Health Science
5998 Alcalá Park, San Diego, CA 92110-2492
(619) 260-4550 / Email: shardin@sandiego.edu

Equal Opportunity Affirmative Action Employer.

www.sandiego.edu



Tenure-Track Faculty Position in Strategic Management

Cornell University
School of Hotel Administration
Ithaca, New York

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

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

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

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

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

Start Date: July 2015.

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

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

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



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

al exchanges and related services. Its portfolio includes the Fulbright Academic Exchange Program, associated educational exchanges, English language and testing programs, and educational advising services. The Executive Director oversees an annual budget of more than US\$10 million and reports to a binational board that includes representatives of the U.S. Embassy and the Colombian Ministry of Foreign Relations. The Fulbright Colombia Executive Director position combines strategic thinking with operational acumen. A successful Director is a hands-on manager with a commitment to excellence and the ability to lead a small professional team in achieving the organizational goals. Personal motivation, energy and passion are necessary to ensure high quality programs, interpersonal interactions and institutional relations. Program development experience, financial know-how, marketing and public relations expertise, political savvy and an entrepreneurial flair are key attributes for this role. The Executive Director is the public face of a high-profile, prestigious inter-governmental program, requiring outstanding interpersonal, public speaking and diplomatic skills. The Director travels domestically and internationally promoting U.S.-Colombia academic cooperation and the Fulbright program. Salary and benefits are competitive and negotiable. Candidates will be available to assume the position by June 1, 2015. Responsibilities include, but are not limited to: Develops and maintains excellent communication and working relationships with the Board of Directors and the Board committees; Public Affairs Section of

the U.S. Embassy; Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State; Colombian government including the Ministry of Foreign Relations, Ministry of Education, Ministry of Culture, Colciencias and ICETEX. Develops and sustains strategy for positioning Fulbright Colombia and the Fulbright Program as the premier U.S.-Colombia educational cooperation program and a leading stakeholder in the broad field of higher education and international education. Leads a team of professionals to serve the Fulbright mission of fomenting bilateral cooperation between Colombia and the United States through educational exchanges and extensive outreach. Develops strategic relations and programs with stakeholders in the United States and Colombia to support an effective portfolio of exchanges, and works collaboratively with the Board of Directors, ECA and implementing partners in the U.S. in strategic planning and new program development. Provides regular reports on the strategies and performance of Fulbright Colombia to the Board of Directors, ECA, the Colombian Government and other stakeholders. Creates and oversees systems that ensure the effective management of Fulbright programs, including dissemination and recruitment, review and nominations, and orientations, as well as compliance with U.S. and Colombia visa regulations, and Fulbright norms and policies. Performs financial and administrative management and budgeting for all programs to guarantee the effectiveness and sustainability of the organization. Creates and oversees communication and outreach

systems and strategies. Provides strategic oversight of the Friend of Fulbright Foundation and the development of educational programs that support the Fulbright mission. Promotes Fulbright Colombia and the U.S.-Colombia educational cooperation agenda in public conferences and professional venues. Directs programs for the Fulbright Community of former and current grantees to optimize the grantee experience and the Fulbright impact in Colombia and in the bilateral relationship. Education Requirements: Advanced degree from a U.S. university, PhD preferred. Previous academic and research experience, with extensive knowledge of the higher education systems in Colombia and the United States. Previous experience required in higher education administration, strategic planning and project development. Fluency in both English and Spanish is required. Qualifications: Demonstrated leadership ability. Evidence of successful management, administrative, mentoring and supervision experience. Experience in financial planning and budgeting. Experience in program development, partnership development and management and fundraising. Experience in administering international academic exchange programs. Experience with U.S. and Colombian government entities and programs. Understanding of the U.S.-Colombia bilateral relationship, of the relevant political, educational and ST&I issues in U.S.-Colombia relations. Exceptional oral, written and interpersonal communication skills in both Spanish and English. To Apply: The administration of the executive search process will be carried out by the firm Spen-

University of Cincinnati



FACULTY VACANCY SCHOOL OF CRIMINAL JUSTICE AND INSTITUTE FOR ANALYTICS INNOVATION THE UNIVERSITY OF CINCINNATI

ASSISTANT OR ASSOCIATE PROFESSOR

The School of Criminal Justice at the University of Cincinnati is seeking applications for a position at the rank of assistant/advanced assistant or associate professor, with the appointment starting August 15, 2015, although the start date is negotiable. The School offers specializations in the areas of crime prevention, policing, corrections, criminal justice, and criminology. The selected candidate will be expected to collaborate with faculty within the School, as well as an interdisciplinary team of researchers, to leverage collective analytic and substantive strengths in obtaining research funding and advancing student training at the University of Cincinnati.

Minimum Qualifications: In this process, the School seeks a candidate with advanced analytic skills who can develop a strong individual research program and contribute to the School's Center for Criminal Justice Research and the newly created Institute for Analytics Innovation. Applicants must have a strong record of scholarship or provide evidence of the potential to develop such a research program. Exceptional applicants who are ABD will be considered, but preference will be given to applicants who have a Ph.D. by the time of appointment.

The University of Cincinnati is a Research I Institution that grants doctorates in 98 areas. The School of Criminal Justice grants the BS, MS, and PhD degrees. The School also houses the Criminal Justice Research Center and the Institutes for Crime Science and Corrections. The Institute for Analytics Innovation is funded by the University of Cincinnati's Interdisciplinary Cluster Hiring Initiative to draw upon methodological strengths within the University to advance its research and educational missions and is a collaborative effort with the Colleges of Business, Medicine, and Engineering and Applied Science.

Further information about the University and the School is available at <http://www.cech.uc.edu/criminaljustice/>. The city of Cincinnati offers a range of multi-cultural activities and amenities in addition to attractive and affordable housing.

Interested persons must apply online at www.jobsatuc.com. All required documents must be attached to the online application. Please direct all questions and forward a list of references to:

Chris Sullivan, Ph.D.
Search Committee Chair
School of Criminal Justice
University of Cincinnati
P. O. Box 210389
Cincinnati, OH 45221-0389
christopher.sullivan@uc.edu

Review of applications will begin on February 23, 2015 and will continue until the position is filled. Position is contingent on available funding. The University of Cincinnati is an Affirmative Action/Equal Opportunity Employer M/F/Vets/Disabled. Women, People of Color, persons with a disability, and covered veterans and disabled veterans are encouraged to apply. We are committed to increasing the diversity of the University community. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths or experiences in this area. Apply at www.jobsatuc.com. Position control number: 215UC0505



TENURE TRACK FACULTY – TELEVISION

The Television Department of **Columbia College Chicago**, an urban institution of over 9,000 undergraduate and graduate students emphasizing arts, media, and communications in a liberal arts setting, invites applications for a tenure track faculty position to begin fall semester 2015. This position will perform curricular development and administrative responsibilities within the department in addition to instruction, particularly addressing subject areas related to producing and involvement in interdisciplinary multi-class productions, as well as contribute to the quality of the producing concentration and the programming produced on a regular basis through classes and our television network, Frequency TV.

We seek individuals who have an extensive track record in producing, including, but not limited to, drama, comedy or commercials. Experience with emerging forms, Internet and mobile television are also essential for this position. Candidates must have a graduate degree, distinguished record of professional achievement and teaching experience.

To view the complete job description and apply, please visit <https://jobs.colum.edu> (Job ID 900224). This position will be open until filled.

Columbia College Chicago encourages qualified female, LGBTQ, disabled, and minority individuals to apply for all positions. EOE



www.colum.edu

cer Stuart. Please submit curriculum vitae, cover letter and two letters of recommendation to ssbogota@spencerstuart.com in English. The application deadline is Friday March 20, 2015. Incomplete applications or applications received after the closing date will not be considered.

Exercise Science: Exercise Science (Assistant Professor, tenure stream),

beginning fall 2015. Ph.D in Exercise Science and/or related field and a commitment to undergraduate teaching required. Applicants must be able to teach a variety of exercise science courses, including clinical exercise physiology, exercise prescription and assessment, and exercise prescription for special populations. ACSM or NSCA certification preferred. Applicants should demonstrate an ability to ad-



Sam Houston State University
A Member of The Texas State University System
DEPARTMENT OF HEALTH SERVICES AND PROMOTION

Master of Science in Health Care Quality and Safety

The Master of Science in Health Care Quality and Safety degree program in the College of Health Sciences at the Sam Houston State University is targeted toward health care professionals engaged in or planning to be engaged in leadership roles involving the quality and safety areas in hospitals, nursing homes, clinics, and other health care organizations.

Vacancy Announcement

The Department of Health Services and Promotion at Sam Houston State University, Huntsville, TX seeks applicants for a full-time, tenure track Assistant/Associate/Full Professor in Health Care Quality and Safety.

Usual Duties: The Assistant/Associate/Full Professor will coordinate all aspects of the Health Care Quality and Safety Education Graduate Program; plan, direct, and supervise the delivery of the program in both the classroom and practical environments; foster relationships with health care facilities; collaborate with community partners to establish internships; maintain and ensure compliance with ASQ, CPHQ, and CPHRM standards and guidelines; instruct health care quality and safety coursework; recruit and advise students; enhance the professional attributes of students; maintain excellence in teaching, scholarship, and service to the department and university; and other duties as requested or assigned by the administration.

Degree Requirements: Earned doctorate in health administration / management / health services research / nursing / medicine or a related discipline from an accredited university; minimum of three years professional experience in health care administration academia or practice.

Experience Requirements: A minimum of three years of program instruction in institution of higher education; CPHQ or CPHRM certification (preferred), health care quality practice-based experience and evidence of potential for a focused program of scholarship.

Other Requirements for the Position: Maintain excellence in teaching, scholarship, and service to the department and university; and other duties as requested or assigned by the administration.

Apply at: <https://shsu.peopleadmin.com/>

Sam Houston State University is an Equal Opportunity/Affirmative Action Plan Employer and Smoke/Drug-Free Workplace. All qualified applicants will receive consideration for employment without regard to race, creed, ancestry, marital status, citizenship, color, religion, sex, national origin, age, veteran status, disability status, sexual orientation, or gender identity. Sam Houston State University is an "at will" employer. Security sensitive positions at SHSU require background checks in accordance with Education Code 51.215.

INTERNAL MEDICINE PHYSICIAN DEPARTMENT OF MEDICINE

Michigan State University, Department of Medicine, Division of General Internal Medicine is seeking an M.D./D.O. at the **Assistant/Associate/Professor** level in the Health Programs (HP) Track. The Division of General Internal Medicine at Michigan State University is seeking a General Internist to be involved in the practice of inpatient and outpatient adult medicine, teaching medical students and residents; conducting research activities. It is anticipated that this position will have a major role in our outpatient clinical service. Must obtain a Michigan Medical and Michigan Board of Pharmacy licenses and must be board certified/eligible in Internal Medicine.

Review of applications will begin on February 1, 2015 and continue until the positions is filled. Please apply for this position at jobs.msu.edu. If you have any questions, please contact **Gary Ferenchick, M.D.**, Chief, Division of General Internal Medicine, B-335 Clinical Center, East Lansing, MI 48824 or email: Gary.Ferenchick@ht.msu.edu. Thank you for your interest in this position. The screening and selection process is currently underway and will continue until a successful candidate is chosen. Should review of your qualifications result in a decision to pursue your candidacy, you will be contacted.



MSU is committed to achieving excellence through cultural diversity. The University actively encourages applications and/or nominations of women, persons of color, veterans and persons with disabilities.

MSU is an Affirmative Action, Equal Opportunity Employer.

vises undergraduate students, establish and maintain an active research program, and provide service to the uni-

versity. Submit letter of application, CV, statement of teaching philosophy and research interests (a statement of



F/T Tenure Track Faculty 9 Month Foundation, Leadership, and Administration [Job #999315] Kent Campus – Kent, OH

Opportunity: The School of Foundations, Leadership and Administration (FLA) in the College of Education, Health and Human Services at Kent State University seeks applicants for a tenure earning position at the Assistant/Associate level in Sport Administration/Sport & Recreation Management to begin August 2015. Kent State University offers Bachelor's of Science degree in Sport Administration and a Master of Arts in Sport and Recreation Management, which consists of two concentrations: Sport and Recreation Management and Sport Studies. The Sport Administration/Sport & Recreation Management program is one of eight academic programs in School of FLA.

We are particularly interested in applicants with an emerging or established research, teaching, and/or an active record of professional engagement in any of the following areas: sales, event management, promotions, marketing and administration. Applicants who can demonstrate an emerging or established record of research and scholarship excellence and/or strong potential for success in obtaining external funding to support one's research agenda are encouraged to apply.

Qualifications: Requirements include an earned doctorate in sport administration or closely related field; an established or emerging research agenda with evidence of successful scholarship; experience working with a variety of constituencies including administrators, teachers and community partners; and demonstrated understanding of theories of sport management and leadership as well as of trends and issues in curriculum and instruction. Excellent teaching and communication skills, a dedication to professional attainment, and commitment to quality improvement are essential. ABD will be considered (tenure-track status requires terminal degree in hand); professional experiences in sport administration and business preferred. Substantial expertise with quantitative and/or qualitative research methods is strongly desired. The selected candidate will teach courses in sport administration and advise students outside the classroom. The teaching may include both introductory and advanced courses at the undergraduate and graduate levels.

Salaries & Benefits: Competitive salary commensurate with experience, excellent benefits including medical and dental insurance, retirement plan along with Kent State University tuition benefits for employees and their dependents.

Application Process: Review of applications will begin **March 2, 2015**, and continue until the position is filled. The successful candidate will begin August 24, 2015 Please submit applications that include detailed letter of qualifications; curriculum vita; copies of official transcripts; and names, addresses, emails and telephone numbers of three references. To find out more about our School, please visit our website: (<http://www2.kent.edu/ehhs/fla/index.cfm>). For additional information, questions or nominations, interested parties should contact: **Dr. Mark R. Lyberger, Search Committee Chair Director, Sport Administration Coordinator, College of Education, Health and Human Services Kent State University Email: mlyberge@kent.edu Phone: 330-672-2015.**

For a complete description of this position and to apply online, visit our jobsite at <http://jobs.kent.edu>.

For all official job descriptions, visit www.kent.edu/hr.

Equal Opportunity / Affirmative Action Employer / Disabled / Veterans

SYRACUSE UNIVERSITY

Martin J. Whitman School of Management Non Tenure Track Assistant Professor of Finance

The Whitman School of Management at Syracuse University invites applications for a full time non-tenure track position in Finance at the rank of Assistant Professor of Practice beginning in mid-August 2015 in the Department of Finance.

Qualified candidates must have an earned Ph.D. in Finance or an MBA/MS/CFA with significant work experience (at least 5 years) in the finance industry. The candidate is expected to demonstrate effective teaching at both the undergraduate and graduate level finance courses, and related courses including corporate finance courses, financial markets, investments, fixed income securities and computational finance, and contribute to service-related initiatives in the department. Courses are delivered either online or in a traditional classroom setting.

Candidates will be evaluated according to the overall quality of their academic preparation and scholarly work, evidence of commitment to teaching and skills as a teacher, research ability and interest, and strength of recommendations.

For a detailed position description and online application instructions, go to www.sujobops.com (#071603). Cover letter, resume and teaching evaluations must be attached.

The school seeks candidates whose research, teaching, or service has prepared them to contribute to our commitment to diversity and inclusion in higher education.

Syracuse University is an Affirmative Action/Equal Opportunity Employer.



experience working with students of diverse backgrounds is encouraged), and three letters of recommendations

to: Dr. Mark Kelley (mfk7@pitt.edu), Search Committee Chair, University of Pittsburgh at Bradford, 300 Cam-



SENIOR VICE PRESIDENT FOR ACADEMIC AND STUDENT AFFAIRS

The University of Wisconsin System invites applications and nominations for candidates to serve as Senior Vice President for Academic and Student Affairs. The Senior Vice President for Academic and Student Affairs reports to the President and serves as deputy for Academic and Student Affairs. The Senior Vice President leads the Office of Academic and Student Affairs, which currently consists of the Office of Academic, Faculty, and Global Programs; the Office of Inclusivity, Diversity, Equity, and Student Success; and the Office of Policy Analysis and Research. It is expected that the Senior Vice President for Academic and Student Affairs will help lead the process of overall organizational change in the relationship between UW System administration and the institutions.

The Senior Vice President for Academic and Student Affairs, in collaboration with UW System institutions, its senior administrators, faculty, staff and students, provides the vision and leadership to ensure that:

- The UW System is a national leader in serving the public higher education needs of the state through its mission of teaching and learning, research, and service;
- Wisconsin citizens have access to, and success in, the highest quality educational experiences;
- UW System and institutions model *Inclusive Excellence*, so that students are prepared for the challenges of life and work in an increasingly diverse and global world;
- The UW System serves the educational, economic and cultural needs of the state of Wisconsin.

It will be expected that potential candidates will possess an earned doctorate or equivalent terminal degree and will show a record of significant and increasingly responsible administrative experience. Located in Madison, Wisconsin, the Senior Vice President for Academic and Student Affairs will work closely with the UW System President, Senior Vice President for Administration, Vice President for Finance, Vice President for University Relations, General Counsel, Chief Audit Executive, and with the Chancellors, Provosts/Vice Chancellors, and Chief Student Affairs Officers of the UW System institutions.

The Senior Vice President for Academic and Student Affairs position is available **July 1, 2015**. A complete position profile is available at agbsearch.com. Application materials should include the following: 1) a letter of interest describing how the applicant's training and experience directly relate to the outlined job responsibilities; 2) a curriculum vitae; and, 3) the names, addresses, emails, and telephone numbers of at least five references along with your professional relationship with each. References will not be contacted without the consent of the candidate.

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). Employment will require a criminal background check. For full consideration, materials should be submitted electronically by the target application priority date of **Monday, March 23, 2015** to: UWSSVP@agbsearch.com

Dr. Garry W. Owens of AGB Search will be assisting the committee. Prospective candidates are encouraged to contact Dr. Owens by e-mail to arrange a phone conversation to discuss this opportunity; his contact information is as follows: **Garry W. Owens, Ph.D., Senior Consultant, AGB Search, gwo@agbsearch.com, phone 806-239-3049.**

The University of Wisconsin is an Affirmative Action/Equal Opportunity employer and actively seeks and encourages applications from women, minorities, and persons with disabilities. It is our policy to provide reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment.

AGB SEARCH
agbsearch.com

pus Drive, Bradford, Pa 16701. Review of completed applications will continue until position is filled. Pitt-Bradford is a beautiful, friendly campus with an emphasis on teaching. While faculty have the advantage of expansive resources and research opportunities available through the University of Pittsburgh system, they also enjoy one-on-one contact with their students in a secure, personalized environment. Individuals representing all aspects of diversity are encouraged to apply. The University of Pittsburgh is an Affirmative Action/Equal Opportunity Employer and values equality of opportunity, human dignity and diversity. <http://www.upb.pitt.edu/acadsearch>.

General Studies: Position Title: Faculty Advisor for General Education. Location: Belleville, Ill., campus. Start Date: July 1, 2015. Purpose of Position: To advise and teach students in the evening accelerated program Duties & Responsibilities: This position is a full-time, 12-month faculty position. The individual will be responsible for advisement of LCIE undergraduate and graduate students across the disciplines. The individual will also be responsible for teaching 27 credit hours per academic year in his or her academic discipline. Position Requirements: The individual

must be an excellent communicator with an eye for detail and must have strong interpersonal skills and a passion for teaching, as well as advising students. The individual must also be willing to work in concert with admissions regarding new student recruitment and community outreach efforts. Education Requirements: Applicants with doctoral degree in the areas of social sciences, humanities, mathematics or natural science will be considered. Experience Requirements: The individual must have a minimum of three years college-level

teaching experience. Experience in academic advising of students is also preferred. Hours/Days: 9 a.m.-6 p.m. Monday through Thursday and 8 a.m.-5 p.m. on Fridays. Once per quarter, the candidate will also need to attend the opening day of the quarter on a Saturday morning. Teaching schedule will be one evening per week, Monday-Thursday, from 6-10 p.m., with flexible hours on the day the teaching occurs. Exempt/non-exempt status: Exempt Length of Contract: One year Closing Date: May 1, 2015. How to Apply: Submit letter of in-



VICE PRESIDENT OF ACADEMIC AFFAIRS

Truckee Meadows Community College, located in Reno, NV, is seeking candidates for a Vice President of Academic Affairs. The VPAA is a member of the President's executive management team and is responsible for the overall design, organization, delivery, supervision, evaluation, and fiscal management of a comprehensive instructional program to promote TMCC's mission and core values.

For information and to apply go to
www.tmcc.edu/hr/employment/vpaa.

TMCC is an EEO/AA institution.

Faculty Position in Accounting

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

Position Description: The School of Hotel Administration at Cornell University is seeking exceptional candidates for a tenure-track position in accounting at the Assistant Professor level who can perform research and teach at a quality level that is consistent with the school's pre-eminent status. The ideal candidate can effectively interact with students and faculty and enrich the intellectual capital of the school through their research and teaching activities. Research should have the potential to influence both academics and practitioners. A Ph.D. degree in accounting or a related discipline is required.

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

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

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

Start Date: July 2015.

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

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

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



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



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

The Hong Kong Polytechnic University is a government-funded tertiary institution in Hong Kong. It offers programmes at various levels including Doctorate, Master's, and Bachelor's degrees. It has a full-time academic staff strength of around 1,250. The total consolidated expenditure budget of the University is about HK\$5 billion per year.

DEPARTMENT OF APPLIED SOCIAL SCIENCES

The Department of Applied Social Sciences offers taught programmes, at both undergraduate and post-graduate levels, in the fields of Social Work, Social Policy and Administration, Counselling, and Applied Psychology, as well as research degrees at MPhil and PhD levels. The Department has seven thriving research cum practice units: Centre for Social Policy Studies, Centre for Third Sector Studies, China Research and Development Network, Manulife Centre for Children with Specific Learning Disabilities, Network for Health and Social Welfare, Professional Practice and Assessment Centre and Yan Oi Tong Au Suet Ming Child Development Centre for Giftedness. They provide platforms for collaborative research, practice projects, and policy discussions with government departments and NGOs. Please visit the website at <http://www.polyu.edu.hk/apss/> for more information about the Department.

Associate Professor / Assistant Professor in Social Work (three posts)

The appointees will be required to (a) teach subjects in the broad discipline of Social Work in at least one of the following areas: family therapy and practice, social work and gerontology, and social work theory and practice; (b) conduct research that leads to publications in refereed journals and award of competitive research grants; (c) provide academic leadership in teaching and learning of Social Work; (d) contribute to programme planning, management and curriculum development; and (e) carry out academic and administrative duties such as fieldwork coordination as required.

Applicants should have (a) a PhD degree in Social Work with not less than five years of post-qualification teaching/research/practical experience in at least one of the areas specified above; (b) a high level of competence in the knowledge base in at least one of the areas specified above; (c) a successful professional and academic track record in teaching Social Work; and (d) developed international research and practice network in the discipline of Social Work or Social Sciences.

For the post of Associate Professor, applicants should also have demonstrated proven experience and potential in providing academic leadership and have a proven track record of research in terms of output and competitive grant applications.

For the post of Assistant Professor, applicants with less practical experience but with strong research background may also be considered.

Remuneration and Conditions of Service

A highly competitive remuneration package will be offered. Initial appointment for Assistant Professor will be on a fixed-term gratuity-bearing contract. Re-engagement thereafter is subject to mutual agreement. An appropriate term will be provided for appointment at Associate Professor level. Applicants should state their current and expected salary in the application.

Application

Please submit application form via email to hrstaff@polyu.edu.hk; by fax at (852) 2764 3374; or by mail to **Human Resources Office, 13/F, Li Ka Shing Tower, The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong**. If you would like to provide a separate curriculum vitae, please still complete the application form which will help speed up the recruitment process. Application forms can be obtained via the above channels or downloaded from http://www.polyu.edu.hk/hro/job/en/guide_forms/forms.php. **Recruitments will continue until the positions are filled.** Details of the University's Personal Information Collection Statement for recruitment can be found at http://www.polyu.edu.hk/hro/job/en/guide_forms/pics.php.

For further details about the University, please visit www.polyu.edu.hk

AN ADVERTORIAL SECTION

CONVERGENCE: DIVERSITY AND INCLUSION

ISSUE DATE: **March 20** AD DEADLINE: **March 9**

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Dr. Juan Sánchez Muñoz

Vice Provost for Undergraduate Education and Senior Vice President for Institutional Diversity, Equity, and Community Engagement.

Texas Tech University

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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.

Associate Dean for Research College of Natural Sciences and Mathematics

The College of Natural Sciences and Mathematics (CNSM) comprises the Departments of Biological Sciences, Chemistry and Biochemistry, Geological Sciences, Mathematics and Statistics, Physics and Astronomy, and Science Education. The College distinguishes itself through its emphasis on research and education, and through its active role in the Long Beach K-16 Education Partnership. We are committed to undergraduate and graduate research in providing a student-centered environment typical of a smaller institution while employing the resources of a large, urban university.

Under the direction of the Dean, provide leadership and vision in seeking external support for mission-related research initiatives in the College. Promote research/scholarly activities and assist faculty/staff in the grant proposal process. Work with College Director of Development for identification of private funding sources. Assist development and management of externally funded grants and contracts for the College. Oversee the College grant and contract approval process working with the Office of University Research and the CSULB Foundation. Facilitate faculty collaboration and promote interdisciplinary research and research centers. Promote and seek external support for student research.

FOR A MORE DETAILED JOB DESCRIPTION VISIT www.csulb.edu/aa/personnel/jobs

Appointment is effective on or about August 1, 2015. Review of applications to begin on March 2, 2015. Position open until filled. Finalist will also be required to submit a signed SC-1 form, three current letters of reference, and official transcript from institution awarding highest degree.

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.



BIG DREAMS. BOLD FUTURE.

*Joining the USF Team is now easier than ever
with our on-line application!*

Assistant Vice President – Dean of Students

The University of South Florida's Student Affairs department seeks an individual with demonstrable experience in student affairs to become the next Assistant Vice President/Dean of Students. As a senior leader, the Assistant Vice President/Dean is responsible for strategic planning, general management of comprehensive community development and student engagement and will provide a comprehensive and cohesive approach to the student life experience at USF. The AVP/Dean will be an advocate for student welfare and student success, and will strengthen the relationships between student affairs, the larger University, and campus stakeholders.

To apply, please visit employment.usf.edu and search for **Job ID 6466**.
USF is an Equal Opportunity/Equal Access University.

**USF UNIVERSITY OF
SOUTH FLORIDA**

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ELIZABETH CITY STATE UNIVERSITY

Multiple Positions

Director of Residence Life

Apply at: <https://jobs.ecsu.edu>

terest, resume, transcripts, and three recent letters of recommendation to LUHR@lindenwood.edu. Note the position for which you are applying in the subject line. Lindenwood University is an equal opportunity employer.

History: Tennessee Wesleyan College Announces Two Tenure-Track Positions in History (Fall 2015). Full time Tenure Track position in antebellum American history with a secondary concentration in a non-Western concentration preferred. Candidates will

teach both introductory and a variety of upper level undergraduate courses. Ph.D. preferred, ABD considered. Candidates should include cover letter discussing research interests and teaching philosophy, c.v., academic transcripts, three letters of recommendation, and relevant teaching materials to display their teaching experience and expertise. Review of applications will begin February 16 and continue until position is filled. Submit materials electronically (if possible as a single attachment- with the exception of recommendation letters. Rec-



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 Professor – Political Science:
PhD or ABD required

Please go to www.troyuniversityjobs.com
for further details and information on how to apply.

Troy University is an EEO and AA employer.



Assessment and Accreditation Coordinator

Indiana State University seeks an Assessment and Accreditation Coordinator to work with Academic Affairs, colleges and faculty on continuing and building upon our success with student outcomes assessment. The successful candidate must be knowledgeable about national conversations and trends about outcomes assessment and have the skills to provide leadership to the campus. The coordinator will help continue development of the assessment of student skills developed through the Foundational Studies program, and as well as specific programmatic outcomes and specialized program accreditation. A minimum of a master's degree in education or related is required, along with 7 years of related experience and 10 years of work experience.

Submit all application materials to the ISU Applicant Tracking System <https://jobs.indstate.edu>

EOE/Minority/Female/Individual with Disability/Veteran

ommendation letters should be sent by the recommenders directly via email with the applicant's name in the subject line). Email: mlantz@twcnet.edu, Melody N. Lantz, Director of Human Resources, Tennessee Wesleyan College, 204 East College Street, Athens, TN 37303.

Human Services: Kansas State University, Manhattan, KS seeks applicants for an Assistant/Associate Professor position in the School of Family Studies and Human Services. Required: An earned doctorate in human development, developmental psychology, or related area with expertise in child development; two or more years of professional experience in an inclusive preschool classroom, early intervention program, or other early childhood setting serving all children, including children with special needs; potential for scholarly research, external funding, quality teaching, and service. Preferred Qualifications: Demonstrated successful experience teaching at the university level, providing

professional development, and mentoring for ECE students, graduate and undergraduates, and/or professionals; expertise in early childhood special education; and demonstrated record of research activity, publications, and funding. Call 785-532-5510, email fechter@ksu.edu or go to <http://www.he.k-state.edu/employment/20150209-fshs-assist-assoc-prof-ece.html> for position description and application procedures. Background check required. EOE.

Industrial Management/Technology: Instructor in Industrial Management/Technology (997496). University of Central Missouri, Warrensburg, MO. Full-time, 9-month, annually renewable, non-tenure track faculty appointment. The individual selected will be responsible for teaching graduate and undergraduate courses in Industrial Management. Screening begins March 24, 2015 and continues until filled. For complete description and application procedures consult <https://jobs.ucmo.edu>.



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

ACADEMIC DIRECTOR POSITION FOR THE CENTRE FOR ENGLISH LANGUAGE LEARNING, TEACHING, AND RESEARCH

Simon Fraser University's Faculty of Education seeks applications for an experienced senior academic to assist in the establishment of an important new Centre. The Centre for English Language Learning, Teaching, and Research (CELLTR) is a new initiative which will provide SFU students, staff, and faculty with services that support them with learning and teaching in SFU's multilingual environment. The term of appointment is two years with an opportunity for extension and will begin at the earliest availability of the successful applicant with an anticipated start on Sept. 1, 2015. Applicants at the Associate or Full Professor level are invited to apply. Applicants should hold a doctorate in applied linguistics or education with specific attention to teaching English as an additional language. Academic rank and salary will commensurate with experience.

Deadline for applications is March 31, 2015. For application procedures and more details about this posting please visit <http://www.sfu.ca/education/work-with-us.html>

All qualified applicants are encouraged to apply; however Canadian citizens and permanent residents will be given priority consideration. Simon Fraser University is committed to employment equity and encourages applications from all qualified women, men, including visible minorities, aboriginal people, and persons with disabilities. The positions are subject to availability of funding and final approval by the SFU Board of Governors.



Director, Mosaic Active Learning Initiative

Indiana University is launching a new initiative to design, develop, assess, and promote evidence-based best pedagogical practices in active learning classrooms. This effort requires the creation of a leadership position and collaborative efforts with academic, technology, and communication units on all campuses.

Together, pedagogical best practices and seamless use of teaching technologies create optimal learning experiences for students. This is particularly true in active learning classrooms specifically designed for engaged learning, such as team-based, inquiry-guided, and peer learning. This position will be based on the Indiana University Bloomington campus.

Qualifications: Master's degree required, terminal degree preferred. Five years' experience in faculty professional development, preferably in a leadership role.

Interested candidates can review a full position description, the application requirements and submit a cover letter and resume or CV at: indiana.peopleadmin.com/postings/1392 Questions regarding the position or application process can be directed to: **UITS Human Resources, 2709 E. 10th Street, Bloomington, IN 47408** or uitsr@iu.edu.

Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status.

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SCHOOL OF NURSING

FACULTY OPENINGS
careers.isu.edu

Assistant/Associate Professor (3812 and 8328)

Clinical Assistant/Associate Professor (3721)

Assistant/Associate/Full Professor (5556)



Pocatello | Idaho Falls | Meridian | Twin Falls

Information Systems: The Department of Computer Science and Information Systems within the AACSB-accredited Arthur Bauernfeind College of Business of Murray State University is seeking qualified applicants to fill a tenure-track vacancy in the Telecommunications and Information Systems area to begin August 15, 2015. An earned doctorate in Information Systems or closely related field is required. ABDs with a documented plan of completion by Summer 2015 will be considered. Excellence in teaching is required. Additional training/experience in Programming, Networking, Data Analytics, SAP, Project Management, Systems Analysis and online teaching will be an asset. Primary responsibilities include teaching a variety of Information Sys-

tems courses at the undergraduate and graduate levels. Teaching duties may include other locations as well as non-traditional formats. Application Deadline: March 12, 2015. To apply please go to: <http://www.murraystate.edu/postings/3984> Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

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, plan-

Law School Associate Dean for Admissions & Financial Aid Cornell University

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.

The Cornell Law School is seeking applications and nominations for the position of Associate Dean for Admission and Financial Aid.

Position Description:

Serving as a member of the Law School's senior leadership team, the Associate Dean for Admissions and Financial Aid is responsible for all aspects of the School's professional (J.D.) admissions process including: development and execution of strategic enrollment plan; recruitment, selection, enrollment and retention of a highly qualified and motivated student body; and the integration of marketing and recruitment strategies with existing and developing communications and social networking technologies. The Associate Dean is responsible for the leadership, management, and overall performance of the Admissions and Financial Aid staff. In addition, the Associate Dean oversees the Law School's professional financial aid functions which include awarding and disbursement of over \$6M in annual scholarships and grants, implementation of federal and private loan programs, administration of the Law School's loan forgiveness program, and administration of the Law School's federal work-study program.

Qualifications:

- Minimum 7-10 years law school admissions and financial aid experience required, J.D. preferred
- Experience in law school education and knowledge of the legal profession required in order to fulfill counseling, recruitment, candidate evaluation, and candidate selection responsibilities
- Progressive responsibility in a leadership role in higher education or legal practice
- Excellent organizational, management and interpersonal skills with proven ability to work effectively across multiple internal and external constituencies including: faculty; staff; students; applicants; alumni; and various agencies and institutions
- Exceptional strategic, analytical, conceptual and communication skills, along with being a collaborative, adaptable, pragmatic and effective problem solver
- Willingness to engage in frequent domestic travel throughout the country in recruiting efforts

Background check may be required. Visa sponsorship is not available for this position.

Apply online at: www.hr.cornell.edu/jobs, position #26948

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.



Enfield, Connecticut


Asnuntuck Community College has the following Full-time opening:

Registrar

Information on qualifications and compensation is available at www.asnuntuck.edu (click on Employment Tab).

Asnuntuck Community College is an Affirmative Action/Equal Opportunity Employer, M/F. Protected group members are strongly encouraged to apply.

ning, 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. This is a full-time, twelve-month administrative position. 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. Required Qualifications: Master's degree in statistics, informa-




Vice President for University Advancement

Athens State University, Athens, Alabama, invites applications for the Vice President for University Advancement. The Vice President for University Advancement is the senior leader of the Advancement area and reports to the President. The Vice President is responsible for orchestrating activities related to the analysis, planning, execution, control, and evaluation of fund raising, alumni affairs, marketing and public relations, and governmental relations. In addition, the Vice President provides the leadership and management for working with and through the Foundation Board of Directors for its philanthropic programs and activities.

Centrally located in North Alabama, Athens State University is Alabama's oldest institution of higher education. Athens State University offers junior and senior level courses leading to the baccalaureate in 31 program areas in three colleges: Arts and Sciences, Business, and Education. Our Student body of approximately 3200 students has an average age of thirty.

**For full details or to apply, visit <https://jobs.athens.edu>
Review of applications will begin April 15, 2015
Position will remain open until filled.**

EOE



Organization Theory

The Organization and Management Area of The Paul Merage School of Business at the University of California, Irvine announces a position in Organization Theory to begin as early as July 1, 2015.

For more information about UC Irvine, The Paul Merage School of Business, the position and the application requirements, learn more at: <http://merage.uci.edu/AboutSchool/Employment.aspx>. Please visit our website periodically.

The University of California, Irvine is an Equal Opportunity/Affirmative Action Employer advancing inclusive excellence. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age, protected veteran status, or other protected categories covered by the UC nondiscrimination policy.

tion 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. Application ma-



ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Urbana-Champaign, Illinois

Vice Provost for Enrollment Management

The University of Illinois at Urbana-Champaign seeks a highly experienced and exceptionally effective enrollment professional to serve as its first vice provost for enrollment management. Reporting to the provost and serving as a member of his senior management team, the vice provost will provide institution-wide leadership in setting and reaching student enrollment and persistence goals for the university's oldest, largest, and most renowned campus.

The vice provost will manage a staff of 140 professionals charged with enrolling undergraduates and providing the analytic and strategic support to maximize student retention and graduation, including the utilization of enrollment communications, financial aid, scholarships, and student records to communicate about, attract, select, enroll, retain, and graduate a highly diverse and increasingly talented student body. Working closely with other campus and college leaders, the vice provost will formulate, execute, and continuously evolve a transparent, collaborative, and cutting-edge enrollment management strategy that stems from and is tied to the mission, goals, and evolving strategic plan of the campus as well as individual college and school goals and objectives.

The new vice provost can rely on the enthusiastic support of the chancellor, the provost, his or her fellow vice provosts, and other university leaders as well as a highly motivated and enthusiastic staff in building a holistic, coordinated, and integrated strategic enrollment management function. Accomplishing an ambitious set of enrollment goals will require an institutionally-ambitious enrollment professional with considerable skill, experience, and finesse. Analytic and collaborative strength will be imperative, as will the wherewithal to be a superior strategist and thought partner at the campus, college and school, and departmental levels.

Founded in 1867, the Urbana-Champaign campus of the University of Illinois is among the nation's top comprehensive public research universities. Illinois remains true to the land-grant mission – to enhance the lives of citizens in Illinois, across the nation, and around the world through leadership in learning, discovery, engagement, and economic development. Illinois provides strong undergraduate and graduate education programs, undertakes basic, translational, and applied research, and supports outreach, extension, continuing education, and other public engagement activities to multiple communities. The campus community includes more than 32,000 undergraduate students, more than 12,000 graduate and professional students, about 1,900 tenured/tenure-track faculty members, and nearly 3,700 academic professionals and 4,200 staff members. The University of Illinois at Urbana-Champaign is a charter member of the Big Ten Conference. The Fighting Illini compete in Division I of the NCAA. The Division of Intercollegiate Athletics supports nine intercollegiate sports for men and 10 for women.

Minimum experience and qualifications are a bachelor's degree from an appropriately accredited university, along with at least 10 years of progressive responsibility in administration at an institution of higher education, preferably in enrollment management; experience working with today's most pressing enrollment management and student success issues; and a demonstrated commitment to diversity, defined in racial-ethnic, cultural, socio-economic, and geographic terms, in recruitment of students and staff. Preferred experience and qualifications are a master's degree; demonstrated ability to work collaboratively with faculty and staff from academic units in a decentralized environment; ability to direct creative staff members to develop innovative communications and marketing materials; experience in applying research and technological tools to improve student recruiting, persistence, and graduation; and experience in budgeting, planning, and process management.

Inquiries, nominations, and applications are invited. Review of applications will continue until the position is filled. For fullest consideration, applicant materials should be received by no later than March 25, 2015. Candidates should provide a professional resume and a letter of application that addresses the responsibilities and requirements described in the leadership profile available at www.wittkiewer.com. These materials should be sent electronically via e-mail to Illinois' consultants Robin Mamlet, Khalilah Lawson, and Pat Coleman at email address IllinoisEnrollment@wittkiewer.com. The consultants can be reached by telephone through the desk of Leslie Donahue, assistant to the search, at 630-575-6178.

The University of Illinois at Urbana-Champaign values diversity and is committed to equal opportunity for all persons regardless of age, color, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, veteran status or any other status protected by law.

WITT / KIEFFER

terials 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 adjudica-

tion 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.

Liberal Studies: Postdoctoral Faculty Fellows, Liberal Studies, Arts and

Science, New York University. Liberal Studies at New York University invites applications for a limited number of postdoctoral teaching fellowships to begin September 1, 2015, pending administrative and budgetary approval. Liberal Studies is an interdisciplinary program and we welcome applicants from a broad range of backgrounds in the Humanities and Social Sciences. Fellows will teach in the program's two-year global core curriculum pro-



**TIDEWATER
COMMUNITY COLLEGE**
From here, go anywhere.™

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT/ EXECUTIVE DIRECTOR OF THE TIDEWATER COMMUNITY COLLEGE EDUCATIONAL FOUNDATION

Tidewater Community College invites applications and nominations for the position of Vice President for Institutional Advancement/Executive Director of the Tidewater Community College Educational Foundation.

The largest provider of higher education and workforce development services in Hampton Roads, TCC serves some 44,000 students annually. With four campuses and regional centers for the visual arts, performing arts, health professions, advanced technology, and automotive technology, TCC is a comprehensive institution offering more than 150 programs, including a full complement of college transfer and career & technical education, workforce training & development services, and general community enrichment & outreach.

The Vice President for Institutional Advancement/Executive Director of the Tidewater Community College Educational Foundation supports the vision and mission of TCC by diversifying the college's funding base through grants and other fundraising provided by government, private, corporate, and foundation sources. The Vice President is responsible for leadership, strategic direction, and oversight of all advancement functions and private and public sector fundraising, including annual giving programs, alumni relations and fundraising, corporate and foundation relations, all public and private sector grants, major gifts, and campaign leadership. The incumbent also manages and supervises the operations of the Tidewater Community College Educational Foundation. The Vice President serves on the college's Executive Staff and reports directly to the President of the college, while also taking direction from the Educational Foundation Board. A complete position description listing functional responsibilities is available at <https://jobs.tcc.edu>.

QUALIFICATIONS: Demonstrated knowledge of and experience in institutional advancement and development, fundraising, promoting the benefits of philanthropic investment in a higher education institution, preferably a community college. Proven ability to articulate the college's strategic needs, opportunities, and vision with clarity and enthusiasm. Proven ability to plan and lead fundraising campaigns; including the ability to: (a) coordinate an effective development program, including private and public sector grants development; (b) cultivate, solicit, and close major gifts; (c) develop strategies and implement successful major gift, planned giving, alumni fundraising, and annual fund strategies; and (d) operate a foundation, preferably in a higher education setting, including board development and management. Demonstrated ability and experience in managing the financial operations of a foundation, including its staff while holding the department accountable to performance and strategic fundraising plans and goals. A record of progressive leadership and achievement in a complex and diverse organization commensurate with an appointment as the Vice President for Institutional Advancement/Executive Director of the Tidewater Community College Educational Foundation. Demonstrated understanding of a coordinated development program that includes private and public sector funding sources, including grants. Experience in developing grant proposals and managing grant awards preferred. Demonstrated ability to make first-rate oral and written presentations; to organize, analyze and innovate; and to negotiate and communicate effectively while establishing cooperative working relationships with a diverse array of individuals contacted in the course of the performance of assigned duties. Demonstrated ability to set priorities among multiple, complex assignments, to supervise assigned staff, and to build a highly effective working team in a fast-paced, highly complex work environment. Demonstrated ability to effectively use relevant software applications, including Microsoft Word, Excel, Access, and PowerPoint, and any fundraising and donor management software, such as Raiser's Edge. Availability for night and weekend work, as well as occasional travel outside the Hampton Roads region. Master's degree, doctorate preferred, from a regionally accredited college or university. Bachelor's degree with commensurate experience and credentials may be considered.

SALARY: Expected salary range of \$125,000 to \$150,000. 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 <https://jobs.tcc.edu> prior to applying. A complete application package will include a cover letter addressing the applicant's qualifications for the position, a current résumé, and unofficial copies of transcripts of all undergraduate and graduate degrees and any additional relevant coursework. All applications will be submitted online through the college's website at <https://jobs.tcc.edu>. Official transcripts must be on file with the college before an offer of employment can be made. Review of application materials will commence February 27, 2015 and continue until filled.

All TCC positions require satisfactory completion of background checks prior to employment.

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.



DEAN Business and Public Administration

California State University, Bakersfield invites applications and nominations for the position of Dean of the School of Business and Public Administration (BPA). The person selected for this position will serve as the School's chief academic and administrative officer and will report directly to the Provost/Vice President for Academic Affairs.

California State University, Bakersfield (CSUB) is a public, comprehensive university of approximately 7000 full-time equivalent students. A part of the 23-campus California State University System, CSUB has a student body that reflects the diversity of the southern San Joaquin Valley, with approximately 52% of the student body being of Hispanic origin. (<http://www.csusb.edu>)

Within this population, the School of BPA is going through a time of unprecedented growth, and now stands at approximately 750 full-time equivalent students. The School is composed of four departments (Management & Marketing, Accounting & Finance, Economics, and Public Policy and Administration). The School offers undergraduate degrees in Business Administration, Economics, and Public Administration. Graduate degrees include the Master of Business Administration, the Master of Public Administration, and the Master of Science in Administration, Health Care Management. The School of BPA is accredited by both AACSB and NASPAA. The School is housed in a modern facility and has its own MIS, Behavioral, and Graduate labs to support academic and research endeavors, at the main campus and the Antelope Valley satellite campus. The 28 full-time faculty and 9 staff are supportive and collegial as are the BPA alumni. (<http://www.csubbpa.com>)

For complete advertisement, application instructions, and detailed job description for this position, please visit our webpage at <http://www.csusb.edu/provost/MPP%20Searches/index.html>.

CSUB is an EO/AA/Title IX employer.

gram; students in the program may go on to complete their degrees in any of NYU's liberal arts programs.

The teaching load for Liberal Studies postdoctoral faculty fellow will be one course for the first semester and



FORDHAM UNIVERSITY
THE JESUIT UNIVERSITY OF NEW YORK

DEAN OF GRADUATE SCHOOL OF ARTS AND SCIENCES

Fordham University has an excellent reputation as a dynamic institution in the heart of New York City. Founded in 1841, Fordham enrolls more than 15,100 undergraduate and graduate students in 10 Colleges and Schools.

The Dean serves as the chief academic officer of Fordham University Graduate School of Arts and Sciences (GSAS) and its doctoral, master's, and certificate programs of the University across three campuses and one field station for more than 600 students. One of the largest arts and sciences graduate schools among American Jesuit universities, GSAS currently administers 10 Ph.D. and 16 master's degree programs. The mission of the school is to foster the cultivation of knowledge, wisdom, and a deeper understanding of the human condition and to prepare students for teaching and leadership in a global society by welcoming learners from diverse religious, economic, and cultural backgrounds into full participation in a scholarly endeavor. With the President, Provost, and Dean of Arts and Sciences Faculty/Associate Vice President for Arts and Sciences Education, the Dean will identify and address priorities for the school, including new disciplinary and interdisciplinary initiatives, student professional development opportunities, academic standards and curricular development, creation of cooperative programs with external institutions, and connection of the school to Jesuit organizations and initiatives in the U.S. and abroad.

The Dean of the Graduate School reports to the Dean of Arts and Sciences Faculty/Associate Vice President for Arts and Sciences Education and works with other Arts and Sciences deans to provide leadership for strategic planning and development across schools, colleges, departments, and interdisciplinary programs. The Dean serves as a member of the Dean's Council, chaired by the Dean of Arts and Sciences Faculty, and helps to define joint programs and collaborations. In order to shape exceptional graduate programs, the Dean fosters superior faculty teaching and research and student academic and professional development. The Dean is the visible leader of the school for purposes of student recruitment and enrollment management, student governance, student advising, and adjudication of matters concerning students and also the representative of the school to the rest of the University.

With respect to budget and financial matters, the Dean prepares and manages budgets and financial proposals for the Graduate School of Arts and Sciences and presents recommendations to the Dean of Arts and Sciences Faculty/Associate Vice President for Arts and Sciences Education. The Dean will also engage in development and stewardship initiatives to support the goals of the school.

Candidates for the position of Dean of the Graduate School of Arts and Sciences will have: an earned doctorate; an outstanding record of teaching and scholarship commensurate with appointment at the rank of associate professor or higher in the Arts and Sciences; proven leadership ability in working with faculty; and administrative experience in a shared governance environment. Successful candidates should have a knowledge of and commitment to the goals of Jesuit education.

Review of applications will begin immediately and will continue until the position is filled. To ensure full consideration, applicant materials should be received by March 15. Candidates should provide a curriculum vitae, a letter of application indicating a vision for leadership at Fordham University and the future of graduate education, and the names and contact information of five references. References will not be contacted without prior knowledge and approval of candidates.

Applications and nominations should be submitted electronically to the
Chair of the Search Committee,
John P. Harrington, Dean of Arts and Sciences Faculty, at:
<https://apply.interfolio.com/28610>

Fordham University is committed to excellence through diversity and welcomes candidates of all backgrounds.
Fordham is an Equal Opportunity Employer.

Director of Equity, Justice, and Community



Sidwell Friends School
Washington, DC

Sidwell Friends, a PK-12, co-educational Quaker day school with campuses in Washington, D.C., and Bethesda, Maryland, seeks a dynamic Director of Equity, Justice, and Community to provide strategic leadership for the School's multicultural and diversity efforts. The Director of EJ&C will collaborate with other administrators spanning all areas of school life including: student life and support services, parent relations, faculty and staff recruitment, onboarding and professional development, and admissions. The Director will also be responsible for the design, development and coordination of programs that will enhance appreciation for and understanding of diversity and the Quaker values of equity, justice, and community. The Director reports to the Head of School, serves as a member of the Administrative Council, sits with the Board of Trustees, and clerks the all-school Diversity Council. A master's degree in an appropriate field and a minimum of 5 years of experience in an administrative role, working closely with social justice/equity issues, diversity recruiting, and program management, in a rigorous academic environment are required. This full-time, 12-month position begins July 2015. Interested candidates should upload their resume, cover letter and contact information for three references via our online application.

HR@sidwell.edu
Sidwell Friends School
3825 Wisconsin Avenue, NW
Washington, DC 20016
Fax: 202-537-2418
Email: HR@sidwell.edu

Sidwell Friends School is committed as an institution to the ideal of diversity with regard to race, ethnicity, religion, national origin, age, economics, gender, genetic information, sexual orientation, physical ability and veteran status in its student body, faculty, and staff.

NJIT

New Jersey Institute of Technology

Development Director for NJIT's College of Architecture and Design and College of Science and Liberal Arts

The Development Director for College of Architecture and Design and College of Science and Liberal Arts will work with each college's Dean, Associate Dean, and faculty to raise funds from corporations, foundations, alumni and friends identified as prospects for support of scholarships, programs, research, projects, and general operating support.

Job Responsibilities:

- **Fundraising:** The Development Director will work with each college's Dean, Associate Dean, and faculty to develop significant corporate, foundation, and individual support through personal meetings and written appeals, including developing and writing proposals. Travel will be required for off-site meetings. The Development Director will serve as advocate for the NJIT Campaign, soliciting input from the Dean, faculty, and board members on prospects and implementation of campaign objectives. The Development Director will be responsible, with the Deans and their faculties, for the annual fundraising plans for the colleges and related programs and strategies to meet those goals. Additionally, the Development Director will produce an annual report to show where goals/targets were achieved or fell short.

- The Development Director will create with the Deans and with members of the Office of University Advancement prospect lists, and initiate strategies to develop new donors and members for the advisory boards. However, the Development Director will ultimately be responsible for the continuing development of these lists and the advisory boards. Furthermore, the Development Director will be responsible for the initial and constant contact with all of the donors or potential donors. This individual will not only have to solicit donations from the prospect lists and members of the advisory boards, but also will have to persuade these individuals to provide names of other individuals to target for donations.

- **Coordination:** The Development Director for College of Architecture and Design and College of Science and Liberal Arts will plan and conduct corporate meetings and alumni events, organize the bi-annual advisory board meetings, and present a fundraising status report. Furthermore, the Development Director will organize meetings and cultivation events. For example, in the event of a significantly large donation, organize an event to recognize that donor.

Requirements:

- Bachelor's degree is required as is at least three years experience and demonstrated achievement in fundraising. Demonstrable knowledge of campaign strategies and processes for setting priorities in a campaign/annual fund with individuals, corporate executives and foundation officers. Valid driver's license is required.

Interested candidates should apply online at <https://njit.jobs>, posting number 0602163. NJIT is an Equal Opportunity Employer M/F/H/V. NJIT encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

NEW JERSEY INSTITUTE OF TECHNOLOGY
UNIVERSITY HEIGHTS, NEWARK, NJ 07102-1982

two courses for each subsequent semester. Additional responsibilities include working with a faculty mentor on planning and teaching classes, attending a series of required pedagogy workshops, and submitting for publication work related to their research and scholarly interests. Fellows are appointed for two years, renewable for a third year based on performance and programmatic need; they are non-tenure track and non-renewable beyond the third year. We seek colleagues in the following areas: Cultural Foundations, PhD in Classics, English, Comparative Literature, Art History, or related field; Social Foundations, PhD in Classics, Philosophy,

Political Science, History, or related field. Minimum qualifications: a Ph.D. in hand by the date of appointment; commitment to excellence in undergraduate teaching required. Some college-level teaching experience, and publications or other evidences of outstanding scholarship and relevant professional activity are desirable. Successful candidates will have received the Ph.D. no more than three years before taking up the appointment. Salary is \$45,000 per academic year plus University benefits. Fellows will be provided with offices, computers, and professional development funds. Housing is not provided. Applications consisting Only of a cover letter and

Vice President of Finance and Administration

The University of Southern Indiana (USI) invites applications and nominations for the position of Vice President of Finance and Administration (VPFA).

Founded in 1965, USI is celebrating its 50th anniversary. USI is a thriving, independent public institution delivering high-quality education at the most affordable cost among baccalaureate-granting institutions in Indiana. USI enrolls nearly 9,500 undergraduate and graduate students in 80 majors from 36 states and 51 nations. Its 1,400-acre campus has 100 principal structures and minimal deferred maintenance. USI also maintains a unique partnership with nearby historic New Harmony, Indiana. A collaborative culture, regional connectedness and sound fiscal condition set USI apart.

The VPFA reports to USI's president and serves as the University's chief business and fiscal officer. The VPFA is an advisor to the President and Board of Trustees on strategic financial issues and will work closely with the senior administrative team, state agencies and community leaders to assist in executing the mission of the University. The successful candidate will provide leadership to USI's finance and administration departments with a staff of about 300.

Some of the required qualifications include:

- Master's degree in a field related to finance, business or budgeting;
- Minimum seven years management experience with progressive responsibilities in higher education;
- Demonstrated experience in strategic decision making;
- Senior level experience with public higher education and evident knowledge of financial management practices;
- Broad knowledge of the higher education context and rapidly changing environment for employee benefit design;
- An ability to communicate effectively in multiple contexts to diverse audiences;
- Evidence of successful collaborative community involvement; and
- Solid record for integrity in management and decision making.

The search process will continue until the position is filled. For best consideration, please submit materials before March 15. Nominations, inquiries and expressions of interest should be forwarded, in confidence, to: **Steve Leo, Vice President, Matthew Bunting, Senior Associate, Storbeck/Pimentel & Associates, LP, SIVPFA@storbeckpimentel.com**

For the complete announcement, please visit USI's website: www.usi.edu/VPFAsearch



The University of Southern Indiana is an equal opportunity, affirmative action educator and employer that values diversity, respects differences, and provides a sense of belonging and inclusion.



**LOYOLA UNIVERSITY
NEW ORLEANS**

New Orleans, LA

Loyola University New Orleans Vice President for Marketing and Communication

Loyola University New Orleans stands among the best comprehensive universities in the south. Led by a president and a board committed to excellence and a dedicated faculty and staff ready to welcome new leadership in this key area, Loyola seeks a dynamic and experienced Vice President for Marketing and Communication to join this century-old Jesuit university whose mission is to educate students to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world.

Located in beautiful and historic New Orleans, Loyola is enviably positioned to improve its national visibility and to increase its stature. Among its assets is its combination of outstanding undergraduate programs built on an historic foundation in the liberal arts with graduate and professional programs of distinction, a residential campus in one of the nation's most historic locales, and the deep commitment of its senior administration to a strategic and aggressive program to advance the brand, image, and reputation of Loyola University New Orleans.

Serving as the University's chief strategist on marketing and communication and chief external spokesperson, the Vice President for Marketing and Communication will establish Loyola's first comprehensive marketing operation. With particular focus on positioning the University for enrollment growth and increased visibility in the region and nationally, the new Vice President will join an institution committed to focusing on developing a comprehensive strategy for marketing and communication including work with both print and electronic resources. The Vice President advises and partners with members of the University's leadership team including Cabinet members and academic deans to achieve institutional revenue targets and meet enrollment goals through brand-building strategies and effective communication.

Loyola New Orleans's inaugural Vice President will be a leader of vision, energy, and creativity with strong management and supervisory skills and the ability to bring together a team of professionals to staff a coordinated marketing and communication operation for the University. He or she will possess a record of managerial and creative success in marketing and communication in a comparable field. At least 10 years of progressively responsible experience in the field of marketing and communication is required.

Inquiries, nominations and applications are invited. Review of applications will begin in March 2015 and will continue until the position is filled. For fullest consideration, applicant materials should be received by March 15, 2015. Candidates should provide a curriculum vitae, a letter of application that addresses the responsibilities and requirements described in the Leadership Statement available at www.wittkiewer.com, and the names and contact information of five references. References will not be contacted without prior knowledge and approval of candidates. In addition, candidates are asked to submit an example of a marketing plan that they have developed and some explanation of the plan, its purpose, and its marketing/communication results. Candidates will have the opportunity to discuss their work in detail during the interview process. These materials should be sent electronically via e-mail to the Loyola University New Orleans consultant Sheila Murphy at LoyolaUniversityNOVPMC@wittkiewer.com. The consultant can be reached by telephone at 630-575-6936.

Loyola University New Orleans values diversity and is committed to equal opportunity for all persons regardless of age, color, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, veteran status or any other status protected by law.

WITT / KIEFFER



DEAN GRADUATE SCHOOL

As Bank Street College of Education approaches its centennial, it seeks a visionary leader for its Graduate School to preserve and expand a distinguished legacy of teaching and learning with children and adults. Bank Street, located in New York City and renowned for pioneering classroom-based progressive methods, is a passionate community of 335 faculty and staff, 750 graduate students, and 550 children ages six months to 14 years of age. Through a trio of academic divisions - The Graduate School, Children's Programs, and Office of Innovation, Policy, and Research - Bank Street is uniquely positioned to influence the progressive dialogue about quality in 21st century education in New York City, nationally and internationally.

The Graduate School provides outstanding master's degree programs, which join theory with practice through the integration of academic study and field experience. The School offers multiple programs to prepare students for professional work and leadership in schools, museums, hospitals, community organizations and public service. In the most recent year, 50 faculty members served on a full- or part-time basis in addition to 100 adjunct members. Well over half of the faculty has experience teaching children in classrooms, or leading schools and districts.

The ideal candidate will hold an earned doctorate and be a seasoned team leader with exceptional policy, political, management, communication, and budget skills. He or she will: model and support scholarship, foster faculty creativity and collaboration, and lead self-assessment and improvement; be skilled in promoting new programs and research aligned with the College's new strategic plan; value Bank Street's breadth and depth, recognizing the opportunity for innovation and the challenge of managing a small but complex organization; have a deep understanding of progressive education, as evidenced by a record of teaching and scholarship; and be able to articulate the Graduate School's distinctive pedagogy and vision, while amplifying the progressive voice in public discourse.

The review of credentials will begin immediately and will continue until the position is filled. For best consideration, please submit materials before **March 16, 2015**.

Nominations, inquiries and expressions of interest should be forwarded, in confidence and electronically, to:

Shelly Weiss Storbeck, Managing Partner
Ruth Shoemaker Wood, Consulting Associate
Storbeck/Pimentel & Associates, LLC
BankStreetGrad@storbeckpimentel.com

For more information about Bank Street College of Education, please visit www.bankstreet.edu.



executive search consultants

Bank Street is an affirmative action, equal opportunity employer. Nominations and expressions of interest from women and people of color are encouraged.

a current c.v. should be submitted by March 22nd, 2015. Applications submitted after this date will not be considered. Additional information about the core program curriculum may be found at: <http://www.nyu.edu/projects/mediamosaic/1415LSJobs/Core.html>. Applications must be submitted through NYU's online system at: <http://www.nyuopsearch.com/applicants/Central?quickFind=52424>.

EOE/Minorities/Females/Vet/Dis-abled.

Management: Assistant/Associate Professor of Management - three (3) tenure-track positions: Organizational Behavior, General Management & Entrepreneurship, and Operations Management. See: <http://www.fhsu.edu/positions>. Fort Hays State Uni-

versity is an Equal Opportunity Employer and does not discriminate on the basis of gender, race, religion, national origin, color, age, marital status, sexual orientation, genetic information, disability, or veteran status. Hiring is contingent upon the availability of funding. Final candidates will have consented to and successfully completed a criminal background check.

Mechanical Engineering: The Department of Mechanical Engineering at the University of Alaska Fairbanks (UAF) invites applications for a tenure track faculty position at the Assistant Professor or Associate Professor level in the area of fluid mechanics starting Fall 2015. Candidates should have a B.S. degree in Engineering and a Ph.D. degree in either Mechanical Engineering, Chemical Engineering, or closely related field with a strong evidence of research in fluid mechanics. For further information and to apply by the first review date of March 1, 2015, applicants must follow the directions online at <https://www.uakjobs.com/applicants/Central?quickFind=86045>.

Music: Assistant Professor of Music (Orchestra Conductor), position number 84406, University of Hawai'i at Manoa, College of Arts and Humanities, Department of Music, full-time, 9 month, tenure track position, to begin August 1, 2015, pending position clearance and availability of funds. Duties: provide administrative oversight of the orchestra program and string program; conduct

DEAN, COLLEGE OF BUSINESS



Embry-Riddle Aeronautical University - Worldwide invites nominations and applications for the position of Dean, College of Business. The University seeks an experienced, creative leader who will advance the goals of the College.

The Dean serves as the chief academic and administrative officer of the College of Business, and reports to the Chief Academic Officer of ERAU-Worldwide. The Dean will administer to a diversified model of business faculty located throughout the U.S. and the world. The position is located at the Worldwide Headquarters located in sunny Daytona Beach, Florida.

As the senior academic officer of the College, the Dean is responsible for the effective leadership, administrative oversight, resource allocation and management including fiscal/budgetary issues and workload, the delivery of instructional programs, scholarly activity and service, and acting as the liaison with Worldwide Campus administration. The Dean should be entrepreneurial in vision and strongly support multiple technologies in instructional delivery required in our diversified faculty student model across the world.

For more information and to apply, please visit <http://eraucareers.erau.edu> or contact Rashmi Mazzarella, Human Resources Recruiter at mazzarer@erau.edu or by phone at (386) 226-7657.

DEANS

BARNARD

Dean of the Barnard Library and Academic Information Services New York, NY

Barnard College seeks an exceptional and innovative library administrator to serve as its Dean of the Barnard Library and Academic Information Services (BLAIS). Barnard is embarking on an exciting period as it expands and reconfigures the Library's central role in the life of the college. The new dean will lead BLAIS in providing outstanding services that support the academic mission and intellectual curiosity of the Barnard community as the college moves forward with the construction of a new teaching and learning center. Barnard boasts a distinguished liberal arts college library with roots deep within the College's history. Today the Barnard Library is an intellectual center of the campus and an invaluable resource for its 2,489 students and 375 faculty, as well as for Columbia University, outside scholars, and community members.

An independently incorporated women's liberal arts college in partnership with Columbia University, Barnard College is a unique institution on the higher education landscape. Since its founding in 1889, Barnard has been known for its distinctive academic culture, with a commitment to the liberal arts at its core. Today Barnard is one of the most selective colleges in America, offering its students the personal attention of a liberal arts college environment with the academic choices and rich opportunities of a large research university through its relationship with Columbia. Located across Broadway from Columbia's main New York City campus, Barnard resides on a beautiful, four-acre, classic college campus in the Morningside Heights neighborhood of Manhattan.

The library will be part of a new teaching and learning center that is scheduled to begin construction in 2016 and take about two years to complete. The new Dean will assume leadership of the Library not only at a time of rapid change in the acquisition, dissemination, and preservation of knowledge, but also at a time of physical change for the Library. The new Dean will lead the Library through the transition from the old to new facility with respect to holdings, services and programming. She or he will develop, articulate, and communicate a shared vision for BLAIS's future that will support the College's plans and purpose; provide outstanding leadership to a highly-skilled, collaborative, service-focused library staff; support and amplify research and teaching resources for the Barnard community; creatively collaborate with the Library's partners; and guide the continuing evolution and adoption of new technology and services.

The successful candidate will be a senior librarian with significant experience in supporting teaching and research in an academic environment and will bring to this role a deep understanding of the challenges facing academic libraries today, a talent for creative leadership, and a passion for the mission and goals of an outstanding liberal arts college for women. She or he will have an advanced degree in librarianship or a relevant field of study and a record of progressively more responsible positions in library administration as well as experience in the development and execution of strategic plans, a history of successful staff development and team-building, and the expertise to balance support of the Library's traditional services with the development of new strategies for teaching, learning, and scholarship. Additionally, candidates with a commitment and successful record of obtaining resources for the development of the Library are preferred.

Barnard College invites applications and nominations for the position of Dean of the Barnard Library and Academic Information Services (BLAIS). The College has retained the executive search firm Isaacson, Miller to assist in this search. All applications, inquiries, and nominations, including a letter of interest describing the individual's qualifications for the position and curriculum vitae, should be sent in confidence to: **Ponneh Varho, Principal, Beverly Brady, Managing Associate and Talia Greenwald, Associate; Isaacson, Miller, DC, 1300 19th Street NW #700, Washington, DC 20036. To apply: www.imsearch.com/5338**

Barnard is an equal opportunity employer and encourages applications from women and from individuals of diverse racial, ethnic, and cultural backgrounds.

<http://www.barnard.edu>


ISAACSON, MILLER

the UHM Orchestra; teach additional classes which may include, but are not limited to, conducting, instrumental techniques, chamber ensembles, and applied study (upper strings preferred); recruit students for both the orchestra program and the music major; maintain a public profile as a conductor and teacher. Other duties as assigned by Chair. Minimum qualifications: master's degree in music; three years of college teaching experience (including orchestra conducting), or commensurate experience. Desirable qualifications: doctorate in music; evidence of success in conducting ensembles at the collegiate and/or high school level; success in recruitment and development of a collegiate or high school instrumental program; demonstrated commitment to developing collegial relationships with public and private school orchestra programs; demonstrated experience

at a professional level in instrumental performance and applied teaching (upper strings preferred). Pay range: Commensurate with qualifications and experience. To apply: Please submit a letter of application, curriculum vitae with names and contact information for five references, academic transcripts (unofficial transcripts are acceptable for initial application, official transcripts are required by date of hire) and three letters from professional references. Also, please submit a 15-20 minute video of the applicant conducting contrasting selections in both rehearsal and performance settings, as either a DVD or electronic submission (via YouTube, Vimeo, or other video sharing platform, or by file sharing platform, e.g. Google Drive). Review of materials will begin on March 9, 2015, continuing until the position is filled. Application address: Electronic applications are pre-

ferred. Materials submitted electronically must be sent to Jeffrey Boeckman at jboeckma@hawaii.edu via UH FileDrop Service at <https://www.hawaii.edu/filedrop/> with the Expiration Timer for the file upload set to 7 days. Application materials will not be returned. Hard copy applications, letters from professional references, and DVD conducting videos should be mailed to: Orchestra Search Committee Chair, Music Department, University of Hawaii, 2411 Dole Street, Honolulu, Hawai'i 96822. For further inquiry: Dr. Jeffrey Boeckman, Orchestra Search Committee, Chair, 808-956-2169, jboeckma@hawaii.edu.

Nursing: The Department of Nursing at Franciscan University of Steubenville, OH invites applications for a full time, tenure track position to begin August 2015. FUS is an aca-



Pittsburgh, PA

Dean School of Communications and Information Systems

Robert Morris University seeks an exceptional Dean to lead its School of Communications and Information Systems (SCIS) into new chapters of growth and success.

Located on a stunning campus outside of Pittsburgh, Pennsylvania, Robert Morris is a private, comprehensive institution committed to active learning and student success. The University is recognized for integrating liberal arts with a professionally focused, applied education that prepares students for leadership in a rapidly changing world. Building on its 93-year tradition of educational excellence, the University is in a period of continued transformation and intensive growth.

The School of Communications and Information Systems is the second largest in the University, and includes five academic departments: Computer Information Systems, Communication, English and Communications Skills, Media Arts, and Organizational Leadership. It is at the heart of RMU's commitment to our Core Value of Student Engagement. SCIS faculty also are the largest contributors to RMU study abroad courses, to academic service learning courses, and to such off campus initiatives as the Washington Center program.

The new Dean will be expected to provide leadership for the School's faculty in teaching, scholarship and service, assuring maintaining ABET-CAC accreditation, and strengthening the School's campus leadership in engaged learning at all levels of instruction. The Dean will also be expected to develop external strategic relationships to enhance the resource base to support University and School initiatives, and to develop a cohesive strategic plan that will reflect the current strengths and achievable possibilities for the five departments.

Candidates should have an earned doctorate or comparable terminal degree in one of the School's curricular disciplines or a closely related area as well as substantial administrative experience in private or public higher education or other relevant setting.

Applications, nominations, or confidential inquiries concerning this search may be sent by email to RMUDeanSCIS@wittkiewer.com or directed to John K. Thornburgh at (412) 209-2666 or John McFarland at (678) 302-1565. In order to receive full consideration, applications must be received by March 30, 2015.

Robert Morris University Institutional Equity Vision Statement
At Robert Morris University, we believe that institutional equity reflects our continued commitment to a community where everyone is both valued and respected. Institutional equity encompasses racial, ethnic, gender and religious diversity, cultural perspectives, national origins, sexual orientation, physical ability, as well as socioeconomic contexts, and educational backgrounds.

WITT / KIEFFER

demically excellent and passionately Catholic university in the Franciscan tradition, located 24 miles west of Pittsburgh International Airport. The successful candidate must possess at the time of employment: Minimum Master in Nursing degree, an earned doctorate or, a commitment to pursuing the doctorate is essential. Two years' experience teaching at the college level. Experience in clinical supervision, preferably including medical/surgical nursing and fundamental nursing skills. Knowledge of simulation teaching/learning. Registered nurse license in State of Ohio. Commitment to excellence in teaching, scholarship, and service. Support the Mission of the University. The successful candidate will be responsible for clinical supervision and evaluation of students in assigned undergraduate nursing courses; coordinating and teaching the undergraduate leadership nursing course and other duties as assigned by Department Chair. To apply, please submit: a letter of application; curriculum vitae; evidence of undergraduate teaching effectiveness (including evaluations); a statement of teaching philosophy; a statement on the mission of the Franciscan University of Steubenville; three letters of reference, and official transcripts. All materials must be submitted electronically to Richard Antinone, RN, MSN, Chair, Search Committee, via bbrehm@franciscan.edu or physically c/o BJ Brehm, Academic Affairs, Franciscan University of Steubenville, 1235 University Boulevard, Steubenville, OH 43952. Review of completed applications will begin in February,

2015 and will continue until the position is filled. For additional information, <http://www.franciscan.edu/EmploymentListings/>. EOE.

Operations Research: The Department of Computer Science and Information Systems within the AACSB-accredited Arthur Bauernfeind College of Business of Murray State University is seeking qualified applicants to fill a tenure-track vacancy in the Management Science/Operations Research area to begin August 15, 2015. An earned doctorate in Management Science or Operations Research is required. ABDs with a documented plan of completion by Summer 2015 will be considered. Excellence in teaching is required. Additional training/experience in Business, Information Systems, Data Analytics, SAP and online teaching will be an asset. Primary responsibilities include teaching a variety of courses at the undergraduate and graduate levels. Teaching duties may include other locations as well as non-traditional formats (including online). Application Deadline: March 12, 2015. To apply please go to: <http://www.murraystate-jobs.com/postings/3983>. Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

Philosophy: The Department of Philosophy and Interdisciplinary Studies at the University of Arkansas-Little Rock invites applications for a one-

year Instructor (R97295) position to teach online undergraduate courses in Interdisciplinary Studies and in Philosophy. UALR is a research-intensive/doctoral institution with a metropolitan university mission, offering attractive fringe benefits. Renewal of this position on a yearly basis is contingent on funding availability and instructor performance. This online position does not require research, service or residency in Arkansas. The successful candidate will teach five online courses per semester, or four online courses per semester if teaching two summer courses. These courses will include IDST 3350 and IDST 4350 and courses in Philosophy with no research or service expectations. This online position does not require residency in Arkansas. Renewal of position on a yearly basis is possible based on funding availability and instructor performance. Required Qualifications: Doctorate in Philosophy, Interdisciplinary or related discipline. ABD's may be considered if all degree requirements are completed before employment commences. Preferred Qualifications: Experience both designing and teaching online classes is a strong preference. Qualification and interest in teaching Religious Studies courses is a plus. 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



Executive Vice Chancellor for Medical Affairs and Dean of the Washington University School of Medicine

Washington University in St. Louis invites nominations and applications for the position of Executive Vice Chancellor for Medical Affairs and Dean of the Washington University School of Medicine. The Executive Vice Chancellor for Medical Affairs and Dean will serve as the chief executive officer for one of the most distinguished medical schools in the country, with highly developed research, teaching, and clinical care.

The Washington University School of Medicine ranks number six in comprehensive medical schools as rated by *U.S. News & World Report*. It has 2,000 faculty members and 7,000 staff and is home to a large and exceptionally strong student body of over 1,300 students. Known for its distinguished research, the School of Medicine expended \$465 million in sponsored research grants and contracts in 2014. The School has an annual budget of \$1.8 billion, and the practice plan, Washington University Physicians, is one of the five largest academic clinical practices in the nation. In fiscal year 2014, the Washington University Physicians generated 986,714 outpatient visits from 430,000 patients. Their care generated net patient care revenue of nearly \$900 million. Washington University School of Medicine's faculty physicians also are the medical staff of Barnes-Jewish and St. Louis Children's hospitals. Through its affiliations with Barnes-Jewish and St. Louis Children's hospitals, the School of Medicine is linked to BJC HealthCare.

Candidates for the Executive Vice Chancellor for Medical Affairs and Dean of the School of Medicine should have a distinguished academic record, demonstrated leadership skills in a health sciences environment, and senior executive leadership in the administration of a large-scale, diverse, and complex organization. The ideal candidate should possess strong leadership ability, combined with a clear vision of the future of health sciences education, research, and health care delivery; a deep commitment to academic excellence; a proven record of achieving community and philanthropic support; an understanding of and appreciation for shared governance; and a demonstrated commitment to promoting diversity.

Washington University in St. Louis has retained Isaacson, Miller, a national executive search firm, to assist with this search. Confidential inquiries, nominations, referrals, and CVs with cover letter should be submitted in confidence at www.imsearch.com/5327.

Washington University encourages and gives full consideration to all applicants for employment.

The University does not discriminate in access to, or treatment or employment in, its programs and activities on the basis of race, color, age, religion, gender, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information.



to a pre-employment criminal and financial history background check. A criminal conviction or arrest pending adjudication and/or adverse financial history information 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, 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.

Public Administration: Assistant/Associate Professor, Public Administration with a specialization in HR, Murray State University. Tenure Track position to begin August 15, 2015. A PhD in political science, DPA, or related field by the appointment date is required. ABDs will not be considered. Candidates must have experience teaching at the graduate level and be able to teach a graduate seminar in human resources. Ability to teach specific courses may be demonstrated through evidence of completed graduate coursework, prior teaching experience, and published research in the field. Preference will be given to candidates with experience developing and teaching online courses. Teaching duties will include graduate classes in human resources and undergraduate and graduate classes in public administration. Candidates will be expected to teach in a variety of formats including online and to demonstrate a commitment to scholarship and service as well as excellence in teaching. Application Deadline: March 2, 2015. To apply please go to: <http://www.murraystatejobs.com/postings/3982>. Women and minorities are encouraged to apply. Murray State University is an equal education and

Executive Vice President / Treasurer



The College of Mount Saint Vincent is accepting nominations and applications for the position of **Executive Vice President/Treasurer**. Reporting to the President, the EVP/Treasurer is the Chief Financial Officer and is responsible for the leadership and management of all financial areas of the College as well as Human Resources and through their respective Vice Presidents, Operations, and Information and Technology. The College is an academically excellent, liberal arts college in the Catholic and ecumenical tradition, with a total undergraduate enrollment of 1,530. Located in Riverdale, NY, the 70-acre campus overlooks the Hudson River and is just 12 miles from midtown Manhattan.

The successful candidate should have a CPA, MBA, or another appropriate graduate degree; a minimum of 10 years experience; a proven track record as a manager and administrator; transformational leadership skills and the ability to manage individuals and teams effectively.

Hyatt-Fennell is assisting the College of Mount Saint Vincent in this search. Submit applications via email to: **Cheryl Hyatt at MountSaintVincent@hyatt-fennell.com**. **Application deadline is March 13, 2015.** All applications and nominations will be considered highly confidential. Visit Hyatt-Fennell.com for a detailed description.

Hyatt•Fennell MountSaintVincent@hyatt-fennell.com
Executive Search www.HYATT-FENNELL.com
724-242-0476

The College of Mount Saint Vincent is an AA / EOE.

employment opportunity, M/F/D, AA employer.

Research: The Indiana University Network Institute (IUNI) Executive Director promotes the growth of re-

search in this area by: working with faculty and staff to support the development of research proposals to external agencies; leading discussions regarding long-range plans and implementing strategies and priorities;

developing policies and procedures to provide seed pilot funding and to initiate and grow collaborative research;

interfacing with national and international to ensure that the mission of IUNI is responsive to and informed

by the needs of the wider scientific community; identifying research infrastructure needs to support IUNI



UNIVERSITY PRESIDENT

The Board of Trustees of Urbana University invites nominations and applications for the position of University President.

Urbana University, recently acquired by Franklin University, is seeking an energetic President to lead the institution through the unique challenges of its post-acquisition phase and into the future. The University, founded in 1850 and located in Urbana, Ohio, is the crown jewel of rural Champaign County where its vibrant 128-acre residential campus is home to more than 500 students with total University enrollment in excess of 1800. Students enjoy the safety of a small town with the convenience of being less than an hour from the metropolitan amenities of Columbus, Oh.

Founded in 1850 and known for its deep commitment to student success, Urbana University offers a practically-oriented liberal arts education in a small college environment. With the noble vision of educating and developing individuals as whole persons, Urbana provides a student-centered quality education delivered by a committed faculty and staff with emphasis on providing a comprehensive educational experience that prepares students for fulfilling careers and responsible citizenship in a global society.

The President will be responsible for providing vision and guidance to the institution in the achievement of its mission and will understand the demands of operating within the constructs of modern higher education. Duties will encompass all aspects of organizational leadership including academic planning, organization and oversight, financial management, strategic planning, student affairs and community relations among others. This position will report directly to the Urbana board of trustees.

The successful candidate will be a proven senior leader within the academy and can demonstrate a track record of sound fiscal management, academic innovation, strategic thinking and confident leadership. Minimum qualifications include an earned doctorate and 5 years of executive leadership experience, including experience working collaboratively with multiple stakeholders and across divisions. Individuals looking for a significant career growth opportunity, including experienced Deans and Provosts, are welcome to apply.

Urbana University offers a competitive pay and benefits package and will invite applications until the position is filled. The ideal candidate will assume the presidency in July, 2015.

Applications can be submitted to Christi Cabungcal at Christi.Cabungcal@Franklin.edu and should include:

- A letter of application describing relevant experience and qualifications and suitability for the responsibilities of the position
- A curriculum vitae

For nominations, further information or to request a confidential discussion, please call Christi Cabungcal at 614-947-6542.

Urbana University is an Equal Opportunity Employer



Dean of the School of Education

Northern State University invites applications for a Dean of the School of Education

Responsibilities: The Dean will report to the Provost/Vice President for Academic Affairs with the following responsibilities:

- Lead individuals and teams of faculty/staff to respond to student and K-12 school needs.
- Oversee the assessment and accreditation process.
- Direct the academic process to facilitate student outcomes and faculty development.
- Oversee the School of Education curriculum planning and processes.
- Prepare and manage budget requests in support of School of Education programs.
- Supervise the overall administration of the School of Education.
- Represent the School of Education at local, state, and national meetings.
- Participate in the recruitment, retention, and evaluation of department chairs, faculty, and other personnel.

The School of Education offers undergraduate degrees in elementary and secondary education, special education, health and physical education, sport marketing and administration, human performance and fitness, as well as psychology. Graduate degrees are offered in educational leadership and administration, counseling, sport performance and leadership, teaching and learning, and e-learning. For more information about NSU and its programs visit: <http://www.northern.edu>.

Qualifications: The successful candidate will possess: (1) an earned doctorate in education or a related field with K-12 experience; (2) a record of strong teaching and research; (3) at least two years of successful administrative experience with budget and personnel responsibility as a dean, associate dean, chair, or K-12 senior administrator; (4) a thorough understanding of the accreditation process; (5) evidence of initiatives that enhance both off-campus and on-campus enrollment; (6) experience in collaborative work with local school districts and other constituents; and (7) successful experience with curriculum management, academic assessment, and accreditation.

Application: Review of applications will begin March 2, 2015. Position is open until filled with an anticipated June 22, 2015 start date. For more information regarding this position, and to apply, visit: <https://yourfuture.sdbor.edu>. Click on Northern State University in the Quick Search section. The system will guide you through the electronic application form. Finalists may be subject to a background investigation, internet search, and a check of references. Any offer of employment is contingent upon a review of the results of the background investigation by the Human Resources Office. AA/EOE

EXECUTIVE



PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The University of Michigan-Flint invites applications and nominations for its next Provost and Vice Chancellor for Academic Affairs.

The University of Michigan-Flint is a regional campus of the University of Michigan in an urban setting, with a growing enrollment of over 8,500 students. Undergraduate and graduate degree programs are offered through four schools/colleges: the College Arts and Sciences, the School of Education and Human Services, the School of Health Professions and Studies, and the School of Management. The University provides a rich mix of 117 Bachelors, 21 Masters, and five Doctoral programs across the four units. This combination of high quality liberal arts and professional and graduate programs in an urban institution is unique and shapes the institution's culture and opportunities. With over 550 faculty (350+ tenured or tenure-track) and 500 staff, the University is advancing its mission in implementing a strategic plan that emphasizes modest enrollment growth, improving student success and retention, the building of resources to support our growth, and increased engagement of students and faculty in experiential learning, research, and interdisciplinary programs.

The University seeks a dynamic and progressive academic leader to serve as its next Provost and Vice Chancellor for Academic Affairs to continue and accelerate the pace of its evolution. Reporting to the Chancellor and serving as the institution's Chief Academic Officer, the Provost will play a central role in crafting and executing the University's next strategic plan, thereby making an historic contribution to the institution. The Provost is responsible for the articulation of the University's vision of academic distinction; the development and administration of academic programs; policies relating to instruction, extended learning, and information technology; faculty and academic staff appointments and performance assessments; and scholarship and community service initiatives among faculty.

All applications and nominations will be held in the strictest of confidence. The Search Committee will begin reviewing candidates immediately and will continue until the position is filled. Priority will be given to nominations and applications submitted before March 9, 2015. Applications should include a detailed resume, a statement summarizing the applicant's personal vision and relevant leadership experience, as well as preferred contact information and should be sent electronically (Word or PDF files preferred) and in confidence, to:

Paul Chou, Senior Client Partner and Co-Managing Director,
Global Education Practice
Michelle Ting, Senior Associate
Korn Ferry
umflint-provost@kornferry.com

The University of Michigan-Flint is a non-discriminatory, Equal Employment Opportunity/Affirmative Action employer.



Executive Director, Central Oregon Community College Foundation

Enjoy the rewards of helping students attain their dreams while working in a stimulating and creative environment, surrounded by spectacular views, and easy access to mountains, lakes, rivers. Central Oregon Community College, with an abundance of beauty, fresh air, and the lifestyle of Bend, Oregon and surrounding areas, is seeking an Executive Director to guide the COCC Foundation along its continuing path of student support and success. Requires bachelor's degree plus five years professional management and current direct fund-raising experience in a non-profit setting. Established in 1955, the COCC Foundation exists exclusively for the benefit of Central Oregon Community College.

Visit <http://jobs.cocc.edu/postings/1760> for details and application materials.
Application deadline: March 9, 2015.

EEO/AA employer



projects, and creating a cutting-edge computing environment for novel methodological innovation, including multi-scale computer modeling, social supercomputing, large-scale data mining and participatory platforms. Required Qualifications: Earned doctorate. Upward progression of career advancement including 10-15 years

of professional experience in an academic or government research setting. Demonstrated success in administrative leadership. Proven track record in securing funding from external organizations. Team science leadership. Preferred Qualifications: Proven leadership abilities and the passion to facilitate and nurture the ability of oth-

ers to engage in collaborative research activities. Well versed in network science research methodologies and analytic tools. Exceptional organiza-

tional, project management, analytical and communication skills. Proven ability to foster professional relationships across a diverse community. Evi-

dence of a network of contacts within key research funding agencies. Detail oriented, ability to multi-task, manage ad hoc requests and meet dead-



Lufkin, Texas

PRESIDENT

The Angelina College Board of Trustees is seeking applicants for the position of President of the College. The Board is seeking an individual who understands the full mission, challenges and opportunities of a public, comprehensive, community college. The President will be a leader with a commitment to high quality learning experiences and providing access for a diverse student body, community, and service area.

Review of applications will begin Friday, April 10, 2015; the position will remain open until an offer is made and accepted.

For more information and to apply, visit:
<http://www.angelina.edu/presidential-search/president/>

Confidential nominations or inquiries should be directed to: Angelina College, c/o Dr. John H. Anthony, PO Box 1768, Lufkin, Texas 75902, or janthony@tx.rr.com or Ph: (972) 540-0068, Cell: (214) 578-6467.

AA/EOE



PRESIDENT

The Board of Trustees of Hocking College, OH, is seeking a new president. Hocking College is a comprehensive technical and community college serving approximately 3,400 students.

The Board of Trustees of Hocking College seeks an energized, engaged, enthusiastic and involved professional who will be a committed member of the local community and will embrace the culture and values of the region. For additional information about Hocking College, please visit <http://www.hocking.edu/>.

For the profile and information about the search, please visit <http://www.hocking.edu/presidentialsearch> or <http://www.acctsearches.org>.

APPLY TODAY!

To apply go to <http://acctsearches.org>

For additional information, nominations or confidential inquiries, contact: Dr. Narcisa Polonio, ACCT EVP for Board Leadership Services at 202.276.1983 (cell) or narcisa_polonio@acct.org or Dr. Laurie Savona, Operations Officer, lsavona@acct.org, (202) 595-4300 (cell).

PRESIDENT



where students come first

The Board of Trustees of West Shore Community College announces the search for their new president. The Board seeks a leader who sees West Shore as a destination, not a "stepping stone," and who is prepared to make a significant contribution to the College and lead the College to the next level of achievement and recognition.

The next President will lead an outstanding and vibrant academic community and commit his/her creative energy and leadership skills to further develop the collaborative and cooperative ventures within the surrounding communities the College serves.

West Shore is located on 360 scenic acres near Ludington, Manistee, and Scottville in western Michigan and is accredited by the Higher Learning Commission of the North Central Association. West Shore earns its accreditation by participating in the Academic Quality Improvement Program (AQIP).

Michigan community colleges enjoy a relatively high degree of autonomy within the State of Michigan. This small rural community college, with an annual budget of \$12M and no debt, serves approximately 1,600 students annually. In addition to academic and continuing education programs, the College serves the community by offering special events and cultural activities throughout the year, as well as providing community access to its library, recreation center and ice arena.

For the presidential profile and information about the search, please visit http://www.westshore.edu/about/pres_search/index.html or <http://www.acctsearches.org>

APPLICATION PROCESS

Nominations and applications will be accepted until the position is filled.
The target date for applications is: Monday, March 9, 2015.

To apply go to <http://acctsearches.org>

For additional information, nominations or confidential inquiries, contact Dr. Narcisa Polonio, Executive Vice President for Board Leadership Services at ACCT, 202.276.1983 (cell) or narcisa_polonio@acct.org or Dr. Laurie Savona, Operations Officer, lsavona@acct.org, (202) 595-4300 (cell).

West Shore Community College is a drug-free employer and the final offer will be contingent on a negative drug screen and physical.
West Shore Community College is an equal opportunity employer.



<http://www.acctsearches.org>

lines. Significant personnel and budget management experience. High level of enthusiasm and energy for building an organization from the ground up. Submit a cover letter providing a brief explanation of fit for the position, a CV, and the name, email address and institutional affiliation/position of three references. Questions regarding the position or application process can be directed to: Professor Bernice Pescosolido, Schuessler Institute for Social Research, Indiana University, 1022 E. 3rd Street, Bloomington IN, 47405, pescosol@indiana.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status.

Spanish: Morehead State University is recognized as one of the top public universities in the South by U.S. News & World Report. MSU continues to be much more as it strives toward becoming an even greater institution while making a lasting impact on the students of Eastern Kentucky and beyond. We are always looking for quality employees to help the University aspire to be the best public regional university in the South. We are accepting applications for a Full-Time Fixed-Term, Non-Tenure position as Visiting Assistant Professor of Spanish in the Department of International and Interdisciplinary Studies. Review of applications will begin March 22, 2015, and will continue until position is filled. To apply, visit: <http://www.moreheadstate.edu/employment> to complete the MSU Application for Employment and submit a letter of application and curriculum vita. We are an Equal Opportunity, Affirmative Action employer. Minorities, women, veterans and individuals with disabilities are encouraged to apply.

Student Affairs/Enrollment Management: Summary of Duties: Provide leadership and vision in all areas of Student Affairs & Enrollment Management including, but not limited to: admissions; enrollment management; student life and leadership development; academic and transfer advising; student success programs; health and disability services; student housing; graduation; and marketing & public relations. Collaborate with Campus partners to develop appropriate plans for strategic recruitment, retention, transfer and degree completion. Collaborate with the College's executive staff to develop long term and immediate activities/programs to uphold the College's mission and strategic plan. Ensure student success and create an environment that values diversity, promotes trust and respect for all and enhances engagement activities to develop student leaders prepared for successful transfer to a four year academic experience or for successful entry into the workforce. Ensure legal compliance regarding, but not limited

CONNECTICUT STATE COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

PRESIDENT WESTERN CONNECTICUT STATE UNIVERSITY Danbury, Connecticut

The Connecticut State Colleges and Universities Board of Regents has opened the search for the president of Western Connecticut State University. The university is one of four universities, 12 community colleges, and Charter Oak State College comprising the Connecticut State Colleges and Universities system. The successful candidate will succeed Dr. James W. Schmotter, who has served the university with distinction since 2004. The president of Western Connecticut State University reports to the President of the Board of Regents.

Western Connecticut State University has two campuses in Danbury: the original 34-acre Midtown main campus and the 364-acre Westside site. Founded in 1913, Western Connecticut's student population includes 5,900 undergraduates in the Ansell School of Business, the Macricostas School of Arts and Sciences, the School of Professional Studies, and the School of Visual and Performing Arts. Over 500 students pursue master's and doctoral degree programs. They are guided by 216 full-time and 379 part-time faculty, 89 percent of whom hold terminal degrees.

The Board of Regents Search Committee and the University Advisory Committee seek an inspiring, goals-oriented leader to uphold the university's mission, abide by its principles, and advance its values. They desire a dynamic, politically astute, and forward-thinking president who will preserve the university's identity and integrity. He or she must bring a view that balances scholarship and a commitment to the arts and sciences with business skills and political savvy. This individual should be a visible, congenial leader who will manage a transformational agenda in conjunction with Board of Regents' policies and invite participation by the entire campus community. The new president is expected to be a strong advocate, making all that is good about Western Connecticut State University even better.

CHARACTERISTICS

The ideal candidate should have characteristics that address the following:

- Desire to be part of a statewide team, working with the Board of Regents and President as both a system and university advocate;
- A students-first focus with particular attention to enrollment, retention, support services, and athletics;
- Extensive senior level higher education management experience;
- Success in budgeting and financial management;
- Proven ability in fundraising practice and outcomes;
- Respect for faculty/staff contributions, recognizing strong shared governance in a collective bargaining environment;
- Commitment to institutionalizing diversity and a culture of inclusiveness;
- Appreciation of the regional public university's access and affordability mission;
- Collaborative mind-set for interaction with all university stakeholders, i.e., state legislature, university foundation, businesses, public schools, and other institutions of higher education;
- Demonstrated ability to make complex decisions and utilize keen problem-solving skills;
- Excellent communication skills, written and spoken, with an ability to practice an open-door, open-mind style; and
- An earned doctorate (or terminal degree) from a regionally accredited institution of higher learning.

NOMINATIONS AND APPLICATIONS

To assure best consideration, nominations and applications should be received by March 19, 2015. The application should include a letter of interest (not more than three pages) addressing the qualifications described; a current résumé (or curriculum vitae); and the names of five professional references with each person's position, office or home address, e-mail address, and telephone numbers. The application materials should be submitted as a single, combined document. All applications will remain confidential pending the selection of finalists. The new president will assume office on or about July 1, 2015.

The search is being assisted by **James H. McCormick, Senior Consultant, AGB Search, jhm@agbsearch.com, 651-238-5188**. Nominations and applications should be sent electronically (MS Word or PDF Format) to **wcsupres@agbsearch.com**. Additional position and university information may be found at **www.ct.edu/regents/search-wcsu** and **www.wcsu.edu**.

The Board of Regents for Higher Education does not discriminate on the basis of race, color, religious creed, age, gender, gender identity or expression, national origin, marital status, ancestry, present or past history of intellectual disability, learning disability or physical disability, veteran status, sexual orientation, transgender status, genetic information or criminal record. The following person has been designated to handle inquiries regarding the non-discrimination policies: Laurie Dunn, Interim Vice President for Human Resources, 61 Woodland Street, Hartford, CT 06105, 860-723-0253 or by email at DunnL@ct.edu.



to: student rights; due process; student conduct investigation best practices; local, state and federal laws pertaining to Higher Education; emergency response; conflict resolution; student mentoring and the Student Code of Conduct. Provide authority for matters concerning the management of the budget and the personnel of the Student Affairs & Enrollment Management administrative area. Perform other related duties assigned by the President. Minimum Qualifications: Master's Degree in Student Affairs, Educational Leadership or related field from a regionally accredited institution. Credentials appropriate for leading an administrative area of a community college. Five (5) years administrative level management experience in an educational or business environment. Experience working with Board governance. Demonstrated commitment to the philosophy of a comprehensive community college. Experience with developing and/or implementing successful strategic plans. Experience with College Foundation fund raising and organizational budget development and management. Experience with legisla-

tive advocacy. Please refer to the complete job posting at <http://www.rose.edu/jobs-listings>.

Theatre: Gonzaga University invites applications for a full-time, tenure-track position at the rank of Assistant Professor in Theatre, beginning September 2015. This is a growing, student-focused department that seeks an outstanding scholar/practitioner to provide academic leadership for the Technical Theatre Endorsement in the Theatre major. Required Qualifications: M.F.A. or PhD in scenic design or related discipline, evidence of excellence in scenic design and realization, evidence of excellence in teaching technical theatre topics to undergraduates, stage-managing or production managing of outstanding theatrical productions at the university and professional level, an active professional development profile including scholarly and/or creative activity, and candidates must demonstrate a commitment to quality undergraduate teaching. Preferred Qualifications: Demonstrated achievement in professional stagecraft, including excellence in lighting design and sce-

nic painting, demonstrated achievement at the university and professional levels in interdisciplinary/cross-disciplinary collaboration, demonstrated achievement in designing for dance and musical theatre productions, demonstrated achievement in and a proven commitment to one or more of the following areas: devised theatre processes, site specific performance, mediated performance, conceptual art/performance art installation, theatre for social change, and designing for and managing production tours. Applicants must complete an online application. To apply or view the full position description, please visit our website at: <https://gonzaga.peopleadmin.com/>. Questions about the position can be directed to Dr. Kathleen Jeffs, Chair of the Search Committee (jeffs@gonzaga.edu). For assistance with the online application, please call (509) 313-5996. Position closes on March 10, 2015, midnight, PST. Gonzaga University is a Jesuit, Catholic, humanistic institution, and is therefore interested in candidates who will contribute to its distinctive mission. Gonzaga University is an AA/EEO employer committed to diversity.



FOOTHILL-DE ANZA
Community College District

Chancellor Search

Foothill-De Anza Community College District is mounting a national search for a new chancellor to lead one of the nation's largest and most successful college districts at an exciting time in its history.

Located in the heart of Silicon Valley, Foothill-De Anza serves the communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, Sunnyvale, and portions of San Jose.

For more than 50 years, Foothill-De Anza has demonstrated excellence and innovation in academic programs and student services. As one of the largest community college districts in the United States, Foothill-De Anza provides credit classes for about 64,000 students a year. The colleges are active members of the League for Innovation in the Community College, a national consortium of leading two-year institutions.

The new Chancellor will report to the Board of Trustees and shall be the Chief Executive Officer of the District. The Board is seeking a highly qualified professional who has a strong administrative background and executive level experience in educational leadership. The new Chancellor must have a record of proven leadership ability and vision, exemplary communication skills, and most importantly, a commitment to the mission, vision, and values of Foothill-De Anza Community College District.

For the position profile and information about the search, please visit:
<http://www.fhda.edu> or visit the ACCT Searches website at: www.acctsearches.org

Applicants interested in being considered for this position please visit the ACCT Searches website at: <http://apptrkr.com/577365>

Nominations and applications will be accepted until the position is filled.

The target date for applications is: **April 24, 2015**

For additional information, nominations, and confidential inquiries please contact:
Pam Fisher, Ed.D., at pamfisher@bresnan.net or (406) 570-0516 or **Narcisa Polonio, Ed.D.**, at npolonio@acct.org or (202) 276-1983.



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Mamas, Don't Let Your Babies Grow Up to Be Writers

It's hard to avoid intertwining your work with notions of your value as a person

ASKED IF he thought he had evolved as a writer, Patrick Modiano, the most recent Nobel laureate in literature, said, "No, not really. The feeling of dissatisfaction with every book remains just as alive. I had a longtime recurring dream: I dreamt that I had nothing left to write, that I was liberated. I am not, alas. I am still trying to clear the same terrain, with the feeling that I'll never get done."

George Orwell said, "Writing a book is a horrible, exhausting struggle, like a long bout of some painful illness. One would never undertake such a thing if one were not driven on by some demon whom one can neither resist nor understand."

Hemingway was, as usual, more blunt: "There is nothing to writing. All you do is sit down at a typewriter and bleed."

Poor Joan Didion: "There is always a point in the writing of a piece when I sit in a room literally papered with false starts and cannot put one word after another and imagine that I have suffered a small stroke, leaving me apparently undamaged but actually aphasic."

And who (except Geoff Pullum and his grammarian friends) could argue with Dorothy Parker: "If you have any young friends who aspire to become writers, the second greatest favor you can do them is to present them with copies of *The Elements of Style*. The first greatest, of course, is to shoot them now, while they're happy."

More recently Amy Poehler, an actor, a comedian, and now a published author, has written, "Writing is this: hard and boring and occasionally great but usually not. ... I have told people that writing this book has been like brushing dirt away from a fossil." What a load of crap, she wrote, using a stronger word. "It has been like hacking away at a freezer with a screwdriver."

I collect comments about writing the way other people curate home exhibits of cat figurines or have closets full of black chunky-soled shoes. When I find one of these bits from fellow sufferers I think: Thank you! It's not just me! Friends, do you see what excellent company I keep?

Writing is hard. For most writers, the financial rewards are few. I know the best I can hope for—and I hope for this daily—is a nice email from a stranger letting me know that something I wrote helped. Or moved them. Or made them laugh.

In a way you're more fortunate if you view writing as a necessary task required by your job, rather than as a major part of your identity. When your work is intertwined with notions of your value as a person, you're pretty much screwed.

Not long ago a friend called with a long lament about how he was afraid he wasn't a writer anymore. He had, he said, spent seven hours on one paragraph, and it still wasn't good enough. He thought he was going to have to become a bus driver or a janitor. (Those are your choices? I asked.) He said he was a failure, a fraud.

I took a deep breath and tried to say soothing things. But I thought, Shut the hell up. How tiresome it is to hear these jeremiads, especially from people who are, on the face of it, prospering. This friend has had a long career as a writer, and his latest recently published book had been a commercial and critical



MICHAEL MORGENSTERN FOR THE CHRONICLE

success. He had, really, no freaking right to complain.

And yet complain he did. For a while I was a good friend, listening with cuticle-picking patience and reminding him of his successes. Finally I'd had it, mostly because in that moment he reminded me so much of myself. When I realized he'd become a magnifying mirror of my own bad habits and irritating ties, I said to him: "Stop having so many feelings, and just do the damn work."

Then we both laughed really hard.

My friend told me my outburst had helped him. He realized he needed to stop wasting time and emotional energy and live the old Nike slogan: Just do it. Our exchange made me wish at times my tactful friends had told me to stuff it when I went on and on (and on and on) about how hard my life was because I had to spend mornings working on a book.

During the last World Cup, many Americans, even those like me who don't give a hoot about soccer, learned about the practice of "flopping." Was that guy really hurt? He looked hurt. When I learned it was a performance, I had a moment of recognition. Yes, he may have been hurt, but nowhere near as badly as he made it out to be. I began to see myself and many of my writer friends as floppers.

I'm most likely to flop when I meet people who say they love to write, or those who don't see writing as anything more than a chore to be done after the real work has been accomplished—the "I just have to write up the results" kind of folks.

Surely there's some middle ground here, between those of us who feel as if we're bleeding on the page and those of you who are quickly wiping down the kitchen counter after the meal has been prepared and eaten. On either end of the bell curve stretches a dangerous flat line where you either care too much or not enough and the work suffers, often by not getting done.

If you want to craft something that people will want to read, you have to get used to the feeling of stuckness. You have to show up and do the work even when it feels stupid and meaningless. Sometimes it will take a whole day to write one paragraph. You must learn to sit quietly and listen to criticism, if you're lucky enough to find someone willing to give it to you. It's excruciating to reread pages you've sweated over and realize you can't use any of them. They may be fine—good, even—but they don't belong in this book. Highlight and delete.

Though let's be honest. No matter how awful writing feels, it's far from the pain of a real illness, or not being able to afford to get your car fixed, or having to teach five classes a semester on three different campuses. Yeah, writing is hard. But if it's what you get to do for your job, it's also a luxury.

When my students start to experience the inevitable thesis meltdown two months before the final result is due, when they think that it's too hard to finish, I tell them: This is what it's like to be a writer.

Then I turn to my own work and find it lacking. I want to throw everything out. I tell my friends I'm not a writer, I can't write. When things get really bad, I'll send an email to my editor detailing my plight and explain to him how much the book he's been working with me on stinks. Because he knows me and because he's an experienced editor, he'll fire back a simple response: "Your demons are right on schedule." I'll think, Right. Stop having so many feelings, and just do the damn work.

Yet I continue to collect quotes and quips from good and famous writers to remind myself my demons have a great pedigree. I try to keep them stashed away because I know they are also unsightly. ■

Rachel Toor is an associate professor of creative writing at Eastern Washington University's writing program, in Spokane.

POINT OF VIEW
RACHEL TOOR