

# THE CHRONICLE

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## COMMUNITY COLLEGES



CAROLYN KASTER, AP IMAGES

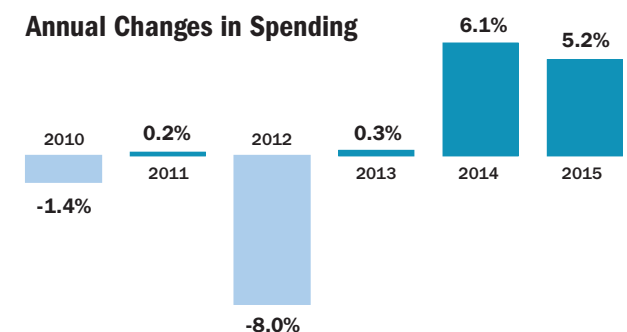
President Obama greets spectators at Pellissippi State Community College, where he announced his plan.

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Kelly Kirsch, a high-school student in Pennsylvania, brought her work for review by art schools on National Portfolio Day.

MARK MAKELA FOR THE CHRONICLE

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EDUCATION

# The Week

What you need to know about the past seven days

## Game-Changer—or DOA

THE EARLY betting in Washington is that President Obama's proposal to let millions of students **attend community colleges free** will go nowhere. For one thing, it would be expensive—\$60-billion over a decade. For another, it would require the cooperation of Congress, and now that Republicans control the Senate as well as the House, neither seems likely to pass anything that could be seen as an achievement for Mr. Obama.

Nonetheless, the president's plan—based on a similar program in Tennessee and first announced in a surprise two-minute video posted to Facebook—unnerved some people in higher education even as it drew praise from others. In particular, four-year-college presidents who already have trouble making budgetary ends meet cringed at the thought of losing even a few first- and second-year students to community colleges. And some people criticized the proposal's broad approach, saying the government should focus on those students most in need of help with college costs.

But others on campuses compared the proposal to two of the **biggest game-changers of the 20th century**—the 1944 GI Bill and the 1972 Pell Grant program. “You could easily position this within that grand narrative of educational access, of the federal government taking pretty significant steps to adapt the educational system to the realities of a changing world,” said Christopher P. Loss, an associate professor of public policy and higher education at Vanderbilt University.

The proposal is due for a high-profile mention this week in Mr. Obama's State of the Union address, but it will be interesting to see what becomes of it after that. (Read more about the president's plan on Page A4.)

## Meanwhile, in Football

The great irony of last week's first-ever **College Football Championship** game—and, really, you couldn't make this stuff up—is that the hero was Ohio State's third-string quarterback, Cardale Jones. He became the starter late in the season, after injuries took out two other quarterbacks, and right away sportswriters starting talking about him as a “sensation.” Before that, however, Mr. Jones was best known for a surprisingly frank tweet he wrote in 2012, his freshman year: “Why should we have to go to class if we came here to play FOOTBALL, we ain't come to play SCHOOL, classes are POINTLESS.”

At least the man's honest, right?

And he did lead the Buckeyes to a 42-to-20 victory over the University of Oregon. But in another embarrassment, Ohio State students got rowdy enough while celebrating the win in Columbus that police officers **put on riot gear and resorted to tear gas** (above).

Elsewhere, *The Philadelphia Inquirer* reported that Pennsylvania State University officials have been negotiating with the NCAA to return to the record books **111 football victories** that were stripped from the university in the wake of the Jerry Sandusky sex-abuse scandal. The

wins amount to about a quarter of those the Nittany Lions earned while **Joe Paterno** was the university's revered head coach.



THE BROOKE LAVALLEY, COLUMBUS DISPATCH, AP PHOTO

## Lots and Lots of Dots

Two University of Virginia fraternities said they would **refuse to sign a new agreement** worked out between administrators and the Interfraternity Council in the wake of the sexual-assault controversy stirred up by *Rolling Stone's* now-discredited article. “The fact is the university has never acknowledged that they made a mistake in suspending 25 percent of the student body that had nothing to do with an article that proved to be erroneous,” Kevin O'Neill, a lawyer representing the two fraternity chapters, told Bloomberg News. ... Saying that increased competition for students will force colleges to offer greater tuition discounts, Standard & Poor's Rating Services issued a **“negative” outlook** last week for nonprofit colleges in the United States. ... The Accrediting Commission for Community and Junior Colleges last week gave the **City College of San Francisco** two more years to meet accreditation standards. The move comes as the college and the accrediting agency await a judge's ruling in a lawsuit challenging the agency's 2013 decision to withdraw accreditation from the college, which at its peak had an enrollment of over 100,000. ... The University of Massachusetts at Amherst announced it would **stop using students as drug informants**, saying the program was “fundamentally inconsistent with our core values,” according to *The Boston Globe*.

## Sommes-Nous Charlie?

The day before *Charlie Hebdo* sold out of three million copies in a matter of hours, I happened to be visiting Randolph-Macon College, in Ashland, Va. The oldest structure on the campus is a red-brick landmark (right) completed in 1872—soon after the college moved there from Boydton, Va.—and it originally housed a pair of **competing literary societies**, one named for George Washington, the other for Ben Franklin.



CHRONICLE PHOTOGRAPH BY LAWRENCE BIEMILLER

Each had its own spacious hall, with a dais for speakers and elaborately carved chairs for officers. Paintings, busts, and heavy drapes lent an air of dignity. For decades all students belonged to one society or the other, and during meetings they offered orations, read papers, and took part in lively debates about issues of the day.

It's an interesting notion: large numbers of students decorously debating the issues of the day (or mostly decorously—the records of the Goethean Society at my own alma mater, Franklin & Marshall, mention members' occasionally “violating the decorum of Society, by calling another member an infernal liar”). Some colleges, including Randolph-Macon and F&M, still have debate teams, but nowadays they involve comparatively few students and rarely attract any more attention than, say, the golf team.

Indeed, discussing controversial issues of the day has become something of a challenge on many campuses, what with trigger warnings on the rise and job offers being rescinded because of tweets judged to be insufficiently collegial. My visit to Ashland came just a few days after David Brooks, a *New York Times* columnist, wrote of the slain *Charlie Hebdo* staffers: “If they had tried to publish their satirical newspaper on any American university campus over the last two decades it wouldn't have lasted 30 seconds. Student and faculty groups would have accused them of hate speech. The administration would have cut financing and shut them down.”

Which is quite possibly true. We live in an era when even the most well-considered and respectfully expressed opinions incite **flame wars on social media**, and when one person's idea of free speech is likely to be another's example of incitement to hatred. Agreeing to disagree and then shake hands—much less go get a beer—is an art as forgotten as the Congressional compromise.

As for satire, well, that's been the most infuriating of genres at least since Aristophanes. And the degree to which it is effective in any instance almost always depends on how much it offends some group and amuses another. I could cite the works of Swift, but satirists of his skill and grace are few and far between; more often satire seems to have about as much sophistication as a 14-year-old boy's graffiti in a bathroom stall.

So do you, in what you hope is still a free society, loftily defend it to the last? Satire, as the killings in Paris remind us, may be the ultimate test of anyone's commitment to free speech.

Which makes it a fit topic for a debate, no? If it's on your literary society's or debate team's agenda, let me know. I'll buy the beer afterward.

—LAWRENCE BIEMILLER

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THE CHRONICLE REVIEW . . . . Section B

# Obama's Free-College Plan Evokes Spirit of Historic Higher-Ed Acts

By JACK STRIPLING

WITH A PROPOSAL that would send millions of students to community colleges free, President Obama joins a line of national leaders who have asked taxpayers to foot other people's tuition bills for the greater public good.

The president's plan, still short on details, has been described by higher-education experts as a clarion call in the spirit of the original GI Bill, which became law in 1944, or the Pell Grant program, which was created by Congress in 1972. The GI Bill sent almost eight mil-

## COMMUNITY COLLEGES

lion veterans of World War II to college, and the Pell Grant program assists millions of low-income students each year.

Given the polarized political environment, there is considerable skepticism that President Obama's proposal has any realistic chance of passing through a Republican-controlled Congress. Nevertheless, the president has spawned a national conversation about whether the cost burden for community-college tuition ought to be shifted from individuals to taxpayers.

Christopher P. Loss, an associate professor of public policy and higher education at Vanderbilt University, said the Obama plan was a reaffirmation of the federal government's role in postsecondary education. The proposal has already been attacked by critics as another example of Washington overreach, but Mr. Loss said it is a logical extension of what the government already does through Pell Grants, among other student-aid programs.

"You could easily position this within that grand narrative of educational access, of the federal government taking pretty significant steps to adapt the educational system to the realities of a changing world," said Mr. Loss, author of *Between Citizens and the State: The Politics of American Higher Education in the 20th Century* (Princeton University Press, 2012).

"At one point it was enough to have universal K-12 education," he said, "but we're now in a different era."

For much of the public, that may not be persuasive. Joni E. Finney, director of the University of Pennsylvania's Institute for Re-



HIGHLAND COMMUNITY COLLEGE VIA AACCC

Obama's plan has a place in the "grand narrative of educational access," one expert says. Above, the founders of what's now Highland Community College, in Illinois, prepare to break ground in 1964.

search on Higher Education, expressed doubts that the president's use of the bully pulpit would change the fact that many taxpayers see college as a private benefit for individuals rather than a broader public good.

"I'm only cautiously optimistic about the proposal," she said. "I still think people believe in the private benefit so much. They are willing to tolerate these costs being pushed more and more to students."

As described by White House officials, the plan would cost the federal government about \$60-billion over 10 years. That would cover three-quarters of the anticipated cost, meaning participating states would have to come up with the rest.

## LESSONS OF THE GI BILL

Any president pushing a major federal higher-education program would naturally look to the passage of the GI Bill as an example. But the postwar political environ-

ment was far different from that of today. And Mr. Obama's proposal is likely to be a more difficult sell because it would extend a benefit well beyond a distinct set of individuals to whom the nation felt indebted.

Glenn C. Altschuler, co-author of *The GI Bill: The New Deal for Veterans* (Oxford University Press, 2009), said the landmark 1940s legislation was palatable to the American public because it was perceived as something akin to compensation for veterans. That is distinctly different, he said, from subsidizing the cost of college for all citizens.

"The GI's were seen as having earned this benefit, and therefore it had a different meaning to say they were going to college for free," said Mr. Altschuler, a professor of American studies at Cornell University. "They were perceived as having put their lives on the line to preserve democracy and freedom in the United States. The debate we're now having is whether or not community college

should be an entitlement."

The passage of the Servicemen's Readjustment Act of 1944, as the GI Bill was officially named, was not without controversy. Some lawmakers, for example, thought the benefit should cover only those who served in combat. But President Obama faces obstacles in Congress that President Franklin D. Roosevelt, who signed the GI Bill into law, did not, Mr. Altschuler said.

"The traditions of bipartisanship in the 1940s were simply much more robust than they are today," he said. "Having folks in both parties come together on legislation, even if it meant a larger role for the federal government, was just much more likely than it is these days, when collaboration across the aisles seems well-nigh impossible."

Even so, the very existence of President Obama's proposal has inspired hope among some community-college officials.

"There's a concern of how is this going to be funded and will it gain

## How Obama's Plan Would Work

Millions of students nationwide could be eligible for two years of free community-college tuition under a proposal President Obama outlined this month. The plan, dubbed America's College Promise and estimated to cost the federal government \$60-billion over 10 years, has an uncertain future, as it would require approval by the Republican-controlled Congress.

**Who would pay.** The federal government would pick up the tab for about three-quarters of students' tuition costs. Participating states would pick up the rest.

**Who would be eligible.** To participate, students would have to attend at least half time, maintain a 2.5 grade-point average while in college, and make steady progress toward completing their program.

**How the money could be used.** Students could use the money for academic programs that fully transfer to public four-year colleges or for job-training programs that have high graduation rates and also lead to degrees and certificates in high-demand fields.

**What states would have to do.** States would have to continue their existing higher-education spending, coordinate efforts among schools and colleges to reduce the need for remediation, and allocate a significant portion of their funds based on performance, not just enrollment.

support in Congress and the states," said Lenore P. Rodicio, provost of academic and student affairs at Miami Dade College, whose 165,000 students make it one of the nation's largest community colleges. "But the idea of even having this conversation at a level that has never occurred before has brought a lot of optimism." ■



Sara Goldrick-Rab

## Here Are the Players Who Influenced Obama's Plan

By KATHERINE MANGAN and BECKIE SUPIANO

THE WHITE HOUSE proposal to provide free community-college tuition to millions of students bears some familiar fingerprints—from a researcher who championed the idea, a nonprofit group that has pushed some of its key strategies nationwide, and of course exist-

ing plans in Tennessee and Chicago. Here are a few of the players who appear to have left their marks.

### SARA GOLDRICK-RAB

When Sara Goldrick-Rab argued that two years of college should be free—as she has repeatedly in the past year—most everyone told her that that was impossi-

ble. Sometimes there was laughter.

While the idea sounded outrageous to many, she points out that community colleges were initially meant to be free. "It's where we started," she says. "We got lost."

So President Obama's announcement has been a vindication for Ms. Goldrick-Rab, a professor of educational-policy studies and sociology at the Uni-

versity of Wisconsin at Madison.

Last spring she released a paper that proposed giving students two years of free college at any public institution. She presented it at a Lumina Foundation event in April. But even before that, Ms. Goldrick-Rab says, she discussed it with the White House's Domestic Policy Council.

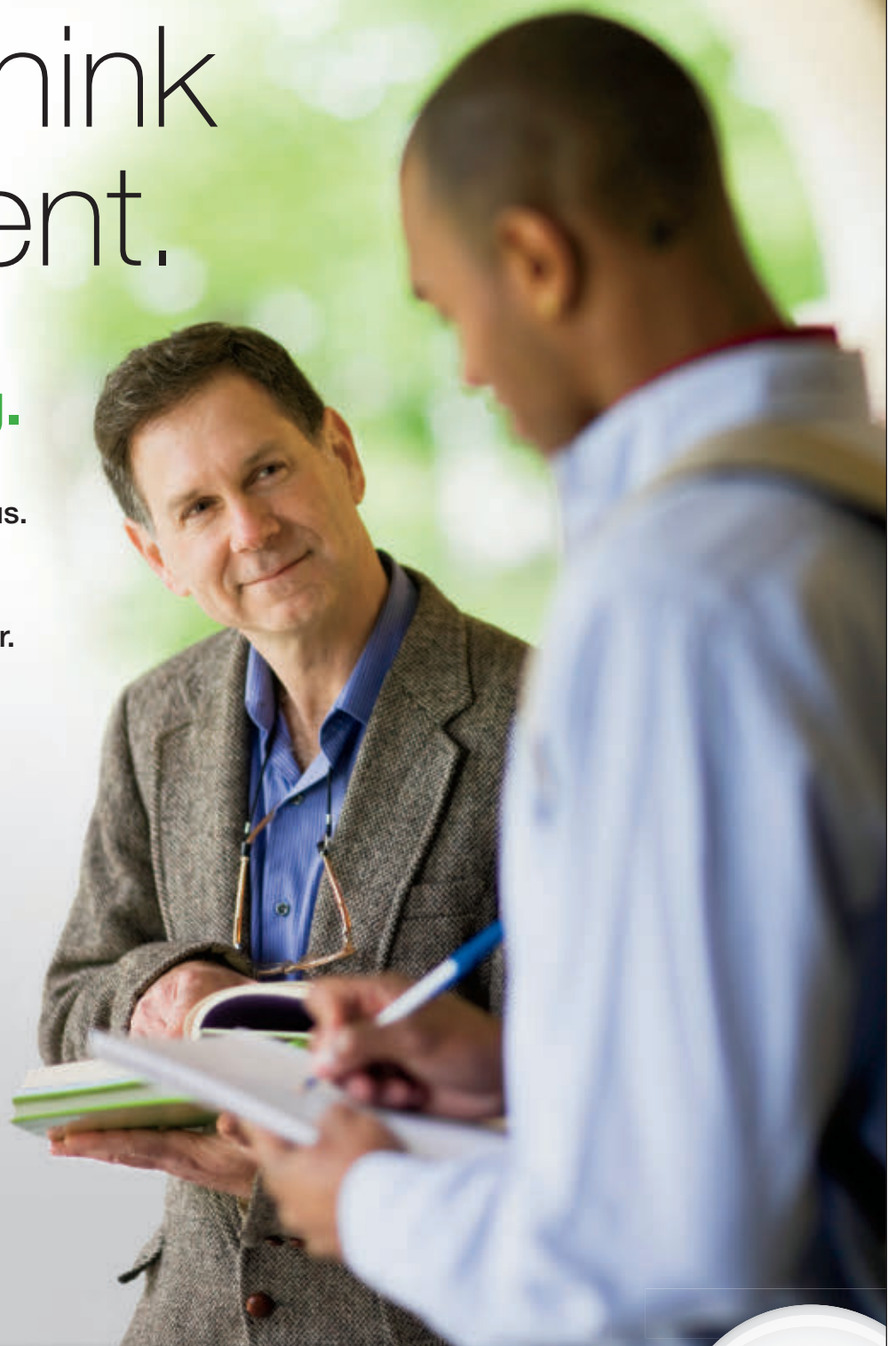
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Continued From Page A4

In the months since then, she has seen the idea gain traction in other corners of higher education. Then, last month, she got a call from an official at the White House saying it was moving forward with a free-college proposal.

The president's plan shares some key elements with Ms. Goldrick-Rab's paper, she says: Both are "first dollar" programs that cover tuition upfront and allow other aid to be used for living expenses. (The Obama administration's materials have been less than clear about whether that is, in fact, what it suggests.) Neither requires students to earn a particular grade-point average in high school to qualify. And both cover two years of college.

There are also key differences, Ms. Goldrick-Rab says. While the administration's proposal is only for community colleges, hers would apply to public four-year colleges as well. And Mr. Obama's proposal requires students to maintain a 2.5 GPA in college. Ms. Goldrick-Rab doesn't like that, noting that the average GPA for Pell Grant recipients is 2.0. But if the federal proposal gave low-income students enough support that they could cut back the hours they spend working, she adds, then they would have more time to focus on school work, perhaps leading to higher grades.

This has been an exciting moment for Ms. Goldrick-Rab, who has been frustrated by the way many policy conversations about college affordability have assumed that no additional money is available. "My entire goal," she says, "was to get the president of the United States to put the words



HAROON AHMAD

Stan Jones

'free' and 'college' together in a sentence."

#### COMPLETE COLLEGE AMERICA

Stan Jones, founder and president of this national nonprofit group, has praised the Tennessee Promise, that state's free-community-college plan, as a strategy that expands college access to students who might have thought it beyond their reach.

The group, which is financed largely by the Bill & Melinda Gates Foundation, works with states to try to streamline remedial-education programs, encourage performance-based financing, and motivate students to attend college full time. Last month it released a study at its national meeting, attended by both educators and politicians, outlining the obstacles on students' road to completion.

Mr. Jones says he was pleased

to see that the White House plan called on colleges to "adopt promising and evidence-based institutional reforms" to improve student outcomes.

"It's a false opportunity to let people start without a realistic expectation that they could complete," he says.

The White House proposal picks up many of the elements that Complete College America has advocated, but it would allow students to attend either half or full time. Both plans discourage students from working long hours and juggling a few courses here and there—a strategy that often leads to dropping out.

#### THE TENNESSEE PROMISE

Tennessee was the first and most active member of Complete College America's Alliance of States, and readily embraced many of the solutions the group was promoting, including structured schedules and remediation overhauls. Complete College America had a hand in drafting the legislation tying state funds to graduation rates and other performance measures. "We've learned from each other," Mr. Jones says of its partnership with Tennessee.

#### CUNY'S ACCELERATED STUDY IN ASSOCIATE PROGRAMS

The White House proposal urges community colleges to adopt innovative completion strategies, singling out the City University of New York's ASAP program, which Complete College America has worked to replicate on other campuses. ASAP, which waives tuition and provides focused sup-

port for full-time students, is one of the signature programs that the advocacy group regularly highlights.

The American Federation of Teachers also piled on the praise for the ASAP program, which is run by faculty and staff members who belong to the federation.

#### 'THE RACE BETWEEN EDUCATION AND TECHNOLOGY'

The proposal also draws on ideas in a 2008 book by two Harvard University economists, according to an article published online by *The New York Times* this month.

That book, *The Race Between Education and Technology*, describes historical moments in which the economy changed. In some of those cases, educational opportunity expanded to meet demand, resulting in greater prosperity for the whole country, explains Lawrence F. Katz, one of the authors. In other cases, education did not keep up, and inequality grew. Human capital, in other words, is crucial.

One period the book delves into is a century ago, at the height of the movement to make high school free and universally available, which offers a possible model for expanding college access today.

The president's proposal is "intriguing and important," says Claudia Goldin, the other author, adding that she hopes it will lead states to do more to support higher education. It could also demonstrate, she says, that college access is as desired by the "median voter" today as high-school access was back then.



JED DEKALB, STATE OF TENNESSEE

Gov. William E. Haslam (Tenn.)

In the book, the authors describe three policies they say are necessary for increasing the country's supply of college-educated workers. One is to "make financial aid sufficiently generous and transparent so that those who are college-ready can complete a four-year college degree or gain marketable skills at a community college," they write.

That's not quite saying college should be free—"I'm an economist," says Ms. Goldin. "I don't use the word 'free.'" But it is part of a strong case tying the country's economic vitality to educational attainment, something that has come through in a number of Mr. Obama's speeches, Ms. Goldin says.

While the authors weren't involved in crafting the president's free-college proposal, Mr. Katz says, "many of his advisers have told me they have read the book." ■



MARK HUMPHREY, AP IMAGES

President Obama outlined his proposal during a visit to Pellissippi State Community College, in Tennessee. But if his plan takes hold, it will affect more than two-year colleges.

## What Will the Plan Mean for Other Kinds of Colleges?

By SCOTT CARLSON and ERIC KELDERMAN

PRESIDENT OBAMA'S proposal to make community college free is getting an enthusiastic reception from two-year colleges and their advocates across the nation. Not surprisingly, though, representatives of other higher-education sectors aren't quite so bullish. One of their greatest fears: that the plan, if enacted, could end up pushing a large number of students away from their institutions and into community colleges.

Here's a look at several groups of institutions with something at stake—and at how they've responded to the proposal.

#### FOR-PROFIT COLLEGES

It's hard not to see the president's proposal as a direct shot at proprietary colleges, which have been targets of criticism from the

administration for high costs and high loan-default rates. A program that makes public community colleges free could further cut into enrollment, wrote Jeffrey R. Silber, a financial analyst at BMO Capital Markets.

"If these proposals were implemented," according to Mr. Silber,

#### COMMUNITY COLLEGES

"we believe it would have a negative impact on the for-profit sector, particularly on schools with a high percentage of associate and certificate degrees."

In addition, the plan would designate federal money specifically for community colleges, unlike existing financial-aid funds, which students can access at any participating institution. That could mean a shift in enrollments from for-profits to community colleges, said Claudia Goldin, a professor of economics at Harvard University.

Continued on Page A8



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*Continued From Page A6*

But some reasons that might drive a student to choose a for-profit college over a community college come down to convenience, not cost, said Constance A. Iloh, a higher-education researcher and Ph.D. candidate at the University of Southern California's Pullias Center for Higher Education. "These factors included being able to support family, campus proximity to home and work, flexible class schedules, and the accelerated nature of the program," Ms. Iloh wrote, with her co-author William G. Tierney, in a study published in August by the *Teachers College Record*.

A spokesman for the Association of Private Sector Colleges and Universities, the for-profit sector's main lobbying group, said that the organization would not be issuing a response to the plan.

#### PRIVATE COLLEGES

News of President Obama's initiative met with skepticism among some private-college presidents, who wonder why community colleges are being singled out as a gateway to higher education.

Small, less-selective private colleges have long struggled against a stereotype that they are expensive and mainly serve affluent students. In fact,

they enroll significant numbers of low-income, first-generation, and at-risk students, and they graduate those students at much higher rates than do community colleges. And just like two-year colleges, small four-year colleges

**"I wish the Obama administration would not leave out the small private colleges that actually do the same work that community colleges do."**

have long dealt in preprofessional programs, too.

"I wish the Obama administration would not leave out the small private colleges that actually do the same work that community colleges do," said Patricia McGuire, president of Trinity Washington University.

Some small-college presidents see Mr. Obama's proposal as something that might cannibalize their programs while sacrificing the educational experience. "Once you are into the two-year system, not all two-year colleges are the same, and they're not all good, and students don't always have the ability to discriminate," said Ed L. Schrader, president of Brenau University, a Georgia institution that has extensive preprofessional programs.

Experts can't predict if the

Obama plan would endanger small, private colleges by undercutting enrollment in the first two years. W. Scott Friedhoff, vice president for enrollment and college relations at the College of Wooster, in Ohio, said that applicants to his institu-

tion are not also considering enrolling at a two-year college. But he noted that less-selective private colleges would probably be pinched by the new plan, should it become reality.

#### BENEFITS FOR ALL

Others aren't so sure. "People already choose to go to four-year institutions, whether they are public or private, for reasons other than price," said Sarah A. Flanagan, vice president for government relations and policy development at the National Association of Independent Colleges and Universities. If the plan sends people to college who wouldn't normally enroll—and who may become transfer students at private colleges—"everyone would benefit," she said.

The impact on other public colleges could be quite different, depending on the size and mission of the institution.

Regional comprehensive universities, where most students who attend public four-year colleges are enrolled, could be the most heavily affected by the president's proposal. The American Association of State Colleges and Universities, which represents some 400 of those institutions, issued a statement warning of the long-term costs of the plan and the shifting of resources to community colleges at the expense of other sectors.

"A thorough examination must include whether such an allocation of limited federal financial resources focused on eliminating tuition at a subset of institutions for all students is the optimal strategy," the organization said.

Flagship universities—which can, in many cases, recruit students both nationally and internationally—would probably feel less competition for students from community colleges. But like public regional institutions, they are concerned that state and federal money for higher education is already scarce and could become more so if many states participate in the president's plan.

While nearly every higher-education organization is responding to President Obama's plan,

the Association of Public and Land-Grant Universities declined through its spokesman to comment on the president's proposal. "We need to learn more about the proposal before commenting," Jeff Lieberman, the group's vice president for public affairs, wrote in an email.

F. King Alexander, president of the Louisiana State University system, said he understood the concerns of the regional institutions. "If the same concept had included support for four-year institutions, you would have their full support," said Mr. Alexander, a former president of California State University at Long Beach who has spoken out in favor of a proposal to use federal aid as a way to leverage more state money. That plan, put forth by the American Association of State Colleges and Universities, would establish a "maintenance of effort" requirement, setting "a threshold of state financial support required in order to receive federal funding."

The president's plan could be "very helpful to all of higher education if it ensures that state investment increases down the road," Mr. Alexander said.

But it would be a big problem if the federal money simply supplanted state and local dollars, he said. "States have discovered this trick: Once the federal government puts its money in, they pull their money out." ■



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# When Does Unwanted Sex Become Rape?

In ambiguous encounters, students and colleges try to find the line

By **ROBIN WILSON**

**A**FTER A long Saturday of drinking, a female student was hanging out with a male classmate she'd been flirting with for years. He was charming but also a player. They'd talked about his various sexual conquests, and she didn't want to be one.

But that night they started mak-

## SEXUAL ASSAULT

ing out. It was exciting, she said, fun. When he grabbed a condom, though, she realized she didn't want to have sex. But she kept quiet, flashed him an occasional fake smile, and stared at the ceiling waiting for it to be over.

"Maybe I didn't want to disappoint him," she wrote a few months ago for the website Total Sorority Move. "It was easier to just do it." But part of her thought she'd been violated, she said. She described "this weird place in between consensual sex and rape," calling it "rape-ish."

Common understandings of rape tend to involve force, coercion, or victims who are passed-out drunk. Many students have come forward in recent years to share such experiences. Last summer, *The New York Times* published a front-page article on an alleged rape at Hobart and William Smith Colleges in which several people looked on as a football player assaulted a young woman bent over a pool table.

Other cases are less clear. Sexual interactions can be ambiguous, especially if students have been drinking but aren't incapacitated. Research shows that women engage in sex they don't want for a variety of reasons—including to avoid conflict, because they don't want to be labeled a tease, and because they feel obligated. A response to the Total Sorority Move story on the website Her Campus says rape is "a big word," but "less rapey" situations "should still be acknowledged."

As campuses grapple with preventing and responding to sexual assault, how students and colleges define rape is pivotal. And the definition may be evolving. What some people, including researchers, have seen as unwanted sex, others may consider rape. But conflating ambiguous sexual encounters and misconduct, some observers say, dilutes the concept of assault, and makes it hard for students to learn where the boundaries are.

At Washington and Lee University last winter, a couple of students were drinking at an off-campus party before going back to the young man's fraternity house. The young woman allegedly said she didn't usually agree to have sex with someone she had just met. But according to a lawsuit the man later filed, she took off her clothes and got into his bed. They had sex, the lawsuit states, later exchanged Facebook messages that they'd had a good time, and had sex again the next month.

Seven months after that, according to the lawsuit, the female student filed a report to campus officials alleging that the first encounter was assault. It is common, advocates for victims say, for someone to take days or months to come to view a sexual experience as traumatic.

In the ensuing case at Washington and Lee, the young man was found responsible for nonconsensual sex and expelled. He then sued the university. Officials there said in a written statement that their policies were consistent with federal regulations and that they were committed to treating all students fairly.

The long-held notion of rape as violent is slowly shifting, says Estelle B. Freedman, a scholar of women's history and feminist studies at Stanford University. "Most people think that to be raped you had to have bodily harm," she says. "We aren't quite used to naming coercive nonconsensual sex that doesn't involve physical harm as a crime. It still has the aura of a bad experience."

The level of drinking can be crucial. "Enough alcohol to call it rape?" the *Yale Daily News* asked in November in reporting on an alleged assault involving neither force nor the word "no." A young woman drinking with friends had exchanged text messages with a for-

**"A policy is never going to fit perfectly onto the complexity of human emotions."**

mer sexual partner over the course of an evening last March, telling him she was getting drunk and mentioning the possibility of sex. "Don't let me try to seduce you," she wrote. "Sex is awesome ... and I might try to get it from you. But I shouldn't. I don't think."

The two ended up having sex twice that night and once the next morning, according to a Yale investigation the student newspaper obtained. The female student charged her male classmate with assault. He had inferred consent, he said, based on her texts and actions. But she was "too intoxicated," according to her account in a university fact-finder's report, "to have the cognitive or emotional ability to find another solution and simply capitulated."

Even when both partners are sober, says Kathleen A. Bogle, an assistant professor of sociology and criminal justice at LaSalle University, it can be difficult for one to know the other is uncomfortable if that remains unspoken.

"My concern is that as advocates push for every scenario counting as assault, including ones where a person was secretly in their mind having doubts about it but didn't communicate that, it's problematic," says Ms. Bogle. "It will undermine

the whole movement of getting people to take rape seriously."

## 'DANCE OF AMBIGUITY'

Sexual communication is full of ambiguity. Researchers say that in consensual or even unwanted encounters, both partners are often unclear about their preferences.

Women are socialized to be gatekeepers when it comes to sex, says Kristen N. Jozkowski, an assistant professor of public health who teaches human sexuality at the University of Arkansas. If they come right out and say they'd like to have sex, they can be seen as sluts. Even if they want to, she says, women may feel they have to wait for men to initiate sex.

Men communicate in code, too, her research shows. "They say, 'If it's 2 a.m., and I text her, 'What's Up?'" she knows that means I'm interested," says Ms. Jozkowski. "That way, no one has to say 'sex.'"

Sexual interest and consent tend to be expressed through innuendo, says Deborah Davis, a social-psychology professor at the University of Nevada at Reno. "Many attempts to reject sexual advances are performed through hints, nonverbal signs of uninterest, ignoring advances, and other indirect signals," she writes with two co-authors in a chapter of a book to be published by Oxford University Press.

They call this the "dance of ambiguity," and say it serves both parties. "The initiator can try to advance the sexual agenda, but with plausible deniability that can protect the ego in case the advance is rejected," they write. "The target can accept the sexual advance without having to explicitly admit it is wanted or can reject it without explicitly rejecting the suitor."

The problem comes when people ignore or miss those signals. After an encounter, Ms. Davis says, a woman "might falsely remember saying things that she thought about but did not say to stop the situation," and a man may "falsely remember doing things that he did not do to verify the woman's consent."

But assault isn't a matter of miscommunication, victims' advocates argue. It's about one partner disrespecting and violating the other. In a study published last month, about a third of college men said they would force a woman to have sex if there were no consequences. Only 14 percent said they would consider that "rape."

## 'YES, EXCLAMATION POINT'

Researchers and advocates for victims say the only solution to stop unwanted sex is caution. And the responsibility for exercising that caution, they seem to agree, falls on men.

"What we hear a lot is that the space between consensual sex and rape is a gray area," says Nicole E. Conroy, a Ph.D. candidate at Syr-

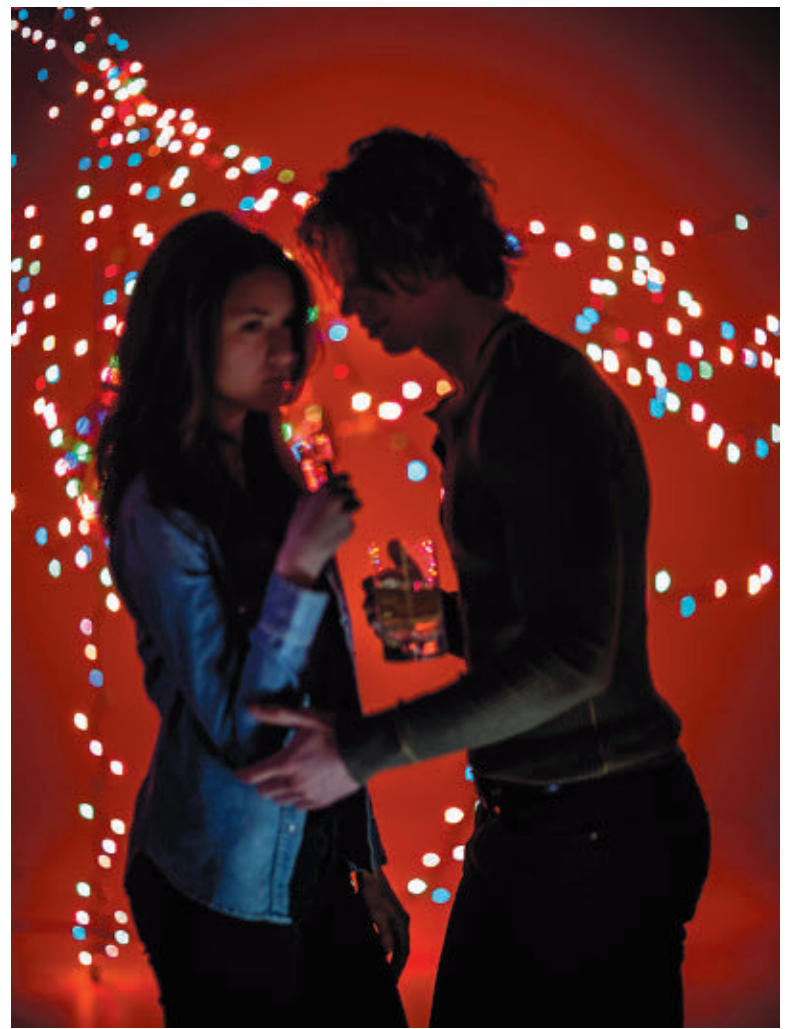


PHOTO ILLUSTRATION BY TONY CENICOLA, THE NEW YORK TIMES, REDUX

Sexual interest and consent are often expressed through innuendo and nonverbal signals, researchers say. That can make it difficult to determine what qualifies as assault.

acuse University who has studied why women may acquiesce to unwanted sexual activity even without pressure from a partner. "But if you think there are mixed signals, err on the side of caution. If the man notices his partner just isn't into it, or she is just laying there or giving token resistance, that's an indication the partner doesn't want it."

Many colleges have recently adopted affirmative-consent policies that require students to ask their partners whether they want to be intimate and to wait for a clear response—either a verbal yes or unambiguous body language. Students should obtain consent each time the encounter escalates to a new form of physical activity, some policies say.

Wesleyan University, which has a policy that requires "mutually understandable words and/or actions that clearly indicate a willingness to engage in sexual activity," suspended a male student last spring for nonconsensual kissing. Two female students had reported him: In one case, the university found him responsible, in the other not. He has sued Wesleyan. In a statement, the university said it was confident that it had handled the proceedings appropriately.

No matter the campus rules, victims' advocates say students should be crystal clear about what they want. "A policy is never going to fit perfectly onto the complexity of human emotions," says Alexandra Brodsky, founding co-director of Know Your IX, a network "empowering students to stop sexual violence." All students, she believes, should strive to achieve affirmative consent in intimate interactions. Any mixed messages mean no, she

says. "You want your partner to say yes, exclamation point."

In the case at Yale—where the young woman said she never consented to sex but was too drunk to have the cognitive or emotional ability to object—a university panel decided that the encounter was not assault. Even though she had been drinking, the panel said, in a decision published in part in the *Yale Daily News*, the young woman was aware of her actions. "Alcohol may have reduced [her] inhibitions on the night of 22 March, but her actions, taken as a whole, do not indicate that she lacked the ability to make or act on considered decisions," the panel said.

Learning to deal with mixed feelings about sex is part of becoming more mature, some experts argue. Carol Tavris, a social psychologist and a fellow of the American Psychological Association, says it's natural for a person who ends up feeling a sexual interaction was unwanted to try to find fault. And campuses are encouraging students to do that, she says, rather than to take responsibility for themselves.

"When people do something they later see as being foolish or wrong, or they were drunk, or they regret it, the easiest route of resolution is to blame the other guy," says Ms. Tavris, who speaks and writes about sexual communication. But blame is not always the best outcome, she says. "Many young women and men don't understand that when it comes to sexual interactions they need to learn and experiment. Sometimes they will make the wrong decision, in which case they are better off saying: 'That was a stupid thing to do. What was I thinking?'"

# State Spending on Higher Education Inches Up, but Fiscal Pitfalls Remain

By ERIC KELDERMAN

**A**N ANNUAL report on state spending on higher education is mostly good news, at least for the fiscal year just past.

But widen the lens, and the focus muddies: Half of the states are still appropriating less for higher education than they did five years ago.

And the prospects for future spending are clouded by falling oil prices and state lawmakers' resistance to raising taxes.

Over all, states increased appro-

## FINANCE

priations for higher education by more than 5 percent from the 2014 to the 2015 fiscal years.

That's the second consecutive annual increase after four years of declines or nominal growth, according to the "Grapevine" report, a joint project of the Center for the Study of Education Policy, at Illinois State University, and the Association of State Higher Education Executive Officers.

The annual survey is the latest sign that spending on higher education is inching its way back from the impact of the recession, when plummeting state revenues and increasing enrollments combined to push per-student spending to its lowest levels in a quarter-century.

In all, 39 states recorded one-year increases in spending on higher education, ranging from 0.1 percent in Maine to 14.6 percent in Colorado. (A 21-percent increase in Illinois reflects the state's increased contribution to pensions for college and university employees, the report said.)

But much of the national increase for this cycle is a result of the large dollar amounts added by California, Florida and Illinois. Those states make up more than a quarter of the national total. Without them, the overall increase would have been less than 3 percent.

In addition, the results for individual states vary widely—and many are still struggling economically.

## MIXED RESULTS

Among the 10 states that cut higher-education spending from 2014 to 2015, Kentucky and West Virginia had the largest decreases, 2 percent each.

Over five years, Louisiana has fared the worst. Its spending on

**Gov. Bobby Jindal, of Louisiana, already suggests cutting the higher-education budget by as much as \$300-million.**

higher education is still more than 24 percent less than it was in the 2010 fiscal year. Appropriations have fallen by more than 10 percent over that period in five other states—Arizona, Pennsylvania, Nevada, New Hampshire, and Oklahoma.

The results of this year's survey "show a checkered pattern of tentative recovery from the last recession," says a news release accompanying the Grapevine data. "Variations across states are ex-

pected to continue into the next fiscal year as energy-producing states experience revenue shortfalls in the wake of declining oil prices."

In one of those states, Louisiana, Gov. Bobby Jindal is already proposing a higher-education budget cut of as much as \$300-million. Leaders of public colleges in the state say reductions of that magnitude could result in closing some campuses.

Even some prominent state legislators among Mr. Jindal's fellow Republicans have spoken out against the proposed reductions.

At the same time, proposals to keep college affordable may restrict institutions' ability to raise tuition even as state appropriations decline.

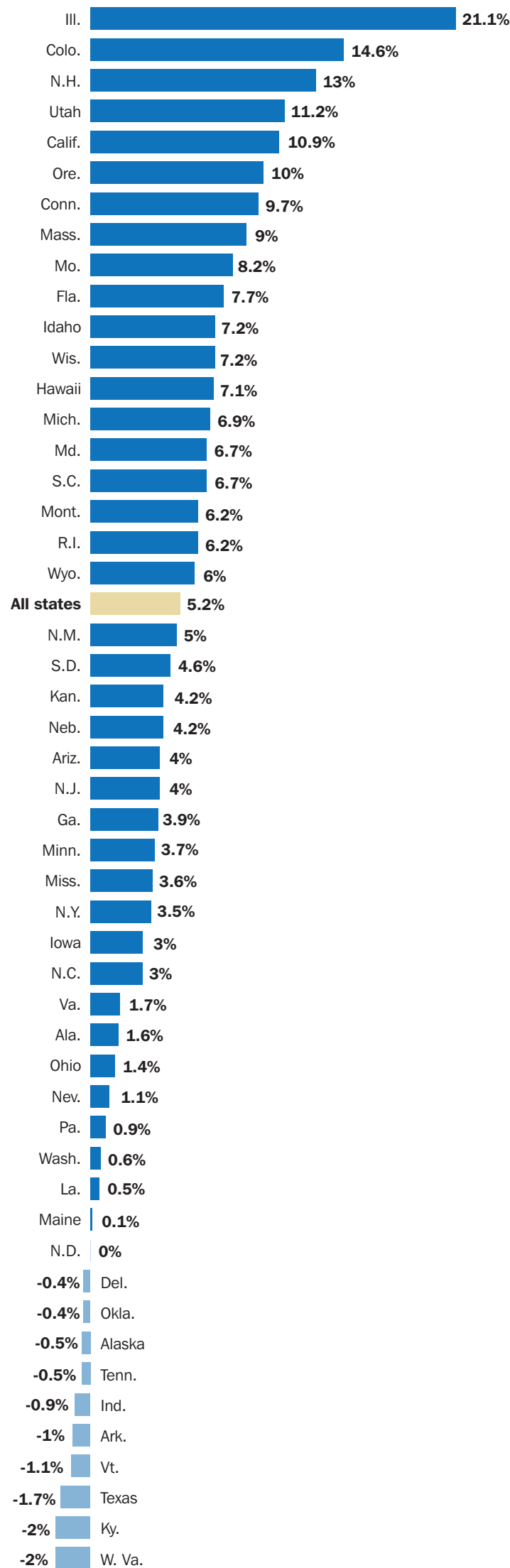
In Texas, another state that relies heavily on revenue from oil, lawmakers from both parties are considering a bill to renew the Legislature's control over college tuition. State appropriations for higher education are less than 1 percent higher than they were five years ago, according to the Grapevine figures.

Higher education could face cuts even in some states in which public colleges have fared relatively well in recent years. In Maryland, newly elected Gov. Larry Hogan, a Republican, has warned that he will not raise taxes to close the state's projected \$1-billion budget deficit.

Maryland has increased spending on higher education by nearly 15 percent since 2010, according to Grapevine figures. But preparing for the coming budget shortfall, the University of Maryland at College Park has already frozen hiring and construction. ■

## State Support for Higher Education Ticks Upward

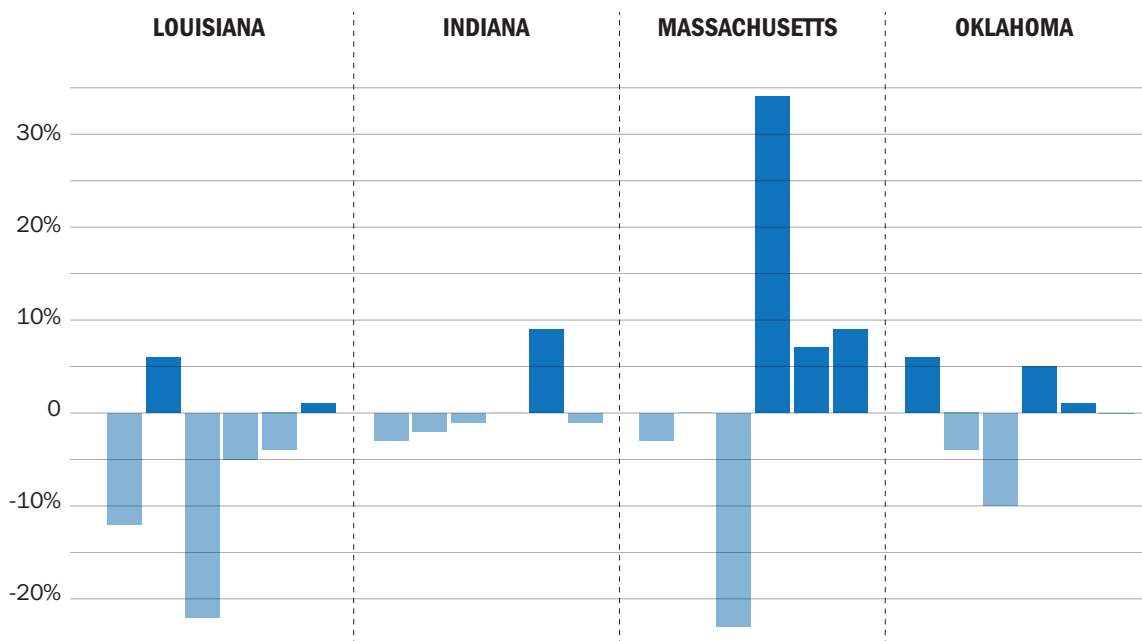
Percentage change from 2014 to 2015:



Note: Estimated 2015 figures reported by states from September to December 2014.

## How 4 States Compare

Annual percentage changes from 2010 to 2015:



Note: Estimated 2015 figures reported by states from September to December 2014.



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# Even With Legal Marijuana, Researchers Can't Score a Supply

By TOM BARTLETT

THE ATTORNEY general of Colorado recently sent letters to federal agencies including the National Institute on Drug Abuse to request permission for the state's colleges to grow marijuana in order to study it. Right now in Colorado you can buy strains of varying strength, with names like Golden Goat and Presidential Kush, for your personal enjoyment. So growing it for research purposes doesn't seem like a stretch.

Yet when it comes to marijuana research, the federal government has a long history of turning down what appear to be reasonable requests.

Ask Lyle E. Craker. In 2001, Mr.

## RESEARCH

Craker, a professor of plant and soil sciences at the University of Massachusetts at Amherst, began trying to persuade the U.S. Drug Enforcement Administration to allow him to grow marijuana for other researchers.

Mr. Craker and his sponsor, the Multidisciplinary Association for Psychedelic Studies, a nonprofit group known as MAPS, argued that the crop grown at the University of Mississippi, the only government-approved marijuana grower and supplier, was inadequate. It contained too little tetrahydrocannabinol (THC), the primary psychoactive compound, rendering it less like what people actually use and therefore not as valuable for researchers.

*The Chronicle* wrote about Mr. Craker's struggle for approval in 2005. Two years later, an administrative law judge ruled that it was in the public interest for him to be granted a license to grow marijuana and recommended that the DEA drop its objections. The agency overruled that decision in 2009, despite a letter of support for Mr. Craker signed by Massachusetts's two senators at the time, Edward Kennedy and John Kerry.

Mr. Craker asked to have the denial reconsidered in 2011, to no avail. "What happened in the course of this is that we had years of research that were wasted," he said recently. With a mixture of resignation and exasperation, the professor has more or less ended his quest.

Suzanne A. Sisley is one researcher who has had trouble get-



LANCE MURPHEY, THE NEW YORK TIMES, REDUX

Marijuana thrives at the U. of Mississippi, the only federally approved grower and supplier of the plant. But the marijuana grown there contains less of the psychoactive compound than is found in what users actually smoke, so some researchers have found it lacking in their medical studies.

ting the type of marijuana she needs. Actually Dr. Sisley, who studies whether marijuana can alleviate post-traumatic stress in veterans, has had trouble on more than one front. Until last September she was a clinical assistant professor of psychiatry at the University of Arizona. Her annual contract, however, was unexpectedly not renewed—a nice way of saying she was fired.

Even before her dismissal, she says, the university delayed responding to her request for a laboratory to conduct the study. "I guarantee that if I were a cancer researcher or any other conventional science, they would've had a lab space available to me within a month of IRB approval."

Certain state legislators in Arizona wanted her gone, she believes, because of her work on marijuana, which had been approved by the federal government. The university, she suspects, was afraid to stand up to them for fear that funding in other areas might be cut. A spokesman for the university, Chris Sigurdson, denies that the decision to let her go was made because of political pres-

sure, but said he couldn't comment further on a personnel matter.

Dr. Sisley has since received offers from other universities, though she is reluctant to accept a position in another state, because she doesn't want to abandon the veterans she treats in Arizona in her private practice.

## HARVESTED BUT UNAVAILABLE

She is also one of the principal investigators on a \$2-million research grant from the State of Colorado, but so far the federal government has been unable to provide the strains that she has requested—a constant problem, according to marijuana researchers, and the reason Mr. Craker wanted permission to grow.

In the approval process, Dr. Sisley notes, "our study reached the final hurdle in March of last year. Yet still 'we have no marijuana and no timeline or even a price sheet. When are we going to get it?'"

A spokeswoman for the institute on drug abuse, part of the National Institutes of Health, said in an email that while the marijuana for Dr. Sis-

ley's study has been harvested, it could not be delivered until more bureaucratic boxes were checked.

When Dr. Sisley lost her position at the University of Arizona, the campus institutional review board's approval went with it. So if another university does get on board, the MAPS group, which oversees Dr. Sisley's grant, must submit a revised protocol to the Drug Enforcement Administration, and to the Food and Drug Administration, and to the U.S. Public Health Service. The length of delays at each stage can be unpredictable.

Meanwhile, she notes, post-traumatic stress disorder and suicide among veterans remain serious, and effective treatments hard to come by.

Even if the researchers finally get the marijuana, it won't be exactly what they requested. Dr. Sisley wants three strains with varying levels of THC and cannabidiol, or CBD, another compound found in the plant, one thought to have therapeutic value. CBD does not produce the euphoria associated with THC. Part of what she's determining is whether changes in the ratio of the two compounds affect symp-

toms of post-traumatic stress disorder. Perhaps getting high helps, or maybe that's a side effect and it's really the CBD that eases the symptoms.

What Dr. Sisley and her fellow researchers have been promised via the institute on drug abuse are strains that don't quite match the percentages of compounds outlined in the research proposal. Such a discrepancy is no mere detail. If the study proves successful, the researchers need to know how much of each compound has the desired effect to determine the proper dosage.

Donald I. Abrams started his marijuana research in 1993, inspired by a partner with AIDS who had found marijuana to be a useful therapy. Over the past two decades, Dr. Abrams, a professor of clinical medicine at the University of California at San Francisco, has run into roadblocks both in obtaining certain types of marijuana and in getting money for his research.

He has been asked by the federal government in years past to perform animal testing on strains that are already widely used by people, illustrating the odd gap between what's available and what researchers can study. "People come up to me with cannabis products they want me to do research on, and I say, 'I can't,'" he says.

Other researchers point to Dr. Abrams as an example of someone who has learned how to do research despite onerous regulations. He's in the midst of a study on how marijuana might help reduce inflammation in people with sickle-cell disease. But to get federal funding, he proposed studying both the harm and the benefit of marijuana to patients with the disease—knowing from experience that if he emphasized only possible benefits, his application would be denied.

"It's frustrating," he says. "But my modus operandi has always been to work within the system to do the research."

The government has supplied the marijuana he needs for the study, and he gives the drug-abuse institute and the University of Mississippi credit for that. But he supports Colorado's efforts to break the monopoly on the production of marijuana for research. "I think it's worth pushing the envelope," he says, "because the system, as it is, is years behind the popular feeling." ■

# New Benefits for Athletes Trigger Talk of Cutbacks in College Sports

By BRAD WOLVERTON

AFTER YEARS of rapid spending increases in major-college athletics, a series of large new outlays, including more scholarship assistance for players, has Division I leaders on edge about their budgets.

Since December, at least four big-time programs have announced plans to eliminate sports or make multimillion-dollar cuts. The University of Alabama at Birmingham jettisoned its football program, the first top-tier university to eliminate that sport in nearly 20 years. (The

decision is under review.)

The University of North Carolina at Wilmington plans to cut men's cross country, men's outdoor track and field, and women's indoor and outdoor track and field, while adding women's sand volleyball. The College of Charleston said it would stop sponsoring swimming and diving. And Southern Methodist University is expected to cut up to \$35-million in annual operating expenses through layoffs and administrative changes.

As athletics leaders gathered last week for the National Collegiate Athletic Association's annual con-

vention, held just outside Washington, more talk of cuts was expected. A group of 10 associations of coaches planned to raise concerns about

## ATHLETICS

the elimination of teams. In recent weeks, the group has met with conference commissioners, athletic directors, NCAA leaders, members of Congress, and the U.S. Olympic Committee to try to thwart potential program cuts.

The worries stem in part from new rules, which were expected to be passed late last week, that would

allow colleges to cover the full cost of attendance for players. If colleges adopt the measure, it could add more than \$1-million each to their annual budgets.

The increased assistance—for many athletes, it would amount to an extra few thousand dollars a year for living expenses—is just one of many new benefits that programs are providing to players.

Last year, after the NCAA eased its rules on spending for athletes' meals, many colleges sharply increased their food budgets, with some spending an extra \$1-million or more to feed their athletes. Many

institutions have promised to cover tuition and other expenses for players who return for their degrees after their playing days have ended. And there is talk among athletic directors in the wealthiest leagues of providing more medical assistance for current and former athletes.

Those changes come as colleges face uncertainty over new lawsuits, including attempts to create a free market for players. Last year a federal judge ruled that the NCAA had violated federal antitrust laws by unreasonably restraining athletes from trading on their images

*Continued on Page A14*

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Continued From Page A12

and likenesses. The decision could give major-college football and basketball players the chance to earn thousands of dollars a year in deferred compensation for the commercial use of their images. The NCAA has appealed the ruling.

Legal battles like that were prompted in part by conferences' increasingly lucrative media deals and colleges' failure to share more of those dollars with players.

#### HOW TO PAY FOR IT?

As the lawsuits against the NCAA and its member colleges have multiplied, institutions have shown an increasing willingness to offer athletes more benefits. But athletics officials say they are still figuring out whether and how they can afford it.

"There is a rationale that athletes should receive more of the pie," said Michael Cross, athletic director at Bradley University, an Illinois insti-

tution that competes in the Missouri Valley Conference. "But the problem is that no one knows how to pay for it except in some limited cases."

Mr. Cross, who runs a blog focused on cutbacks in college sports called Ultimate Sports Insider, said the recent worries could be traced to the NCAA's decision last year to allow the five wealthiest conferences more leeway to spend their money as they wished.

That change, he said, has prompted programs outside of the power conferences to think harder about their priorities, with some considering putting more money into the teams that have the biggest payoff.

"At the end of the day," he said, "you have to make tough choices and choose between your children."

It's not just the have-nots that are re-evaluating their spending. Kansas State University, which has a \$66-million athletics budget, plans to spend \$1-million per year to cover players' cost of attendance. The

athletic department has upped its annual food budget by \$1.2-million.

Anticipating those changes, the university cut several hundred thousand dollars from its bowl-travel budget, said Kirk H. Schulz, its president. When the Wildcats squared off against UCLA this month in the Valero Alamo Bowl, the university decided to take fewer staff members than it had initially planned, and had some employees schedule shorter stays. The athletic department also chartered fewer flights than it had for previous bowl games, opting for commercial travel instead.

"I don't want to say that everyone said this was a great idea," Mr. Schulz said. "But athletics has got to operate as a self-sustaining group and live within their means."

Like other programs in the Big 12 Conference, Kansas State has limited the number of teams it sponsors. It offers 16 sports, the minimum required for major-college programs. Institutions that sponsor more



GETTY IMAGES

When Kansas State U.'s football team played this month in the Valero Alamo Bowl, the university decided to take fewer staff members than planned, to save money. Many flew on commercial flights, not charters.

sports than they can afford may soon face a day of reckoning, Mr. Schulz said.

"It's a very valid point for faculty at those schools to say, 'Do we need to have all those sports?'" he said. "Maybe the dollars should be used for business programs or something else."

#### COACHES TAKE THE OFFENSIVE

Such worries have led coaches to organize. In recent weeks the leaders of coaches' associations have urged their constituents to raise their voices, seeking support from alumni, parents, government officials, and business executives. According to emails the group's leaders have sent to coaches, which the leaders shared with *The Chronicle*, the goal is to "Save Olympic Sports."

One recent email encouraged coaches to "challenge the narrative of student-athlete exploitation in every conversation. Amplify the value of our programs to the institution and the contributions of our student-athletes as role models."

In an interview, officials representing coaches' associations for soccer, swimming, volleyball, and wrestling said they supported providing more benefits to athletes, but they were concerned that such moves might lead to cuts of lower-profile teams.

"There are limited ways for athletic departments to get big chunks of money," said Kathleen J. DeBoer, executive director of the American Volleyball Coaches Association. "Reducing a couple of scholarships or taking away a middle-class coaching job is just not going to give you the kind of money you're going to need."

The push to spend more money on the highest-profile sports, including added benefits for football and basketball players, will force programs to pit smaller-budget sports against one another, she said. "It's like the major sports have sinned and now the Olympic sports are going to be put into a 'Hunger Games' to see who survives."

Kyle B. Kallander, commissioner of the Big South Conference, whose institutions' athletics budgets range from \$5-million to about \$30-million a year, predicted that, before programs eliminate sports, they would probably cut scholarships or consider a scholarship-free model.

As departments wrestle with paying the new costs, Mr. Kallander said, they will have to look at developing new revenue streams, including possibly working more closely with professional leagues to help cover expenses. He said they may need to appeal to the NCAA to allow more-creative financing.

"States aren't coming through with any more dollars, and student fees are largely tapped out," he said. "It's going to be a real challenge to figure this out."

There appears to be an openness to new ways of doing business. The Knight Commission on Intercollegiate Athletics—which has an athletics-spending database that highlights what it calls unsustainable spending patterns in big-time college sports—this month released the results of a survey that explored potential new models for Division I sports.

More than 40 percent of the respondents, who included college administrators, athletic directors, and coaches, expressed a desire to explore new structures as an alternative to cutting sports. Such changes could include establishing more regional competition for certain sports, allowing programs to reduce travel costs and missed class time.

As athletics leaders weigh their next steps, some are appealing to their colleagues to tap the brakes.

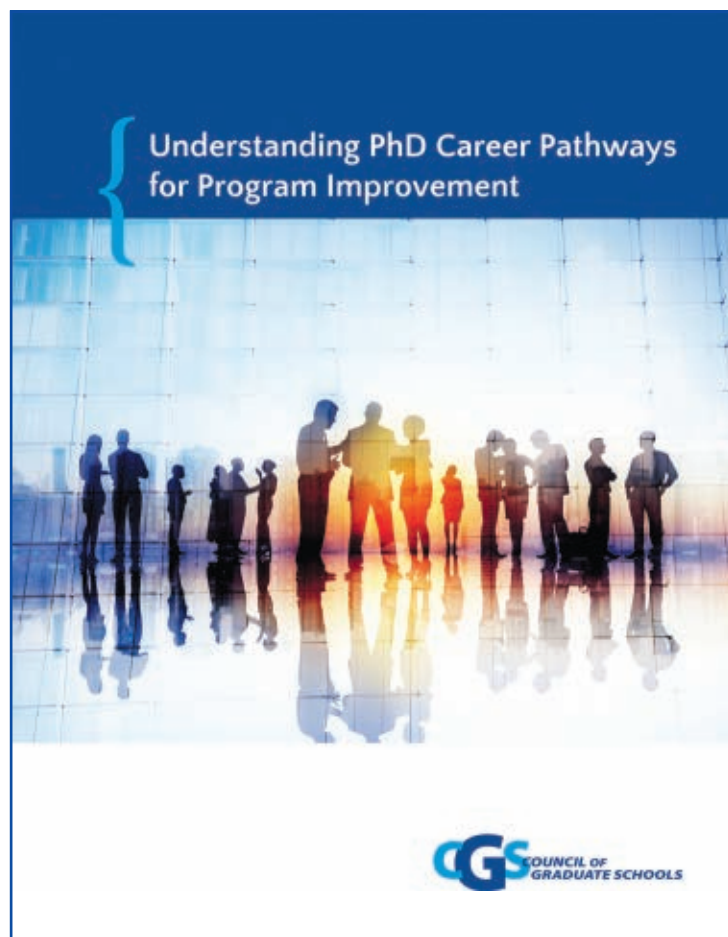
"I don't want to put us in a position where we eliminate opportunities because we made decisions in haste," said Jamie B. Pollard, athletic director at Iowa State University.

When his department was deciding how much more money to spend on athletes' nutritional needs, he said, he and his staff sought advice from players to help shape the decision.

"They didn't want us to do anything that was going to jeopardize other student-athletes in the room," Mr. Pollard said. Instead of matching the millions of dollars that other universities were planning to spend, he said, he made more modest changes, adding \$400,000 a year for players' food.

He plans to consider the same approach with other new expenses. "Sure, our players would like to have more money," he said, "but not at the expense of other student-athletes." ■

## How much do we know about the careers of PhDs?



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# Are Young Scientists Getting Enough Help From the NIH?

By PAUL BASKEN

FOR FOUR straight years recently, despite annual budget cutbacks, the National Institutes of Health managed to record steady gains in a critical measure: the share of its main grant awards won by new scientists.

Through a combination of new award programs and tweaks to existing policies, the agency fought to protect the young scientists it considered crucial to the long-term success of the nation's biomedical enterprise.

But that four-year rise ended in 2010, and in the four years since then the percentage of grants won by new researchers has flattened out. And once again, the NIH is left scrambling to figure out new approaches to avert what it fears could be a hollowing out of the nation's medical-research capabilities.

"We've done a whole lot of things" to help younger scientists get their first full-scale NIH grant, said Sally J. Rockey, the NIH's deputy director in charge of extramural research. With the problem persisting, however, "now we're thinking about other ways to reduce that age to independence," she said.

The agency is certainly facing pressure on that front. Just this month, Ronald J. Daniels, president of the Johns Hopkins University, higher education's leading recipient of NIH grant support, sounded an alarm in the pages of the *Proceedings of the National Academy of Sciences*.

Mr. Daniels said he had grown increasingly worried by the number of graduate students who were quitting academic research out of fear that it would not be a sustainable career. "Given the extraordinary promise of some of these young men and women, that represents an extraordinary loss to this country," he said in an interview.

He cited examples like Zev A. Binder, a former postdoctoral fellow in neurosurgery at Hopkins who earned recognition for his work on hard-to-treat brain tumors. Dr. Binder had hoped to have an academic career, but after an exasperating experience pursuing NIH grant support, he gave up last year and took a job with a private company.

Dr. Binder described the postdoc portion of his career as "being an indentured servant," given the low pay and years of expected service before winning a faculty post. He and his wife, who was also studying oncology at Hopkins, already had one child, he said in an interview with *The Chronicle*. "We were expecting our second, and I could not continue on a postdoc's salary. Barring winning the lottery, it just was not going to cut it."

## MEAGER BUDGETS

NIH officials recognize that widespread plight but are increasingly hamstrung. Congress roughly doubled the NIH's budget from about 1998 to 2003. But in every year since, it has given the agency annual increases below the rate of inflation.

NIH leaders, worried that younger researchers would have the hardest time surviving the lean years, offered them special help. Beginning in 2007, some NIH divisions set aside an extra share of their R01 grant money—the main category of award for university researchers—to help first-time applicants. Other divisions gave new applicants extra weight in their review scores.

It worked. The share of first-time researchers winning an R01 grant, which had hovered below 25 percent for more than a decade, jumped to 32 percent by 2010. Since then, however, the success

rate of first-time researchers has slid back. In each of the last three years, it has held at 27 percent.

That has set the NIH off to try a

## RESEARCH

new set of remedies. They include a series of awards and programs designed to foster the research and careers of young scientists. The agency also has increased its salary rates for postdoctoral students, and has required that its graduate and postdoctoral students draft formal statements of career goals.

Those steps are welcome, Mr.

Daniels said, but they're not enough. "The situation is sufficiently dire that it demands a level of ongoing vigilance and experimentation," he said.

In his article, Mr. Daniels offered at least a dozen suggestions, many of which reflect versions of the steps already being taken or evaluated by the NIH. For example, the agency announced in December that it was considering the creation of what Mr. Daniels described as an "orderly conclusion" grant for senior investigators—an award that would allow them to keep their labs for the final years of their careers without

competing against younger scientists for a new R01.

Mr. Daniels included some suggestions for universities themselves, such as relaxing the institutional expectation that obtaining an R01 would be a chief requirement for earning a faculty promotion. Yet he conceded that Hopkins itself was still struggling with what additional steps it should take to help postdoctoral students with their careers. And he said he did not have any data showing whether Hopkins was any better than other universities at moving its postdoctoral students into research careers. ■

**Richard Bausch**  
 Author of 12 novels and  
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 2012 REA Award Recipient  
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 **CHAPMAN UNIVERSITY**  
 Orange, California

# People

## Kinsey Institute Moves Beyond the Study of Sex: Now It's Love

By PETER MONAGHAN

SOME AUTHORS speculate about “the healing power of love” in romance novels. **C. Sue Carter**, the director since November of the Kinsey Institute for Research in Sex, Gender, and Reproduction, at Indiana University, explains it in molecular-biology journals.

As a pioneer in the field of behavioral neuroendocrinology, she has studied the roles of hormonal processes in how humans act and feel, including in relation to desire and love.

She says her four decades of studies convinced her that it makes no sense to view sexuality in isolation from other aspects of human sentience.

She reasons: “The same neural substrates that regulate sexual behavior regulate social bonds, regulate how we feel the emotional systems of our body. So, even if you wanted to separate them, it would not be biologically possible.”

Taking that perspective has permitted Ms. Carter to explore sex's relationships, evident or obscure, to such aspects of human experience as the sense of well-being, parenting and other forms of social

bonding, and even longevity. And that explains her selection to head the Kinsey Institute.

The zoologist **Alfred C. Kinsey** opened the institute on the Bloomington campus in 1947. It has since done groundbreaking studies of matters of the heart, and the loins, and for that matter most nooks and crannies of the human body, mind, and emotions. Kinsey conceived of an institute that would explore human sexual behavior by hosting research and housing research materials such as detailed case histories. Its generations of researchers have amassed vast databases on sexuality, but also library collections of print materials, films and videos, and artworks, photographs, and artifacts.

Now, Kinsey trustees and Indiana University administrators have asked Ms. Carter to expand the institute's research purview from understanding sexual behavior to studying, neurobiologically, “the mechanisms underlying social bonds, love, and other emotions,” **Jorge José**, Indiana's vice president for research, said in a written statement.

Ms. Carter, who is also a professor of biology at Bloomington, and who most recently was a professor



ERIC RUDD

C. Sue Carter

of psychiatry at the University of North Carolina at Chapel Hill, says she has no doubt that the study of sexuality is gaining valuable insights from neurobiological perspectives. Many researchers were resisting that approach at the time she began her career; but as she studied the role of the major sex hormones in reproductive behavior in humans and other animals, she quickly realized that they were insufficient. Once she took into account various other hormones, particularly oxytocin and vasopressin, however, “lots of things

made sense that, up to that point, just using the classical hormones like estrogen, progesterone, and testosterone, we couldn't explain.”

She has since been prominent among behavioral neuroendocrinologists who have uncovered the roles that oxytocin and vasopressin play not only in sex and intimacy, but also in medical conditions including anxiety and depression, and perhaps in autism and schizophrenia, too.

Particularly of concern to her are the possible unintended consequences of medical interventions using hormones, particularly oxytocin. In its synthetic form, Pitocin, that hormone is widely used to induce labor; Ms. Carter worries that its impact on neural circuits may affect a child's long-term social capacities and behaviors.

Research into that issue is at the core of one of the two major agenda items she is taking up as she settles in at Kinsey. “I want to create a resource center that will make it possible for other people who are interested in hormones like oxytocin to gain access to methods for measuring and studying those systems,” she says. Facilitating that will be her \$4.8-million grant from the National Institutes

of Health to study the developmental consequences of birth interventions.

Her other main action item relates to the outcomes of sexual trauma, which she calls “a huge problem on the planet” because little is known about how to mitigate its shattering effects. She says: “We need to understand this at a biological level so we can develop effective treatments and therapies.” She adds: “Perhaps by knowing the deep biology better, we can do that.”

While researchers associated with the Kinsey Institute have been devoting attention to the issue, “I think we need to put more energy and resources behind those kinds of questions.”

In a statement she wrote for colleagues about where she hopes to lead the institute, she says that “in a world increasingly inundated with fear, isolation, and trauma,” she would like Kinsey to focus on the science underlying the emerging awareness that for humans, who are inherently social, “the emotional and physical health of our species depend on our capacity to understand and foster positive emotions—such as love—and the processes—such as nurture—that allow love to heal.”

### TRANSITIONS

#### PEOPLE IN ACADEME

Submit ideas to [people@chronicle.com](mailto:people@chronicle.com) or at [chronicle.com/people](http://chronicle.com/people)

#### JOB MOVES

■ **Dean Smith**, director of Project MUSE, the electronic scholarly-journals publishing program at the Johns Hopkins University Press, since 2010, will become director of Cornell University Press in April. He will succeed **John G. Ackerman**, who retired a year ago after 26 years in the job.

■ **A. Eugene Washington**, vice chancellor for health sciences at the University of California at Los Angeles, dean of the David Geffen School of Medicine, and chief executive of the UCLA Health System, will become chancellor for health affairs at Duke University and president and chief executive of the Duke University Health System on April 1. He will succeed **Victor J. Dzau**, who stepped down from the role last June to become president of the Institute of Medicine of the National Academy of Sciences.

■ **Hank M. Bounds**, commissioner of higher education in Mississippi, will become president of the University of Nebraska in April. The previous president, **J.B. Milliken**, left last year to become chancellor of the City University of New York. **James Linder** has been serving as interim president.

■ **Melissa Harris-Perry**, a professor of politics and international affairs at Wake Forest University and an MSNBC television host, has been appointed executive director of the university's Pro

Humanitate Institute, which brings together many of Wake Forest's community-engagement efforts.

■ **Earl F. (Marty) Martin**, executive vice president of Gonzaga University, will become president of Drake University on July 1. **David Maxwell**, who has led the institution for the past 16 years, will retire.

■ **Scott C. Beardsley**, a senior partner of McKinsey & Company, will become dean of the University of Virginia's Darden School of Business on August 1. He will also be a professor of business administration there. He will succeed **Robert F. Bruner**, who will return to the faculty after having served 10 years as dean.



CFA INSTITUTE

■ **Thomas R. Robinson**, managing director for the Americas at the CFA Institute, will become president and chief executive of AACSB International, an accrediting body

and membership association for business schools worldwide, on March 1. He will succeed **John Fernandes**, who will retire after 15 years of service.

#### DEPARTURES

■ **Jeffrey Herbst** says he will step down as president of Colgate University in June, after five years in the job. **Jill Harsin**, a professor of history, will serve as interim president during the search for his successor.

■ **William J. Carroll** says he will step down as president of Benedictine University, in Illinois, next December. During his two decades at the helm, the university has grown rapidly.

■ **Elizabeth A. (Betsy) Flanagan**, vice president for development and uni-

versity relations at Virginia Tech since 2000, will step down on June 30 to become a senior fellow for advancement.

#### DEATHS

■ **Carl N. Degler**, an emeritus professor of American history at Stanford University who won the Pulitzer Prize for history in 1972, died on December 27. He was 93. The prize was for his book *Neither Black Nor White: Slavery and Race Relations in Brazil and the United States*, which re-examined the factors that led to different outcomes for black people in the two countries. Topics of some of his other books include Southern distinctiveness, women in American history, and the role of biology in shaping human behavior. He taught and did research at Stanford from 1968 until his retirement, in 1990.

■ **Sacvan Bercovitch**, a scholar who studied the Puritans and their lasting impact on American society, died on

December 9. He was 81. He was a professor of English and American literature and language at Harvard University from 1983 until he retired, in 2001. He then became an emeritus professor of American literature there. Earlier he had taught at Columbia and Brandeis Universities and the University of California at San Diego. Perhaps his best-known book is *The Puritan Origins of the American Self* (1975).

■ **James R. Nichols**, dean emeritus of the College of Agriculture and Life Sciences at Virginia Tech, died on January 6. He was 88. Mr. Nichols led the department of dairy science from 1964 to 1969. He was associate dean of the agricultural college from 1969 to 1971 and 1973 to 1975, and dean from 1975 to 1991, when he retired. While he was dean, he oversaw a tripling of the college's enrollment and the development of Kentland Farm, now a research facility that supplies some of the food for the campus dining service.

### QUOTED

“It doesn't make any sense. Cutting higher education to that magnitude would not set us back years—it would set us back generations.”

—Charles E. Kleckley,

speaker of the House in the Louisiana State Legislature and a Republican, on a proposal by Gov. Bobby Jindal that could cut funds for higher education by \$200-million to \$300-million, speaking to the Associated Press

### Physics Teacher Education Coalition

The Physics Teacher Education Coalition (PhysTEC) recognizes the following institutions for graduating 5 or more well-prepared physics teachers in the last three years. They are national leaders in addressing the severe nationwide shortage of secondary physics teachers.

#### “The 5+ Club”

##### 2013-2014

Brigham Young University (17)  
The College of New Jersey (9)  
University of Minnesota (7)  
University of Arkansas (7)  
Stony Brook University (7)  
Brigham Young University, Idaho (7)  
Illinois State University (7)  
Georgia State University (6)  
Rutgers University (6)  
Cal Poly San Luis Obispo (5)  
Kennesaw State University (5)

##### 2012-2013

University of Minnesota (9)  
SUNY, Geneseo (8)  
Michigan State University (7)  
University of Colorado, Boulder (6)  
SUNY, Oneonta (6)  
Rutgers University (6)  
Virginia Tech University (5)

##### 2011-2012

SUNY, Buffalo State (10)  
University of Minnesota (6)  
Rutgers University (6)  
University of Cincinnati (5)  
University of Texas at Austin (5)

PhysTEC is led by the American Physical Society (APS) and American Association of Physics Teachers (AAPT).

[www.phystec.org](http://www.phystec.org)

# Virginia Tech's First Lady Has 2nd Role on Campus

By MARY BOWERMAN

**L**AURA P. SANDS, a new professor in the Center for Gerontology at Virginia Tech, is devoted to doing research aimed at improving care for disabled older adults. But she negotiated to make her job only half time to spare enough hours for her other campus role, a large but unpaid one.

Her husband, **Timothy D. Sands**, became president of Virginia Tech on June 1, so she is also busy appearing at many student and alumni events. On a given day, besides analyzing large data sets for her research, she might meet with a women's science group, volunteer at a local organization that provides clothing and food to people in need, and even hand out cheese sandwiches to students who are busy studying for exams.

Assumptions about the duties of the president's spouse "have really evolved" in the past 40 years, Ms. Sands says. "It's understood that the president's spouse is expected and encouraged to involve themselves in university activities, but also recently there's a realization that they have to fulfill their own career goals as well."

Academic spouses often seek a position at the institution that their partner leads. For instance, **Francis Harper Barchi**, wife of **Robert L. Barchi**, the president of Rutgers University, is an assistant professor in the university's School of Social Work. **Noel Schulz**, Kansas State University's first lady, is associate dean for research and graduate programs in the College of Engineering, while **Charles E. Rosenberg**, who is married to Harvard University President **Drew Gilpin Faust**, is a professor of the history of science at Harvard.

At Purdue University, where her husband was provost, Ms. Sands worked full time as a professor of nursing and director of research in the School of Nursing. The new home for her research is in Virginia Tech's department of human development in the College of Liberal Arts and Human Sciences.

Ms. Sands, who has a Ph.D. in quantitative psychology from the University of California at Berkeley, brought with her to Virginia Tech two National Institutes of Health grants. They support an analysis of the environmental and social factors affecting health outcomes of older adults exposed to Hurricane Sandy. Ms. Sands says that she and **Jacqueline Leung**, a professor of anesthesiology at the University of California at San Francisco School of Medicine, recently learned that support for a third study, of what happens to patients 65 and older who suffer delirium after surgery, is likely to begin in the spring. Ms. Sands has published more than 100 articles in peer-reviewed journals.

"I'm interested in the long-

term impact of unmet needs and associated health consequences," Ms. Sands says. For example, she is examining what happens to people who say they are having trouble with daily living and need help if they don't get that support.

Ms. Sands was one of 27 tenure-track professors hired in the liberal-arts college in the fall.

**Karen A. Roberto**, director of the gerontology center, says that the faculty at the center treat Ms. Sands like any other colleague, though they joke that she "just

happens to be married to the president of our university."

"Laura really rolls up her sleeves and fits in with everyone and makes people feel at ease," Ms. Roberto says.

Ms. Sands says a big adjustment for her and her husband has been being away from their four children, all of whom went to Purdue as undergraduates. Though the Sandses' offspring lived on campus, they came home for Sunday dinner.

Now the couple, who met as students at Berkeley, are trying to fig-

ure out how Mr. Sands can fully participate in Virginia Tech's graduation ceremonies on May 15 and still be at Purdue the next morning to watch his youngest daughter graduate there.

But they have found, during a 33-year marriage that has involved several career-related moves, that communication and careful planning are key.

"It's so natural to us," Ms. Sands says. "We have always come together at the end of the day and talked about what happened."



LOGAN WALLACE

Laura P. Sands



This spring, Binghamton University will welcome Dr. Gloria Meredith as founding dean of its School of Pharmacy and Pharmaceutical Sciences.

A distinguished neuroscientist and accomplished pharmacy dean, Meredith will provide leadership in developing a school that will educate outstanding pharmacy professionals, conduct path-breaking research and contribute to advances in drug development.

With plans to welcome the first group of students in August 2017, design of a state-of-the-art facility, recruitment of faculty and development of the curriculum are well underway.

Faculty in the new school will join a distinguished group of Binghamton health science researchers who are contributing solutions to problems ranging from addiction and neurodegenerative diseases to developing more effective drug delivery mechanisms and increasing the efficacy of health systems.



Dean Meredith

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## 2014 Great Colleges to Work For®

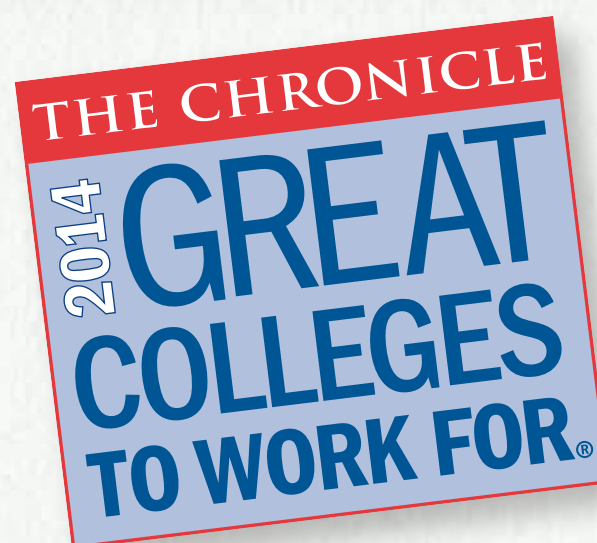
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Austin Peay State University	Lake Area Technical Institute	Slippery Rock University
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Blue Ridge Community College	Lynn University	St. Charles Community College
California State University San Marcos	Manchester University	St. Louis College of Pharmacy
College of the Ozarks	McKendree University	Texas Christian University
Columbia College	MGH Institute Of Health Professions	Texas Lutheran University
Covenant College	Miami Dade College	Texas Tech University
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Emporia State University	Northeast Mississippi Community College	University of Southern California
Endicott College	Northwest Iowa Community College	University of the Incarnate Word
Francis Marion University	Nyack College	University of Washington
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George Mason University	Regent University	West Virginia School of Osteopathic Medicine
Gettysburg College	Rio Salado College	Western University of Health Sciences
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# In Brief

## Data Point

Behind the Numbers in the News

# 15

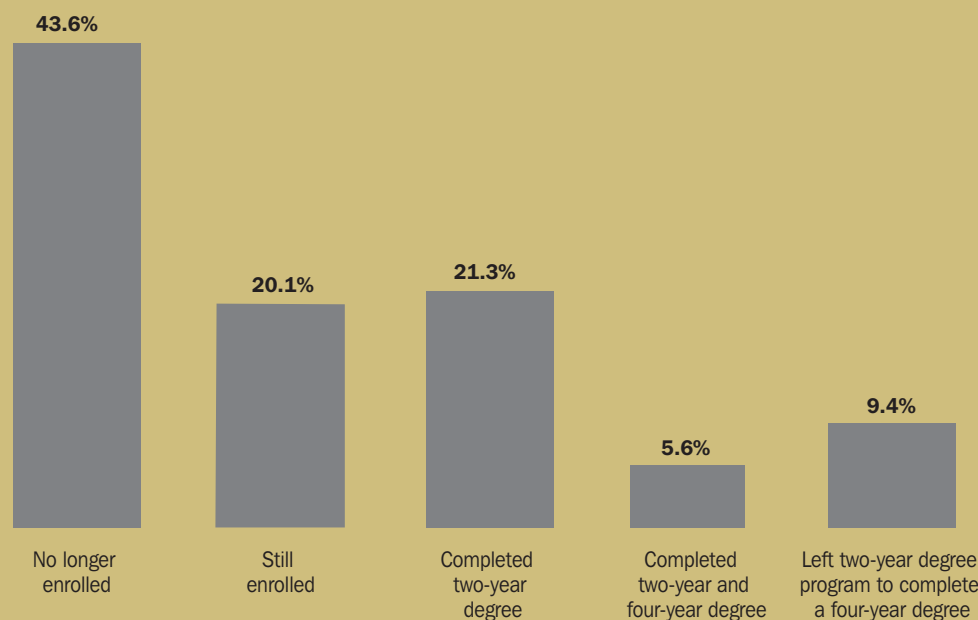
Percent of community-college students who go on to complete a bachelor's degree

### BACK STORY

Of students who attend a two-year college, about 6 percent will graduate from that program and then complete a four-year degree within six years, while around 9 percent won't finish the two-year program but will go on to get a four-year degree within that same time. Students who get the bachelor's degree have 42 percent higher earnings than those with only an associate degree, according to the Bureau of Labor Statistics. Apart from earning more, graduates with a bachelor's degree are also more likely to be employed.

### CONTEXT

#### Community-college student outcomes six years after enrollment



SOURCE: NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER, 2012

For more Data Points, visit [chronicle.com/blogs/data](http://chronicle.com/blogs/data)

### ACCOUNTABILITY

#### Tying State Money to Colleges' Performance May Not Work

A report released last week throws cold water on a trend that's been sweeping the nation for the past several years, most recently with a White House proposal that seeks to make two years of community college free for everyone.

It's called performance-based funding, and it boils down to rewarding or penalizing colleges based in part on the numbers of students they graduate or retain from year to year. Some 30 states now distribute at least a portion of their higher-education money based on those and other achievement measures. President Obama has called on states to step up those efforts.

The problem, according to the report, published by the American Educational Research Association, is that the strategy doesn't work—at least not in Washington State, where the study was conducted. Similar studies have reached the same conclusion in Pennsylvania, Tennessee, and other states, the authors say.

The approach appears to have had little or no effect on graduation or retention rates in Washington, where the only real change has been a significant increase in the number of short-term certificates issued by community colleges, credentials with limited labor-market value, the report concludes.

Advocates for the plans predict they will continue to spread, buoyed by support from major foundations, the president, and lawmakers who want to see colleges held accountable for poor graduation rates and rewarded when they turn things around.

### ENROLLMENT

#### Entrepreneur Wants to Clean Up Online College-Search Business

The Internet has hundreds of college-search sites, most of them guided not by sophisticat-

ed algorithms but by money: Colleges directly or indirectly pay the sites to get names of prospective students, and the sites give play to the colleges that are paying the most for those "leads," often without clear disclosure to the people using the sites.

John Katzman, a prominent education-industry entrepreneur and the founder of an education-search company called Noodle, says it's time "to clean up the education marketplace" involving online search.

Mr. Katzman and his company are asking Ted Mitchell, the under secretary of education, to issue a letter to all colleges advising them that they could be found liable for violating federal rules against misrepresentation if they use pay-for-good-play search sites "without a prominent, easily understood disclaimer."

The department does not regulate search sites, but it does hold a "big stick" over colleges, which must comply with its regulations to participate in the federal student-aid programs.

A department spokeswoman said last week that Mr. Mitchell was unavailable to discuss the matter.

### TECHNOLOGY

#### Bill Would Protect Student Data, but Not in Higher Education

The abundance of information being collected on students has been celebrated as an opportunity to "personalize" education. But privacy advocates have long warned that digital paper trails might leave students exposed if their personal data fell into the wrong hands.

The White House announced last week that it would be taking up the cause of student privacy, pushing legislation that would "prevent companies from selling student data to third parties for purposes unrelated to the educational mission."

However, the bill would focus on students in elementary and secondary schools, not college students, according to the White House.

### RESTORATION

#### City College of San Francisco Has 2 Years to Save Its Accreditation

City College of San Francisco will have two years to come into compliance with the standards of its accrediting agency, according to the Accrediting Commission for Community and Junior Colleges.

The accreditor granted City College "restoration status," a new classification it designed with the troubled institution in mind.

The agency rolled out the new status in June after higher-education leaders and policy makers urged it to find a way to keep the college from closing.

The move represented a major concession in the accreditor's bid to shut down the college, which it said had not made sufficient progress in fixing financial and managerial problems the commission first outlined in 2012.

### SPENDING

#### Giant Statue of Mascot Will Cost Montclair State U. \$210,000

Some students at Montclair State University are less than thrilled about the New Jersey institution's decision to build a \$210,000 statue of a red-tailed hawk, its mascot, as a way to raise school spirit on a predominantly commuter campus.

"You know what could really help school spirit? If tuition weren't so high, if there were parking spots for everyone, if everyone actually knew who their academic adviser was, and if the administration actually listened to students like they say they will," a student, Jo Landau, told the *Bergen Record*.

Trustees of the university authorized spending \$225,000 on the 12-foot sculpture. Another public institution in the state, Kean University, drew criticism in November for spending \$219,000 on a conference table.

Keep up with the latest news at [chronicle.com](http://chronicle.com)

### Corrections

■ An article about the unexpected popularity of philosophy in Germany (*The Chronicle*, January 16) misstated the circulation of *Philosophie Magazin*. It is 90,000, not 9,000.

■ An opinion article about shared governance (*The Chronicle*, January 16) omitted one author's name from the byline. He is Eugene M. Tobin.

# An Artist Draws a Path to College

By ERIC HOOVER

InFocus

ADMISSIONS

PHILADELPHIA

**A**S NOON approaches, Kelly Kirsch stands in line, waiting for the doors to open. She carries a black case full of drawings—months of work that experts will judge in minutes.

It's National Portfolio Day, held annually in major cities, when representatives from dozens of art colleges come to critique prospective students' creations. Some institutions will accept a standout portfolio—the crucial part of the overall application—on the spot. Either way, the evaluations give aspiring artists a good sense of whether they have what a college is looking for. That can influence where they end up, or if they go on to study painting or sculpture or graphic design at all.

For weeks Ms. Kirsch, 17, has tried not to think too much about how criticism might sting. “They tell you the cold, hard truth about yourself,” she says. Dwelling on that only raised her anxiety. Did she really have the skills to major in animation? Was she good enough to impress someone at her first choice, the School of Visual Arts, in New York City?

This Sunday in November promises to deliver answers. Inside the Pennsylvania Convention Center, the event's about to begin. More than a college fair, it packs the drama of the admissions process into brief one-on-one encounters. Forget grades and test scores: These appraisals get at something much closer to the bone. For an artist, to unveil your work is to lay yourself bare.

For a self-portrait assignment, Kelly Kirsch's art teacher asked the class to pick a word that described themselves.



KELLY KIRSCH



Ms. Kirsch shows artwork on her smartphone to a reviewer from the School of the Museum of Fine Arts, Boston.

MARK MAKELA FOR THE CHRONICLE

Scores of fidgeting high-school students line the hallways, waiting to meet the reviewers whose words will ring like verdicts in their ears. Some of the teenagers fire off text messages. Others stare into space. A young man, hands trembling, struggles to fill out a registration form.

As the minutes inch by, Ms. Kirsch chats with her parents and best friend, who's come for moral support. Slight and bespectacled, the artist wears a sweater, skirt, and thick-soled boots, good for hours of standing. The pumpkin roll she ate for breakfast will have to carry her well past lunchtime. Her nervousness, she says, has given way to excitement. She's eager to show off her small black sketchbook, its pages marked with colored tabs.

When noon finally comes, the doors to Hall D swing open. Coats rustle as everyone gathers up belongings. Families lug portfolio cases and cardboard tubes, black-and-white sketches and big, colorful canvases. One student pushes his paintings on a contraption he built out of lumber and shopping-cart wheels.

Inside the vast exhibit hall, admissions officers and instructors representing about 60 colleges stand behind long tables bearing their names. Pratt Institute. Virginia Commonwealth University. California Institute of the Arts. Within minutes, the Rhode Island School of Design attracts a swarm.

Ms. Kirsch barely notices. She heads straight for the School of Visual Arts table. She arrives before anyone else.

**F**OR MOST of us, confidence comes in dribs and drabs. Ms. Kirsch learned as much while preparing for National Portfolio Day.

Growing up in Coopersburg, Pa., she filled sketchbooks with drawings of friends and comics starring characters she dreamed up. She often imagined life as a professional artist. During her sophomore year of high school, she decided doodling wasn't enough. She resolved to get serious, study her surroundings, master the human form. When she found drawings she liked, she would copy them line by line to absorb what other artists had done.

Ms. Kirsch's blooming talent impressed her mother, who teaches middle school, and her father, who sells chemicals and adhesives. They admired her quiet determination. When she asked to attend a camp for young artists at Temple University last summer, they happily wrote a \$750 check.

Ms. Kirsch spent two weeks at a Portfolio Boot Camp run by Temple's Tyler School of Art, which emphasizes the observational drawing skills that colleges seek. Surrounded by other students, she learned how to layer colors, transition from dark to light. Don't draw hard lines around objects, the instructor said: Those lines aren't really there. The students all completed still lifes and portraits of nudes.

For her first pastel piece, Ms. Kirsch drew herself, mouth slightly open, ghostly blues behind her glasses. "People say I look startled and scared all the time," she said one August afternoon at Tyler. What could she tell them? "That's my face, man."

Still, she was anxious that day, pacing around a studio full of teenagers, their knees and foreheads smudged with charcoal and Conté crayon. She fretted about how her work compared with that of her peers. Beyond camaraderie, the camp offers "the misery," one Temple official put it, "of seeing how good others are."

When Grace Ahn, senior admissions counselor at Tyler, came by to talk to the group, Ms. Kirsch pulled her aside. "I guess I just need reassurance. This girl's my age," she said, pointing to another student's drawing, "and she's all ready to go."

Ms. Ahn smiled and shook her head. "Don't compare. You have solid work," she said, staring at two of Ms. Kirsch's portraits on a wall.

*Continued on Following Page*

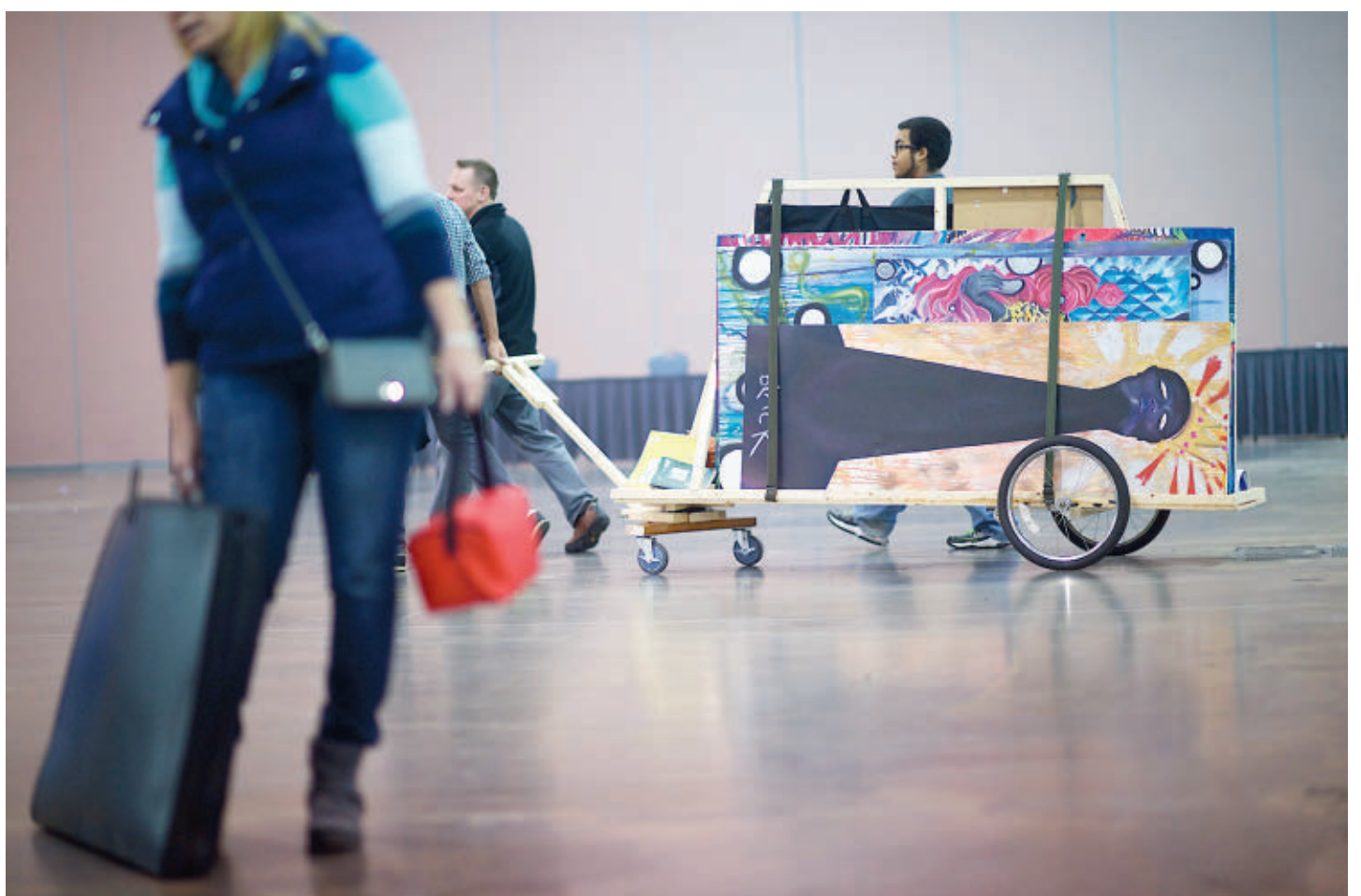


MARK MAKELA FOR THE CHRONICLE



MARK MAKELA FOR THE CHRONICLE

**For an artist,  
to unveil your  
work is to lay  
yourself bare.**



MARK MAKELA FOR THE CHRONICLE

Reviewers try to speak constructively yet frankly; they don't want to dash dreams. Above, a student hauls his works on a cart he built.



MARK MAKELA FOR THE CHRONICLE

High-school students line up to show their work at a National Portfolio Day event in Philadelphia, where dozens of art schools critique students' work, including drawings, paintings, sculpture, and other creative forms. Portfolio Days take place all around the country; lines for competitive schools like the Rhode Island School of Design are the longest.

## What if she went back? Was she allowed to line up again, with a different counselor?

*Continued From Preceding Page*  
“Both of these show depth of drawing. These are two really strong pieces.”

Ms. Kirsch described a flaw in one of them—the leg of one of the nudes was not quite right. “Kelly!” a classmate chimed in from behind an easel. “You need to stop self-critiquing! You do this all day.” Another student added: “Show her your sketchbook!”

From her backpack Ms. Kirsch plucked the small black notebook and opened it. Ms. Ahn squatted down and examined several pages. “You’re in great shape,” she said after a few minutes. “Don’t worry. Keep on it.”

Returning home from camp, Ms. Kirsch worked hard. She downloaded animation software, teaching herself how to set drawings in motion. When her senior year began, she completed three more pieces in art class, accruing the 15 or so she would need for her portfolio. She stayed after school to paint the Alps on the set of this fall’s production of *The Sound of Music*.

Among her recent work is a four-page comic book about a quiet boy with mysterious powers who must save an old woman’s shop full of dying plants. *Plant Boy*, as Ms. Kirsch calls it, was inspired by *Steven Universe*, a Cartoon Network series about a band of intergalac-

tic warriors whose magical powers flow from gemstones embedded within them.

The critically acclaimed show was created by the artist and writer Rebecca Sugar, who in 2013 became the first woman to land a solo show on the network. “My hero,” Ms. Kirsch says of Ms. Sugar, whose alma mater is none other than SVA, the School of Visual Arts.

**A** LONG-AWAITED moment sometimes dissolves all too quickly. Since visiting SVA in New York a few weeks earlier, Ms. Kirsch has anticipated this chance to share her work.

Now, the first one at the table, she feels rushed. An admissions counselor goes through her drawings, makes a few remarks. As the line grows behind her, Ms. Kirsch senses that the reviewer is in a hurry. In about 10 minutes, the eager student gets feedback on half of the pieces she brought. And that’s it.

Still inside Ms. Kirsch’s backpack is her sketchbook. She’s proud of what’s in there, her study of facial expressions and body language, which animators must master. She had planned to show her favorite pages. But she walks away from the table without even having taken the sketchbook out.

Disappointed, Ms. Kirsch says the conversation wasn’t great or terrible, just too short: “It wasn’t as constructive as I had wanted.”

But she moves on, lining up for the School of the Museum of Fine Arts, Boston. A young woman nearby holds up a vivid portrait. “She’s really good,” Ms. Kirsch says. “You can always see my brushstrokes.”

After a 20-minute wait, it’s her turn. Virginia Casey, an admissions representative at the school, surveys Ms. Kirsch’s pastel self-portrait. “It’s beautifully done,” Ms. Casey says. “You’re doing a really good job establishing depth behind your glasses. Think of ways you could play up the texture on the page.”

This time Ms. Kirsch opens her sketchbook. She holds out her iPhone, showing animations of Plant Boy blinking his eyes and shaking his head. Ms. Casey offers praise and specific suggestions. “I’m impressed with the level of risk you’re taking,” she says. “It doesn’t have to be technically perfect, and I’d encourage you to put some color in there.” She pauses. “Keep working on Plant Boy!”

Ms. Kirsch beams as she zips up her portfolio. She briefs her mother, waiting nearby, and decides to line up for the Rhode Island School of Design.

All around her, a spectacle un-

folds. A father plops down in a beach chair—no seating, so he brought his own—and bites into an apple. A student in line perches on his tree-trunk sculpture. A golden-shoed young man strolls past Ms. Kirsch, trailed by a young woman with two-tone hair and a doll’s-head pendant.

Ms. Kirsch spots Theodora Martino, a talented friend from Temple’s summer camp. The young women hug, comparing their luck so far.

Ms. Martino, wearing a portrait of Frida Kahlo around her neck and rings on eight fingers, heads to the Maryland Institute College of Art. She shows her portfolio, a digital photograph of a sculpture featuring deer vertebrae she found in the woods, and one of her rings, copper and silver, which she made.

The reviewer calls Ms. Martino “a Renaissance woman” who would be a great fit at MICA. But one piece should probably come out of her portfolio, the woman says: a screen print of “Fat Cat,” a top-hatted feline with a fish in one paw, knife in the other. Minutes before, another reviewer had raved about it. “The thing about art,” Ms. Martino says, “is if it connects with something you like, you’ll like it.”

Taste is one thing, skill is another. In each portfolio, Gerard

Brown looks for evidence of the latter. Those outside the art world might think assessing a drawing is subjective, he says, “but it isn’t.”

Mr. Brown, an assistant professor at Temple’s Tyler School of Art, is reviewing portfolios today, trying to speak constructively yet frankly. Dashing dreams is no good, but neither is overinflating them. Sometimes students cry, in disappointment or relief, when their work is critiqued. Some parents stand by, even taking notes.

Typically, Mr. Brown explains, observational drawings reveal an artist’s understanding of form and space, line and tone, the fundamentals required in college. He rates each portfolio—for Temple, not the students—on a scale of 1 (“very poor”) to 6 (“outstanding”).

He also notes how well students articulate their commitment to art. Do they seem passionate, curious about the world? “We see kids who are good with their hands, but there are no ideas behind it,” he says. “Someone with wrists and brains? That’s when we get really excited.”

A couple of hours in, Mr. Brown chats with a young man in a plaid shirt who wants to study graphic design. “This one’s really strong, good use of contrast,” Mr. Brown says, leaning over a cross-contour pencil drawing. “Then you start to lose it a little bit around here.”

The young man nods and pulls out another piece. “This is how it should be done!” Mr. Brown responds. He encourages the student to draw to scale, suggests that he check out the illustrator Charley Harper. “You’re in great shape,” the professor says. The young man smiles as if he’s just won a medal.

Not all reviewers are so engaging. Some are vague or spew nothing but superlatives. “I did not just wait in line for 40 minutes to be called a ‘contender’ and receive impersonal advice,” a student tweets partway through the event.

Ms. Kirsch had come to the event braced for criticism. In RISD’s long line, she hopes to hear how she might improve her work. For nearly two hours, she has been thinking about what happened at the School of Visual Arts table, replaying the abrupt exchange, wondering if she blew her chance.

What would happen if she went back? Was she allowed to line up again, with a different admissions counselor? If the first one spotted her, what would she do?

Mr. Kirsch isn’t sure, but she keeps thinking, *I want more time*, just a few more minutes to show what she can do. She steps out of the RISD line and walks back over to her dream school.

**T**ALENT is not enough. An artist must also learn to speak up, to promote her work—even if she happens to be shy.

Ms. Kirsch’s parents have told her she hides behind her glasses. She describes them as part of her identity. This fall her art teacher asked students to express in a drawing a word that characterizes them; Ms. Kirsch chose “demure.” Using a graphite pencil, she drew a

striking self-portrait in which her glasses appear to fly farther and farther away from her face.

After the portfolio camp, Ms. Kirsch’s mother noticed a change. Her daughter seemed less reserved, more poised. So Connie Kirsch isn’t too surprised when Kelly decides to go back for another shot at SVA.

Having left the convention center for a few minutes, the elder Ms. Kirsch soon returns to find out what’s happening. She texts her daughter: “How’s it going?”

The reply: “REALLY WELL.”

The two find each other at the far end of the exhibit hall, where the aspiring artist is sitting on the concrete floor chatting with her best friend, Shannon Crossan, the

one she used to color and draw Pokemon characters with. Ms. Crossan, now studying animation at the nearby Moore College of Art and Design, has just witnessed the second review at SVA.

Connie Kirsch raises her eyebrows inquisitively. “Well?”

“Ten times better,” Kelly says.

Breathlessly, she relays some of the reviewer’s comments, how he raved about *Plant Boy*. Her friend interrupts her midsentence: “He said you would definitely be admitted!”

Ms. Kirsch’s mother suddenly realizes how encouraging the review was, and her eyes widen. “That’s sort of big, Kelly!”

“Oh yeah,” she replies, talking mile a minute. “He said, ‘Without a

question, you would get in.’ He was impressed with the sketchbook, and then I didn’t hear much else.”

Her mother claps. “Oh, that’s awesome, Kelly!”

She doesn’t have the grades, she explains, to qualify for a scholarship. Tuition alone at SVA is more than \$33,000 a year. But the school has just affirmed her potential. “At least I’m not iffy about this,” she says.

“If you were iffy,” her mother says, “we wouldn’t be here. But you belong here.” She deadpans: “I only need one kidney, right?”

They all laugh. The high-school senior says goodbye to her friend, rides home in her parents’ Hyundai, and finishes her Spanish homework. Happy, relieved, she fi-

nally goes to sleep.

Weeks later, Ms. Kirsch applies to the School of Visual Arts. The admissions counselor who conducted her second review sends her a postcard with a doodle of himself, glasses flying off his face, a nod to her self-portrait. “Your work is incredible!!” he writes. She takes this as a good sign.

As she waits for a decision, still weeks away, Ms. Kirsch continues to work on *Plant Boy*. She often sketches her ideas during an easy class, then at home at her desk. The comic’s hero eats a slew of carrots, somehow enabling himself to revive the dying plants in the old woman’s store. It’s still a bit fuzzy, she says, how a quiet kid develops immense powers overnight. ■

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## *Waiting for Us to Notice Them*

This is how we can begin to practice a 'pedagogy of presence' in our classrooms

ON COURSE

JAMES M. LANG

**O**VER THE holiday season, my youngest daughter and I had the opportunity to help prepare and serve a meal at a local soup kitchen. We worked with other volunteers in assembly-line fashion to fill plates of food for hungry folks waiting in a queue that stretched around a large room and out the door.

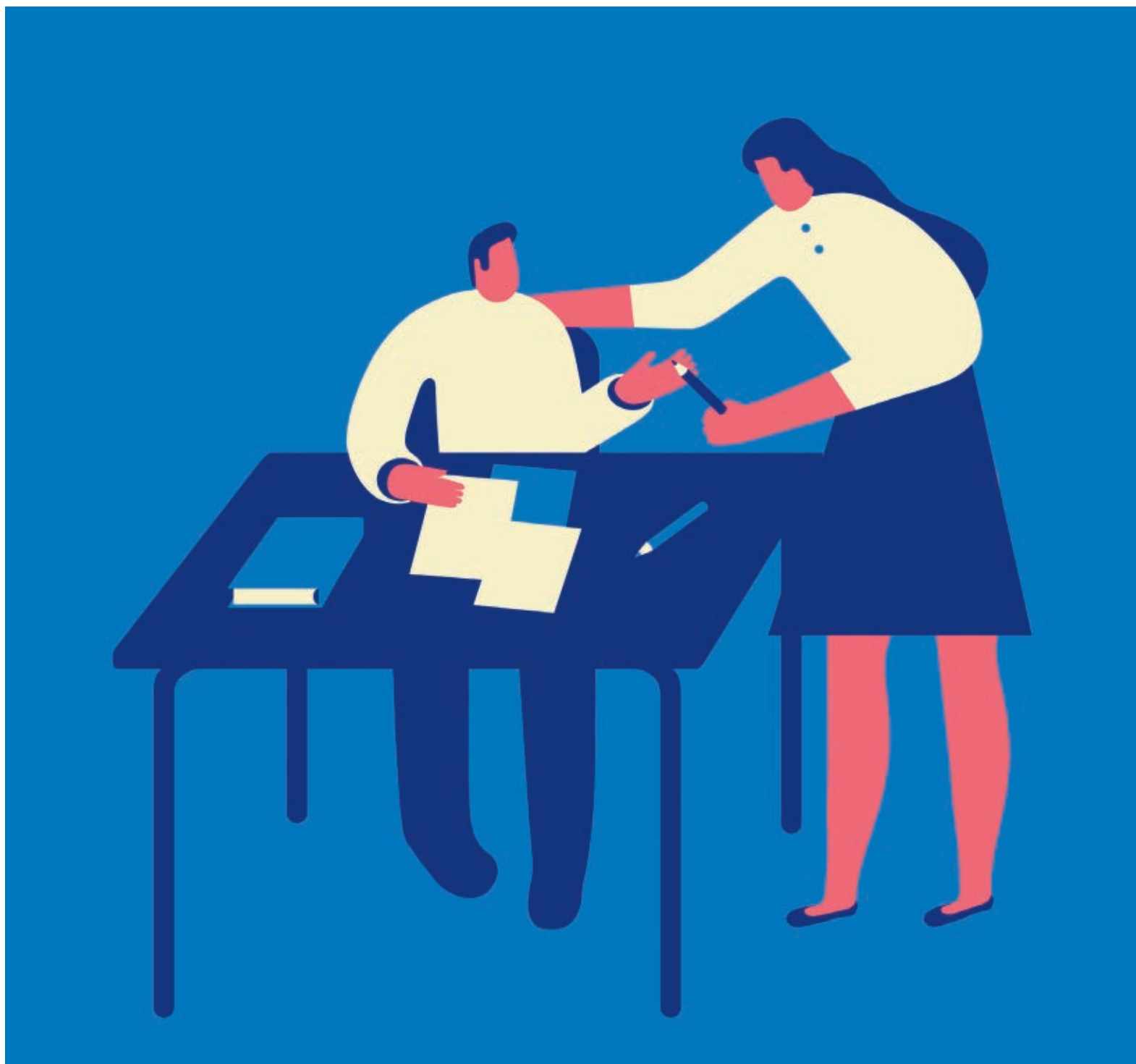
As each plate came down the line with ham and potatoes, I plopped some salad on it, and my daughter added a piece of bread and a

brownie. From there I handed the plate over a counter to a server, who gave it to the next person in line. The whole process of serving more than 200 people lasted only 45 minutes, but it was intense. With so many hungry people waiting, you wanted to get the plates filled and distributed as quickly as possible.

After 20 minutes of concentrating on my task, vaguely aware that we were doing something good but mostly focused on getting salad on the plates and keeping an eye on my 10-year-old, a man broke the invisible barrier that separated the volunteers from the

recipients of our charity. "Hey, thank you," he said, speaking loudly and directly across the counter to us. "I really appreciate what you guys are doing. Without folks like you, there wouldn't be ..."

And then he trailed off, hustled along by the volunteer server and the crush of people in line behind him. I paused and stood there listening for just a moment, a clump of salad in my (sanitary-gloved) hand. A wave of something that felt like shame passed over me. This man wanted—and deserved—more than a plate of food. He wanted to acknowledge the



transaction between us: that we had prepared food for him, and that he was grateful for it.

What he wanted with his meal, I realized, was a moment of human connection. That seemed as important to him as the food. After he passed by, I made more of an effort to look up from my task and observe the people in line. And I was surprised to note how many of them were watching the volunteers, waiting to make eye contact and say a word or two of thanks. I realized how many people had passed before me already and seen nothing but the top of my head and a gloved hand.

This month I will lead a group of students at my college on a service trip to Ecuador, but we won't be handing out plates of food, building houses, or digging wells. Instead we will be engaged in what our campus ministry coordinator calls the "ministry of presence." Our job will be to meet people in neighborhoods, at hospitals and schools, and to sit with them, play games, share meals, and hear their stories. We will be present with them and focused on them. To that end, we'll be severed from our usual ties to the world: no cellphones, no Internet, no contact with our families. By choice and by constraint, we will be present with each other and with our new neighbors in the poor quarters of Guayaquil.

As I have prepared for this trip, and learned about the notion of a "ministry of presence," I recognized that I had been neglecting that dimension of service when I was handing out meals with my daughter. I was providing food but was not really present to the people in that line—at least until that man broke the barrier between us.

Ever since, I have been experimenting with trying to make myself more present to the people in my life—to my children, my spouse, and even the people I encounter every day in the coffee shop where I have spent a lot of time writing a book during my sabbatical. And while I can't prove this concretely in any way, life seems a little more joyful to me lately. We are laughing and speaking more than usual at our family dinner table. I have had a bunch of good conversations recently with people whom I once might have only greeted in passing.

And all of that, finally, has led me to reflect upon the extent to which we as faculty members should think more about the "pedagogy of presence" in higher education—about the

value that comes from humans' being present with one another in teaching and learning.

Let me say upfront: This is not a screed against outcomes assessment or online education. I embrace the general swing in higher education toward articulating and measuring learning outcomes in a more coherent way, and providing access to underserved populations via online courses.

But in the past year or two, the more I read the literature on learning outcomes and online education, the more I feel that it misses something fundamental—something that can perhaps never be measured completely but that students view as essential. It's also been the clear message of books like *How College Works* (written by Daniel F. Chambliss and Christopher G. Takacs and published last year).

The message is that personal relationships are what students document as the most profound and memorable aspects of their college experience.

In order to have that powerful impact on our students, we have to be truly present in our classrooms. Are we? I began to wonder how many times in the past 15 years I had behaved in the classroom as I had in that food line—focused not on connecting with individual students but on the material, on the passing of the hour, on what was next in my day.

In that light, I have begun to reconsider my own daily teaching practices, which usually begin with the creation of a detailed outline for each class session, breaking down the hour into clearly defined segments: five-minute introduction; 10-minute writing exercise on Question A; 15 minutes of discussing their responses; 15-minute mini-lecture on a new topic, etc.

I don't question the value of making such plans, which ensure that I am thinking deliberately about how learning will happen in my classroom. But I know that sometimes I become more interested in sticking to my schedule than I am in the students in the room.

Being more present to my students might mean letting go of my grip on my classroom schedule. If we don't get through every scrap of the material today, we'll probably get to it in the next class session. Being more present to the students probably means pausing more frequently to check on their learning, in whatever form that might take. Undoubtedly

it means more than just stopping every now and then to ask, "Any questions?"

In a similar way, I know that sometimes I get so lost in the intricacies of a poem or a historical event we are covering that I might as well be up there speaking to a bunch of tape recorders. The story I am telling becomes more important to me than my listeners. How I love to describe the Irish potato famine, for example, and its devastating human consequences, to the students in my survey course on British literature. How I love to march them through my interpretation of the saturated language and rich imagery of a poem like Dylan Thomas's "Fern Hill."

Having that kind of enthusiasm for the course material isn't a bad thing. Enthusiasm in the classroom can be contagious, and of course we should love our subject matter. The problem arises when we become so engrossed in our performance that we sever our connection with the audience. Great classroom lecturers might not carry into the classroom what great actors in theater know: You are always seeking connections with the audience rather than just with the material.

Even more troublesome is the challenge of making ourselves present as instructors in online environments. I don't have any easy solutions. Heck, I'm not convinced there are easy answers for how to be more present even in face-to-face classrooms. Faculty members can be just as absent in a flipped classroom as they can in a lecture, although it seems to me that classroom structures that require frequent student-faculty interaction provide more opportunities for a pedagogy of presence than traditional teaching methods like lectures.

As a profession, I think we have to keep asking ourselves these difficult questions even if they have no easy answers: Are we handing out plates of knowledge without offering students a human connection? And while we stand up at the front talking, are students sitting out there in the seats, waiting for us to notice them and to step into their presence? ■

*James M. Lang is director of the Center for Teaching Excellence and a professor of English at Assumption College, in Worcester, Mass. He's on sabbatical this year. His most recent book is Cheating Lessons: Learning From Academic Dishonesty. Follow him on Twitter at @LangOnCourse.*

## Obama's Plan Focuses Where It Should— on Our Neediest Students

AT ONE point on the day President Obama announced his America's College Promise proposal, #FreeCommunityCollege was the top trending hashtag on Twitter, a sign of universal interest in, if not universal acceptance of, his idea. The president's big vision is to ensure that postsecondary education is as universally affordable and accessible to as many Americans as possible. Community colleges are the logical place to realize this vision.

Whatever Congress does with the proposal, it is safe to predict that, sometime in the future, and perhaps in a form that we cannot now envision, near-full public funding for some education beyond high school for all Americans will be accepted without question. In that respect, the plan represents the federal government undertaking a responsibility that, ideally, states might have undertaken or may undertake (like in Tennessee) themselves.

With average annual full-time tuition and fees of \$3,347 for 2014-15, community colleges may appear relatively inexpensive to policy makers and the media. But paying for community college remains a steep challenge for millions of students and families.

I see this each fall at Montgomery County Community College, where before the start of the fall 2014 semester nearly 1,500 students were dropped from the rolls for nonpayment. Most of these students had built full-time schedules. They took time to meet with an adviser. Many persevered through the college's placement-testing processes. Yet they were unable to pay their tuition. We witness these dynamics all the time. Changes in tuition and fees, of just a couple of hundred dollars, can directly influence enrollment decisions.

Tuition is only the beginning of the cost of higher education, which includes books, equipment, transportation, and living expenses. To highlight this, a student at Montgomery

once told me that retention to her meant coming to class tomorrow, not coming to class from one semester to the next. She spoke of her worry each week about having the money to pay for gas to get to class and how she had to ration her attendance based on that cost.

Consequently, it is especially positive that the Promise plan appears not to be a "last dollar" program like the Tennessee one, in which money is provided only if other sources of aid do not cover tuition. By significantly lowering the cost of community college for students irrespective of their income, low- and moderate-income students would reap the Promise program's full benefits. And on average, of course, community colleges serve the lowest-income students in all of nonprofit higher education. The strength of this proposal is that it aims to help the neediest students.

Although the president's plan is short on  
*Continued on Following Page*

**KAREN A. STOUT**

*Continued From Preceding Page*  
 details, especially about what changes in state and institutional policies might accompany this new support for students, one hopes that its incentives would speed up the reforms that are already being undertaken on campuses. Some of these include acceleration of college-readiness work; stronger and more coherent associate-degree pathways; frameworks that ensure against loss of credit upon transfer; and redesign of student-support systems, including tutoring and advising—all important, given that the reduced-tuition program

would be available for a limited period.

In addition, state, and in many cases local, investment must remain strong—perhaps even stronger than at present reduced levels—to help colleges build new and relevant programs as more students look to community colleges.

All sectors of our higher-education system are important to building the future of our country. So, rightfully, subsidies in higher education come in many forms, across all sectors, and are both explicit and implicit. The president's proposal is already

being criticized for favoring one sector over others; the assertion is that students across the board need more help paying for college. I cannot argue with the latter point but would note that community-college students receive small per-student subsidies. In addition, our colleges have limited ability, at least at the current time, to provide institutional aid. Our endowments from private philanthropy, if they exist at all, are small. The president's proposal simply equalizes access, a big idea our country needs.

Some commentators have already questioned how such a pro-

posal could be paid for, regardless of whether it's a good idea. As an educator and a citizen, I would respond that budgeting is always a statement of priorities and that this priority is the right one. Early estimates are that the program would cost the federal government about \$6-billion a year. That represents less than one-tenth of the Education Department's annual budget, and the Education Department's budget in turn accounts for less than 3 percent of all federal spending. This spending trend is not congruent with education consistently being rated as one of the very highest, if not the absolute highest, of the public's budget priorities.

Naturally, a plan this ambitious carries with it a number of questions and concerns. Some of these issues include: whether setting average tuition is the base benchmark upon which to build the program; whether all states would opt to participate in the program, and the inequities that would ensue in places where they did not; the standards that would be used to determine whether individual programs qualified for support; the potential imbalances caused by some programs on a particular campus being free, while others would presumably carry the regular, much higher tuition; how out-of-state or out-of-district students would be treated; and whether developmental education programs, which remain key to the community-college mission, could be integrated into the framework.

Community colleges would also find it unacceptable if resources were diverted from other education programs to finance this proposal, particularly if the funds came from Title IV student aid. The Pell Grant program now reaches more than 35 percent of all community-college students, and any reductions in its funding would be a difficult price to pay for the Promise program.

President Obama's plan may not be perfect. But it starts a necessary conversation. Passage of the plan would send a powerful signal across the country that a new measure of educational and hence economic opportunity has been provided to all Americans, much like the original GI Bill sent a similar message. With its passage, I believe a surge of students will find their ways to the doors of colleges, and that this will be good for America.

The challenge for our colleges will be to ensure that these students leave college with a degree or credential that leads to a sustainable wage, a skill that contributes to a vibrant economy, and a quality of life that makes the educational journey worthwhile for generations to come. ■

*Karen A. Stout is president of Montgomery County Community College, in Pennsylvania.*

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# Gazette

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**Hokulani Aikau**, associate professor of Native Hawaiian and indigenous politics, to an additional post, director of general education at University of Hawaii at Manoa.

**Danielle S. Allen**, professor in the School of Social Science at the Institute for Advanced Study, to director of the Edmond J. Safra Center for Ethics and professor of government at Harvard University.

**James Barta**, interim dean of the College of Health Sciences and Human Ecology at Bemidji State University, to dean of the College of Education at Mercer University.

**Gordon Bass**, director of public safety at Jacksonville University, to director of campus security at Florida State College at Jacksonville.

**Scott Beardsley**, senior partner at McKinsey & Company, to dean of the School of Business at University of Virginia.

**Loren Blanchard**, provost and senior vice president for academic affairs at Xavier University of Louisiana, to executive vice chancellor for academic and student affairs at California State University.

**Johnny Bland**, adjunct instructor, to campus pastor at Mid-America Christian University.

**Hank Bounds**, commissioner of higher education for the Mississippi Institutions of Higher Learning, to president of University of Nebraska.

**Phyllis Callahan**, dean of the College of Arts and Science, to provost and executive vice president for academic affairs at Miami University (Ohio).

**Scott Crabill**, interim vice provost for undergraduate education, to associate dean of the School of Health Sciences at Oakland University.

**Jacob Eapen**, former vice president for administration and chief business officer at Mercer County Community College, to vice president for business and finance at the Community College of Philadelphia.

**LaVerne Evans Srinivasan**, program director of teaching and human capital management, to an additional post, vice president for education programs at the Carnegie Corporation of New York.

**Brian Fabien**, professor of mechanical engineering, to associate dean of academic affairs for the College of Engineering at University of Washington.

**Scott Franklin**, associate dean and director of the virtual campus, to dean of the School of Math and Sciences at Wayland Baptist University.

**LaDaniel Gatling II**, associate vice

president for philanthropy at Guilford College, to assistant dean of development for the School of Law at Elon University.

**David T. Harris**, professor of immunology, to an additional post, executive director of the Arizona Health Sciences Center Biorepository at University of Arizona.

**Todd Christopher Headrick**, professor and chair of the department of educational psychology and special education, to associate dean of research and statistical analysis in the College of Education and Human Services at Southern Illinois University at Carbondale.

**Jason Hendershot**, sergeant in the police department at Carnegie Mellon University, to director of public safety at Clarion University of Pennsylvania.

**Christine Hong**, interfaith relations associate at Presbyterian Church (U.S.A.), to assistant professor of worship and evangelism at Louisville Presbyterian Theological Seminary.

**Tim Hood**, executive vice president, to president of Highland Community College (Ill.).

**Meredith Jung-En Woo**, former dean of the College and Graduate School of Arts and Sciences at University of Virginia, to director of the international higher education support program at Open Society Foundations.

**Terri Kinloch**, training services manager at University of Tennessee County Technical Assistance Service, to executive director of the Center for Workforce Development at Columbia State Community College.

**David Lakey**, commissioner for the Texas Department of State Health Services, to senior vice president for population health at University of Texas Health Northeast in Tyler and associate vice chancellor for population health for University of Texas system.

**Austin Lane**, president of Lone Star College-Montgomery, to executive vice chancellor for the Lone Star College system.

**Selma Limam-Mansar**, professor of information systems, to associate dean of education at Carnegie Mellon University in Qatar.

**Richard Longo**, executive vice president and dean of admissions and enrollment services at Montserrat College of Art, to vice president for enrollment, retention and student affairs at University of the Arts.

**Liz Mahaffey**, director of online programs, to dean of online programs at Shorter University.

**Chris Makaroff**, associate dean, to

interim dean of the College of Arts and Science at Miami University (Ohio).

**Rick Marquardt**, executive director, to founding dean of the School of Petroleum and Natural Gas at Lackawanna College.

**Earl Martin**, executive vice president at Gonzaga University, to president of Drake University.

**Janeen Maxwell**, director of research at Holleran Consulting, to director of the Nonprofit Resource Network at Millersville University of Pennsylvania.

**Panayiotis Meleties**, interim provost, to provost and senior vice president for academic affairs at York College of the City University of New York.

**Deborah Merrill-Sands**, dean of the Graduate School of Business at Mills College, to dean of the College of Business and Economics at University of New Hampshire.

**Gregory Murphy**, interim vice president for institutional advancement and executive director of the foundation, to vice president for institutional advancement and executive director of the foundation at the Community College of Philadelphia.

**Denise Noldon**, president of Contra Costa College, to interim vice chancellor for student services and special programs for California Community Colleges.

**Charles Nwankwo**, former chief information resources and technology officer at Sowela Technical Community College, to vice president for information technology and media services at Chandler-Gilbert Community College.

**Paul Ohm**, associate dean of academic affairs and associate professor of law at University of Colorado at Boulder, to faculty director of the Center on Privacy and Technology and professor of law at Georgetown University.

**Martha Parham**, director of public affairs, marketing, and government relations at Coast Community College District, to vice president for marketing and public relations at the American Association of Community Colleges.

**Michael Patterson**, associate dean of student life and judicial affairs, to vice president for student affairs at Maryland Institute College of Art.

**Bill Pink**, vice president for academic affairs at Oklahoma State University at Oklahoma City, to vice president and dean of workforce development at Grand Rapids Community College.

**Gregory Reed**, professor of electri-

## NEW CHIEF EXECUTIVES

- **Earl Martin**, Drake University
- **Tim Hood**, Highland Community College (Ill.)
- **Marion Terenzio**, State University of New York at Cobleskill
- **Hank Bounds**, University of Nebraska
- **Vicki Riley**, West Virginia Northern Community College

cal and computer engineering, to an additional post, director of the Center for Energy in the School of Engineering at University of Pittsburgh.

**Vicki Riley**, vice president for academic affairs, to president of West Virginia Northern Community College.

**Rebecca Riley**, vice president for instruction at Lone Star College-Kingwood, to interim president of Lone Star College-Montgomery.

**Dean Smith**, director of Project MUSE at Johns Hopkins University Press, to director of Cornell University Press.

**Donald S. Smith**, dean of business, technology, and economic development at Black Hawk College, to vice president for academic affairs at Brookhaven College.

**Marion Terenzio**, vice president for academic affairs and dean of faculty at Bloomfield College, to president of the State University of New York at Cobleskill.

**Trish Trifilo**, distance learning specialist, to director of the virtual campus at Wayland Baptist University.

**A. Eugene Washington**, vice chancellor for health sciences, dean of the School of Medicine, and chief executive officer of the health system at University of California at Los Angeles, to chancellor for health affairs and president of the health system at Duke University.

**Gerald Porter**, acting president of Forest Institute for Professional Psychology.

## RETIREMENTS

**Herbert Grover**, dean of the School of Math and Sciences at Wayland Baptist University, effective in March.

## DEATHS

**Carl Degler**, 93, professor emeritus of history at Stanford University, December 27, 2014.

**Father Charles Froehle**, 77, former rector and dean of the School of Divinity at University of St. Thomas (Minn.), January 6, in St. Paul, Minn.

**John Gollan**, 72, former dean of the College of Medicine and professor emeritus of internal medicine-gastroenterology at University of Nebraska Medical Center, January 6, in Omaha.

**Don Huffman**, 85, professor emeritus of biology at Central College, December 16, 2014, in Pella, Iowa.

**James E. Jones Jr.**, professor emeritus of law at University of Wisconsin at Madison, November 21, 2014.

**Ruth Louise Lester**, 85, professor emeritus of health, physical education, and recreation and former coach of women's tennis at DePauw University, January 1.

**Robert Bruno Alexander Naimann**, 85, professor emeritus of chemistry and physics at Princeton University, December 10, 2014, in Hanover, N.H.

**James Nichols**, 88, dean emeritus of the College of Agriculture and Life Sciences at Virginia Tech, January 6.

**David Stoddart**, 77, professor emeritus of geography at University of California at Berkeley, November 23, 2014.

## RESIGNATIONS

**William Carroll**, president of Benedictine University, effective December 31.

**Elizabeth Flanagan**, vice president for development and university relations, Virginia Tech, effective June 30.

**G. David Gearhart**, chancellor of University of Arkansas, effective July 31.

to West Virginia U. (Morgantown, W.Va.).

**Faculty development.** To recruit more minority faculty members at Claremont McKenna, Harvey Mudd, Pitzer, Pomona, and Scripps Colleges: \$1-million to Claremont Colleges (Claremont, Calif.).

**Humanities.** To create research groups in three emerging areas at the Illinois Program for Research in the Humanities: \$2.05-million

to U. of Illinois at Urbana-Champaign (Champaign, Ill.).

**Pershing Square Foundation** 888 7th Avenue, 42nd Floor New York, N.Y. 10106 <http://pershingssquarefoundation.org>

**Scholarships.** To offer college scholarships to young undocumented immigrants with Deferred Action for Childhood Arrivals status: \$10-million over three years to TheDream.US (Washington, D.C.).

## PRIVATE GIVING

**Daniels Fund**  
101 Monroe Street  
Denver, Colo. 80206  
<http://www.danielsfund.org>

**Ethics.** To continue its principle-based ethics program: \$1.25-million to New Mexico State U., College of Business (Las Cruces, N.M.).

**Fuyao Glass North America**  
301 Halton Road, Suite E  
Greenville, S.C. 29607  
<http://www.fuyaona.com>

**Facilities.** To purchase a new facility for the China Institute: \$7-million to U. of Dayton (Dayton, Ohio).

**Kadlec Regional Medical Center**  
888 Swift Boulevard

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

**Richland, Wash. 99352**  
<http://www.kadlec.org>

**Nursing.** For its nursing program: \$17-million to Washington State U. Tri-Cities (Richland, Wash.).

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

**Academic affairs.** To develop a new academic-publishing program for mixed-media and print-based scholarship materials: \$1-million

**Sobrato Family Foundation**  
10600 North De Anza Boulevard, Suite 200  
Cupertino, Calif. 95014  
<http://www.sobrato.org>

**Education.** For a new three-year professional residency and master's degree program for novice teachers in Catholic schools within the Diocese of San Jose: \$100,000 to Santa Clara U. (Santa Clara, Calif.).

**TD Bank**  
1701 Route 70 East  
Cherry Hill, N.J. 08034  
<http://www.tdbank.com>

**Academic affairs.** For its program to help at-risk high-school students earn college credits: \$65,000 to Montgomery County Community College (Blue Bell, Pa.).

#### GIFTS & BEQUESTS

**Baylor University.** \$2-million gift from Jerry Wilson, a retired senior executive and former owner of Titan Specialties, a manufacturer of oil-field products in Pampa, Tex., and his wife, Susie. The gift will endow a professorship in religious freedom at the university's Institute for Studies of Religion.

**Cleveland State University.** \$2.3-million gift from Frank and Barbara Sullivan and Daryl and Jennifer Deckard to provide scholarships for students aging out of foster care. Mr. Deckard is general manager of Black Lab, which manufactures industrial and commercial products in Fairmount, Ohio, and Ms. Deckard is chief executive of Fairmount Santrol, which provides materials used in oil and gas exploration, in Chesterland, Ohio. Mr. Sullivan is chairman and chief executive officer of RPM International, a holding company for manufac-

turers of industrial products, in Medina, Ohio.

**Colorado State University Extension.** \$42.5-million gift from John C. and Leslie Malone to establish the Institute for Biologic Translational Therapies, which will study regenerative medicine in animals and people. Mr. Malone is chairman of the Liberty Media Group, a cable-television company in Englewood, Colo. His wife runs her own equestrian facility.

**Cornell University, School of Hotel Administration.** \$10-million gift from Bradley H. Stone, former president of global operations and development at the Las Vegas Sands Corporation. The money will endow a dean's position.

**Gustavus Adolphus College.** \$1-million gift from Robert A. Peterson, chief executive of Melton Truck Lines, in Tulsa, Okla., for scholarships.

**Louisiana State University at Baton Rouge.** \$12-million unrestricted gift from Roger H. Ogden, a commercial real-estate developer in New Orleans. Mr. Ogden graduated from the university in 1968 and is a former member of the Board of Supervisors.

**Massachusetts Institute of Technology.** \$118-million gift from Samuel Tak Lee, the head of Prudential Enterprise, an international real-estate investment firm in Hong Kong founded by his father. Mr. Lee, who holds bachelor's and master's degrees from the university, directed his gift to establish a real-estate entrepreneurship lab that will promote social responsibility among real-estate professionals worldwide.

**Minnesota State University at Mankato.** \$1-million pledge from an anonymous donor for the Col-

lege of Education. The donor's parents were both alumni.

**New England College.** \$3-million gift from Thomas P. Putnam, former chairman of the Markem Corporation, a printer-manufacturing company in Keene, N.H., his wife, Barbara, and their family. The college will rename its performing-arts center for Mr. Putnam's mother, Rosamond Page Putnam.

**Rowan University.** \$15-million gift from Henry M. Rowan, founder and chief executive officer of Inductotherm, a Rancocas, N.J., company that manufactures equipment and systems for melt shops and foundries, and his family. The university, formerly known as Glassboro State College, renamed itself after Mr. Rowan's family following a \$100-million gift two decades ago. This new gift will create an endowment for its engineering school.

**San Diego State University.** \$2.5-million gift from Conrad T. Prebys, president and owner of Progress Construction and Management, in San Diego, for its capital campaign.

—\$2.5-million gift from J. Keith Behner, a real-estate investor in San Diego, and Catherine M. Stiefel, a certified public accountant, for its capital campaign. Both donors are alumni of the university.

—\$5-million unrestricted bequest from Patrick Conway for its capital campaign. Mr. Conway received a master's degree in geography from the university in 1974.

**San Diego State University, College of Education.** \$1-million bequest from Barbara Anne Meyers to endow a scholarship fund in honor of her parents.

**Stanford University.** \$24-million pledge from Sean N. Parker, a

technology entrepreneur who founded the music-sharing service Napster and served as the first president of Facebook. Paid over two years, the gift will establish the Center for Allergy Research at the university.

**State University of New York College at Purchase.** \$5-million gift from Emily and Eugene Grant, real-estate investors from New York. The money will support the Provost's Office for Faculty and the Conservatory of Music. Ms. Grant has served on the Purchase College Foundation's Board of Trustees since 1969.

**Troy University.** \$1-million gift from Robert (Terry) Everett, a former U.S. representative of Alabama, for its new School of Science and Technology.

**University of Arizona.** \$20-million gift from Richard F. Caris, chairman of the technology company Interface, in Scottsdale, Ariz., for its astronomy department's Giant Magellan Telescope project.

**University of California at Los Angeles, Henry Samueli School of Engineering and Applied Science.** \$2.5-million gift from Mukund Padmanabhan, a researcher in statistical financial modeling for Renaissance Technologies, a New York-based hedge-fund management firm, and founder of the Guru Krupa Foundation. The gift will help establish an engineering laboratory.

**University of Colorado at Aurora.** \$1.5-million bequest from Samuel F. Jones, who died in 1946. The last remaining beneficiary of his trust recently passed away, and his will stipulated that the balance be transferred to the School of Medicine, where he worked as a professor of orthopedics until 1930.

**University of Memphis.** \$1-million

gift from James W. Ayers, chairman of FirstBank in Lexington, Tenn., and his wife, Janet.

**University of Michigan at Ann Arbor.** \$50-million gift from Ronald Weiser, the founder of McKinley Associates, a real-estate investment firm in Ann Arbor, Mich., and his wife, Eileen, for its capital campaign. Both alumni of the university, the couple also serve as vice chairs for its Campaign Leadership Board.

—\$2.5-million gift from William K. Brehm, co-founder and former executive chair of SRA International, a technology and strategic-consulting firm in Fairfax, Va., and his wife, Delores, to build a music-technology center at its School of Music, Theatre, and Dance.

**Utah State University.** \$1-million gift from Charles Denson, chairman of Teneo Sports, in New York, and former president of Nike, and his wife, Trina, to renovate its football stadium.

**Weill Cornell Medical College of Cornell University.** \$25-million gift from Ira Drukier, founder of BD Hotels, which manages boutique hotels in New York, and his wife, Gale, an audiologist. The gift will be used to establish a new institute of childhood diseases. Mr. Drukier, who holds bachelor's and master's degrees in engineering from Cornell, has served on the Weill Cornell Board of Overseers since 2012.

**Wright State University.** \$3-million gift from Ron Bullock, chairman of Bison Gear & Engineering Corp. in St. Charles, Ill., for its engineering labs.

## DEADLINES

#### AWARDS AND PRIZES

**February 10: Science, technology, and math.** The Camille and Henry Dreyfus Foundation's Camille Dreyfus Teacher-Scholar Awards program supports the research and teaching careers of talented young faculty in the chemical sciences. The criteria for selection include an independent body of scholarship attained within the first five years of the nominee's appointment as an independent researcher, and a demonstrated commitment to education, signaling the promise of continuing contributions to both research and teaching. Awardees receive an unrestricted research grant of \$75,000. The program is open to academic institutions in the states, districts, and territories of the U.S. that grant a bachelor's or higher degree in the chemical sciences, including biochemistry, materials chemistry, and chemical engineering. Nominees must hold a full-time tenure-track academic appointment, and are normally expected to have been appointed no earlier than mid-year 2009. Awardees are from Ph.D.-granting departments in which scholarly research is a principal activity. Undergraduate education is an important component of the nominee's activities. Institutions may submit only one nomination annually. Visit the foundation's website for more details. Contact: Camille and Henry Dreyfus Foundation; (212) 753-1760; [programs@dreyfus.org](mailto:programs@dreyfus.org); [http://dreyfus.org/awards/camille\\_dreyfus\\_teacher\\_award.shtml](http://dreyfus.org/awards/camille_dreyfus_teacher_award.shtml)

**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](mailto: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](mailto: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](mailto:prize@dreyfus.org); <http://dreyfus.org/awards/prize.shtml>

**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](mailto:programs@dreyfus.org); [http://dreyfus.org/awards/henry\\_dreyfus\\_teacher\\_award.shtml](http://dreyfus.org/awards/henry_dreyfus_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](mailto:communications@upjohn.org); <http://www.upjohn.org/GrantsandAwards>

**Academic affairs.** Nominations for the Chang-Lin Tien Education Leadership Awards from the Asian Pacific Fund, supporting the recognition, professional development, and advancement of Asian-Americans as leaders of colleges and universities. Contact: Rod Kyle Paras; (415) 395-9985 ext. 700; [rodkyle@asianpacificfund.org](mailto:rodkyle@asianpacificfund.org); <http://www.asianpacificfund.org/chang-lin-tien-education-leadership-awards>

**Health/medicine.** Southside Health Education Foundation offers a variety of scholarships for students pursuing an education in the health professions or continuing their education in existing health careers. The deadlines for applications are: March 1 for summer sessions; June 1 for the fall semester; and October 1 for the spring semester. Visit the foundation's website for more details. Contact: Southside Health Education Foundation; [info@shefva.org](mailto:info@shefva.org); <http://www.shefva.org/scholarships>

**Humanities.** Texas State University's College of Education offers the Tomas Rivera Mexican-American Children's Book Award annually to an author/illustrator of the most distinguished book for children and young adults that authentically reflects the lives and experiences of Mexican Americans in the U.S. The book may be fiction or nonfiction. Nominations are accepted from authors, illustrators, publishers, and

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the public at large. The deadline for nominations is November 1 of the year of publication. Visit the award's website for more details. Contact: Jesse Gainer, Texas State University; riverabookaward@txstate.edu; <http://riverabookaward.org>

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

**Humanities.** Translations of Japanese literature into English for consideration for the Japan-U.S. Friendship Commission Prize for the Translation of Japanese Literature. The Donald Keene Center of Japanese Culture annually awards \$6,000 prizes for the best translation of a modern work or a classical work, or the prize is divided between equally distinguished translations. Visit the website for more details. Contact: Donald Keene Center of Japanese Culture; <http://www.keenecenter.org/content/view/58/76>

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

**Science, technology, and math.** Sigma Xi, the Scientific Research Society, awards the William Procter Prize for Scientific Achievement annually to a scientist who has made an outstanding contribution to scientific research and has demonstrated an ability to communicate the significance of this research to scientists in other disciplines. The prize consists of a bronze statue, a commemorative certificate, and an award of \$10,000. Nominations are accepted October 1 annually. Visit the website for more details. Contact: Sigma Xi, the Scientific Research Society; [awards@sigmaxi.org](mailto:awards@sigmaxi.org); <http://www.sigmaxi.org/programs/prizes/procter.shtml>

**Science, technology, and math.** Nominations for the Draper, Russ, and Gordon prizes and Founders and Bueche awards from the National Academy of Engineering. Contact: National Academy of Engineering, 500 Fifth Street N.W., Washington, D.C. 20001; <http://www.nae.edu>

**Science, technology, and math.** The American Chemical Society Award for Encouraging Women into Careers in the Chemical Sciences,

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

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

**Science, technology, and math.** Articles published in the *American Scientist*, the bimonthly magazine of Sigma Xi, the Scientific Research Society, are eligible for the George Bugliarello Prize to be awarded for a superior interdisciplinary essay, review of research, or analytical article. Contact: American Scientist; [awards@sigmaxi.org](mailto:awards@sigmaxi.org); <http://www.sigmaxi.org/programs/prizes/bugliarello.shtml>

**April 15: Social and behavioral sciences.** Brandeis University accepts nominations for the Joseph B. and Toby Gittler Prize, which recognizes individuals who have made outstanding contributions to racial, ethnic, and/or religious relations. The award includes a \$25,000 cash prize and a medal. Both the prize and medal are presented at a ceremony that includes a reception and a public lecture by the recipient. Recipients need not be American citizens or reside in the U.S. To be considered, candidates must be formally nominated. Self nominations are not accepted. Nominations must be received by April 15 for candidates to be considered for an award to be conferred in the following academic year. Visit the university's website for more details. Contact: John Hose; (781) 736-3005; [hose@brandeis.edu](mailto:hose@brandeis.edu); <http://www.brandeis.edu/gittlerprize/index.html>

**Other.** The Breast Cancer Society is accepting applications for its Empower One Scholarship and Hope Scholarship programs. The programs assist those who have been affected by breast cancer with obtaining a college degree or trade certificate. Visit the organization's web-

site for more details. Contact: Breast Cancer Society; (888) 470-7909; [info@breastcancersociety.org](mailto:info@breastcancersociety.org); <http://www.breastcancersociety.org/programs/empower-one-scholarship-fund>

## FELLOWSHIPS

**February 1: Science, technology, and math.** The Society of Woman Geographers (SWG) invites applications for the 2015-16 Evelyn L. Pruitt Doctoral Dissertation Research Fellowships from female scholars enrolled in Ph.D. programs in geography or in geographical aspects of allied fields. Applicants must be enrolled in a Ph.D. program in the U.S. or Canada during the 2014-15 academic year. Preference will be given to those who have completed comprehensive examinations, will have an approved dissertation research proposal by fall 2015, and will be engaged in their research in 2015-16. The fellowship is open to U.S. and Canadian citizens as well as international students enrolled in doctoral programs in the U.S. and Canada. SWG expects to make two or three awards of \$8,000 to \$12,000. Visit the organization's website for more details. Contact: Jan Monk, chair of the fellowship committee; [jmonk@email.arizona.edu](mailto:jmonk@email.arizona.edu); [http://iswgl.coastalgraphics.com/?page\\_id=233](http://iswgl.coastalgraphics.com/?page_id=233)

**March 1: Arts.** 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](mailto:beth.vanallen@ky.gov); <http://history.ky.gov/research-fellowships>

**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 degree 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](mailto: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](mailto:fellows@dlar.org); <http://www.dlar.org/fellowships.htm>

**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](mailto:jmonk@email.arizona.edu); [http://iswgl.coastalgraphics.com/?page\\_id=235](http://iswgl.coastalgraphics.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](mailto:programs@dreyfus.org); [http://dreyfus.org/awards/postdoctoral\\_program.shtml](http://dreyfus.org/awards/postdoctoral_program.shtml)

**January 31: Humanities.** The Institute for Humane Studies at George Mason University is accepting applications for its non-residency fellowship program, which awards up to \$15,000 per year to pursue a liberty advancing career in academia. The fellowship also comes with individual advising and access to an extensive support network of over 5,000 scholars. Awards are renewable, winners may re-apply for each year of their studies. The institute welcomes applications from various fields including economics, philosophy, law, political science, history, and sociology. Who may apply: current or prospective full-time graduate students (including law students) from accredited universities anywhere in the world who have previously received IHS funding at any level or participated in an IHS program. Visit the institute's website for more details. Contact: Institute

for Humane Studies; <https://www.theihs.org/humane-studies-fellowships>

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

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

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

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

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

**Humanities.** The Hill Museum and Manuscript Library invites applications for the Swenson Family Fellowships in Eastern Christian Manuscript Studies. The fellowship is open to graduate students or postdoctoral scholars (those who are within three years of being awarded a doctoral degree at the time of application) with demonstrated expertise in the languages and cultures of Eastern Christianity. Awards range from \$2,500 to \$5,000 and residencies last from two to six weeks. The deadlines are: April 15 (for residencies between July and December

of the same year) and November 15 (for residencies between January and June of the following year). Visit the library's website for more details. Contact: hmmlfellowships@csbsju.edu; <http://www.hmml.org/research2010/Swenson.htm>

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

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

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

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

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

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

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

**September 15: Professional fields.** The Social Science Research Council and the Japan Center for Global Partnership present the Abe Fellowship for Journalists. The fellowship is designed to encourage in-depth coverage of topics of pressing concern to the U.S. and Japan through individual short-term policy-related projects. Applicants are invited to submit proposals on one of the following themes: traditional and non-traditional approaches to security and diplomacy; global and regional economic issues; social and cultural issues. The fellowship is open to citizens of the U.S. and Japan with at least five years of professional journalistic experience with newspapers, newsmagazines, wire services, and online news organizations. Freelancers are also eligible. Nationals of other countries must be permanent residents of the U.S. or Japan, or have a long-term affiliation with the American or Japanese journalistic communities. U.S.-based applicants with no previous journalistic employment in Japan have priority; Japan-based applicants with no previous journalistic employment in the U.S. have priority. Proposals must be nonpartisan. The program provides support for six weeks in Japan or the U.S. A stipend of \$23,500, which includes one round-trip air ticket, funds to prepare for overseas fieldwork, and support for interpretation, is provided. Fellows may receive salary from their employers, but cannot carry out assignments while on the award. Visit the organization's website for more details. Contact: Social Science Research Council; (212) 377-2700; [abe@ssrc.org](mailto:abe@ssrc.org); <http://www.ssrc.org/fellowships/abe-fellowship-for-journalists>

**Science, technology, and math.** Fermilab annually accepts applications for the Peoples Fellowship program, which targets entry-level accelerator physicists, specialists in accelerator technologies, and high-energy physics postdoctoral researchers who are interested in a career in accelerator physics or technology. To be eligible, candidates must either have received a Ph.D. in accelerator physics or accelerator-related technology within the prior three years (postdoctoral experience is not required); or, have received a Ph.D. in high-energy physics or a related field within the prior five years. Candidates are normally expected to have at least three years of post-doctoral experience in high-energy physics or a related field. The annual application deadline is November 1. Visit the website for more details. Contact: Fermilab; [http://www.fnal.gov/pub/forphysicists/fellowships/john\\_peoples/index.html](http://www.fnal.gov/pub/forphysicists/fellowships/john_peoples/index.html)

**Science, technology, and math.** The Smithsonian Tropical Research Institute offers short-term fellowships for students to carry out short-term research projects in the tropics in areas of STRI research, under the supervision of STRI staff scientists. The fellows are allotted three

months to complete their projects; extensions are awarded only in exceptional circumstances. Most fellowships are awarded to graduate students, but occasionally awards are made to outstanding undergraduates. Applications are due the 15th of January, April, July, and October. Visit the website for additional information. Contact: (507) 212-8031; [fellows@si.edu](mailto:fellows@si.edu); [http://www.stri.si.edu/english/education\\_fellowships/fellowships/index.php](http://www.stri.si.edu/english/education_fellowships/fellowships/index.php)

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

**December 1: Science, technology, and math.** The John W. Kluge Center at the Library of Congress seeks applications for the Baruch S. Blumberg NASA/Library of Congress Chair in Astrobiology. The application deadline is December 1 of each year. This is a residential fellowship and the chair is expected to be in full-time residence (for up to 12 months) at the Kluge Center while conducting research at the Library of Congress. During this time, the chair will receive a stipend of \$13,500 per month. Visit the website for more details. Contact: Carolyn Brown; [scholarly@loc.gov](mailto:scholarly@loc.gov); <http://www.loc.gov/loc/kluge/fellowships/NASA-astrobiology.html>

**Social and behavioral sciences.** Applications for the Abe Fellowship are due September 1 annually. The fellowship is designed to encourage international multidisciplinary research on topics of pressing global concern. Applications are welcome from scholars and non-academic research professionals. Eligibility: citizens of the U.S. and Japan as well as nationals of other countries who can demonstrate strong and serious long-term affiliations with research communities in Japan or the U.S.; applicants must hold a Ph.D. or the terminal degree in their field, or have attained an equivalent level of professional experience at the time of application. Visit the website for more details. Contact: Social Science Research Council; [abe@ssrc.org](mailto:abe@ssrc.org); <http://www.ssrc.org/fellowships/abe-fellowship>

**Other.** The American Academy in Berlin welcomes applications for its fellowships from emerging as well as established scholars, writers, and professionals. The duration of the fellowships are usually for an academic semester or an entire academic year. Fellows will receive round-trip airfare, housing at the Academy, partial board, and a stipend each month. Only candidates who are based permanently in the U.S. may apply; however, U.S. citizenship is not required and American expatriates are not eligible. Those in academics must have completed a doctorate at the time of application. Those working in professional fields must have equivalent professional degrees. Writers must have published at least one book at the time of application. Visit the academy's website for more details. Contact: <http://www.americanacademy.de>

## GRANTS

**February 1: Arts.** The Japan-U.S. Friendship Commission offers leading contemporary and traditional artists from the U.S. the opportunity to spend three months in Japan through the U.S./Japan

Creative Artists Program. Cultural understanding is at the heart of this program. Artists should have compelling reasons for wanting to work in Japan, and they should do preliminary research to identify contacts there. The Commission encourages artists to consider collaboration with Japanese colleagues, as appropriate for the artistic field. Artists are free to interact with artists anywhere in the country. A grant award of \$20,000 will be provided to cover housing, living, and professional expenses and up to \$2,000 for round-trip transportation will be provided. Candidates must be U.S. citizens or permanent residents and must live and work professionally primarily in the U.S. Also, candidates must be professional creative artists (contemporary or traditional). Applications in all disciplines are accepted. Visit the commission's website for more details. Contact: Margaret Mihori; [mmihori@jusfc.gov](mailto:mmihori@jusfc.gov); <http://www.jusfc.gov/creative-artists-programs>

**February 1: Health/medicine.** The Paralyzed Veterans of America Education Foundation invites applications for educational projects that benefit individuals with spinal cord injury/disease, as well as their families and caregivers. Projects that fall within the following categories will be considered: consumer, caregiver, and community education; professional development and education; research utilization and dissemination; assistive technology; and conferences and symposia. A maximum of \$50,000 will be provided for one-year projects, and up to \$15,000 for conferences and symposia. Who may apply: members of academic institutions, health-care providers and organizations, and consumer advocates and organizations. Grantee institutions must be located in the United States or Canada. However, project directors and fellows are not required to be U.S. or Canadian citizens. Visit the foundation's website for more details. Contact: Marietta Jimmerson; (202) 416-7651; [marietta@pva.org](mailto:marietta@pva.org); [http://www.pva.org/site/c.ajIRK9NjLc-J2E/b.6305829/k.6E40/PVA\\_Education\\_Foundation.htm](http://www.pva.org/site/c.ajIRK9NjLc-J2E/b.6305829/k.6E40/PVA_Education_Foundation.htm)

**February 1: Social and behavioral sciences.** The American Psychological Foundation is accepting applications for the Randy Gerson Memorial Grant, which supports graduate student projects in family and/or couple dynamics and/or multi-generational processes. Work that advances theory, assessment, or clinical practice in these areas are eligible. Preference will be given to projects using or contributing to the development of Bowen family systems. Priority also will be given to those projects that serve to advance Dr. Gerson's work. Who may apply: Graduate students in psychology who are enrolled full-time and are in good standing at an accredited university; and those who have demonstrated competence in the area of proposed work. Visit the foundation's website for more details. Contact: American Psychological Foundation; <http://www.apa.org/apf/funding/gerson.aspx>

**February 2: Humanities.** The American Philosophical Society's Lewis and Clark Fund for Exploration and Field Research in Astrobiology provides grants to graduate students and postdoctoral and junior scientists (five years or fewer beyond the Ph.D.) to support the cost of travel and equipment in field research. Award amounts depend on travel costs but will range between \$700 and \$5,000. Applications are accepted from U.S. citizens and permanent residents, and foreign nationals formally affiliated with a U.S.-based institution, who may carry out research anywhere in the world. Visit the organization's website for more details. Contact: Linda Musumeci; (215) 440-3429; [\[meci@amphilsoc.org\]\(mailto:meci@amphilsoc.org\); <http://www.amphilsoc.org/grants/astrobiology>](mailto:LMusu-</a></p>
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**February 2: Humanities.** Applications to the American Philosophical Society's Lewis and Clark Fund for Exploration and Field Research from doctoral students to support the cost of travel and equipment in field research. Applications are invited from disciplines with a large dependence on field studies. Award amounts depend on travel costs but will range between \$700 to \$5,000. Only doctoral students who are U.S. citizens or residents may apply. The research may be conducted anywhere in the world. Visit the organization's website for more details. Contact: Linda Musumeci; (215) 440-3429; [LMusumeci@amphilsoc.org](mailto:LMusumeci@amphilsoc.org); <http://www.amphilsoc.org/grants/lewisandclark>

**February 2: Social and behavioral sciences.** The Upjohn Institute requests proposals for Early Career Research Grants. These grants are intended to provide resources to junior faculty (untenured and within six years of having earned a Ph.D.) to carry out policy-related research on labor market issues. The institute encourages research proposals on all issues related to labor markets and public workforce policy. Up to \$5,000 will be provided. Contact: W.E. Upjohn Institute for Employment Research; (269) 343-5541; [communications@upjohn.org](mailto:communications@upjohn.org); <http://www.upjohn.org/GrantsandAwards>

**February 6: Humanities.** The Schlesinger Library offers small grants to aid those who need to use the library's holdings. Research-support grants are available to post-doctoral and independent scholars. Dissertation grants are available for students enrolled in relevant doctoral programs, who must have completed doctoral course work and have the dissertation topic approved by the application deadline. Oral history grants are offered to support new oral history interviews. Application cover sheets are available on the library's website. Contact: Susan Landry; (617) 495-8262; [slgrants@radcliffe.harvard.edu](mailto:slgrants@radcliffe.harvard.edu); <http://www.radcliffe.edu/schles/grants.aspx>

**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](mailto:fmackaman@dirksencenter.org); [http://www.dirksencenter.org/print\\_grants\\_CRGs.htm](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

*Continued on Following Page*

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**International.** Applications from the International Education Research Foundation for grants for research on international educational systems. Both individuals and institutions may apply. Visit the foundation's website for more details. Contact: International Education Research Foundation; (310) 258-9451; [kdickey@ierf.org](mailto:kdickey@ierf.org); <http://www.ierf.org>

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**Science, technology, and math.** The John Nolen Research Fund provides assistance to scholars to conduct research in the John Nolen Papers and allied collections in the Division of Rare and Manuscript Collections of the Cornell University Library. Any qualified researcher interested in the history of city and regional planning before 1950 with a project that can be augmented by using the Nolen Papers is eligible to apply. The amount of the award varies according to the needs of the projects and the number of projects supported. Awards are intended to provide only partial support for any project. Affiliation with Cornell University is not necessary, and the award carries no formal affiliation with the university. Researchers may apply more than once. Applications are due annually by April 30; awards will be made by May 31 for support to begin on July 1. Research must be completed within one year. Visit the library's website for more details. Contact: Liz Muller; (607) 255-3530; [edm29@cornell.edu](mailto:edm29@cornell.edu); [http://rmlc.library.cornell.edu/collections/john\\_nolen\\_research\\_fund.php](http://rmlc.library.cornell.edu/collections/john_nolen_research_fund.php)

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*Continued From Preceding Page*  
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](mailto:LMusumeci@amphilsoc.org); <http://www.amphilsoc.org/grants/phillips>

**Academic affairs.** Scholars for Peace in the Middle East is pleased to announce small grant awards for papers to be delivered at academic conferences, with a purpose to help encourage young scholars to make scholarly contributions at

the beginning of their academic careers. Applicants should submit: a curriculum vitae; a paper proposal; the name and discipline of the conference where the paper will be delivered; and, if possible, the theme of the panel or session which will incorporate the presentation. Papers must be submitted using the online application form. Visit the website for more details. Contact: Asaf Romirowsky; [Aromirowsky@spme.org](mailto:Aromirowsky@spme.org); <http://spme.net/fellowship.html>

**Business/management (Faculty/Research).** The Investment Management Consultants Association invites proposals for its doctoral student research grants. Proposals are accepted that examine recent research on topics relevant to investment consulting and private wealth management. A list of topics is avail-

able on the journal's Web site. Doctoral students will receive a \$5,000 award. Contact: Debbie Nochlin, managing editor; [dnochlin@imca.org](mailto:dnochlin@imca.org); <http://www.imca.org/pages/doctoral-student-research-grants>

**Health/medicine.** Applications from researchers for the California Breast Cancer Research Program, administered by the University of California, to advance an understanding of the factors that contribute to breast cancer. Contact: (888) 313-2277; <http://cbrp.org>

**Humanities.** The Hill Museum and Manuscript Library invites applications for research stipends of up to \$2,000. The stipends may be used to defray travel costs, room and board, microfilm reproduction, photo-duplication and other expenses associated with research at HMML. Resi-

dencies may last from two weeks to six months. Undergraduate, graduate, and postdoctoral scholars (those who are within three years of completing a terminal master's or doctoral degree) may apply. The deadlines are: April 15 (for study between July and December of the same year) and November 15 (for study between January and June of the following year). Visit the library's website for more details. Contact: [hmml@csbsju.edu](mailto:hmml@csbsju.edu); <http://www.hmml.org/research2010/heckman10.htm>

**Humanities.** Hagley Museum and Library invites applications for the Henry Belin du Pont Research Grants, which enable scholars to pursue advanced research and study in the library, archival, pictorial, and artifact collections of the Hagley Museum and Library. The grants are

# Careers

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## Career Lingo: 'Required' vs. 'Preferred'

**A**CADEMIC FIELDS are renowned for their jargon—terms and concepts common among students and scholars in an area of specialization but unknown to outsiders. An aeronautical engineer might refer to a “coffin corner,” a communication researcher to the “spiral of silence,” or a molecular biologist to a “knockout mouse,” with their colleagues knowing exactly what they mean without explanation.

Academe has another layer of jargon for people navigating its career ladder. From graduate school to job hunting to the tenure track and beyond, there are a host of terms that are crucial to understand. The problems for newcomers in deciphering them are:

- Keywords are often used loosely and may mean more than one thing depending on the situation, context, or audience.

DAVID D. PERLMUTTER

- Many of the people using the terms have little experience with all their behind-the-scenes facets and applications.

- Career-related jargon can have latent or hidden dimensions and complexities (political, personal, bureaucratic, economic, legal, cultural) that people often don't like to talk about.

This column is the first in a series I'll be writing about career lingo you will encounter on the academic-job market. Let's start with a set of seemingly innocuous words prevalent in almost every academic-job announcement: “required” and “preferred” (or “desired”) qualifications. You will see those words (or words like them) in jobs ads whether the position is in physics or comparative literature, at a community college or a major research university. Both words seem straightforward, and they can be. Sometimes.

Required qualifications are those you must demonstrably possess to even be considered as a candidate, let alone to be hired for the job (and approved by HR). Sometimes the requirement applies to the here and now: “at least five years' teaching experience in the field of X.” Other times it is anticipatory: “must have doctoral degree officially awarded by 201Y.”

Preferred, on the surface, means “it would also be nice if you had these.” Most job candidates assume, correctly, that the more preferred qualifications you have, the better. Not having all of them will probably not be fatal to your candidacy.

But on the job market, nuance, subtlety, complexity, and local contexts ensue. Qualified is often in the minds of the beholders.

How, for example, do you show that you are qualified to teach a particular class? One hiring committee may be fine with your having been a TA in a similar class in your doctoral program, while another committee may feel that being teacher of record for the course is the only experience that counts. A different committee may insist that multiple teaching gigs for the course truly define “experience.”

As you're reviewing the listed qualifications, consider both the big and the local picture. Factor in things like the following:

- No department today has as many tenure-track hiring lines as it would like. Many advertised positions are actually “hybrid dreams,” where the hope is to get someone who fulfills several lines' worth of talent.

- Departments and the colleges they reside in must set priorities.

- Every qualification has a constituency: Within any department, somebody wants someone who will do X, while others may be lobbying for Y.

The result is that lists of qualifications often represent committee give-and-take and political compromise. Ideally, everyone agrees on the compromise. In practice, the partisan of one set of qualifications may continue to insist on their importance even if he failed to win the committee vote.

I suffered through a case of qualification boosterism early in my career. I was a finalist for a position, and, darn it, I hit the bull's-eye on all the required and most of the preferred qualifications. But during the campus visit one professor kept asking—almost to the point of harassment—about my qualifications in one of the “preferred” categories. Six times I gave him the same answer, which was a version of “I have taught that class once but don't call myself an expert.” I later learned that he rode that hobbyhorse into the committee deliberations, basically trashing any candidate who did not show immense love and expertise for this subfield—which, big surprise, turned out to be his own.

Economics also plays a role. Someone who can teach many different kinds of courses might be more attractive for a position than someone who can teach only in the areas specified in the ad as “required.”

In short, not all qualifications are equal in everyone's eyes. So what can you do to prepare for the nuances of required and preferred qualifications?

- Gather as much intel as possible before you apply and certainly before a campus interview. Seek out friends of friends to advise you on “what they really want”—that is, those qualifications seen as more vital than others. Don't hesitate to reach out; most search-committee members will be happy to clarify something in an ad.

- Justify in your cover letter and be prepared to answer during interviews how you are a good fit for as many of the qualifications as is credible, not just the first few. In fact, qualification No. 6 or No. 7 might be the most important to the most people in the department.

- Read the room. Hear people out when they have questions. Don't be so ready with a memorized answer that you don't pick up on their emphasis, tone, and body language.

- Relax. Yes, there might always be a hobbyhorse who wants only one thing out of the hire; the rest of the committee and administrators probably have a more catholic outlook. You won't be resplendent in every category, but then no one else will be, either.

- Don't be afraid to be honest. Many of us on the hiring side of the table appreciate candidates who seem to be realistic appraisers of their own skill sets. You will win points by stating “I'm not as strong there as I want to be,” rather than “I can do it all!”

So think about what “qualifications” means but don't obsess over them too much. Make a case for your strengths without twisting yourself into someone implausible. ■

*David D. Perlmutter is a professor at and dean of the College of Media and Communication at Texas Tech University. He writes the “Career Confidential” advice column for The Chronicle. His book on promotion and tenure was published by Harvard University Press in 2010.*

### Comment from Katy Jordan:

So informative an article. I wonder when résumés first appeared. I think workers had no idea why résumés were needed and what the best cover letters included. Today, of course, you can't get a job interview without them. And one more important thing—besides being professional-looking and clear, your documents should be honest. You have to be honest with a potential employer from the very beginning.



## JOBS

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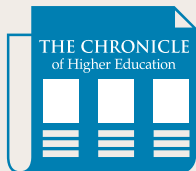
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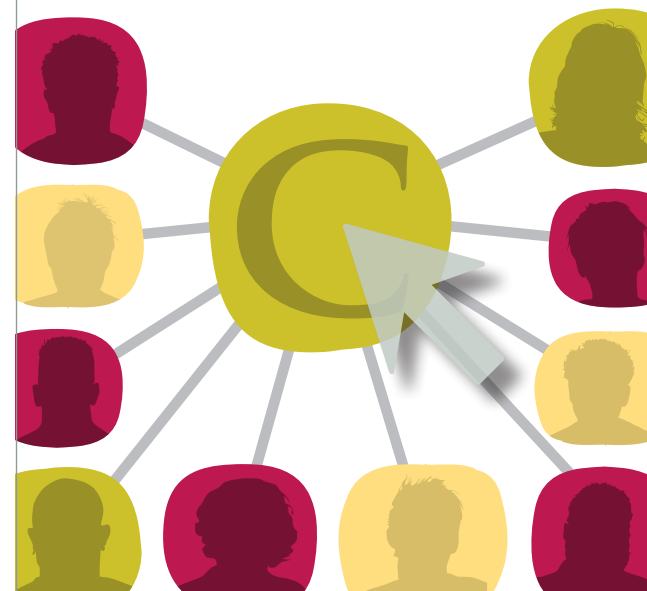
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**ASSISTANT OR ASSOCIATE PROFESSOR**  
**Critical Curriculum Theories and Francophone Linguistic Minorities**

Closing Date: March 6, 2015

The Ontario Institute for Studies in Education (OISE) of the University of Toronto invites applications for a tenure-stream appointment at the rank of Assistant or Associate Professor commencing July 1, 2015 in critical curriculum theories and Francophone linguistic minorities. OISE is home to Centre de recherches en éducation franco-ontarienne (CREFO), an interdisciplinary research centre dedicated to the study of social and language practices of French-speakers in minority communities. This applicant must maintain an independent research program, supervise graduate students and teach masters and doctoral courses in French and in English.

Nominees for the Canada Research Chairs program Tier 2 should be within ten years of receiving their PhD; be excellent emerging researchers who have demonstrated particular research creativity; have demonstrated the potential to achieve international recognition in their fields in the next five to ten years; be proposing an original, innovative research program of high quality; and, as a chairholder, have the potential to attract excellent trainees, students, and future researchers. It is also expected that the candidate will mentor graduate students and teach graduate courses.

We seek applicants with a PhD in education, the humanities or the social sciences, with demonstrated excellence in research, publication and university teaching. Candidates will work in the field of critical curriculum theories and one of the following specialties: minorization, re-production of social categories and inequalities or linguistic minority studies.

The successful applicant will be an active member of the Centre de recherches en éducation franco-ontarienne (CRÉFO), an interdisciplinary research centre dedicated to the study of social and language practices of French-speakers in minority communities. This applicant must maintain an independent research program, supervise graduate students and teach masters and doctoral courses in French and in English.

This individual must possess superior written and verbal skills in French and in English.

Salary will be commensurate with qualifications and experience.

Established in 1827, the University of Toronto is Canada's largest and most research-intensive university and the only Canadian university to be named in the top 20 in the Times Higher Education World University Rankings. In the latest QS University World Rankings, OISE has been ranked number one for education among public institutions in North America and fifth in the world. Located in and around Toronto, one of the world's most diverse regions, the University of Toronto's vibrant academic life is defined by the cultural diversity in its community.

The Ontario Institute for Studies in Education of the University of Toronto (OISE) has made major contributions to advancing education, human development, and professional practice around the world for more than a century. With over 100,000 alumni, 3,000 students and 18 research centres, ours is an intellectually rich and supportive community, guided by the highest standards of scholarship with a commitment to equity and social justice.

All qualified candidates are invited to apply by clicking on the link below. Applications should include a cover letter, curriculum vitae, teaching dossier (including a statement of teaching philosophy), and a statement outlining current and future research interests and three recent research publications. If you have questions about this position, please contact [oise.facultysearch@utoronto.ca](mailto:oise.facultysearch@utoronto.ca). All application materials should be submitted online at <http://uoft.me/academicopportunities>.

Submission guidelines can be found at: <http://uoft.me/how-to-apply>. We recommend combining attached documents into one or two files in PDF/MS Word format.

Applicants should also ask three referees to send letters directly to the **Professor Lana Stermac**, Interim Associate Dean, Research, International and Innovation, via email to [oise.research@utoronto.ca](mailto:oise.research@utoronto.ca), by the closing date, **March 6, 2015**.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

For more information, please visit the Ontario Institute for Studies in Education homepage at: [www.oise.utoronto.ca](http://www.oise.utoronto.ca).

*The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to the further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.*



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**Poste de professeur(e) au rang d'adjoint(e) ou d'agrégé(e)**  
**Théories critiques du curriculum et des minorités linguistiques francophones**

Date de clôture du concours : 6 mars, 2015

L'Institut d'études pédagogiques de l'Ontario (IEPO) de l'Université de Toronto sollicite des candidatures pour un poste de professeur(e) au rang d'adjoint(e) ou d'agrégé(e) menant à la permanence, en théories critiques du curriculum et des minorités linguistiques francophones, dont la date d'entrée en fonction est le 1er juillet 2015. L'IEPO, qui inclut le Centre de recherches en éducation franco-ontarienne (CREFO), est particulièrement intéressé aux candidats qui peuvent contribuer à la diversité et à l'excellence de notre communauté universitaire sur les plans de la recherche, de l'enseignement et des services. Le/La candidat(e) sélectionné(e) sera mis en candidature par l'Université en vue d'obtenir une chaire de niveau 2 des Chaires de recherche du Canada ([www.chairs.gc.ca](http://www.chairs.gc.ca)) dans les domaines de l'étude du curriculum, des dynamiques linguistiques et des enjeux sociaux en éducation.

Les candidat(e)s à une chaire de niveau 2 du Programme des chaires de recherche du Canada doivent avoir obtenu leur doctorat au cours des dix (10) dernières années; doivent être d'excellents nouveaux chercheurs ayant fait preuve d'une créativité particulière dans leurs recherches; doivent avoir démontré le potentiel d'obtenir une reconnaissance internationale dans leurs domaines de recherche au cours des cinq (5) à dix (10) prochaines années; doivent proposer un programme de recherche original, novateur et de grande qualité; et, en tant que titulaires de chaire, doivent avoir la capacité d'attirer d'excellent(e)s étudiant(e)s et futurs chercheurs. Les candidats doivent s'attendre à encadrer des étudiant(e)s diplômé(e)s et à enseigner des cours de 2e et 3e cycles.

Nous sommes à la recherche de candidat(e)s titulaires d'un doctorat en éducation, sciences humaines ou en sciences sociales, avec preuve d'excellence dans leurs dossiers de recherche, de publications et d'enseignement dans le milieu universitaire. Les candidat(e)s travailleront dans le domaine des théories critiques du curriculum et dans l'un des domaines spécialisés suivants : la minorisation, la (re)production des inégalités et des catégories sociales ou l'étude des minorités linguistiques.

Le/La candidat(e) retenu(e) sera un membre actif du Centre de recherches en éducation franco-ontarienne (CRÉFO), centre de recherche interdisciplinaire où l'on étudie les pratiques éducatives, sociales et langagières des francophones en situation minoritaire. Le/La candidat(e) devra assurer un programme de recherche indépendant, superviser des étudiant(e)s diplômé(e)s et enseigner des cours de deuxième et de troisième cycles en français et en anglais.

Le/La candidat(e) retenu(e) devra posséder des compétences linguistiques supérieures en français et en anglais, à l'oral et à l'écrit.

Le salaire sera déterminé en fonction des qualifications et de l'expérience.

Fondée en 1827, l'Université de Toronto est l'université la plus importante et la plus éminente au Canada et la seule université canadienne à être classée parmi les 20 premières universités du classement international du Times Higher Education. Selon le dernier palmarès du QS University World Rankings, l'IEPO est classé au premier rang en éducation parmi toutes les institutions publiques d'Amérique du Nord et au cinquième rang à l'échelle internationale. Située dans la ville et en banlieue de Toronto, l'une des régions les plus diversifiées du monde, l'Université de Toronto offre un milieu universitaire stimulant, défini par la diversité culturelle de sa communauté.

Depuis plus d'un siècle, l'Institut d'études pédagogiques de l'Ontario (IEPO) de l'Université de Toronto apporte d'importantes contributions à l'avancement de l'éducation, au développement humain et à la pratique professionnelle à l'échelle mondiale. Regroupant plus de 100 000 anciens étudiants, 3 000 étudiants et 18 centres de recherche, cet établissement est une communauté riche sur le plan intellectuel qui offre un grand soutien, encadré par des normes d'enseignement élevées et consacré à l'équité et à la justice sociale.

Tou(te)s les candidat(e)s qualifié(e)s sont invités à postuler en cliquant sur le lien ci-dessous. Les dossiers de candidature devront comprendre une lettre d'accompagnement, un curriculum vitae, un dossier d'enseignement (y compris un énoncé de philosophie d'enseignement), un énoncé de votre programme de recherche en cours et des projets à venir, et trois publications représentatives. Pour toute question concernant ce poste, veuillez contacter [oise.facultysearch@utoronto.ca](mailto:oise.facultysearch@utoronto.ca). Les candidat(e)s doivent soumettre tous les documents en ligne à l'adresse suivante : <http://uoft.me/academicopportunities>.

Les lignes directrices pour la soumission d'une candidature peuvent être trouvées à l'adresse suivante : <http://uoft.me/how-to-apply>. Nous recommandons de combiner les documents joints en un ou deux fichiers en format PDF/MS Word.

Trois lettres de références devront être adressées à l'attention du Professeur Lana Stermac, Vice-doyenne par intérim, Research, International and Innovation, et envoyées par courriel à [oise.research@utoronto.ca](mailto:oise.research@utoronto.ca) au plus tard le 6er mars, 2015.

On encourage tous les candidats qualifiés à postuler; la priorité sera toutefois accordée aux Canadiens ainsi qu'aux résidents permanents.

Pour en savoir plus, consultez la page d'accueil de l'Institut d'études pédagogiques de l'Ontario : <http://www.oise.utoronto.ca>

*Fermeement engagée à l'égard de la promotion de la diversité, l'Université de Toronto encourage vivement les candidatures des membres des minorités visibles et des minorités sexuelles, des femmes, des Autochtones, des personnes handicapées et des membres d'autres minorités susceptibles de contribuer à une plus grande diversification des idées. Toutes les personnes qualifiées sont invitées à soumettre leur candidature; la priorité sera toutefois accordée aux citoyens canadiens et aux résidents permanents.*

research, energizing the architectural curriculum with current discourse, as well as confirming an academic career path for candidates in the formative stage of their professional lives. Innovative and emerging designers, architecture practitioners, and scholars are encouraged to conduct design research and to participate in the SARUP community through the teaching of studios and seminars. Each one-year, 12-month, fellowship includes teaching responsibilities that may focus on the Core studio curriculum at the undergraduate and graduate levels, as well as studio or seminar teaching related to the candidate's area of interest. Please visit the following web address for further information; applications must be submitted online at [https://jobs.uwm.edu/postings/\\_21007\\_](https://jobs.uwm.edu/postings/_21007_). Applications must be posted by January 27, 2015 to assure consideration. For further information about the school, see UWM SARUP's website, <http://www.uwm.edu/>

Napa Valley College has opportunities for tenure-track faculty positions beginning Fall 2015 in the following disciplines:

- **Biology**
- **Chemistry**
- **College Librarian**
- **Counselor**
- **English Composition**
- **Hospitality & Tourism Management**
- **Psychology**
- **Speech Communication**
- **Viticulture and Winery Technology**

For more information, go to <http://apptkr.com/567852>

sarup/ or contact Search and Screen Chair, Associate Professor Karl Wallick, at [wallick@uwm.edu](mailto:wallick@uwm.edu).

**Biology:** Indiana University, Bloomington. Department of Biology. Research Associate position available

The City University of New York is the nation's leading urban public university, with 6,700 full-time faculty at 24 institutions in New York City. To learn about the positions listed below and the wide range of opportunity CUNY has to offer, go to: <http://www.cuny.edu/employment.html> and open Search Job Listings.

<p><b>FACULTY</b></p> <p><b>Baruch College</b> Accountancy Entrepreneurship Health Policy <b>Borough of Manhattan C.C.</b> Acad &amp; Critical Reading Critical Thinking Economics Educational Opportunity Center European History Human Services <b>Bronx C.C.</b> Comm Arts &amp; Sciences Electrical Engineering Nuclear Medicine <b>Central Office</b> Environmental Crossroads Nanoscience Neuroscience Photonics Structural Biology <b>City College</b> African History Biomedical Engineering Black Studies Caribbean Studies</p>	<p>Chemical Engineering &amp; CUNY Energy Institute Clinical Child Psych Computer Engineering Earth Surface Processes Economics &amp; Business Experimental Physics Film/Video Programs Graduate Landscape Architecture Mathematics Mechanical Engineering Philosophy Physiology Political Theory Sociology Sophie Davis School of Biomedical Ed <b>Hunter College</b> 20th &amp; 21st Century African American Lit Africana &amp; Puerto Rican/Latino Studies Behavior Disorders Early Childhood Special Education Early Modern European Art</p>	<p>Economics Mathematics &amp; Statistics Mental Health Counseling Modern American Art New Media Studies Theory &amp; Practice Nursing Physics &amp; Astronomy Rehabilitation Counseling Urban Affairs &amp; Planning <b>Kingsborough C.C.</b> Art (Chair) <b>LaGuardia C.C.</b> Chemistry Paramedic Program <b>Medgar Evers College</b> Applied Mathematics French &amp; Spanish Mathematical Ed Nursing Secondary Ed Statistics <b>York College</b> Marketing Social Work Teacher Ed – Mathematics</p>
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*Many People ~ One University*  
The City University of New York is committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply.

**Architect:** 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, standing position as University Architect in the Office of Construction and Engineering Services. Review of applications will begin February 22, 2015 and will continue until position is filled. To apply, visit: [www.moreheadstate.edu/employment](http://www.moreheadstate.edu/employment) to complete the MSU Application for Employment and submit a letter of application and resume including names and contact information for three references. We are an Equal Opportunity, Affirmative Action employer. Minorities, women, veterans and individuals with disabilities are encouraged to apply.

**Architecture:** Architectural Fellowship opportunity. The University of Wisconsin-Milwaukee School of Architecture & Urban Planning offers a one-year fellowship in the areas of design instruction and architectural research. The fellowships are geared toward focusing and expanding design



NORTHWESTERN  
UNIVERSITY  
IN QATAR

# Writing Administrator

*Northwestern University's first international campus, Northwestern University in Qatar (NU-Q), invites applications for a staff appointment in Academic Affairs as the Undergraduate Writing Administrator. The position will begin in August 2015.*

The ideal candidate will hold an advanced degree (Ph.D. preferred) in composition and rhetoric or a related field and have experience working in an undergraduate writing program. Especially desirable is familiarity with educational research on writing development and proficiency as well as undergraduate learning theory and practice. The position involves training and working with students as peer advisers.

NU-Q attracts a broad base of highly qualified international students, many of whom are multi-lingual and for whom English is a second or even third language. The school's programs in Communication, Journalism and Liberal Arts

are committed to rigorous writing competency in the context of the advancement and practice of freedom of expression to prepare students for careers in media industries and other fields. We especially encourage applications from persons with knowledge of and experience in the Middle East region.

We seek a person dedicated to the promotion of excellence in writing who will appreciate a culturally diverse community of students, staff and faculty comprised of women and men drawn from Qatar, the Middle East and other regions. Located in Education City in Doha, Qatar, NU-Q collaborates with sister institutions that include Carnegie Mellon, Cornell, Georgetown, Texas A&M, Virginia Commonwealth, and the Qatar Foundation's Academic Bridge Program. The administrator will be a member of the NU-Q staff (non-faculty) and report to the associate dean for academic affairs. An individual with creative, practical ideas about creating a model writing center with the highest standards is especially encouraged to apply.

Salary and benefits are competitive and dependent upon education and experience and include generous opportunities for professional development.

Candidates should be available to begin **August 1, 2015**. Applications received by January 31, 2015 will receive the highest priority and will be accepted until the position is filled.

To apply, please go to [www.northwestern.edu/hr/careers](http://www.northwestern.edu/hr/careers). Click on External Applicants, use keyword *Qatar* and click on the job title. Be sure to include in your cover letter a response that addresses the elements of the position listed above, including your approach to writing development, and the names of three references.

*Northwestern University is an Equal Opportunity, Affirmative Action Employer of all protected classes including veterans and individuals with disabilities. Women and minorities are encouraged to apply. Hiring is contingent upon eligibility to work in Qatar.*

[www.qatar.northwestern.edu](http://www.qatar.northwestern.edu)



## San Joaquin Delta College

The College is seeking 18 full-time professors to begin teaching in the Fall term of 2015. The College is a comprehensive community college serving approximately 23,000 day and evening students of diverse backgrounds. The main campus is located on 165 acres in Stockton, California, with other course offerings provided at a Mountain House Center and other locations in the District. The College offers more than 100 career technical and transfer certificate and degree programs. The College offers many unique features: a distinctive two-year technical training program in materials and biological electron microscopy a 3,000 seat gymnasium and 50-meter pool, a student operated fine dining restaurant, a three-theater performing arts complex, and a 157-acre college farm laboratory near Manteca. The College is ranked among the top 10 percent in the country for degrees and certificates awarded.

Situated in the Great Central Valley of California, Stockton is within close proximity of San Francisco, Sacramento, Napa Valley, Yosemite National Park, Lake Tahoe and the Sierra Nevada mountains. Stockton boasts of a range of entertainment and cultural options, including minor league baseball, hockey, a symphony orchestra and a variety of arts and cultural groups. Nearby universities include University of the Pacific, CSU Stanislaus, CSU Sacramento, UC Davis, UC Merced and UC Berkeley.

### ANTICIPATED FULL-TIME FACULTY POSITIONS, FALL 2015

- Art (Ceramics)
- Communication Studies - Speech
- Computer Science
- Diesel Tech/Agricultural Engineering
- Director of Bands/Music
- Director of Choral Activities/Music
- Drama
- English (3 positions)
- Family Consumer Science
- General Counselor
- Librarian
- Logistics/Transportation
- Mass Communications/Journalism
- Mathematics
- Nursing (2 positions)

### MANAGEMENT OPPORTUNITIES

- Division Dean of Agriculture, Science and Mathematics

For position descriptions and application instructions:  
<http://apptrk.com/567301>



Equal Opportunity Employer

Education

## This is the year you change lives— including your own.

*Moraine Valley embraces our role as an educational resource to our local community by offering excellent education, a variety of programs, cultural events, and entertaining performances for all.*

Reaching into our community as true partners enriches the lives of both students and neighbors alike. By building awareness and sharing diverse viewpoints, we help students prepare for what's ahead in our ever changing world. What will your unique experiences bring to our students?

### 2016 Tenure Track Faculty

- |   |                                 |
|---|---------------------------------|
| American Sign Language Instructor       | Math Instructor                 |
| Cataloging/Digital Services Librarian   | Medical Assistant Instructor    |
| Counselor                               | Nursing Instructor (2 openings) |
| Developmental Communications Instructor | Physics Instructor              |
| Information Security Instructor         |                                 |

Help us continue to expand upon our strong community partnerships. To be considered, you must provide us with a resume and cover letter indicating your specialty area of interest. **These positions will begin in the Fall of 2015.** For further information or to apply, visit:

<http://jobs.morainevalley.edu>

Moraine Valley is an EEO/A/F/D/V employer that values diversity and is committed to excellence.



**Moraine Valley  
Community College**  
Changing Lives for a Changing World

9000 W. College Pkwy., Palos Hills, IL 60465-0937 • [morainevalley.edu](http://morainevalley.edu)

to manage Ecosystem Ecology/Soil Biogeochemistry Lab and participate in field work. B.S. biological sciences

with focus in ecology, biogeochemistry, environmental science, or soil science required; masters preferred. For

info & to apply, <http://indiana.peopleadmin.com/postings/1347> or send cover letter detailing research inter-



**ASSISTANT PROFESSOR  
IN ENVIRONMENTAL JUSTICE AND MEDICAL SOCIOLOGY**

The Department of Sociology and Anthropology at Howard University is searching for an Assistant Professor whose research interests combine Environmental Justice and Medical Sociology. Both the University and the Department have prioritized these academic areas, and we are seeking someone to become a leader at their intersection.

The successful candidate will have demonstrated commitment in pursuing external grants, major publications, and community engagement in the identified areas with a completed Sociology PhD by June 1, 2015.

In addition to research, excellence in teaching is prized at Howard. The student to faculty ratio at Howard is among the lowest in the nation, allowing faculty opportunities for small classes and mentorship.

Howard's location in Washington, DC affords the successful candidate an excellent opportunity to develop relationships with the Environmental Protection Agency, Department of Agriculture, the Interior, the National Institutes of Health and other federal agencies, research institutions, and community-based organizations. Beyond research and teaching at Howard, living in the nation's capital provides abundant professional opportunities and rich cultural experiences.

Howard University is an EEO/AA employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, sexual orientation, age, disability, protected veteran status, or any other characteristic protected by law.

Forward applications to **Dr. Rebecca Reviere**; Department of Sociology and Anthropology; 2441 6th St. NW, Room 207; Washington, DC 20059. Or email to [rreviere@howard.edu](mailto:rreviere@howard.edu).

Please include a cover letter, CV, and the names of three references. Only complete applications will be considered. Application review will begin on **February 1, 2015** and will continue until the position has been filled. Appointment will begin fall, 2015.



UNIVERSITY OF  
SOUTH CAROLINA  
LANCASTER

**FACULTY POSITION IN COMPUTER SCIENCE**

The University of South Carolina Lancaster, a regional campus of the University of South Carolina located approximately thirty-five (35) miles south of Charlotte, NC seeks candidates for a faculty position in Computer Science beginning August 16, 2015. Applicants holding the Ph.D or other terminal degree in Computer Science or a related field, including credentials necessary for departmental approval to teach selected computer science courses, may be considered for a tenure-track appointment at the rank of Assistant Professor. The position will normally require the teaching of twelve credit hours per semester or its equivalent, including evening and distributed learning courses as needed, as well as a commitment to scholarship and university/community service.

Applicants holding the Masters of Science or other appropriate degree in computer science or a related field, including credentials necessary for departmental approval to teach selected courses in computer science, may be considered for a non-tenure-track appointment at the rank of Instructor. The position will normally require the teaching of twelve credit hours per semester or its equivalent, including evening and distributed learning courses as needed, as well as a commitment to university/community service. Preference will be given to candidates with experience teaching at the university level. This experience could have been gained during the course of pursuing a graduate degree.

Applicants should complete an Academic Personal Information application, as well as upload a cover letter that specifically addresses the applicant's qualifications and curriculum vitae online at <http://uscjobs.sc.edu> (Requisition # 008430). Copies of graduate transcripts and three recent letters of recommendation should be mailed to Computer Science Search Committee; Attention Ms. Tracey Mobley Chavous; University of South Carolina Lancaster; PO Box 889 Lancaster SC 29721. Files will be reviewed upon receipt of all required documents until a suitable candidate is chosen. USC Lancaster offers the State of South Carolina benefits package.

The University of South Carolina Lancaster is an Affirmative Action/Equal Opportunity Institution. Women and minorities are encouraged to apply.



ELMIRA  
COLLEGE

**Teacher Education Position  
Adolescence Special Education**

Elmira College is seeking an outstanding tenure-track professor in Adolescence Special Education at a well-established small private college, beginning date July, 2015. Rank Open. Salary is commensurate with experience.

This position requires an appropriate doctorate, special education (students with disabilities) certification in grades 7-12, and special education teaching experience in schools. Undergraduate teaching responsibilities may consist of such courses as Foundations of Education, Introductory Fieldwork and Seminar in Education, Teaching Students with Disabilities in the Inclusive Classroom, Managing Behavior of Students with Disabilities, Curriculum Design and Instruction in Adolescence Special Education: Mathematics, English Language Arts, Social Studies, and Science, and Assessing Students with Disabilities: Adolescence Special Education. Supervision of student teachers may be needed, with the potential of supervising at an international site.

Elmira College, the first college to offer a comprehensive curriculum for women, and home of the Center for Mark Twain Studies, is a small, well-established, residential, private college in a pleasant community in the Finger Lakes region of New York State (county population 80,000).

All tenure-track faculty positions require academic and career advising, and scholarly or artistic achievement. Elmira College is an Equal Opportunity Employer (EOE). A criminal background check and drug screening may be requested prior to employment.

Send (1) a letter with salary expectations or history, (2) curriculum vitae, (3) copies of recent course evaluations, (4) examples of scholarly writing, (5) a statement of teaching philosophy, (6) graduate transcripts, and (7) a list of five professional references with names, titles, addresses, and phone numbers to **Dr. Linda Pratt, Executive Director of Teacher Education, Adolescence Special Education Search, Elmira College, One Park Place, Elmira, N.Y. 14901** or email [lpratt@elmira.edu](mailto:lpratt@elmira.edu). Email inquiries to [lpratt@elmira.edu](mailto:lpratt@elmira.edu) or call (607) 735-1911.

Application deadline: Open until position is filled.

**UNIVERSITY OF BRIDGEPORT**

**TWO FULL-TIME  
TENURE TRACK FACULTY POSITIONS  
School of Engineering**

The School of Engineering at the University of Bridgeport invites applications for 2 full-time tenure-track positions at the Assistant, Associate and/or Full Professor levels to commence in the fall term of 2015.

**DEPARTMENT OF TECHNOLOGY MANAGEMENT**  
Assistant, Associate and/or Full Professor

**DEPARTMENT OF COMPUTER SCIENCE &  
ENGINEERING**  
Assistant, Associate Professor

For the full position descriptions and to apply, please visit:  
<http://www.bridgeport.edu/welcome/employment-and-job-opportunities/academic-positions/faculty-positions/>.



The University of Bridgeport is an equal employment opportunity and affirmative action employer.



Assistant Professor of Engineering Mechanics (#15-09DFEM). United States Air Force Academy. The Department of Engineering Mechanics anticipates filling an Assistant Professor position beginning June 1, 2015. This initial appointment will terminate September 30, 2016. Subsequent re-appointments are possible. Required: an earned doctorate in Mechanical Engineering, Engineering Mechanics, Astronautical Engineering with a Mechanical Engineering focus, or Aeronautical Engineering with a Mechanical Engineering focus. Preference will be given to those with demonstrated scholarly expertise in thermo/fluid systems courses, a record of undergraduate teaching, relevant work/life experiences, quality of education, and relevant technical contributions to include (but not limited to): publications, conference papers, patents, innovative industry designs, etc. The professor will mostly instruct in thermal/fluids systems courses. To Apply: Go to [www.usajobs.gov](http://www.usajobs.gov). Type in "USAF Academy" in the "Where" box and click on "Search Jobs." Then scroll down to locate this position.

Applications must be received by February 27, 2015.

U.S. citizenship required.



**Laboratory Manager**

This is a full-time, 12-month calendar year professional staff position directly supported by the University at Albany. The successful applicant will manage the operations of the RNA Mass Spectrometry Laboratory. Full description is available at: <http://albany.interviewexchange.com/jobofferdetails.jsp?JOBID=55928>  
The ideal candidate will have: a PhD degree in pertinent disciplines with at least two years post-doctoral experience; extensive hands on experience on mass spectrometry and chromatography instrumentation; preferable background in proteomics and biopolymer analysis; excellent oral and written communication skills; excellent organizational skills; ability to work in a cross-disciplinary environment; demonstrated scientific productivity; ability to work independently but in close cooperation with the PI and the rest of the research group. Salary is competitive and commensurate with experience. Applicants must apply on-line by using the above link. Applicants must provide a resume/CV, statement of research experience and interest, three reference letters.

The University at Albany is an EO/AA/IRCA/ADA Employer



**Assistant Professor of Sociology**

The Department of Social Sciences in the College of Education and Liberal Arts at Texas A&M University-Texarkana, is seeking applications for an Assistant Professor of Sociology (ABDs with a firm date of completion may apply but must finish prior to August 1, 2015). Texas A&M University-Texarkana, a member of the prestigious Texas A&M University System, is a dynamic and growing regional comprehensive university currently serving approximately 2000 students. The BS in Sociology program began three years ago and has quickly become one of the most popular majors with students. Along with academic excellence and student success, the university emphasizes community engagement in recognition of the strong support the region has provided the university and a belief that such engagement is a powerful learning tool for students. The successful candidate will have comprehensive knowledge in the field of sociology and will be prepared to teach a variety of undergraduate courses and assist in the building of a thriving sociology program. An active research agenda, particularly in the areas of globalization, terrorism, or rural sociology, is preferred. Other preferences include experience working with START or similar databases, experience in web-based instruction, and experience advising undergraduate students. The full advertisement may be viewed at <http://jobpath.tamu.edu/postings/79274>. An Affirmative Action/Equal Opportunity Employer Committed to Diversity.

**DIVISION OF EDUCATION  
ASSISTANT PROFESSOR OF SPECIAL EDUCATION**

The Division of Education invites applications for a tenure-track position at the rank of Assistant Professor of Special Education. The ideal candidate will coordinate the special education program and teach special education foundational and methods courses in the undergraduate and post baccalaureate programs. Candidates must have a Ph.D. in Special Education or Learning Disabilities but candidates enrolled in a Special Education or Learning Disabilities program may be considered.



Deadline for applications: February 6, 2015.

For complete details, please visit <http://www.bloomfield.edu/about-us/careers-bloomfield/faculty> EOE



The Teacher Education Department announces one tenure-track position:

• Literacy Education

For more information visit:

<https://chroniclevitae.com/jobs/0000866878-01>

<http://jobs.cofc.edu>

ests & experience, C.V. & contact info for 3 references to Dee Verostko, 1001 E. 3rd St., Bloomington, IN 47405. For full consideration apply by 02/13/2015; 03/16/2015 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.

**Biology:** Truman State University School of Science and Mathematics invites applications for full-time tenure-track positions in Biology to start August 2015. Rank depends on qualifications. For information on these positions and to apply visit <http://employment.truman.edu/>. Truman State



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 – Management/Marketing:  
PhD required

Please go to [www.troyuniversityjobs.com](http://www.troyuniversityjobs.com) for further details and information on how to apply.

Troy University is an EEO and AA employer.

**Faculty Positions  
Medical School**



Saint James School of Medicine ([www.sjsm.org](http://www.sjsm.org)), invites applications from candidates with teaching and/or research experience in any of the basic medical sciences for its Caribbean campuses. Current Faculty positions: Pathology and Physical Diagnosis and Clinical Medicine. Applicants must be MD, and/or PhD.

Teaching experience in the U.S. system is desirable but not required. Retired persons are encouraged to apply. Attractive salary and benefits. Email CV to [jobs@mail.sjsm.org](mailto:jobs@mail.sjsm.org).

University is an affirmative action/equal opportunity employer committed to cultural diversity and compliance with the Americans with Disabilities Act.

**Business:** Clinical Professor of Entrepreneurship. The Department of Management and Organization in the Smeal College of Business at The

# PROFESSIONAL

Auburn University is one of the nation's premier land, sea and space grant institutions. In the 2014 edition of *U.S. News & World Report*, it was ranked 48th among public universities. Auburn is a high research activity institution, offering Bachelor's, First Professional, Master's, Educational Specialist, and Doctor's degrees. Auburn University has 1,184 full-time faculty and in Fall 2014 enrolled 25,912 students from all fifty states, the District of Columbia, Puerto Rico and approximately 85 countries, including 20,629 undergraduates, 4,198 graduate students and 1,085 first professional students. The city of Auburn is a thriving intellectual community located approximately 100 miles southwest of Atlanta, GA and southeast of Birmingham, AL, and is about 50 miles from the state capital in Montgomery.

THIS IS PRESTIGE.  
THIS IS INNOVATION.  
THIS IS LEADERSHIP.  
THIS IS MOMENTUM.  
THIS IS COMMUNITY.

**THIS IS  
AUBURN.**



**AUBURN**  
UNIVERSITY

## HARRISON SCHOOL OF PHARMACY DEPARTMENT OF DRUG DISCOVERY AND DEVELOPMENT DEPARTMENT HEAD

The Auburn University Harrison School of Pharmacy seeks applications and nominations for the position of Department Head of Drug Discovery and Development. This department focuses on research and instruction of basic pharmaceutical and biomedical sciences. The department's 16 faculty members have expertise in synthetic medicinal chemistry, pharmacology and toxicology and pharmaceuticals, and are engaged in research related to understanding mechanisms of disease and development of therapeutic treatments for cardiovascular, cancer, neuroscience, and infectious diseases. This position offers the opportunity to lead an expanding enterprise that has received an investment of greater than 6.5 million dollars in new and enhanced research infrastructure over the last five years. Opportunities for collaboration are present within the School of Pharmacy as well as with faculty throughout the University, including those in the College of Veterinary Medicine, the College of Engineering and the College of Sciences and Mathematics as well as a strategic partnership with the new Auburn campus of the Edward Via College of Osteopathic Medicine. Moreover, Auburn University's Research Park offers opportunities for pharmaceutical and biomedical technology transfer and entrepreneurial incubation. The Department Head would join the senior administrative team; guiding the departments research activities, faculty mentorship and development, and graduate and professional education. Additional information on the school and its departments can be viewed at [www.pharmacy.auburn.edu](http://www.pharmacy.auburn.edu). Strategic plans call for increasing the number of tenure-track faculty, scientists and graduate students. Plans are underway for construction of new and expanded research facilities.

To ensure success in addressing the School's vision and mission, applicants must possess a Ph.D. in pharmaceutical or biomedical sciences or related field, excellent interpersonal communication skills and evidence of strong leadership and management skills. The ideal candidate should have academic credentials sufficient to meet tenure eligibility requirements for the rank of Professor, an outstanding scientific background, an established and ongoing record of obtaining extramural funding and the proven abilities to foster an interdisciplinary approach to advance biomedical and pharmaceutical research within the department and school.

Salary will be competitive and commensurate with education and experience. The candidate selected for this position must be able to meet eligibility requirements to work in the United States at the time appointment is scheduled to begin and continue working legally for the proposed term of employment.

Review of applications will begin February 1, 2015. Candidates should submit a letter of application, curriculum vitae, and the names and addresses (include e-mail address and phone number) of 3 references. Interested candidates should apply on line at the following link: <http://aufacultypositions.peopleadmin.com/postings/835>

*Auburn University is an EEO/Vet/Disability employer.*

Scan QR Code for more information.



**UNIVERSITY  
of HAWAII**  
MĀNOA

College of Education

*A Sense of Purpose, A Sense of Place*

*Preparing knowledgeable, effective, and caring educators  
to contribute to a just, diverse, and democratic society*

Does working in a unique educational setting appeal to you? Consider joining the College of Education family at the University of Hawai'i at Mānoa. We have openings for faculty positions in different areas.

The University of Hawai'i is the nation's only land, sea, and space grant institution and has a Carnegie classification of Research Very High with an outstanding record of scholarly productivity. The College of Education is home to eight academic departments and two major research centers that bring in more than \$20 million annually. In addition to campus-based programs, the College is a leader in distance education, serving students on all the Hawaiian Islands, across the Pacific and beyond. The College offers exciting opportunities to work with diverse populations. Please visit Work at UH (<http://workatuh.hawaii.edu/>) for more detailed information on these positions and instructions for applying.

- Junior or Assistant Specialist in Student Services (82897)
- Assistant Professor in Educational Administration (82075)
- Assistant Specialist (Mathematics Education) in the
- Curriculum Research and Development Group (84377)
- Associate or Full Professor and Director for the Center on Disability Studies (82272)

*Equal Opportunity/Affirmative Action Institution*

**MIDDLE  
TENNESSEE**  
STATE UNIVERSITY

JENNINGS A. JONES COLLEGE OF BUSINESS

Accounting Department - Tenure-track faculty - assistant professor (Position #110190). Starts August 1, 2015. Will teach undergraduate and graduate auditing courses and coordinate the Internal Audit Education Foundation Program. Doctorate in accounting from an accredited institution required. (ABD considered if close to completion.)

**To Apply:** Go to <https://mtsu.jobs.mtsu.edu> and complete an application, attach documents and submit your application online. MTSU is an EO/AA Employer.

**MIDDLE  
TENNESSEE**  
STATE UNIVERSITY

### Marketing/Sales Faculty

Middle Tennessee State University - Jones College of Business -- Tenure-track, assistant/associate; doctorate in marketing required. Position begins **August 1, 2015**.

**To Apply:** Go to <http://mtsujobs.mtsu.edu> and follow the instructions on how to complete an application, attach documents, and submit application online. *MTSU is an AA/EOE.*

Pennsylvania State University seeks a full-time "Clinical Professor" of Entrepreneurship. Background: The

Smeal College and Penn State are committed to expanding their existing successful academic programs in

## Assistant Professor of Rehabilitation



Springfield College invites applications for a position in the Rehabilitation and Disability Studies Department. This is a full-time, nine-month appointment at the Assistant Professor level beginning August 2015, and offers the opportunity to make a strong impact on a growing department. The department includes undergraduate majors in Communication Sciences and Disorders, Health Science, and Rehabilitation and Disability Studies, a graduate program in Rehabilitation Counseling, and several minors.

The successful candidate will have an earned doctoral degree from a regionally accredited institution in Public Health, Health Science, or a related field. ABDs also considered. Applicants with expertise (research and teaching) in support of the College's commitment to an increasingly diverse campus community are of particular interest. Candidates with college teaching experience and expertise in public health or health science will be given preference. Responsibilities will include teaching four courses each semester, scholarship, academic advising, and committee and other service activities.

Founded in 1885, Springfield College is a private, coeducational institution offering undergraduate and graduate programs that reflect its distinctive Humanics 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 homepage at [www.springfieldcollege.edu](http://www.springfieldcollege.edu).

Please send letter of application, curriculum vitae, teaching philosophy statement, and the names and contact information for 3-5 professional references to: Dr. David J. Miller, Dean of Health Sciences and Rehabilitation Studies, Springfield College, 263 Alden Street, Springfield, MA 01109.

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

**SPRINGFIELD COLLEGE**

Please visit our website at:

[www.springfieldcollege.edu](http://www.springfieldcollege.edu)

**MICHIGAN STATE  
UNIVERSITY**

### Chair - Communicative Sciences & Disorders

The Department of Communicative Sciences and Disorders at Michigan State University is searching for a Department Chair to pursue innovation and excellence in striving to be the top-ranked program; promote a research-active environment with an emphasis on seeking external funding for research; provide collaborative leadership in teaching and research; ensure a dynamic, rigorous and meaningful education experience for our students; recruit top-notch, research productive faculty; forge cooperative partnerships with alumni and professional constituencies; actively pursue fundraising opportunities; advance the department's interest within the college and university environment; oversee the department's budget, faculty and staff; and develop new professional and outreach programs.

Qualifications of preferred candidates include distinguished scholarship, prior administrative experience, success with external funding and multidisciplinary collaboration, and a vision for the future of a department that is undergoing significant growth. A Ph.D. in Communicative Sciences and Disorders or a related discipline is required.

To apply, complete an electronic submission at the Michigan State University Employment Opportunities website <https://jobs.msu.edu> and reference posting number **0654**. For additional information please visit the College of Communication Arts & Sciences website at <http://cas.msu.edu/places/cas-deans-office/jobs/> or contact Brad Rakerd at [rakerd@msu.edu](mailto:rakerd@msu.edu).

Candidates should submit a statement highlighting their experience and qualifications, curriculum vitae, and the names of three references uploaded as "other document." The search committee is currently reviewing applications and will continue until an exceptional candidate is selected.

*MSU is an affirmative-action, equal opportunity employer. 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.*

entrepreneurship. Penn State is rated in the top quartile of US universities in this field based partly on its unique courses offered by the Farrell Center for Corporate Innovation and Entrepreneurship using problem-based learning both at the undergraduate and graduate levels and the diversity of students from many disciplines attracted to the programs. The College is in a unique position to offer real-life experiences to students through the Garber Venture Capital Fund that it

runs. The Center has also been recognized by grants from the Kauffman Foundation for developing new pedagogical tools in Entrepreneurship and has won multiple awards from the Global Consortium of Entrepreneurship Centers. The successful candidate will join world class scholars within the Department of Management and Organization and the Farrell Center for Corporate Innovation and Entrepreneurship. Job Description Qualifications: Successful can-



### ASSISTANT/ASSOCIATE PROFESSOR OF ARCHITECTURE

Assistant/Associate Professor of Architecture, 9-month, full-time, tenure-track, teaching faculty position. The Washington State University (WSU) School of Design and Construction (SDC) in Pullman, WA seeks applications for a permanent, full-time, tenure-track position of Assistant/Associate Professor of Architecture. The successful candidate must demonstrate excellence in teaching and creative scholarship/research with an emphasis on digital and computational design. The start date for the position is **August 16, 2015**.

**Job Duties**

- Teach introductory and advanced digital and computational design techniques and practices in design studio and lecture-based settings. A minimum of four courses per year including required and elective courses.
- Advance a successful creative scholarly digital and computational design research program for defining architectural design problems, and/or for generating design solutions, and/or for optimizing design solutions.
- Advise and mentor students.
- Assist the Architecture program and the School of Design and Construction to develop and advance strategic plans and initiatives.
- Participate on committees and provide other service to the program, school, colleges, and university.

**Required Qualifications**

- M. Arch. degree, or B. Arch. with doctoral degree in architecture.
- Demonstrated excellence in teaching design studio and lecture/seminar courses with an emphasis on digital and computational design for architectural simulation, exploration, or optimization.
- Demonstrated record of teaching and research ability and skills correlating with material systems, social factors, or ecological factors.
- Peer-reviewed scholarship/research with an emphasis on digital and computational design.
- Evidence of effective communication and collaboration skills.
- For Associate Professor, the candidate must have five years of teaching and research experience in an accredited professional degree program in architecture.

**Desired Qualifications**

- Doctoral degree in Architecture
- Demonstrated excellence in architectural digital and computational design (e.g., exhibitions, installations, competitions, or professional practice).
- Record of grant funding in support of creative scholarship/research activities, and/or Architecture, Engineering and Construction (AEC) industry sponsorships.

Submit application online at [www.wsujobs.com](http://www.wsujobs.com) (job listing #41280). The position is open until filled. Screening of applicants will begin on **March 2, 2015**. A complete application must include:

- A letter of application outlining the candidate's interest, qualifications, pertinent experience, and statements of pedagogical and research objectives.
- A curriculum vitae.
- A portfolio that includes representative samples of teaching, research, and architectural design activity/practice. Samples may be provided by means of hyperlink within the pdf file.
- The names, titles, addresses, emails, and phone numbers of three references.

For further information about the Architecture program within the WSU School of Design and Construction, please visit <http://sdc.wsu.edu/architecture>. For full details about the position, please visit <https://www.wsujobs.com>. For questions about the position, please contact John Abell, search committee chair, [abellj@wsu.edu](mailto:abellj@wsu.edu).

*WSU is an EEO/AA educator and employer.*



香港城市大學  
City University of Hong Kong  
30th Anniversary



### Worldwide Search for Talent

City University of Hong Kong is a dynamic, fast-growing university that is pursuing excellence in research and professional education. As a publicly-funded institution, the University is committed to nurturing and developing students' talents and creating applicable knowledge to support social and economic advancement. The University has seven Colleges/Schools. As part of its pursuit of excellence, the University aims to recruit **outstanding scholars** from all over the world in various disciplines, including **business, creative media, energy, engineering, environment, humanities, law, science, social sciences, veterinary sciences** and other strategic growth areas.

The **School of Law** invites applications and nominations for the following positions:

- (1) **Professor/Associate Professor (Maritime Law) in the School of Law** [Ref. B/014/30]
- (2) **Professor/Associate Professor (Arbitration) in the School of Law** [Ref. B/015/30]
- (3) **Professor/Associate Professor in the School of Law and the College of Business (Joint Appointment)** [Ref. B/016/30]
- (4) **Professor/Associate Professor in the School of Law and the School of Creative Media (Joint Appointment)** [Ref. B/017/30]
- (5) **Professor/Associate Professor in the School of Law and the School of Energy and Environment (Joint Appointment)** [Ref. B/018/30]

The School of Law has three goals in its agenda: becoming a world renowned centre for research and teaching of law; equipping students with global knowledge, skills and perspectives; and establishing a trusted relationship with local and international legal establishments. These goals are reflected in the composition of the faculty, the curriculum and enrichment activities. The School is one of the 15 schools invited by the United Nations Conference on Trade and Development (UNCTAD) to join the G-15 of law schools specializing in international investment law. The School has also developed special programmes for judges from Mainland China, including LLM and JSD programmes.

It is the School's goal to provide quality legal education for students and to broaden their horizons. The School offers a broad range of degree programmes: LLB, JD, LLMArbDR, LLM, JSD and PCLL.

**Duties :**

**For posts (1) & (2),** conduct teaching and research in Maritime Law/Arbitration.  
**For posts (3) to (5),** Law and Business/Creative Media/Energy and Environment are often cited as areas where there should be scope for interdisciplinary collaboration. The appointees are expected to teach and supervise students at both undergraduate and postgraduate levels; ensure the courses to be properly geared to the needs of students; exploit the joint teaching at a more integrated and higher level; conduct high level, creative and professional interdisciplinary research. They are also expected to take the lead in developing innovative teaching interactions and fostering inter-disciplinary collaboration.

**Requirements :**

**For posts (1) & (2),** a PhD or equivalent qualification is normally required. Candidates must have a superior academic record, with demonstrable evidence of, or a strong potential for, excellence in scholarly research and teaching. They should in addition have the ability and willingness to contribute to the intellectual and scholarly life of the faculty community and to the University more generally.  
**For posts (3) to (5),** a PhD in relevant disciplines with ability to undertake research and teaching in the College and Schools concerned. Candidates for the post of Professor should have an outstanding research record with a demonstrated ability to lead a sizeable research group of mid and junior level professors, postdoctoral fellows and graduate students. They are expected to strengthen the current research areas in the College or Schools concerned.

**Salary and Conditions of Service**

Remuneration package will be driven by market competitiveness and individual performance. Excellent fringe benefits include gratuity, leave, medical and dental schemes, and relocation assistance (where applicable). Initial appointment will be made on a fixed-term contract.

**Information and Application**

Further information on the posts and the University is available at <http://www.cityu.edu.hk>, or from the Human Resources Office, City University of Hong Kong, Tat Chee Avenue, Kowloon Tong, Hong Kong [Email : [hrojob@cityu.edu.hk](mailto:hrojob@cityu.edu.hk)/Fax : (852) 2788 1154 or (852) 3442 0311].

To apply, please submit an online application at <http://jobs.cityu.edu.hk>, and include a current curriculum vitae. Nominations can be sent directly to the Human Resources Office. **Applications and nominations will receive full consideration until the positions are filled** and only shortlisted applicants will be contacted. The University's privacy policy is available on the homepage.

The University also offers a number of visiting positions for current graduate students, postdoctoral scholars, and for early-stage and established scholars, as described at [http://www.cityu.edu.hk/provost/CityU\\_Visiting\\_Positions.htm](http://www.cityu.edu.hk/provost/CityU_Visiting_Positions.htm).

City University of Hong Kong is an equal opportunity employer and we are committed to the principle of diversity. We encourage applications from all qualified candidates, especially those who will enhance the diversity of our staff.

City University of Hong Kong was ranked 5<sup>th</sup> among the world's top 50 universities under the age of 50 in the *Quacquarelli Symonds* 2014 survey  
<http://www.cityu.edu.hk>



**Troy University** – is a comprehensive public institution serving more than 30,000 students worldwide - 4 campuses in Alabama, locations in 8 states, 12 foreign countries, and 1 U.S. territory.

**Troy University is currently accepting applications for the following positions:**

**Assistant/Associate/Full Professor, Executive Director – Johnson Center:**

*Doctoral degree and related experience required*

Please go to [www.troyuniversityjobs.com](http://www.troyuniversityjobs.com) for further details and information on how to apply.

*Troy University is an EEO and AA employer.*

didate will be responsible for managing the Garber Venture Capital fund, coordinating the technology commercialization program and teaching the capstone New Venture Creation class. A generalist in the following multiple areas of expertise: Entrepreneurship, Private Equity Finance, Management of Growth, Innovation Management, etc. is preferred. This position is an ideal appointment for individuals wishing to concentrate on teaching a variety of courses in entrepreneurship and performing related activities such as mentoring, advising, and conducting applied research in the areas of entrepreneurship, pedagogy or case writing. A Ph.D. degree in a business-related or technical discipline is typically required. A successful teaching record is also typically required, with preference given to candidates with experience using problem-based learning techniques and technology-

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INSTITUTE ON THE  
ENVIRONMENT  
UNIVERSITY OF MINNESOTA  
Driven to Discover™

### DIRECTOR

The University of Minnesota (UMN) invites nominations and applications for Director of the Institute on the Environment (IonE). UMN established IonE in 2008 as part of a bold and exciting institutional transformation to move into the upper echelon of the world's public research universities within the next decade. IonE discovers solutions to Earth's most pressing environmental problems by conducting transformative research, developing the next generation of global leaders, and building world-changing partnerships.

The new Director will lead this highly regarded and prestigious institute through the next stage of its evolution and impact. Reporting to the Vice President for Research, the Director will provide strategic vision and support for IonE programs; promote collaboration across the University of Minnesota and between UMN and the broader community; enhance and diversify the revenue stream with particular emphasis on philanthropic and extramural research support; build research capacity that impacts progress on environmental issues; build upon IonE's strong reputation through public engagement and communications campaigns; and continue to develop corporate and community partnerships.

The successful candidate must bring international stature and a strong track record of leadership within the environmental realm. Eligibility for a tenured professorship at the University is helpful, but not required. A terminal/advanced professional degree in a related field is required.

The University has retained Isaacson, Miller, a national executive search firm, to assist in the search for the next Director of the Institute on the Environment. This search is being led by **Denise O'Grady Gaffney and Stephanie Fidel with Jamie Sands**. All applications, inquiries, and nominations should be sent in confidence via website: [www.imsearch.com/5308](http://www.imsearch.com/5308).

*The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.*



## 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](mailto: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.*

## West Virginia University

### Assistant Professor – Landscape Architecture

The Landscape Architecture Program in the Davis College of Agriculture, Natural Resources and Design at West Virginia University invites applications for two 9-month tenure-track positions at the rank of Assistant Professor to commence on August 16, 2015.

**Duties and Responsibilities:** We are looking for energetic and collaborative colleagues to join our team as our program celebrates its 50th anniversary at WVU. The positions include teaching responsibilities for undergraduate and/or graduate students in studio, seminar and/or lecture environments. Specific areas of teaching may include one or more of the following areas: design process, construction technology, professional practice, design analysis/criticism, history/theory, hand and digital graphics, geographic information systems, planning history/theory, and/or regional planning and design. In addition to teaching, faculty members will advise students, conduct significant research and/or engage in other peer-reviewed creative scholarship, and contribute to service to the university, profession, and the state of West Virginia.

**Qualifications:** Candidates must hold a Master of Landscape Architecture degree or a Bachelor of Landscape Architecture degree with a terminal degree, Masters or Ph.D. in: urban, community or regional planning; architecture; environmental studies; geography; urban design; or fine arts. Successful candidates will have demonstrated teaching ability (graduate teaching assistant may meet this requirement). In addition, candidates will show readiness to pursue significant scholarly or creative research upon arrival at WVU (to be described in the 'philosophy statement' required as part of the application materials). Two years of professional experience in landscape architecture, design, or community/regional planning; or a doctoral degree in landscape architecture, design, planning or a related discipline; is required.

**University and Program:** West Virginia University, designated as a Research University (High Research Activity), is a comprehensive, land-grant institution with an enrollment of over 29,000 students and includes a highly-regarded Medical Center and Law school <http://www.wvu.edu>. The University is situated in the foot hills of the Appalachian Mountains, 75 miles south of Pittsburgh, PA, within easy driving distance of major eastern metropolitan areas including NYC and Washington, DC. Morgantown, West Virginia's fourth largest city, recently was rated No. 1 Small City in America, Best Small City in the East, and 3rd Best Small Town in the nation. These high ratings resulted from its mix of intellectual, cultural, and social amenities; university services (including medical); year round summer and winter outdoor recreational opportunities; small town warmth; and a public school system that has been rated in the top 2 percentile in academic performance nationwide.

The Landscape Architecture Faculty consists of eight full-time and one half-time members. The Program enrolls approximately 120 undergraduate students in an accredited BSLA program, as well as a recently (2013) accredited 2-3 year MLA program. Additional information is available at <http://larc.wvu.edu/>.

**Application:** Candidates must meet standard eligibility requirements to work in the United States and have demonstrated effective verbal and written communication skills in English. Applicants should send electronic copies (PDF files) of the following: 1) letter of application that discusses qualifications for the position; 2) a philosophy statement that covers interests in teaching and research or creative activities, including future goals; 3) samples of work (or portfolio); 4) curriculum vitae, including a list of courses taught with dates; 5) copy of transcripts (unofficial copy is acceptable); and 6) contact information for three professional references to: **Dianna Spring** ([dspring2@mail.wvu.edu](mailto:dspring2@mail.wvu.edu)), **LA Faculty Recruitment Committee, Davis College, West Virginia University, P.O. Box 6108 Morgantown, WV 26506-6108**. Phone or email inquiries may be directed to: **Peter Butler** ([mail.wvu.edu](mailto:mail.wvu.edu)) or (304) 293-5462.

Review of applications will begin February 27, 2015 and continue until the positions are filled.

West Virginia University is an Equal Opportunity/Affirmative Action Employer. Under represented class members are encouraged to apply. This includes minorities, females, individuals with disabilities and veterans.

## 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://apptkr.com/566466>. 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](mailto:shardin@sandiego.edu)

Equal Opportunity Affirmative Action Employer.

[www.sandiego.edu](http://www.sandiego.edu)

enhanced courses. We are seeking a dynamic, entrepreneurial individual who will enjoy working in an interdisciplinary and collaborative environment. Position Available: Fall 2015.

Salary: Competitive and commensurate with qualifications. Application Procedure: Please upload a letter of application containing a clear statement of specific teaching interest, a

resume, evidence of teaching capabilities, and the names of three references. Application Deadline: Applications will be reviewed immediately and will be accepted until the position

## ACADEMIC AFFAIRS

# NC STATE UNIVERSITY

Raleigh, NC

## Vice Chancellor for Research, Innovation and Economic Development

NC State University (NC State) invites applications and nominations for the position of Vice Chancellor for Research, Innovation and Economic Development. The Vice Chancellor reports directly to the Chancellor and provides dynamic leadership for articulating and implementing a shared vision for research and innovation. The Vice Chancellor will be a leader in addressing state and national issues of compelling interest to the research community and will collaborate with campus and business partners in the strategic development, growth, and quality of the research enterprise, the innovation agenda, and economic development efforts.

Located in the Research Triangle, NC State is growing rapidly and expects to substantially increase the level of research activity, expand its interdisciplinary collaborations, enhance its level of corporate partnerships, and collaborate to grow the graduate programs in quality and size. The campus research portfolio, which recorded expenditures of over \$400 million last year, reflects sponsored programs from federal and state government, as well as substantial industrial support. NC State demonstrates a strong commitment to STEM education with a commitment to excellence in a comprehensive range of disciplines, and that perspective, partnered with its Centennial Campus endeavors focusing on research partnerships (<http://centennial.ncsu.edu>) positions NC State for substantial growth in both federal funding and industry partnerships.

The ideal candidate must have academic credentials and accomplishments appropriate for appointment as a Professor with tenure, demonstrated leadership and administrative ability to successfully facilitate research, develop partnerships, and address critical issues for the research community.

Inquiries, nominations and applications are invited. Recruitment will continue until the position is filled. For fullest consideration, candidates should provide a cover letter, curriculum vitae and the names and contact information of five references by February 18, 2015, sent to consultants Manny Berger and Terry Holzinger at Witt/Kieffer via email to [NCSU\\_VCRIED@wittkieffer.com](mailto:NCSU_VCRIED@wittkieffer.com). The consultants may be reached by telephone at (949) 797-3540.

*NC State University is an equal opportunity and affirmative action employer.  
NC State welcomes the opportunity to work with candidates to identify suitable employment opportunities for spouses or partners.*

**WITT / KIEFFER**

is filled. Apply to job 54241 at <http://apptrkr.com/565463>. Campus Security Crime Statistics: For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to <http://www.police.psu.edu/clery/>, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

**Computer Science:** Muskingum University's Department of Mathematics and Computer Science invites applications for a tenure-track position in Computer Science starting August 2015. Qualified candidates will have

attained a doctoral degree in Computer Science or Computer Engineering. Muskingum University strongly encourages applications from women and minorities. See <http://www.muskingum.edu/academicaffairs/Faculty-OpenPositions> for full job description and application information. Review of applications begins immediately.

**Computer Science:** The School of Computing in the College of Computing and Digital Media (CDM) at DePaul University in Chicago invites applicants for a full-time, non-tenure track, one-year position (renewable) in Game Programming in one of the most innovative and established Game Development programs in the country. Located in the heart of Chicago's vibrant Loop and Lincoln Park communities, our Game Development degree program features concentrations in programming and

game design, is highly cross-disciplinary, and is linked closely with our programs in Animation, Interactive Media, Computer Science, Software Engineering, Digital Cinema and Computer Graphics. The undergraduate degree, started in 2004, has grown quickly to more than 300 students. The graduate degree is also showing strong growth - starting in 2009 and now up to 50 students. DePaul's Master of Science in Game Development was ranked 12th and the Undergraduate program ranked 20th by 2014 Princeton Review. U.S. News & World Report included DePaul among universities with "hot" college majors for its computer game design program. Students are enthusiastic, engaged, and productive. For example, Devil's Tuning Fork and Octodad, both DePaul student games, were 2010 and 2011 Independent Games Festival Student Showcase winners. You can

learn more about the game program at <http://gamedev.depaul.edu> and CDM at <http://cdm.depaul.edu>. The primary responsibility of this position is to teach game programming courses at both graduate and upper-level undergraduate levels. Other responsibilities will include advising students, curriculum development, and strengthening our industry outreach program. Ideal candidates for the position will have

an active interest and track record (i.e. in the form of completed game projects) in game programming, and have teaching and development experience in one or more of the following areas: Game software development / software engineering, Game engine programming, Mobile / console game programming, Game AI / Game Physics, Computer Graphics, Augmented / Virtual reality. Industry experience is

plus. Candidates should have a minimum of a BS or MS degree in Computer Science, Electrical Engineering, Software Engineering, or a closely related area. For priority consideration, application materials must be received by March 1, 2015; applications will be accepted until position is filled. Apply online only: <http://facultyopportunities.depaul.edu/postings/44>. DePaul University offers equal employment



## VICE PRESIDENT FOR RESEARCH AND INNOVATION Virginia Polytechnic Institute and State University Blacksburg, Virginia

Virginia Polytechnic Institute and State University, (Virginia Tech), a public land-grant research university based in Blacksburg, Virginia, seeks an experienced and energetic research leader to become their Vice President for Research and Innovation.

Serving the Commonwealth of Virginia, the nation, and the world community, the discovery and dissemination of new knowledge are central to its mission. With nearly 7,000 graduate students and a total enrollment exceeding 31,000, Virginia Tech is renowned for its programs in engineering, agriculture, architecture, biotechnology, science, business, the arts, and a wide range of other fields. The university has an annual budget of approximately \$1.3 billion and is supported by an endowment of nearly \$800 million. In Fiscal Year 2014, the university had \$288 million in external research funding and \$496 million in research expenditures.

As a key member of the senior leadership team reporting to the Provost and working together with the Deans, faculty, and other members of the Virginia Tech community, the Vice President for Research and Innovation will facilitate the ongoing development of comprehensive, interdisciplinary research and innovation programs that will further elevate Virginia Tech into the ranks of the nation's premier universities. Principal strategies will include sustaining growth in research expenditures; enhancing the entrepreneurial and innovative culture; growing the commercialization of Virginia Tech's intellectual properties; expanding relationships with corporate and foundation partners; increasing graduate enrollment by 1,000 students, mostly at the doctoral level; building on the institution's strong presence in the National Capital Region; and creating new academic frameworks in health and life sciences as well as in computational/informational sciences.

A search committee has been convened to conduct the search, with assistance from the national search firm, Isaacson, Miller, and to recommend finalists to the Provost. This search is being facilitated by Michael A. Baer, Philip Jaeger, and Nanette M. Blandin. Applications, including a curriculum vitae and cover letter, and nominations should be sent via Isaacson, Miller's website: [www.imsearch.com/5335](http://www.imsearch.com/5335).

*Virginia Tech does not discriminate against employees, students, or applicants on the basis of age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, genetic information, veteran status, or any other basis protected by law.*



## Vice President for Research and Scholarship The Linda Hall Library of Science, Engineering, and Technology Kansas City, Missouri

The Linda Hall Library, the world's pre-eminent privately supported library of science, engineering, and technology, invites applications and nominations for the position of Vice President for Research and Scholarship. For a full position description, please go to [www.lindahall.org/employment](http://www.lindahall.org/employment).

Created by local businessman Herbert F. Hall and his wife Linda S. Hall, the Library opened in 1946 in the heart of what has now become Kansas City's cultural community. The Library has built one of the world's major collections of research materials relating to all areas of science, engineering, and technology (excluding clinical and surgical medicine). A non-circulating research library, the Linda Hall is an important resource for researchers and students from industry and academia, providing reference and document delivery services to users around the globe. The Library also sponsors a residential fellowship program, exhibitions, and an ongoing series of public lectures.

Linda Hall is seeking an effective leader with a background in the sciences, technology, or related discipline, for this newly created position. S/he should have a record of innovation and change in a distinguished research library or other relevant setting, and an advanced degree in the History of Science or related field, or an extensive research and publication record in one or more of the scientific disciplines collected by Linda Hall. A Master's degree in Library Science is preferred.

Applicants should provide a cover letter, a résumé or curriculum vitae, and the names and contact information of three references to Auerbach Associates, whom the Library has retained to assist with this search. All nominations, applications, and inquiries should be sent to:

Ellen Offner  
Auerbach Associates, Inc.  
30 Hillside Terrace  
Belmont, MA 02478  
Email: [ellen@auerbach-assc.com](mailto:ellen@auerbach-assc.com)  
Electronic submissions preferred





## INDIANA UNIVERSITY

EXECUTIVE ASSOCIATE DEAN  
of ACADEMIC AFFAIRS

The School of Public Health-Bloomington (SPH-B) invites applications for the position of Executive Associate Dean of Academic Affairs. This 12-month position is available beginning July 1, 2015.

The Executive Associate Dean position offers a challenging and rewarding opportunity to help lead one of the premier Public Health schools of its kind. The school has over 130 faculty in five academic departments: Applied Health Science, Epidemiology and Biostatistics, Environmental Health, Kinesiology, and Recreation, Park, and Tourism Studies. These departments collectively serve over 2770 undergraduate students and over 400 graduate students of which approximately 70 are doctoral students. Other units within the school include the Division of Campus Recreational Sports, multiple centers and institutes, as well as cooperative agreements with international institutions.

The Executive Associate Dean works with the Dean in providing administrative leadership for the academic and service missions of the school and works closely with faculty to ensure a progressive approach to the school's academic programs and faculty development. Specific duties include serving as the school's chief academic and faculty affairs officer ensuring compliance with school, campus, and university policies on academic ranks, titles, terms of appointments, recruitment, governance and review, tenure/promotion, faculty development, and instructional responsibilities as well as providing leadership on all matters related to undergraduate student curriculum and experience. Additional duties include representing school academic affairs at the university level, serving on a number of administrative teams, facilitating a number of school committees, and supervising the following academic and staff personnel: Assistant Dean of Student Academic Affairs, Director of Online Education, Director of SPH-B Technology Services, and Administrative Coordinator of Academic Affairs.

## Qualifications for the position:

- Doctorate (PhD, DrPH, HsD, MD, EdD, JD, etc.) as well as recent research, teaching and service accomplishments sufficient to support an appointment as full professor in any of the School of Public Health-Bloomington departments.
- Demonstrated effective administrative experience
- Extensive pedagogical background
- Expertise in strategic planning
- Delivery and mentorship in the tenure and promotion process

The applicant must hold the rank of Full Professor with tenure at time of application.

Applications received by February 15, 2015 will receive full consideration; however applications will be reviewed until the position is filled. Applications will be held in confidence until finalists are announced. Interested candidates should submit a letter of application that articulates background and experience as they relate to the qualifications for this position, accompanied by a complete curriculum vitae and a list of six references to: <https://indiana.peopleadmin.com>.

Questions regarding the position or application process may be directed to: EAD Search Committee at [malockha@indiana.edu](mailto:malockha@indiana.edu) or via postal mail at EAD Search Committee, c/o Margi Lockhart, School of Public Health-Bloomington, Indiana University, 1025 East 7th Street, room PH 115A, Bloomington, IN 47405-4801

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.

## UNIVERSITY OF BRIDGEPORT

## Assistant Dean of Students

The University of Bridgeport invites applicants for the position of Assistant Dean of Students. Working within the Student Affairs Division, under the supervision of the Dean of Students, the Assistant Dean will assist with the oversight of Student Affairs operations and serve as a resource and liaison for students, parents, faculty and staff.

Bachelor's degree in a related field required; Master's Degree in college student personnel/higher education administration or related field preferred. Qualified applicants should send a letter of application, resume and contact information for three professional references to:

For more information please visit <http://www.bridgeport.edu/welcome/employment-and-job-opportunities/admin-positions/assistant-dean-students/>.


Qualified applicants should send a letter of application, resume and contact information for three professional references to: Department of Human Resources, Assistant Dean of Students, University of Bridgeport Wahlstrom Library, 7th Floor, 126 Park Avenue, Bridgeport, CT 06604, Fax: (203) 576-4601 [employment@bridgeport.edu](mailto:employment@bridgeport.edu).



The University of Bridgeport is an equal employment opportunity and affirmative action employer.

opportunities to all persons without regard to race, color, ethnicity, religion, sex, sexual orientation, national origin, age, marital status, physical or mental disability, parental status, housing status, source of income or military status, in accordance with applicable federal, state and local EEO laws.

**Dean:** Dean, School of Public Service, Boise State University. Boise State University invites applications and nominations for the founding Dean of the School of Public Service (SPS). SPS will officially become part of the Boise State University campus on July 1, 2015 with a mission of producing innovative solutions to pressing and complex political, social, economic and environmental concerns and preparing students for service in the public sector. Boise State ([\[www.boisestate.edu\]\(http://www.boisestate.edu\)\), with an enrollment exceeding 19,000 students, is a public comprehensive master's institution that offers select doctoral programs. The University is the largest institution in the Idaho system of higher education, and consists of seven colleges with over 2,000 faculty and staff. The University is located in the state capital of Boise \(<http://www.boisechamber.org>\), which has a metropolitan population of approximately 620,000. Responsibilities: The Dean will report directly to the Provost of the University. The School will consist of the Departments of Public Policy & Administration \(Ph.D.; MPA\); Community & Regional Planning \(MA\), Criminal Justice \(MA; BS\), Political Science \(MA; BS\), and Military Science \(ROTC\), and will include approximately 32 full-time faculty members with 1,000 undergrad-](http://</a></p>
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## DIRECTOR OF OUTCOMES ASSESSMENT AND ACCREDITATION

### Kornberg School of Dentistry

Temple University Kornberg School of Dentistry is seeking applicants for the faculty position of Director of Outcomes Assessment and Accreditation. The Director is responsible for the development and maintenance of a comprehensive outcomes assessment program that supports the vision, mission and goals of the School of Dentistry, and ensures continued compliance with the standards of the Commission on Dental Accreditation (CODA) for the predoctoral and postdoctoral dental education programs. Specific responsibilities include collection and maintenance of data sets that support academic and institutional outcomes analysis and planning. This includes hand-on data collection and analysis, translation of data into usable information for program improvements, curriculum management and preparation of reports and self-studies. Candidates must have 1) an earned master's or doctorate degree (preferred) in an appropriate academic discipline (e.g. educational psychology, higher education, other relevant fields, etc.) 2) demonstrated experience with data collection and analysis, strategic planning, and accreditation, including experience with preparation for site visits and self-studies 3) understanding of competency based education models 4) at least 3 years of relevant experience in higher education management/leadership roles in order to lead the self-studies for periodic site visits. Salary and rank will be commensurate with experience and qualifications.

Applicants should submit a letter of interest, a CV, and the names and contact information for three references to Dr. Maria Fornatora Associate Dean for Academic Affairs at [maria.fornatora@temple.edu](mailto:maria.fornatora@temple.edu)

Temple University is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.


THE GEORGE WASHINGTON UNIVERSITY  
WASHINGTON, DCAvram S. Tucker Endowed Chair  
in Strategy and Leadership

The George Washington University School of Business is seeking applications and nominations for a distinguished senior scholar to fill the position of full professor with tenure as the inaugural Avram S. Tucker Chair in Strategy and Leadership.

We expect that the newly endowed Tucker Chair will lead the faculty toward innovative research in strategy and/or management, mentor junior faculty and doctoral students, and show exemplary leadership for all aspects of academic life, in and out of the School.

**Basic Qualifications:** Candidates must hold a Ph.D. in a field of strategy, management, or closely related disciplines and have: an outstanding record of scholarly publications in the most prestigious journals in the candidate's discipline; national and international recognition in the scholarly community commensurate with a chaired professor; an excellent record of prior teaching; and a record of academic and service leadership.

Salary will be commensurate with the qualifications of the successful candidate. Remuneration package includes fringe benefits and medical and dental benefits.

To be considered, please complete a confidential, online application at [<http://www.gwu.jobs/postings/24850>] and upload a cover letter and CV. Confidential review of applications will begin from December 28, 2014 and continue until the position is filled. References will not be contacted without first notifying the candidate. For questions, please contact the search chair, Professor Sok-Hyon Kang ([sokkang@gwu.edu](mailto:sokkang@gwu.edu); Tel: 202-994-6058). To nominate other candidates, please send an email with the candidate's name and email address to [TuckerSearch@gwu.edu](mailto:TuckerSearch@gwu.edu). Employment offers are contingent on the satisfactory outcome of a standard background screening.

The George Washington University is an Equal Employment Opportunity/Affirmative Action employer that does not unlawfully discriminate in any of its programs or activities on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or expression, or on any other basis prohibited by applicable law.

uate and 125 graduate students. The Dean will be expected to play a crucial role in the development of the School as it fits into Boise State University's culture of rich and diverse academic programs. The Dean will be the lead representative of SPS in the state capital (Boise) and in the state of Idaho and be responsible for fund raising, including the retention of external grants that further the mission

of SPS. An Associate Dean will take the lead in academic affairs and assist the Dean in all administrative activities. This is a full-time, 12-month position. Salary is competitive and will be commensurate with experience. Required qualifications: Competitive candidates for this position will possess demonstrated leadership abilities and offer a strong vision for SPS's future, with a commitment to innova-

BRADLEY  
UNIVERSITYAssociate Provost for  
Information Resources & Technology

Bradley University, a private, comprehensive university in Peoria, Illinois seeks an experienced leader in information technology for the position of Associate Provost for Information Resources and Technology. The Associate Provost for Information Resources & Technology (APIRT) will foster innovation, prioritize technology initiatives, and coordinate the management of current and future IT systems across the institution to align with University strategic and operational goals. This individual is responsible for all aspects of the organization's information technology systems, services, budget, and staff.

The successful candidate will be an imaginative information technology leader, an outstanding collaborative manager, and an excellent communicator, with a proven record of leadership in information technology within environments of comparable complexity. The new APIRT will bring an expansive understanding of the potential of information technology to advance the purpose of a private university.

Duties include effectively managing a complex Instructional Technology budget, negotiating and assessing contracts and license agreements for competitive pricing, compliance, risk management and data security; providing vision and progressive leadership by exploring and assessing the feasibility of new and emerging technologies that will provide a technology rich environment that meets the needs of today's diverse campus and student population.

Requirements include a Master's degree in computer science, business administration, or related field, and a minimum of nine years of progressively responsible leadership experience in information technology, encompassing strategic planning, budgeting, and process improvement.

Visit <http://www.bradley.edu/offices/business/humanresources/opportunities/administrative/position> for a full position description and [www.bradley.edu](http://www.bradley.edu) for additional information about the University.

Qualified candidates should submit resume, complete contact information for five professional references, and a letter of interest outlining their experience and qualifications for the position. Submit application materials electronically to [apirtsearch@bradley.edu](mailto:apirtsearch@bradley.edu).

Application review will begin February 15, 2015 and continue until the position is filled. Employment with Bradley University is contingent on satisfactory completion of a criminal background check.

*Bradley University is an Equal Opportunity/Affirmative Action Employer. The administration, faculty and staff are committed to attracting qualified candidates from underrepresented groups.*

UAB SCHOOL OF  
MEDICINE

Knowledge that will change your world The University of Alabama at Birmingham

Department of Medical Education  
ASSISTANT DEAN FOR STUDENT SUCCESS

The School of Medicine at UAB, The Department of Medical Education is seeking an experienced individual with a track record of success in Medical Student Affairs, especially programs designed to support professionalism, career path, and personal wellness in multiple dimensions. This individual will direct an Office of Student Success Programs within the DOME with the following areas of responsibility, experience in each is highly preferred: 1) scholarships and financial aid, 2) specialty career selection and match success, 3) elective scheduling and visiting electives (home and host school), 4) student wellness programs and referral networks, 5) development of professionalism in medical students, 6) disability accommodations, 7) technology and automation in student tracking and student records systems, 8) personality assessment, 9) cognitive and study strategies and techniques for medical students, 10) managing and supervising a team of staff, 11) working cooperatively and effectively within a School of Medicine Office of Medical Student Services and the Office of Medical Education. The University is seeking a full-time, non-tenure-earning person with a terminal degree that will qualify him/her for an appointment to the faculty, 10 years of experience in Medical Student Success Programs, demonstrated leadership ability, and experience in a medical school setting are required.

Please send nominations and/or curriculum vitae to Dr. Laura Kezar VH100 - 1530 3<sup>rd</sup> Avenue South, Birmingham, Alabama 35294-3412.

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

A pre-employment background investigation is performed on candidates selected for employment.

tive teaching, cutting-edge scholarship, and meaningful community outreach. In addition, the ideal candidate

will possess a proven track record of substantial fund raising and of linking higher education and universities

SPRINGFIELD COLLEGE



## Vice President for Student Affairs Springfield College

Springfield College is seeking a committed, innovative and collaborative Vice President who will provide leadership and vision for the Student Affairs division of the College.

**About the College:** Founded in 1885, Springfield College is a private, coeducational institution offering undergraduate and graduate programs that reflect its distinctive Humanics Philosophy – the education of the whole person in spirit, mind, and body for leadership in service to humanity. More than 5,100 traditional, nontraditional, and international students study at its main campus in Springfield, MA, and at its School of Human Services regional campuses across the nation.

The Vice President will have the opportunity to imagine, design, build, and execute a vision for student affairs during an extraordinary time in the College's history. Under the leadership of President Mary-Beth Cooper, who began her presidency in September 2013, the College has adopted new strategic directions that have energized its students, faculty and staff, and renewed its commitment to its mission and to the delivery of high-impact educational programs. It is clear that President Cooper's commitment to transparency and engagement will be hallmarks of the College's future.

**About the Position:** Reporting directly to the President, the Vice President for Student Affairs will work to create programs and strategies that support the optimal student experience. This is an extraordinary position for someone who is excited about the opportunity to lead and implement change to a division that fosters a learning and living environment.

Responsible for a division charged with oversight of all aspects of the College's student experience, the new Vice President will provide strategic and over-arching leadership to an array of offices and services that is currently organized into the following areas: Spiritual Life, Community Standards, Alcohol and Other Drug Education, Student Orientation Programs, Career Services, Counseling Center, Housing and Residence Life, Student Activities and Campus Union, Campus Recreation, Student Volunteer Programs, and the Health Center. With approximately 50 full- and part-time staff reporting to the Vice President, the incumbent will additionally be responsible for an overall division budget of approximately \$4,115,000.

**Qualifications:** The successful candidate will be an innovative, resourceful, energetic professional who is an exceptional communicator, an effective agent of organizational change, and a team builder and collaborator. The position requires high visibility on campus, at campus events, and with student-leaders. The Vice President must demonstrate: knowledge about the important issues that confront a private residential college; an understanding of and the ability to clearly communicate the importance and effectiveness of student development theory; an appreciation for the important role that athletics plays in the healthy development of the scholar athlete; and a record of success in enhancing the quality of student learning and development outcomes. Additional qualifications include: the ability to assess, understand and be a key advocate for a healthy campus climate; a commitment to contribute to the College's ongoing effort to promote a diverse and open campus community; competence in the use of research and assessment tools to monitor progress in meeting goals; a demonstrated record of success in managing conflict; the ability to develop and maintain productive community and campus partnerships; the proven ability to collaborate, both effectively and with enthusiasm. Strong strategic planning skills are essential.

The successful candidate must possess a Doctorate in College Student Personnel, Higher Education, Counseling or related field. Ten years post-Masters experience, five of which were at the Director level in a student affairs area. The incumbent will also be: a person who is pro-active in responding to student concerns; an excellent supervisor; and an experienced and effective educator who is familiar with and effective in applying best practices in the areas of student affairs represented at the College.

**How to Apply:** Interested individuals should send a letter describing their interest in and qualifications for the position, a resume, and contact information including email addresses for five references. The packet should be sent electronically to [Springfield@wspelman.com](mailto:Springfield@wspelman.com). The subject line in email should be VPSASC. Confidential inquiries will be received at 585.366.4329.

Confidentiality will be maintained, and references will not be contacted without prior knowledge or approval of the candidate. This position will remain open until filled. Review of applications will begin on February 27, 2015.

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



## VICE CHANCELLOR FOR CAMPUS LIFE AND INCLUSIVE EXCELLENCE

The University of Denver invites nominations and applications for the newly-created position of Vice Chancellor for Campus Life and Inclusive Excellence.

Founded in 1864, the University of Denver is a private, doctoral granting research university dedicated to the public good. *U.S. News & World Report* lists the University of Denver among the nation's top 100 universities. Located on a 125-acre campus in a residential neighborhood just minutes from downtown, the University enrolls approximately 5,500 undergraduate and 6,300 graduate students in its distinguished liberal arts and sciences, graduate, and professional programs. Approximately 2,500 undergraduates live on campus. The University's new chancellor, Rebecca Chopp, brings more than 20 years of experience in higher education leadership.

Reporting directly to the chancellor, the Vice Chancellor for Campus Life and Inclusive Excellence will staff the Board of Trustees Student Affairs Committee, serve on the chancellor's senior staff, oversee the Division of Student Life and the Center for Multicultural Excellence, and work closely with student services in the graduate and professional schools. S/he will oversee a staff of 69 FTE and a budget of approximately \$46M.

The University seeks a Vice Chancellor who will provide high-level strategic vision and leadership to this new role. S/he will be creative, collaborative, and will have demonstrated a strong commitment to excellence in student life and inclusion.

This position is anticipated to begin July 2015. For best consideration, please send all nominations, inquiries, and expressions of interest in confidence and electronically no later than March 1, 2015 to:

**Shelly Weiss Storbeck, Managing Partner**  
**Julia Patton, Senior Associate**  
**Storbeck/Pimentel & Associates, LP**  
**DUCampusLife@storbeckpimentel.com**



*The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications from women, people of color, members of the LGBT community, people with disabilities and veterans. The University is an equal opportunity/affirmative action employer.*



## Director, Center for Advanced Studies in Global Education, Associate/Full Professor

The Division of Educational Leadership & Innovation in the Mary Lou Fulton Teachers College invites applicants at the Associate/Full professor level for Director, Center for Advanced Studies in Global Education. The mission of the Mary Lou Fulton Teachers College (MLFTC) is "to set a new standard for teaching, discovery, and innovation," and our new Center for Advanced Studies in Global Education will make explicit our dedication to extending that work to a global audience by scaling research and teaching initiatives for global impact, fostering international experiences, and building diverse partnerships. In order to enable students to reach their potential, regardless of age, nationality or socioeconomic status, the Center cooperates with educational institutions at all levels (from basic to post-secondary education) and in both public and private sectors from countries across the world to develop impactful educational interventions and to design effective, context-appropriate academic and professional development programs.

The successful candidate will: 1) unite the international projects in which MLFTC faculty are already engaged, thereby creating a space in which to share best practices; 2) build a team of operational experts who can identify promising opportunities, enlist appropriate team members for a strong application, and then execute the projects with success; and 3) establish a creative nexus for critical, conscientious, and constructive exploration of the greatest educational challenges that face our world.

**Required Qualifications:**

- Earned doctorate from an accredited university in Education with an emphasis in global/comparative education
- Strong background in curriculum development, international and comparative research project development
- Record of scholarly accomplishments and leadership in research on global/comparative education and impact appropriate for a senior professor
- Demonstrated leadership in global/comparative education at the national to international levels
- Record of teaching accomplishment including mentoring doctoral students
- Candidates for the rank of Associate or Full Professor must also be eligible for tenure at Arizona State University

**Desired Qualifications:**

- Developing exchange programs to bring teacher educators, professors, and teachers to Arizona for residencies
- Co-sponsoring scholarly events with international partnering institutions
- Serving as a nexus to connect, leverage and grow the global engagement work of the College
- Assisting MLFTC's faculty and students to engage in research and teaching activities internationally
- Ability to collaborate with colleagues within the college, other departments and units across campus at Arizona State University and international communities
- Evidence of leadership in professional organizations
- Accomplishment in obtaining and leading externally funded projects

Arizona State University's Mary Lou Fulton Teachers College is dedicated to building the future of education within one of the largest and most innovative teacher preparation programs in the nation. We serve more than 5,000 students across four ASU campuses in the Phoenix metropolitan area, and at partner school districts statewide and online. Teachers College benefits from a legacy of excellence in scholarship and research—our education graduate programs have been ranked among the best by U.S. News & World Report for 12 consecutive years. The College is a recognized leader in cultivating mutually beneficial partnerships and using innovative technology to prepare excellent teachers and school leaders who apply evidence-based knowledge that positively impacts students, families, and the community.

For application procedures, visit our website at [education.asu.edu/job-opportunities](http://education.asu.edu/job-opportunities)



Arizona State University is a VEVRAA Federal Contractor and an Equal Opportunity / Affirmative Action Employer. All qualified applicants will be considered without regard to race, color, sex, religion, national origin, disability, protected veteran status, or any other basis protected by law. Women and minorities are encouraged to apply. For a complete statement of ASU's non-discrimination statement, refer to <http://www.asu.edu/aad/manuals/acd/acd401.html> and <https://www.asu.edu/titleIX/>.



## VICE PRESIDENT FOR STUDENT SERVICES

The Vice President for Student Services serves as the chief student affairs officer for the College directing a variety of enrollment services, student development services, and student programs supporting the strategic plan and educational mission of the College. The Vice President for Student Services provides leadership to and integrates all student services including admission and recruiting, financial aid, and registration and a One-Stop Center. In addition, the Vice President for Student Services assists administering College policies and procedures and is responsible for the development, implementation and execution of a comprehensive enrollment management plan. The Vice President for Student Services reports to the Provost and Executive Vice President and serves on several key leadership teams, including the President's Cabinet and Academic Council.

To view the complete position profile, please visit:  
<http://www.zanestate.edu/staff-opportunities>



## Business Librarian/Online Learning Librarian

**Qualifications:** ALA-accredited MLS. Academic background and/or knowledge of business or related disciplines demonstrated through undergraduate, or advanced degree, coursework, or work experience.

To view the full job description, visit:  
<http://aptrkr.com/564588>  
Members of underrepresented groups are encouraged to apply. **EOE**

to external entities (e.g., communities, legislatures, businesses) in such a manner that both advocates for and brings resources to the School. Candidates will possess a collegial style of leadership that provides faculty and



## Director of Wellness

### Essential Function

The Director of Wellness, with supervision from the Vice President for Student Affairs, and in collaboration with senior department staff and colleagues in the Division of Student Affairs, provides visionary leadership, supervision and management for one of the largest and most comprehensive programs in the nation. The Director is responsible for creating and implementing strategic vision for recreation and wellness through the department's programs, facilities, services, and staff, and should assure that Oklahoma State University is in the forefront of the profession nationally for the benefit of those served.

### Responsibilities

- In partnership with the Division, take responsibility for business and financial operations; construct, monitor, and adjust department budget, of which 13% is generated by the department; determine financial operating budget model and other strategies to ensure long term stability of the department.
- Participate in long term capital and facility planning.
- Provide visionary, strategic and innovative leadership for the department.
- Oversee multiple recreation facilities comprising approximately 300,000 square feet, 148 acres of outdoor natural sport surfaces, Camp Redlands (120 acres) and all programs (including intramural sports, group assistance program, and rental and participation information).
- Champion current and future student recreation, sport and wellness needs; provide exemplary programs that are diverse, inclusive and which support the learning and personal development of students.
- Assess Recreational Sports programs, services, facilities, and staffing.
- Work cooperatively with key academic partners.
- Provide indirect supervision of the Sponsored Programs area, consisting of 21 federal, state or private grants and contracts representing 5 million dollars.
- Provide vision and leadership for broad-based multicultural, equal opportunity initiatives for students and staff.
- Serve as a leader in and contributor to, the profession.
- Assure the highest level of customer service for all those served.
- Assess, design and implement safety and risk management prevention efforts for department programs, services and facilities.
- Ensure compliance with all relevant policies, procedures, standards and laws.

### Required Qualifications

Master's degree in a related field required; Ph.D. preferred

### EEO Statement

Oklahoma State University is an Affirmative Action/Equal Opportunity/E-verify employer committed to diversity and all qualified applicants will receive consideration for employment and will not be discriminated against based on race, color, religion, sex, sexual orientation, gender identity, national origin, disability or protected veteran status. OSU is a VEVRAA Federal Contractor and desires priority referrals of protected veterans for its openings. OSU-Stillwater is a tobacco-free campus.

For more information go to [www.afirmact.okstate.edu](http://www.afirmact.okstate.edu).

For more information on job listing go to <https://jobs.okstate.edu/> and search for listing number 11373



## Senior Advisor for Development

The University of Arizona (UA) seeks a visionary, senior-level development professional to serve as Senior Advisor for Development in the Executive Office of the President.

This newly created position will work in close partnership with the University of Arizona Foundation, a separate 501(c) (3) organization, to develop a coordinated and comprehensive fundraising program that fosters a culture of philanthropy and engages the broader UA community in the cultivation, solicitation, and stewardship of philanthropic contributions.

### About the University of Arizona

The University of Arizona is a premier, student-centered public research university deeply committed to its land-grant roots. With more than \$625 million in annual research, medical schools in both Tucson and Phoenix, a world-renowned space research program, and top-ranked degree programs, the UA is tackling vital challenges facing the nation and the world.

By forging productive partnerships, the Senior Advisor will ensure the University has the resources and relationships necessary to meet its commitments and ambitious goals. These aspirations, detailed in the University's Never Settle Academic and Business Plan ([neversettle.arizona.edu](http://neversettle.arizona.edu)), will require an innovative approach to philanthropy and financial stewardship.

The successful candidate will have a distinguished development track-record within a research university or complex nonprofit organization, a reputation for building trust-based relationships, and a collaborative approach to advancing common agendas. A bachelor's degree is required and an advanced degree is preferred.

For more information and to apply visit: [uacareertrack.com](http://uacareertrack.com), job #57141

staff an environment that encourages academic excellence. Desired experience and qualifications: An earned doctorate in a field compatible to the School's mission statement with sufficient experience for tenure at the rank

of Full Professor; an entrepreneurial drive designed to take advantage of the School's location in a capital city and growing region of the Intermountain West; experience in successful community engagement; a mixture

of executive-level experience in academia and the public at large. Nominations and Applications: Nominations are encouraged. Both nominations and applications are to be sent by email to Rent Consulting Group,



UNIVERSITY OF  
SOUTH CAROLINA

## EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS/PROVOST

*The University of South Carolina announces a nationwide search for a new Executive Vice President for Academic Affairs and Provost. The incumbent, Michael D. Amiridis has recently been selected as the new Chancellor of the University of Illinois – Chicago.*

Founded in 1801, the University of South Carolina is the state's flagship university with more than 47,000 students at the system's eight campuses. One of only 40 public universities to earn both the top-tier research classification and the community engagement classification from the Carnegie Foundation, the University of South Carolina is a complex, major research university with an annual budget of approximately \$1.5 billion.

Reporting directly to President Harris Pastides, the Executive Vice President for Academic Affairs and Provost is the chief academic officer of the University and second ranking officer of the University, acting for the President in his absence. The EVP/Provost oversees the schools and colleges of the USC Columbia flagship campus and is charged with the overall leadership of academic affairs of the University, including curriculum development, program assessment, establishment of academic standards in the schools and colleges, and university accreditation. The EVP/Provost will have supervisory responsibility for two Senior Vice Provosts and four Vice Provosts and works closely with the President's executive team to accomplish the strategic priorities for the institution.

It is expected that the best candidates for the position will have demonstrated an ability to lead and manage a complex academic organization and will possess an outstanding record as a scholar and educator who merits tenure at the rank of full professor. A collegial and consultative management style; the ability to translate ideas into action; financial acumen; and exceptional interpersonal and communication skills are all desired attributes. The Provost is expected to be a champion of both teaching and research, with the ability to lead faculty in sustaining and enhancing the University's academic reputation.

While nominations and applications will be accepted until a new EVP/Provost is selected, interested parties are encouraged to submit their current resumes and letter of interest to our consultant at the address below by March 30 to receive optimal consideration.

**USC Provost Search**  
**R. William Funk & Associates**  
**100 Highland Park Village, Suite 200**  
**Dallas, Texas 75205**  
**Email: [krisha.creal@rwilliamfunk.com](mailto:krisha.creal@rwilliamfunk.com)**  
**Fax: 214/294-3312**

*~The University of South Carolina is an affirmative action/equal opportunity employer~*



## VICE CHANCELLOR FOR UNIVERSITY ADVANCEMENT

The University of Denver invites nominations and applications for the position of Vice Chancellor for University Advancement.

Founded in 1864, the University of Denver is an independent, doctoral granting research university with high research activity. *US News & World Report* lists the University of Denver among the nation's top 100 universities. Located on a 125-acre campus in a residential neighborhood just minutes from downtown, the University enrolls approximately 11,500 students in its distinguished undergraduate liberal arts and sciences, graduate and professional programs. The University is increasingly prominent on national and international levels as a result of creative new approaches to scholarship and a focus on student-centered learning. The University's new Chancellor, Rebecca Chopp, brings more than 20 years of experience in higher education leadership. A dedicated and engaged fund raiser in her own right, Chancellor Chopp is committed to expanding philanthropic support to the University.

Reporting directly to the Chancellor, the Vice Chancellor is the chief development officer for the University and provides leadership for the University's philanthropy and engagement programs. The Vice Chancellor oversees an annual operating budget of approximately \$8.1 million and a central advancement team of 62 full-time employees including alumni relations; annual giving; parent and family giving; major and principal gifts; gift planning; foundation relations; prospect management and research; development and alumni communications; donor relations and stewardship; and advancement operations. In 2014, the University successfully completed "ASCEND: The Campaign for the University of Denver," raising nearly \$490 million (\$80 million in FY 14 alone) and making it the most successful campaign in the institution's 150-year history.

Qualified candidates will demonstrate a record of success in a sophisticated advancement program; significant experience managing alumni and development staff and programs, including campaigns; superb skills in major gift cultivation and solicitation; dynamic leadership and interpersonal skills; and a desire to work in a collaborative and inclusive environment. The successful candidate will be able to articulate persuasively the mission and aspirations of the University of Denver. A bachelor's degree is required; advanced degree desirable.



executive search consultants

Please send all nominations, inquiries and expressions of interest in confidence to:

**Susan VanGilder, Principal**  
**Veronica Fitzgerald, Consulting Associate**  
**Storbeck/Pimentel & Associates, LP**  
**DenverAdvancement@storbeckpimentel.com**

*The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications from women, minorities, members of the LGBT community, people with disabilities and veterans. The University is an equal opportunity/affirmative action employer.*

## BUSINESS AFFAIRS



### VICE PRESIDENT ADMINISTRATIVE SERVICES & CFO

The University of West Florida (UWF) announces a national search for Vice President, Administrative Services and Chief Financial Officer. The University, located in Pensacola, Florida, is an emerging comprehensive regional university with an enrollment exceeding 12,000. UWF, as one of the twelve public universities in the State University System of Florida, is a space-grant institution and boasts the second largest campus (1600 acres) in the State University System.

The Vice President for Administrative Services and CFO is responsible to the Executive Vice President and Provost of the University and oversees all activities within the scope of Administrative Services (Business, Finance, Facilities), as well as serves as Chief Financial Officer of the University and CEO of Business Enterprises, Inc., a direct support organization to UWF. BEI is an entrepreneurial arm of UWF with the purpose of identifying public/private projects that will generate sustained revenues to benefit the strategic direction of the University.

Activities within the scope of Administrative Services include facilities development and operation; campus building and grounds management; financial services; procurement and contracts; business and auxiliary services.

As one of the three Vice Presidents reporting directly to the Executive Vice President, the Vice President for Administrative Services serves as a member of the senior administrative team of the university, works closely with the Board of Trustees and Board of Governors and serves as the university's senior administrative liaison to external groups and agencies on matters related to the administrative operations of the university.

#### Qualifications:

Successful candidates should have a master's degree in an appropriate area of specialization and five years of administrative experience or a bachelor's degree in an appropriate area of specialization and eight years of administrative experience.

#### Candidates also should have the following traits and experience:

- A commitment to the mission of public higher education
- Significant experience and demonstrated success in leading and administering the business and administrative service operation of a university or other complex organization
- Knowledge or experience in facility planning/operational management
- Strong financial background
- Well developed communication skills

#### Application Process

Application materials should consist of a letter of interest, a curriculum vitae/resume and a list of at least three references with phone and e-mail contact information.

Applications should be submitted electronically to [UWFPAS@agbsearch.com](mailto:UWFPAS@agbsearch.com)

The position will remain open until filled but applications should be received no later than **March 26, 2015**, to receive the most favorable consideration.

The search is being assisted by AGB Search, Inc. Interested individuals and nominees are encouraged to review the position profile at [www.agbsearch.com](http://www.agbsearch.com) under "Current Searches" and/or to contact: **Robert W. Lawless, PhD, Senior Consultant, AGB Search, [rw@agbsearch.com](mailto:rw@agbsearch.com), (806) 799-1329 or (918) 284-1395**

*This contractor and subcontractor (UWF) shall abide by the requirements of 41 CFR 30-300.5(a) and 41 CF 60-741.5(a). These regulations prohibit discrimination against qualified protected veterans and qualified individuals on the basis of disability, and require affirmative action by covered prime contractors and subcontractors (UWF) to employ and advance in employment qualified protected veterans and qualified individuals with disabilities.*

*The University of West Florida (UWF) is an Equal Opportunity/Access/Affirmative Action employer. A criminal background check is required for the successful candidate. Pursuant to provisions of the Americans with Disabilities Act, any person requiring special accommodations to apply is requested to advise UWF by contacting the UWF Human Resources Department at 1-850-474-2694 (Voice) or 1-850-857-6114 (TTY).*

*Further information may be obtained by visiting the website for The University of West Florida at [www.uwf.edu](http://www.uwf.edu).*



LLC at [grent@rentconsultinggroup.com](mailto:grent@rentconsultinggroup.com). Completed applications must include a letter of application, current CV, and contact information for five professional references. Confidential review of applicants will begin after February 9, 2015 and continue until the position is filled. Boise State University is a smoke free campus. Boise State is committed to achieving excellence through cultural diversity. The University actively encourages applications and nominations of women, persons of color, and members of other underrepresented groups. EOE/AA Institution, Vets Preferences.

**Education:** Le Moyne College, located in Syracuse, N.Y., Department of Education, is conducting a search for a Visiting Assistant Professor, or Professor of Practice, at the elementary level with expertise in language and literacy development that includes instruction for English Language Learners. The ideal candidate will possess exemplary qualifications in one or more of the following areas: reading, early literacy, disciplinary literacy, literacy coaching, educational technology, and multicultural

literacy for English Language Learners with an emphasis on the application of theoretical perspectives in relation to course content. The candidate should also demonstrate extensive preparation for successful teaching, scholarship and professional service. Responsibilities: Teach graduate and undergraduate courses in literacy. Expected to maintain a record of achievement in teaching, scholarship, and professional service to the Department, College, community, and the profession. Qualifications: Ph.D. or Ed.D. in Reading and Literacy at the elementary level or a closely related field. Three years teaching experience in pre-K - 6 classroom settings. Prior post-secondary teaching is desirable. To apply, applicants must submit the following required materials: A letter of introduction that provides background information and that addresses the candidate's qualifications, a current CV, three letters of reference, and two manuscripts of professional scholarship. Documentation may be submitted to: Diann Darmody-Ferris, Le Moyne College, 1419 Salt Springs Road, Grewen Hall, 2nd Floor (Human Resources), Syracuse,

NY 13214 or by following the application instructions (click the 'Apply Now' button) found on our website at <http://www.lemoyne.edu/employment>. Le Moyne College is an equal opportunity employer and encourages women, persons of color and Jesuits to apply for employment.

**Education:** Tenure-track faculty position available August 21, 2015. Responsibilities: teach Applied Behavior Analysis (ABA) courses primarily via distance education; coordinate practicum at the graduate and undergraduate levels; engage in scholarly activities, including grant writing, program evaluation, and serving on graduate committees. Minimum qualifications: doctorate in special education or related field with a concentration in ABA; eligible to take the examination for Board Certified Behavior Analyst as stated on the Behavior Analyst Certification Board website (i.e., accrued 1,500 hours of BCBA-supervised field experience and met the BCBA coursework requirement) BCBA or BCBA-D must be earned within the first year of employment if credential is not held at time of employment.

# TEXAS STATE UNIVERSITY

## Vice President for Finance and Support Services - President's Office

Texas State University, a thriving and dynamic institution of more than 36,000 students located in the burgeoning Austin-San Antonio corridor, seeks nominations and applications for the position of Vice President for Finance and Support Services (VPFSS). The VPFSS is a member of the executive administrative team leading and supporting the institution's progress toward research university status and fulfilling its mission as a university dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond.

**Job Description:** The VPFSS reports to the president and functions as the chief financial officer (CFO) for the university. The VPFSS advises the president and the President's Cabinet on university issues, policies, and strategic plans relating to the financial and business operations of the university, providing an institutional administrative and operational perspective and leadership on how to best manage the planning, integration, and control of all the university's human, financial, and physical resources effectively, efficiently, and ethically to support the university's mission and help achieve institutional goals of the university.

The VPFSS is responsible for the overall financial and business affairs of the university, including oversight of the university's budget, general university business operations, real estate, human resources, transportation services, and facilities management. Departments within the Division of Finance and Support Services include: Auxiliary Services; Budget Office; Environmental Health, Safety, & Risk Management; Facilities; Financial Services; Human Resources; Planning, Space Management and Real Estate; Transportation Services; Treasurer; and the Vice President's Office. The VPFSS oversees a staff of approximately 450 and the university's operating budget of \$524 million. The VPFSS also is specifically charged with advising The Texas State University System Office and Board of Regents on financial and administrative matters affecting Texas State. For more information about the operational responsibilities of the position and Division of FSS, see <http://www.fss.txstate.edu/about/overview.html>.

**REQUIRED QUALIFICATIONS:** The ideal candidate will demonstrate a record (with at least five years experience) of increasing responsibility, professional success, and high quality judgment in the leadership and management of a wide range of business affairs activities at a university with similar demands, expectations, and challenges, including proven skills and direct experience in the following areas: budget, accounting, and other aspects of financial management; and master planning.

In addition, the successful candidate will demonstrate knowledge and understanding of facilities planning, public financing processes, and the complexities of working at a large, public institution of higher education with an expanding research profile and continued enrollment growth.

The successful candidate will also demonstrate effective written communication skills; have experience serving on deliberative bodies composed of campus-wide stakeholders; demonstrate a collaborative leadership style that fosters teamwork across organizational boundaries; and demonstrate a passion for and success in working with diverse constituents within and external to the university.

A bachelor's degree in business administration, finance, or related field is required.

**PREFERRED QUALIFICATIONS:** Preferred qualifications include experience in a system of higher education; a master's degree; CPA or similar professional certification; and experience in or knowledge and understanding of all the areas and responsibilities within the Division of FSS.

Texas State University is a doctoral-granting Emerging Research University located in the burgeoning Austin-San Antonio corridor, the largest campus in The Texas State University System, and among the largest in the state. Texas State's 36,739 students choose from 97 undergraduate and 88 master's and 12 doctoral programs offered by ten colleges (Applied Arts, The Emmett and Miriam McCoy College of Business Administration, Education, Fine Arts and Communication, Health Professions, Honors, Liberal Arts, Science and Engineering, The Graduate College, and the University College). With a diverse campus community including 45% of the student body from ethnic minorities, Texas State is one of the top 15 producers of Hispanic baccalaureate graduates in the nation. In the fall of 2014, there were over 1,240 full-time faculty and nearly 2,000 full-time staff. Research and creative activities have led to growing success in attracting external support. For FY 2015, Texas State had an annual operating budget of \$600 million. Texas State's Research and Development expenditures for FY 2014 were more than \$39 million. The Alkek Library has more than 2.4 million titles in its collection. Additional information about Texas State and its nationally recognized academic programs is available at <http://www.txstate.edu>.

The confidential review of credentials will continue until the position is filled. The review of materials will begin on 2/16/2015. The starting date of the position is 9/1/2015. A complete electronic application form, letter of intent addressing how the applicant meets specified qualifications, vita, and list of three references (included on application document) must be submitted. Nominations and questions may be submitted to Dr. Gene Bourgeois, Provost and Vice President for Academic Affairs and Chair, Search Committee at [provost@txstate.edu](mailto:provost@txstate.edu).

Employment with Texas State University is contingent upon the outcome of a criminal history background check.

Texas State University is a tobacco-free campus. Smoking and the use of any tobacco product will not be allowed anywhere on Texas State property or in university owned or leased vehicles.

Texas State University, to the extent not in conflict with federal or state law, prohibits discrimination or harassment on the basis of race, color, national origin, age, sex, religion, disability, veterans' status, sexual orientation, gender identity or expression.

Texas State is committed to increasing the number of women and minorities in administrative and professional positions.

Texas State University is a member of the Texas State University System. Texas State University is an EOE.

Preferred qualifications: Board Certified Behavior Analyst-Doctoral Level (BCBA-D); scholarly productivity in ABA, including peer-reviewed behavioral research; experience teaching courses on behavioral interventions for individuals; active role in ABA-related professional associations; successful college-level teaching and supervision of practicum training ac-

tivities; experience developing and teaching online courses in ABA; at least one year of experience working in applied settings with individuals on the autism spectrum or other developmental disability. For more information, please go to <http://www.bsu.edu/hrs/jobpostings>. Ball State University is an equal opportunity, affirmative action employer and is strongly and

actively committed to diversity within its community.

**Education:** The College of Education at Grand Valley State University invites applications for a full-time, tenure-track, Assistant Professor position in the Educational Leadership program beginning Fall 2015. Qualifications for the position include a

Auburn University – one of the few universities to carry the torch as a land, sea, and space grant university – was established in 1856 in east Alabama and has a proud, dynamic history with a strong commitment to instruction, research, and outreach. The university has developed into one of the largest public institutions in the South, continuously changing, to accommodate today's needs while still respecting the traditions and the spirit that make Auburn unique. As we grow and change Auburn will always continue its tradition of excellence, prevailing at the educational forefront with our emphasis on a blend of arts and applied sciences. Our faculty and staff enjoy a variety of benefits, year-round recreational activities due to our mild climate and close proximity to both beaches and mountains, and outstanding community resources such as our highly-ranked school systems and nationally recognized medical center. For more information, visit our Website at [www.auburn.edu](http://www.auburn.edu)

THIS IS PRESTIGE.  
THIS IS INNOVATION.  
THIS IS LEADERSHIP.  
THIS IS MOMENTUM.  
THIS IS COMMUNITY.

THIS IS  
AUBURN.



AUBURN  
UNIVERSITY

## ASSISTANT DIRECTOR, CAMPUS PLANNING & SPACE MANAGEMENT

Auburn University's Facilities Division is seeking candidates for the position of Assistant Director, Campus Planning & Space Manager. The Assistant Director manages and directs the University's campus planning and space management functions under the guidance of the University Architect. This involves recognizing the land, building and space needs of University units, formulating plans to meet these requirements, and unifying the plans into a comprehensive Master Plan to guide the physical development of the campus and outlying properties. Essential functions include, but are not limited to: Leads and directs the Campus Planning and Space Management (CPSM) staff as a sub-component of the University Architect organization. Communicates with the CPSM staff as well as other Facilities Management and campus personnel to keep them informed of work activities, gather and provide information, and coordinate projects; under the direction of the University Architect, develops and maintains a comprehensive campus planning and review process for property, infrastructure, buildings and space which serves to guide and facilitate the changing requirements of the University academic and non-academic mission requirements; develops initial facilities program guidance during pre-design phase for all capital projects based on an assessment of campus requirements, the existing facility inventory, and master plan guidelines; supports the University Architect who serves as Chair of the Campus Planning Committee which reviews master plans and confirms project compliance with applicable guidelines; develops and maintains a comprehensive space database which includes inventory of property, infrastructure, buildings and space; conducts space analyses as required and utilizes this data to improve space utilization and allocation across campus; as directed by the University Architect, conducts planning studies and analyses on campus planning, space issues, and in support of the University's mission; coordinates with the University Director of Real Estate on transactions for the University including sale, acquisition, exchange, appraisal, easements, and rights-of-way; and coordinates and implements campus exterior signage system. Full supervisory responsibility for other employees is a major responsibility and includes training, evaluating, and making or recommending pay, promotion or other employment decisions.

The minimum qualifications are a Bachelor's degree from an accredited institution in Architecture, Landscape Architecture, Community/Urban Planning, or a related field; seven years of experience in campus and space planning as well as leading/managing a workforce of architects and planners; knowledge of property, facilities and space management planning; knowledge of federal/state/local regulatory requirements; and a valid driver's license or the ability to obtain one prior to selection. Employer will consider advanced degrees in lieu of experience. Salary will be commensurate with education and experience.

Refer to Requisition #25584 and apply online at:  
[www.auemployment.com](http://www.auemployment.com)

on any computer with Internet access. Please utilize the attachment feature of our online employment site and attach the following: cover letter, resume and professional references. Only complete application materials will be accepted for review. If you need assistance, contact Auburn University's Department of Human Resources at (334)844-4145 or your local state employment service distribution system office. Internet access is also available through your public library.

Review of applications will begin after February 5, 2015.

*Auburn University is an EEO/Vet/Disability employer.*

Scan QR Code for  
more information.



minimum of 10 years of administrative experience in K-12 schools preferred, and a Ph.D. or Ed.D. in Educational Leadership or closely related field. ABD candidates will be considered if completed by July 2015. Must demonstrate a capacity to teach using multiple modes of instruction, including online, hybrid, web-enhanced, and face-to-face instruction. Must be willing to travel to distant sites and deliver courses on weekends or other non-traditional times. Primary responsibilities include: teaching graduate courses in the field of Educational Leadership, advising and directing students in the Educational Leadership Master's and Educational Specialist programs, maintaining a scholarly research agenda through peer-reviewed publications and presentations, participating in shared governance at the departmental, college and university levels, and providing service, expertise, and leadership to the profession and community. A full description of the position is available on our website at <http://www.gvsu.edu/hro>. Interested applicants should apply online at <http://www.gvsujobs.org>. Please include a cover letter, curriculum vitae, three references, and a copy of transcripts. The online application system will allow you to attach these documents electronically. If you need assistance or have questions, call Human Resources at (616) 331-2215. Review of applicants will begin immediately and continue until the position is filled. Grand Valley State University is an Affirmative Action, Equal Opportunity Institution.

**Education:** The College of Education at Grand Valley State University invites applications for a full-time, nine month Affiliate Faculty (non-tenure) position in the Educational Leadership program beginning Fall 2015. Qualifications for the position include a minimum of a Master's degree in Educational Leadership or Curriculum, and a minimum of 5 years of administrative experience in K-12 schools, with 10 years preferred,

with demonstrated success in curriculum and instruction and Educational Leadership. Candidates must demonstrate a capacity to teach in higher education using multiple modes of instruction, including online, hybrid, web-enhanced, and face-to-face instruction. Must be willing to travel to distant sites and deliver courses on weekends or other non-traditional times. Primary responsibilities include: teaching graduate courses in the field of Educational Leadership, advising and directing students in the Educational Leadership Master's program, maintaining a scholarly research agenda through publications and presentations, participating in shared governance at the departmental and college levels, and providing service, expertise, and leadership to the profession and community. A full description of the position is available on our website at <http://www.gvsu.edu/hro>. Interested applicants should apply online at <http://www.gvsujobs.org>. Please include a cover letter, curriculum vitae, three references, and a copy of transcripts. The online application system will allow you to attach these documents electronically. If you need assistance or have questions, call Human Resources at (616) 331-2215. Review of applicants will begin immediately and continue until the position is filled. Grand Valley State University is an Affirmative Action, Equal Opportunity Institution.

**Engineering:** Marquette University's College of Engineering invites applications for a full-time position of Assistant Professor, Electrical and Computer Engineering. Duties include: teach at undergraduate and graduate levels in the College of Engineering, Department of Electrical and Computer Engineering; advise and mentor undergraduate and graduate students; and engage undergraduate and graduate students in scholarly research, and professional and university service. Qualified applicants must have a Ph.D. in Electrical and Computer

Engineering. The Ph.D. research and dissertation as well as the resulting publication must have been in the area of computer vision/image processing. Interested individuals should submit an application to Dr. Edwin Yaz, Chair, Department of Engineering at [Edwin.yaz@marquette.edu](mailto:Edwin.yaz@marquette.edu). Marquette University, a Jesuit Catholic university located in Milwaukee, Wisconsin, is an Affirmative Action Equal Opportunity Employer and requires compliance with the Immigration Reform and Control Act of 1986.

**Engineering:** The Department of Mechanical Engineering at Gonzaga University invites applications for a full-time, tenure-track faculty position at the level of Assistant Professor in the area of Mechanical Engineering commencing September 2015. The department, which is within the School of Engineering and Applied Science, offers an ABET-accredited undergraduate program in Mechanical Engineering and is committed to a strong program, excellent facilities, small classes, attentive advising, and close and congenial contact with students. Candidates will be considered with a specialization in an area including, but not limited to Thermodynamics, Fluid Mechanics, and Heat Transfer. Required Qualifications: Ph.D. in Mechanical Engineering or related field. Preferred Qualifications: Relevant teaching experience, laboratory experience, relevant, project-based experience through industry, consulting, or academia, PE licensure or the ability to pursue PE licensure, and student advising experience. To apply or view the full position description, please visit our website at <https://gonzaga.peopleadmin.com/>. Questions about this position may be directed via email to Dr. Steven Zemke, [zemke@gonzaga.edu](mailto:zemke@gonzaga.edu). Applications will be accepted until midnight PST, February 27, 2015. For assistance with your online application, call 509-313-5996. Gonzaga University is a Jesuit, Catholic, humanistic institution, and is therefore interested in candidates who will

contribute to its distinctive mission. Gonzaga University is a committed EEO/AA employer and diversity candidates are encouraged to apply. All qualified applicants will receive consideration for employment without regard to their disability status and/or protected veteran status.

**French:** The University of Michigan, Ann Arbor Department of Romance Languages and Literatures invites applications for a non-tenure track, 3-year renewable LECTURER III position, to coordinate first year French, which includes multiple courses (French 100-103). This is a 100% university-year appointment with a start date of September 1, 2015. The instructional and administrative responsibilities associated with this position run from September 1 to May 30 each year. A typical full-time (100% effort) load for a Lecturer III in the College of Literature, Science, and the Arts is three courses per semester, or the equivalent in other duties. We are seeking a first-year French Coordinator to oversee elementary French language courses, create and supervise course materials, conduct classroom observations, participate in department-wide workshops and carry a full teaching load with one course release per ten courses coordinated. The first-year French Coordinator will closely mentor instructors as administrators and as language educators through leading course meetings and workshops, providing model classroom materials and serving as a resource. Additionally, the first-year French Coordinator will work closely with a team of French coordinators and under the Director of Elementary Language Programs in the Department of Romance Languages and Literatures regarding programmatic and curricular matters. Excellence in teaching and instructional service, the ability to work in a team, and strong leadership skills will be the criteria used to select the successful candidate. Qualifications: M.A. or Ph.D. in French, Applied Linguistics, language pedagogy,



UNIVERSITY OF OREGON

## General Counsel to the University

The University of Oregon (UO) President's Office seeks applications for General Counsel to the University. The General Counsel to the University (GC) is the chief legal officer for the University of Oregon. The GC is responsible for managing the university's legal affairs and overseeing the office's provision of legal services to the university and the UO Board of Trustees. The General Counsel works closely with other executive officers, university units, and student government, and is authorized to accept legal process on behalf of the university. The General Counsel supervises the office budget and staff, including five other attorneys.

The General Counsel is one of four officers of the university as outlined in the UO's bylaws. Thus, the position has a dual reporting requirement to the university president and the Board of Trustees, and serves as a member of the president's executive leadership team. The GC participates in all meetings of the Board of Trustees or its committees, and works closely with the University Secretary on issues relating to public meetings, Board actions and resolutions, and UO policies. EO/AA/ADA institution committed to cultural diversity. The University encourages all qualified individuals to apply, and does not discriminate on the basis of any protected status, including veteran and disability status.

This position will be serving an increasingly culturally diverse community. Candidates who share our commitment to diversity, and who have the ability to build understanding and resolve conflict across cultural and other differences are particularly encouraged to apply. The finalist for this position is required to complete a criminal background check. To ensure full consideration, applications should be received by **February 6, 2015**; this position will remain open until filled. For complete information on qualifications and application procedures, please see posting #15003 on the UO Human Resources webpage <http://hr.uoregon.edu/jobs>.



## Associate Vice President for Human Resources

### Office of Human Resources

The University at Albany is searching for an individual to administer its Human Resources operation. The duties include management of the campus New York State Human Resources, Payroll, Benefits, Employee Relations and Employee Development and Training programs. The position reports to the Vice President for Finance and Administration and directly advises senior staff on personnel matters as well as serving as the campus designee for labor relations and Ethics Officer.

The University is searching for a person with 10 or more years of progressively responsible management experience providing leadership in the administration of human resources programs. Prior experience working in an institution of higher education is preferred. A Bachelor's degree is required.

Please apply online via

<http://albany.interviewexchange.com/jobofferdetails.jsp?JOBID=55981>

The closing date for receipt of applications is February 19, 2015.

*The University at Albany is an EO/AA/IRCA/ADA Employer*

or related field preferred. Teaching experience in a U.S. university-based language program required; experience in administration and/or coordination is highly preferred. The successful candidate will be a dynamic teacher committed to excellence in both foreign language teaching and methodologies. To receive full consideration, please submit a letter of application, CV, statement of teaching philosophy and experience, evidence of teaching excellence, and three letters of recommendation to <https://apply.interfolio.com/28433> by February 19, 2015. Women and minorities are encouraged to apply. The University of Michigan is an equal opportunity / affirmative action employer. This appointment is subject to the UM/LEO Agreement.

**Geography:** Harvard University seeks applications for a preceptor in Geospatial Analysis. The appointment is expected to begin on July 1, 2015. The preceptor will be responsible for designing and teaching introductory undergraduate and graduate courses in geospatial analysis, including geographic information systems (GIS), global positioning systems (GPS), remote sensing and related geospatial science and technology, primarily for students in the social sciences and environmental sciences. In addition, work in collaboration with faculty and the Center for Geographic Analysis to develop GIS tools and geographic data for various courses in the social sciences, environmental sciences, and humanities. The position is for one year, renewable on a yearly basis for up to eight years, contingent on performance, enrollments, curricular need, and divisional dean approval. MA or Ph.D. in geography or other relevant fields. Knowledge of geospatial science and technology; familiar-

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## DEANS

# NC STATE UNIVERSITY

Raleigh, NC

## Dean, College of Sciences

North Carolina State University (NC State) invites applications and nominations for the position of Dean, College of Sciences. Reporting to the Provost and Executive Vice Chancellor, the Dean will serve as the chief academic, administrative, and budgetary officer of the College. The Dean is the spokesperson for the College and will further the mission of the University by expanding resources through focused fundraising efforts; strengthening regional, national, and global connections; and building collaborations both within the college and across the University. The Dean will be responsible for enhancing and invigorating academic programs, inspiring faculty, staff, and students, and creating synergy among the disciplines. The Dean will also work with faculty to articulate a shared vision of excellence within the College with a focus on innovative program development that supports the University's overall strategic priorities.

Successful candidates will possess a doctoral degree and credentials to support the rank of Professor with tenure in an appropriate academic unit; a distinguished record of teaching, research, and progressive leadership experience; and a strong record of relevant administrative experience. He/she will bring innovative thinking coupled with proven managerial and fundraising skills gained in a comparable first-tier institution of higher education.

Founded in 1887, NC State is a research-extensive university in the land-grant tradition and is globally recognized for its state of the art programs and facilities in science, technology, engineering, and mathematics. The College of Sciences enhances the natural synergies between science programs and promotes interdisciplinary collaboration and research. Launched in 2013, the College combined the former College of Physical and Mathematical Sciences with a number of biological sciences programs formerly housed in the College of Agriculture and Life Sciences. Comprised of six academic departments: Biological Sciences, Chemistry, Marine, Earth and Atmospheric Sciences, Mathematics, Physics, and Statistics, the College has a diverse population with 4,000 undergraduate and graduate students, approximately 325 full-time faculty members, 90 post-docs, and over 215 staff. The departments are ranked among the nation's best in their fields with many faculty members considered international leaders in their disciplines.

Recruitment will continue until the position is filled. For fullest consideration, candidates should provide a cover letter, curriculum vitae and the names and contact information of five references by February 18, 2015, sent to Manny Berger and Terry Holzinger at Witt/Kieffer via email to [NCSUDeanCOS@wittkieffer.com](mailto:NCSUDeanCOS@wittkieffer.com). The consultants may also be reached at (949) 797-3540.

*NC State University is an equal opportunity and affirmative action employer. NC State welcomes the opportunity to work with candidates to identify suitable employment opportunities for spouses or partners.*

**WITT / KIEFFER**

ity with current major GIS, GPS and remote sensing software packages; proficient in at least one product suite in each category; experience in the customization and implementation of geospatial technology in at least one, preferably two or more disciplines; experience in course material development and classroom instruction; spatial modeling and spatial statistics expertise highly desirable. Please submit the following materials through the ARIES portal (<http://academicpositions.harvard.edu>). Candidates are encouraged to apply by February 28, 2015; applications will be reviewed until the position is filled. 1. Cover letter. 2. Curriculum Vitae. 3. Names and contact information of three to five references (three letters of recommendation are required, and the application is complete only when all three letters have been submitted). Harvard University is an equal oppor-

tunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law. Questions may be sent to [lreck@gov.harvard.edu](mailto:lreck@gov.harvard.edu).

**German:** One-year, full-time leave replacement for the 2015-16 academic year. For a complete position description and application information, please consult the College's Human Resources web page: <http://www.wooster.edu/offices/hr/jobs/opportunities/>. Wooster is an EEO/AA employer.

**History:** Texas A&M University-Kingsville, College of Arts and Sciences, Assistant Professor of History. The Department of History, Politi-

cal Science, and Philosophy at Texas A&M University-Kingsville seeks an Assistant Professor for a tenure-track position in World History to begin August, 2014. A PhD in History is required from a regionally accredited University or Institution. Teaching responsibilities will include World and U.S. History surveys, and upper-level World History courses. He/she must develop a viable, sustainable research program. For additional information and to apply, please visit the following website: <https://javjobs.tamuk.edu/job-posting/#0602024>. An Equal Opportunity / Affirmative Action / Veterans / Disability Employer.

**Industrial Hygiene:** The University of North Alabama is accepting applications to fill the position of Program Director of Industrial Hygiene. The University is a fully accredited com-

prehensive regional university. This is a tenure-track position in the Department of Chemistry and Industrial Hygiene beginning August 18, 2015. The industrial hygiene program is accredited by the Applied Science Accreditation Commission (ASAC) of ABET offering the options of a B.S. or B.A. in industrial hygiene and general chemistry. Candidates must have a Ph.D. in industrial hygiene or closely related field. Relevant professional practice in EH&S is preferred. Primary teaching responsibilities will be in courses related to industrial hygiene such as Occupational Safety and Health, Industrial Safety, Ergonomics, Toxicology, Controls of Airborne Hazards, Air Sampling, Environmental Regulations, etc. The successful candidate must demonstrate a commitment to excellence in teaching, and in research appropriate for an undergraduate department. In addition, participation in college service and student advisement is expected. The Program Director of Industrial Hygiene manages the IH academic program, a NIOSH Training Program

Grant (TPG), and has oversight of ABET accreditation maintenance. A one-course release is provided each semester for program director managerial responsibilities. For additional information regarding the program and the department, refer to <http://www.una.edu/chem-ih>. Salary is commensurate with degree, rank and experience. Review of application material will begin January 2015, and will continue until the position is filled. To apply for this position, please visit our Online Employment System at <http://jobs.una.edu>. Applications will only be accepted through this system. For questions, please email [employment@una.edu](mailto:employment@una.edu) or call 256.765.4291. UNA is an equal opportunity employer committed to achieving excellence and strength through diversity. UNA seeks a wide range of applicants for this position so that one of our core values, ethnic and cultural diversity, will be affirmed.

**Interior Design:** The University of North Alabama invites applications

for a faculty position in Interior Design. The program is a part of the Department of Human Environmental Sciences in the College of Education and Human Sciences which includes: Interior Design, Merchandising, Therapeutic Nutrition, Food Service Management, Culinary Arts, Hospitality Management, Child Development and Family and Consumer Sciences. This advertisement is for either a non-tenure-track instructor or a tenure-track open rank. Tenure-track rank will be determined by qualifications. Minimum qualifications include: a master's degree in interior design or a related field is required for the non-tenure-track, instructor appointment. An MFA/Ph.D./or doctoral degree in Interior Design (must have a minimum of 18 graduate semester hours of coursework in interior design by 08/01/2015) is required for the tenure-track, rank open appointment. Also required are a commitment to teaching, scholarship, and service that is consistent with the department, college and mission of the university; the ability to contribute to the positive en-



THE FLORIDA STATE UNIVERSITY

## Florida State University Dean College of Social Work

Florida State University (FSU), as one of two designated preeminent universities in Florida, invites nominations and applications for the position of Dean of the College of Social Work.

FSU seeks candidates who are highly productive scholars and entrepreneurial and innovative thinkers with demonstrated leadership qualities in social work education, research, policy, and community engagement. We are looking for an individual committed to shared governance within our faculty structure, and sustaining a collaborative culture and associated intellectual community that facilitate vital research, innovative teaching, and relevant policy and service initiatives.

The College of Social Work is among the nation's leading public institutions for social work education. Established in 1928, the College is the most experienced institution in Florida offering social work education. We are home to the legislatively established Florida Institute for Child Welfare, Institute for Family Violence Studies, and the Institute for Social Work Research. We offer the BSW, MSW, and Ph.D., joint degrees including the MSW/JD, and robust international educational opportunities. We also offer high-quality distance learning programs and we are the first institution in the country to offer a CSWE-accredited online MSW program.

College of Social Work faculty conducts cutting-edge research, policy and service projects. We value teaching and recognize that successful graduates are fundamental to the continued effectiveness of the College. This steadfast commitment ensures our students benefit from collaborative research and related teaching experiences with access to administration, faculty and staff.

### Qualifications and Experience

Demonstrated success in developing external funding and fundraising from private and public sources is highly desired. Experience in administration, research infrastructure development, budget management, personnel management, quality enhancement/accountability, and strategic planning is expected. The person selected as dean should be able to collaborate effectively within FSU and beyond in developing new interdisciplinary initiatives in research, teaching, and service, and have a demonstrated ability to lead a diverse faculty, staff, and student body.

Minimum qualifications for the Dean include an MSW from a CSWE accredited program, a Ph.D. and eligibility for a tenured appointment at the full professor level. The person selected should have a commitment to shared governance and the importance of building and sustaining a dynamic intellectual community and culture that is characterized by collaboration and collegiality in the pursuit of research, teaching, policy, and service goals.

### Salary

The salary is competitive and commensurate with qualifications and experience.

### Applicant Review

The search committee will accept confidential applications and nominations until the position is filled. Candidate screening will begin immediately. For best consideration, applications and nominations should be provided by **February 26, 2015**.

### How to Apply

Greenwood/Asher & Associates, Inc. is assisting Florida State University in the search. Initial screening of applications will begin immediately and will continue until an appointment is made. Individuals who wish to nominate a candidate should submit a letter of nomination including contact information for the nominee. Application materials should include a letter addressing how the candidate's experiences match the position requirements, a curriculum vitae or resume and five references. Submission of materials as PDF attachments is strongly encouraged. Confidential inquiries, nominations, and application materials should be directed to:

Jan Greenwood, Betty Turner Asher, Partners  
Blanca Bayó, Executive Search Consultant  
Greenwood/Asher & Associates, Inc.  
42 Business Centre Drive, Suite 206  
Miramar Beach, Florida 32550  
Phone: 850-650-2277 / Fax: 850-650-2272  
Email: [jangreenwood@greenwoodsearch.com](mailto:jangreenwood@greenwoodsearch.com)  
Email: [bettyasher@greenwoodsearch.com](mailto:bettyasher@greenwoodsearch.com)  
Email: [blancabayo@greenwoodsearch.com](mailto:blancabayo@greenwoodsearch.com)

For more information on Florida State University, please visit <https://www.fsu.edu/>

FSU is an Equal Opportunity/Access/Affirmative Action/Pro Disabled & Veteran Employer. FSU's Equal Opportunity Statement can be viewed at: [http://www.hr.fsu.edu/PDF/Publications/diversity/EEO\\_Statement.pdf](http://www.hr.fsu.edu/PDF/Publications/diversity/EEO_Statement.pdf)



Lexington, KY

## Dean, UK College of Public Health

The University of Kentucky invites nominations, inquiries and applications for the position of Dean, UK College of Public Health. Established in 2004, the College has quickly risen to become one of the nation's best. The incoming Dean will be tasked with creating a clear vision to build upon its strong foundation and take the College to its next level of excellence.

The University is in the midst of its aggressive efforts to become one of the nation's premier public research universities. A land-grant institution, located in the beautiful Bluegrass region of central Kentucky, the University is the flagship public research institution among the higher education institutions of the state.

The College has achieved much in its short history, and has built a national and international reputation for its education, research and service activities. The College currently has 71 full time faculty and offers doctoral programs in public health, epidemiology and biostatistics, and gerontology; master's programs in public health, health administration and clinical research design; dual degree programs with pharmacy, medicine and law; and has recently started a rapidly growing undergraduate program in public health. Research is a hallmark for the college, hosting nine centers and bringing in over \$40 million in extramural funding last year. Given Kentucky's ranking as the fourth unhealthiest state in the nation, the College continues its mission to help reduce the burdens and disparities of health problems on individuals, families and communities in the Commonwealth.

Lexington, Kentucky, has a population estimated at more than 295,000 with a larger metro area of more than 550,000, and is often ranked as one of the best places to live in the country. It is approximately 70 miles from Cincinnati and Louisville, thus creating a "Golden Triangle."

The Dean is expected to provide visionary leadership in the advancement of the College's educational, research and service missions, manage its financial and human resources, promote excellence among faculty and staff, and play an important role in fundraising and alumni relations.

Qualifications for this position include a superb record of scholarly achievement, demonstrable leadership experience in personnel and budgetary administration, an earned doctorate, and qualifications commensurate with tenure at the rank of Professor in the College.

The University has a strong commitment to diversity and encourages applications and nominations from traditionally underrepresented groups. Applicants should include a current vita and cover letter reviewing the candidate's experiences, strengths, and accomplishments, as well as the names and contact information for three references. Confidential inquiries, nominations, expressions of interest and candidate materials should be submitted via email to the University of Kentucky's search consultants, Jeff Schroetlin and Dr. Elizabeth Frye at [UKYPH@wittkiewer.com](mailto:UKYPH@wittkiewer.com); phone 630-575-6972.

*The University of Kentucky is an equal opportunity employer and encourages applications from minorities and women.*

**WITT / KIEFFER**

## 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 Mazzeola, Human Resources Recruiter at [mazzarer@erau.edu](mailto:mazzarer@erau.edu) or by phone at (386) 226-7657.

environment of the department, college, and university; a commitment to professional service within the university and beyond; a commitment to work with a diverse academic and professional community; technical literacy in industry standard design software such as AutoCad and Revit Architecture; professional work experience in interior design, architecture, or a design field that correlates with the creative and illustrative processes of interior design; NCIDQ qualification or eligibility/LEED accredited; Membership and involvement in professional organizations. Applications will be reviewed immediately and the anticipated start date is August 2015. To apply for this position, please visit our Online Employment System at <http://jobs.una.edu>. Applications will only be accepted through this system. For questions, please email [employment@una.edu](mailto:employment@una.edu) or call 256.765.4291. UNA is an equal opportunity employer committed to achieving excellence and strength through diversity. UNA seeks a wide range of applicants for this position so that one of our core values, ethnic and cultural diversity, will be affirmed.

FLORIDA STATE  
UNIVERSITY



PANAMA CITY

## DEAN OF THE PANAMA CITY CAMPUS

Florida State University invites nominations for and applications from dynamic and visionary individuals interested in assuming an exciting leadership opportunity as Dean of the Panama City Campus. Reporting to the Academic Affairs Provost and Executive Vice President at Florida State University, the Dean is the senior academic and administrative officer of the Panama City Campus and is responsible for providing the leadership and vision necessary for setting strategic, operational and financial directions. In those roles, the Dean has overall responsibilities for developing an effective collegial environment that supports excellence in teaching, research and service.

FSU Panama City is a full-service branch campus of The Florida State University, offering undergraduate and graduate programs. At FSU Panama City students have the advantages of a large public university in a small, friendly environment. FSU Panama City offers 16 bachelors, 8 masters and 4 certificate programs. FSU Panama City has 7 - fully online undergraduate programs. On June 8, 2012, The Florida State University's Board of Trustees approved a four-year academic plan for FSU Panama City which allowed the campus to offer a limited range of general-education and lower-level courses that are focused on upper-level majors offered at FSU Panama City. This historic decision allowed for the admission of the first freshman class in fall 2013. By 2016, it is anticipated that enrollment will exceed 2,000 students.

The Dean is the chief executive officer of the Panama City Campus of Florida State University and provides leadership and vision for the development and implementation of the College's strategic future. In those roles, the Dean has overall responsibilities to support excellence in teaching, research and service. More specifically, the Dean develops and allocates the budget; represents the campus in decision-making processes; engages in fund- and friend-raising in support of opportunities to grow the campus' reputation, resources, and impact; and works with students and student organizations to make the campus a better place and to help it grow. In addition, the Dean needs strong working relationships within the larger University and with alumni, external partners, the academic and philanthropic communities and other key stakeholders.

The Dean is also the Dean of the College of Applied Studies, which offers three programs of study with 8 undergraduate majors, 2 graduate majors, and 4 certificates. The Dean of the College of Applied Studies is responsible for both administrative and academic affairs. The Dean may delegate certain tasks to others but is ultimately responsible for fulfilling the mission of the College and providing quality programs and faculty for its students.

The successful candidate will possess academic credentials from an accredited institution sufficient to engender respect from the faculty, the state system and the community at large. An earned doctorate or equivalent terminal degree is preferred. Ideally, the Dean will demonstrate a successful record as a faculty member along with senior leadership experience in higher education. The new campus dean must value the significance of collaborative inclusiveness with faculty, staff, and a diverse student body. An accumulated record of executive or administrative leadership experience including planning, budgeting, financial management, and faculty and staff development is critical. A willingness and ability to raise funds successfully are essential qualifications for this position.

The successful candidate should also be able to demonstrate the following preferred qualifications; leadership and management skills consistent with the values and expectations of the University and of academic life; creativity and capacities to lead the Panama City Campus in identifying and furthering its strengths and its competitive advantages; demonstrated success in obtaining major external sources of revenue; ability to work collaboratively with students, faculty, staff, university administrators, alumni, professionals and international colleagues; teaching experience; administrative and/or teaching experience in graduate and online programs; strong communication skills and demonstrated capacities for relationship building with important internal and external stakeholders; and expertise in budget management and alignment of resource allocations with strategic planning.

Greenwood/Asher & Associates, Inc. is assisting Florida State University in the search. Initial screening of applications will begin immediately and will continue until an appointment is made. Individuals who wish to nominate a candidate should submit a letter of nomination including contact information for the nominee. Application materials should include a letter addressing how the candidate's experiences match the position requirements, a curriculum vitae or resume, and five references. Submission of materials as PDF attachments is strongly encouraged. Confidential inquiries, nominations, and application materials should be directed to:

Jan Greenwood, Betty Turner Asher, Partners  
Lisa Hagen, Executive Search Consultant  
Greenwood/Asher & Associates, Inc.  
42 Business Centre Drive, Suite 206  
Miramar Beach, Florida 32550  
Phone: 850-650-2277 / Fax: 850-650-2272  
Email: [jgreenwood@greenwoodsearch.com](mailto:jangreenwood@greenwoodsearch.com)  
Email: [bettyasher@greenwoodsearch.com](mailto:bettyasher@greenwoodsearch.com)  
Email: [lisahagen@greenwoodsearch.com](mailto:lisahagen@greenwoodsearch.com)

For more information on Florida State University Panama City Campus please visit <http://www.pc.fsu.edu/>.  
For more information on Florida State University please visit <https://www.fsu.edu/>.

**Greenwood/Asher & Associates, Inc.**  
EXECUTIVE SEARCH, CONSULTING AND TRAINING

**Library/Technology:** Seeking dynamic, innovative, collaborative individual to support digital scholarship initiatives including: providing guidance for digitization of special collections, managing existing digital library services and informing creation of new services, fostering digital research projects. Reporting to Head of Digital Collections Services: leverages expertise across IU Libraries, bridges various subject domains and communities of practice across Bloomington campus, coordinates team members across broad spectrum of activities required to produce digital resources, from selection and conversion of content to the design of the online resource. Responsibilities: responsible for managing projects and contributing to digital library services provided by the Digital Collections Services department by cultivating working relationships among cross-functional groups while providing expertise and guidance in project planning, manage and coordinate digital library projects among faculty, librarians, and staff; develop project plans, general project documentation, specifications, workflows, and timelines for successful completion of digital library projects; coordinate maintenance and development of new digital library services in partnership with Library Technologies staff and related units; support elec-

tronic text initiatives including: text encoding following XML standards such as the Text Encoding Initiative (TEI), e-text quality control planning and assessment, e-text training and consultation, coordinate ongoing or new e-text web development; manage the electronic text repository, including setting up new projects, managing users of the repository and workflow tools, and making sure the repository is functioning as it should. Qualifications: Required: accredited MLS or MIS degree or equivalent combination of an advanced degree and relevant experience; ability to plan, coordinate and manage digital library projects and diverse partners; knowledge or awareness of metadata and content standards including one or more of MARC, EAD, TEI, VRA Core, Dublin Core, MODS and METS, and AACR2, RDA, CCO, etc. Preferred: minimum two years' experience working in an academic library; experience with digital repositories and online publishing platforms such as Fedora, Hydra, Solr, eXtensible Text Framework, Omeka, Open Journal Systems. Salary is competitive and commensurate with experience and education. For complete list of responsibilities, qualifications, and benefit programs go to: <http://www.libraries.iub.edu/index.php?pageId=1410>. To apply: Review of applications be-

gins Monday, February 16, 2015. Position remains open until filled. Interested candidates should review application requirements and submit their application at: <https://indiana.peopleadmin.com>. Questions regarding the position or application process can be directed to: Jennifer Chaffin, Director of Human Resources, Libraries Human Resources, Herman B Wells Library 201, Indiana University, Bloomington, IN 47405 - Phone: 812-855-8196 - Fax: 812-855-2576 - Email: [libpers@indiana.edu](mailto:libpers@indiana.edu). For more information about Indiana University Bloomington go to <http://www.iub.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.

**Mechanical Engineering:** Union College The Mechanical Engineering Department at Union College of Schenectady, NY invites applications for two Visiting Assistant Professor positions, each for a term of one to three years starting September 1, 2015. The successful candidates will be expected to teach a range of undergraduate courses and laboratories in the ME



## Dean of the College of Health Sciences (CHS)

The University of Wisconsin-Milwaukee invites nominations and applications for the position of Dean of the College of Health Sciences (CHS). The College seeks a vibrant leader who will build on its past record of success to provide leadership. UWM's CHS (<http://www4.uwm.edu/chs/>) is one of the largest colleges in the state and region that prepares students for careers in the health professions and health sciences. Formally established in 1975, the College has 111 faculty and staff, 1,840 undergraduate students and 303 graduate students. A complete range of health-related degree programs are offered, including seven undergraduate and five master's degree programs, three doctoral programs, two joint degree programs, and numerous specialized certificate programs through the College's five academic departments: Biomedical Sciences, Communication Sciences and Disorders, Health Informatics and Administration, Kinesiology, and Occupational Sciences and Technology.

The Dean is expected to provide leadership for the College and exercise responsibility for its academic and administrative operations, including personnel, budget, programs, and physical facilities. The successful candidate will have the following professional qualities and qualifications:

- Professional and scholarly achievement sufficient to be tenured as a full professor in a department within the College of Health Sciences.
- A record of effective leadership, strategic and evidence-based decision-making, conflict resolution, and problem solving within an institution over an extended period of time.
- Demonstrated experience working with a wide range of disciplines and degree programs at graduate and undergraduate levels, including professionally accredited and licensure programs.
- Effective management and experience in budgeting, including resource management and allocation.
- Successful record of integrating research, teaching, and service within an organizational structure as part of a balanced educational program.

Detailed descriptions of the position, the CHS, UWM and the City of Milwaukee are available at [http://www4.uwm.edu/secu/news\\_events/chs-dean/index.cfm](http://www4.uwm.edu/secu/news_events/chs-dean/index.cfm).

The Committee will accept applications and nominations until the position is filled. Initial screening of applications will begin on March 1, 2015 and continue until an appointment is made. For best consideration, applications must be received on or before February 28, 2015. Applications received after this date may not receive consideration.

The Chair of the Search and Screen Committee, Professor Dave Edyburn, welcomes all inquiries and nominations via email, [srchcmte@uwm.edu](mailto:srchcmte@uwm.edu).

Nominations should include a nominee's name, position, email and telephone number. Application materials must include a cover letter, a complete resume, and contact information for at least five references, uploaded through UWM's Applicant Information Management System (AIMS): <http://jobs.uwm.edu/postings/21485>. In accordance with Wisconsin's Open Records Law, requests for confidentiality by nominees and applicants will be honored, if so requested, except that names and titles of the finalists must be disclosed.

*UWM is an AA/EOE employer. All applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected veteran status.*

## NDSU NORTH DAKOTA STATE UNIVERSITY

### DEAN

### COLLEGE OF BUSINESS

Proud of and committed to its historic land-grant mission, North Dakota State University is ranked in the National Science Foundation's top-108 research universities and has attained the Carnegie Classification of "Research Universities/Very High Research Activity." The state of North Dakota currently enjoys a strong economy, built on historically strong and increasing agricultural productivity that leads the country in twelve commodities, and bolstered by a productive energy industry with an anticipated viability extending several decades into the future.

The College of Business is AACSB-accredited and is home to over 1,300 undergraduate and 90 graduate students. Classes take place in Richard H. Barry Hall, the new 135,000-square foot College of Business facility in the heart of downtown Fargo, where strong business tradition meets state-of-the-art classroom facilities. NDSU's College of Business is poised for the next phase of its development as part of an ascending University in a resource-rich state. (*Additional information about the College and position can be found in a 'Leadership Statement' posted at [http://www.ndsu.edu/business/office\\_of\\_the\\_dean](http://www.ndsu.edu/business/office_of_the_dean).*)

The College partners in interdisciplinary Transportation and Logistics Masters and Ph.D. programs, and collaborates with the College of Pharmacy, Nursing and Allied Sciences Master of Public Health and Pharmacy Doctorate degrees. The College's Center for Global Initiatives provides international learning experiences in Europe and Asia and has recently designed a new major in Global Business.

The Dean is the Chief Executive Officer of the College, reporting to the Provost. The Dean has responsibility for leading the College and securing the support and resources necessary to achieve its mission. The Dean oversees the departments of the College and their instructional, research and service/outreach activities. The Dean is charged with all aspects of the College's external engagement, including fundraising, developing partnerships with industry and enhancing the image and reputation of the College in the state and region.

While applications and nominations will be accepted until the position is filled, interested parties are encouraged to submit their materials to our consultant at the address below by March 1<sup>st</sup> to assure optimal consideration. Application materials should include a cover letter and current resume and should be sent electronically to:

**NDSU COB Dean Search**  
**R. William Funk & Associates**  
**100 Highland Park Village, Suite 200**  
**Dallas, Texas 75205**  
**Email: [krisha.creal@rwilliamfunk.com](mailto:krisha.creal@rwilliamfunk.com)**

*~NDSU is an equal opportunity institution. Women and traditionally underrepresented groups are encouraged to apply.~*

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curriculum. We have specific teaching needs in the following areas: upper level thermal-fluid science and solid mechanics, introductory material science, and dynamics of systems/controls. Candidates who can teach in more than one of these areas are sought. A Ph.D. in Mechanical Engineering (or closely related field) and a strong commitment to undergraduate education are required. Candidates will be expected to pursue an active program of scholarly research while at Union and involve undergraduate students in that work. The College supports experimental and computational research activities; including state of the art facilities funded by governmental agencies such as the NSF, private foundations and donors, and industry. Information on Union's research facilities, including the IBM Intelligent Cluster and the Materials and Molecular Characterization facility, among others, can be found here: <http://tinyurl.com/lvz6kdp>. The application package must include: a letter of application, curriculum vitae, statements of teaching and research interests, and the names of three references. Please consolidate the materials into a single .pdf file and email it to [MEsearch@union.edu](mailto:MEsearch@union.edu) (preferred method) or mail to: Prof. Brad Bruno, Search Committee Chair, Mechanical Engineering Department, Union College, Schenectady, NY 12308. Letters from the three references will be requested only for candidates receiving consideration for a campus interview. If requested these letters should be separately sent to the above and must be received prior to invitation for interview. Applications will be reviewed as received and the search will continue until the positions are filled. 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.

**Medicine:** The University of Cincinnati is seeking an Instructor of Clinical Medicine to serve as a full-time faculty member of the academic hospital medicine program with inpatient clinical responsibilities as a Hospitalist for the General Internal Medicine ward service. Duties will include par-

ticipating in clinical teaching activities with Medical Residents and Medical Students. Teaching duties will also include formal and informal lectures and curriculum evaluation. The "inpatient clinical responsibilities" associated with this position pertain to examination and treatment of hospitalized patients and will include: collecting, recording and maintaining patient information, such as medical history, reports and examining results; analyzing records, reports, test results, or examination of information to diagnose the medical condition of patients; prescribing or administering medication, therapy, and other specialized medical care to treat or prevent illness, disease or injury; providing consultation to other physicians; monitoring patients' conditions and progress and re-evaluation treatments as necessary; explaining procedures and discussing test results or prescribed treatments with patients. May also collaborate with researcher in the Center for Clinical Effectiveness. May also contribute to the scholarly and service missions of the university, administrative service, and other educational activities. Position Qualifications: Medical Degree or foreign equivalent and all of the following by the effective date of appointment: Ohio Medical License; 3-year Residency in Internal Medicine; Board Eligibility in Internal Medicine (as defined by completion of a 3-year Residency in Internal Medicine). To apply, please visit [www.jobsatuc.com](http://www.jobsatuc.com) and search for position 214CM8247.

**Merchandising:** The University of North Alabama invites applications for faculty position in Human Environmental Sciences in merchandising. The program is a part of the Department of Human Environmental Sciences in the College of Education and Human Sciences which includes: Interior Design, Merchandising, Therapeutic Nutrition, Food Service Management, Culinary Arts, Hospitality Management, Child Development and Family and Consumer Sciences. This advertisement is for either a non-tenure-track instructor or a tenure-track open rank. Tenure-track rank will be determined by qualifications. Qualifications include: For the non-tenure-track, instructor rank, a master's degree with at least one degree in fashion/apparel merchandising or related field (must have a min-

imum of 18 graduate semester hours of coursework by August 1, 2015); a Ph.D. or doctoral degree in a related field is required for a tenure-track, rank open appointment; a commitment to teaching, scholarship and service that is consistent with the department, college and mission of the university; the ability to contribute to the positive environment of the department, college and university; a commitment to profession service within the university and beyond; a commitment to work with a diverse academic and professional community; professional work experience in fashion industry or related field; demonstrated ability to teach both face to face and online format; demonstrated ability to mentor and supervise students in practicums, field trips and internships; membership and involvement in professional organizations. To apply for this position, please visit our Online Employment System at <http://jobs.una.edu>. Applications will only be accepted through this system. For questions, please email [employment@una.edu](mailto:employment@una.edu) or call 256.765.4291. UNA is an equal opportunity employer committed to achieving excellence and strength through diversity. UNA seeks a wide range of applicants for this position so that one of our core values, ethnic and cultural diversity, will be affirmed.

**Music:** Full-time, tenure-track Assistant/Associate Professor of Voice (mezzo-soprano) beginning Fall 2015 at the Michigan State University College of Music. Responsibilities: Teach undergraduate and graduate voice majors; Perform as a soloist and collaborative artist; Maintain visibility as a performer, teacher, and recruiter at the state and national levels; Teach courses in diction, vocal literature, and/or vocal pedagogy as appropriate. Master's degree and/or equivalent performance experience at the professional level. Evidence of successful recruiting and studio teaching at the university level desirable. To apply, please visit the MSU job postings website: [www.jobs.msu.edu](http://www.jobs.msu.edu) and select posting # 0649 in the faculty/academic staff section. Applications will be reviewed continuously beginning on February 13, 2015 and will be accepted until the position is filled. For more information about the College, please visit our website at [www.music.msu.edu](http://www.music.msu.edu). Minorities are encouraged to ap-

## EXECUTIVE

## DIRECTOR, WEBSTER UNIVERSITY - VIENNA



Webster University, a private, nonprofit university with its home campus in St. Louis, Missouri, U.S.A., seeks an experienced, dynamic, and collaborative leader to serve as director of its Vienna, Austria campus - Webster Vienna Private University. Nominations and applications are invited.

Founded in 1915, Webster University is the only Tier 1, private, nonprofit university with campus locations around the world. The Vienna campus was established in 1981, the second international campus in Webster's network of campuses. Today, Webster has U.S.-style campuses in Geneva, Switzerland; Leiden, the Netherlands; Vienna, Austria; London, United Kingdom; Bangkok and Cha-am/Hua Hin, Thailand; and Accra, Ghana. Graduate programs are also offered in Shanghai, Chengdu, and Beijing, China. The newest international location, in Athens, Greece, has launched with study abroad programs. See [www.webster.edu](http://www.webster.edu) for information on Webster University.

Webster Vienna Private University, in addition to its U.S. accreditation, is also accredited as an Austrian private university. The campus is home to approximately 600 undergraduate and graduate students from more than 90 countries and host to several study abroad students each term. Undergraduate students choose from five majors from Webster University's colleges/schools of arts and sciences, business, and communications. Undergraduate certificates are also offered, in subjects such as Digital Media - Design & Production, Entrepreneurship, and Web Site Design. The Webster Scholars Program provides challenging curriculum for gifted students. Graduate offerings include programs in business, finance, international relations, marketing, and psychology. See [www.webster.ac.at](http://www.webster.ac.at) for information on Webster Vienna Private University.

In September 2014, the Vienna campus relocated to its new home, the Palais Wenkheim, near the Danube Channel. Constructed in 1826, the five-story building houses 17 classrooms, as well as library facilities, computer labs, student services and administrative and faculty offices.

The director of Webster Vienna Private University serves as the senior executive officer of the Vienna campus, providing overall leadership and strategic direction aligned with the university's mission and vision and the directives of the Office of the Provost, Senior Vice President and Chief Operating Officer. Reporting to the Associate Vice President for Academic Affairs and Director of International Programs, the director is responsible for external outreach, enrollment enhancement, fiscal management, administration, personnel, facilities, planning, services, and activities for the Vienna campus.

Webster Vienna Private University is poised for growth and excellence, and the director will play a vital role in leading the campus to grow enrollment and reach the next level of academic and operational excellence. He/she will develop and foster relationships with the business, government, and not-for-profit communities to enhance recognition of Webster University, its students and programs. He/she will work with internal and external constituencies, interacting with faculty, staff, students, and alumni, to champion the institution's mission to transform students for global citizenship and individual excellence. The director will collaborate and work closely with Webster University's other international campus directors, the deans of

Webster University's five colleges and schools, senior staff of the Office of the Provost, and the leadership of the offices of Global Marketing & Communications, Information Technology, and Alumni & Development.

The director will possess the following professional and personal attributes:

- Terminal degree (e.g., Ph.D., Ed.D., J.D., other doctorate); master's degree with significant experience and proven organizational leadership will be considered
- Ability to provide strategic vision and inspiration for Webster Vienna Private University and to engage constituents in the development and achievement of shared goals
- Ability to cultivate and maintain supportive external relationships with alumni and donors; the business, government, and nonprofit communities; industry partners; and the various constituents
- Ability to work collaboratively on common strategic goals with academic and administrative leaders from around the Webster network, including directors of the other international campuses, the deans of the schools and colleges, the Office of the Provost, and other primary offices at the main campus in St. Louis
- Knowledge of and experience in European, U.S. and Austrian academic leadership; familiarity with or willingness to become familiar with shared governance, accreditation processes, and higher education law and policy
- Commitment to high quality, innovative, U.S.-style student-centered learning and to providing students with transformative education for individual excellence and global citizenship
- Commitment to diversity and inclusion and demonstrated ability to work successfully in a diverse, multi-cultural, complex international organization
- Excellent communication skills, including public speaking, persuasive speaking and presentation skills; ability to advocate for Webster University, its students, and programs
- Fluency in English and German

Applicants must possess or be able to obtain employment credentials required to work in Austria.

Applications and Nominations: Applicants should send 1) a letter of interest which addresses the required qualifications; 2) an expanded résumé or curriculum vitae; and 3) names of three professional references to Vienna Director Search, [jobs@webster.edu](mailto:jobs@webster.edu) or Vienna Director Search, Office of Human Resources, Webster University, 470 East Lockwood Ave., St. Louis, Missouri, 63119-3194, U.S.A. Nominations may be sent to the same addresses.

Review of applications will begin February 9, 2015 and will continue until the position is filled.

Starting Date: June 2015 or as mutually agreed.

Webster University is an Equal Opportunity/Affirmative Action educator and employer. We are committed to maintaining a culturally and academically diverse faculty and staff of the highest caliber. We strongly encourage applications from those who identify as diverse in terms of gender, race, ethnicity, national origin, sexual orientation, disability, and/or veteran status.

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The NEW



## Executive Positions

Herbert H. Lehman College is a senior liberal arts college of The City University of New York. Established in 1968, the College serves a multicultural student body of over 12,000 undergraduate and graduate students on a beautiful 37-acre campus in the northwest Bronx. With programs in the liberal arts, sciences and professional education, Lehman embraces diversity and actively engages students in their academic, personal, and professional development. The College also serves the region as an intellectual, economic, and cultural center.

Lehman is now accepting applications for the following executive positions:

- Associate Provost for Academic Programs
- Associate Provost and Dean of Research
- Associate Dean of Health Sciences, Human Services and Nursing
- Associate Dean of Natural and Social Sciences

To learn more about Lehman and for a full job description, visit Careers at Lehman at <http://lehman.edu/careers-at-lehman/>.

**How to Apply:** To apply, go to [www.cuny.edu](http://www.cuny.edu), access the employment page, log in or create a new user account, and search for the position by Job Title. Select "Apply Now" and provide the requested information.

We are committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply. We take pride in our pluralistic community and continue to seek excellence through diversity and inclusion. EO/AA Employer.

ply. Persons with disabilities have the right to request and receive reasonable accommodation. MSU is an Affirmative Action/Equal Opportunity Institution.

**Music:** The Department of Music at Columbia University invites applications for Mellon Postdoctoral Teaching Fellowships. Appointment will be at the rank of Mellon Teaching Fellow/Lecturer, for a period of two years to begin July 1, 2015. A PhD, DMA or the equivalent is required. The degree must have been received between 1 January 2011 and 1 July 2015. Fellows will be expected to do research, participate in the academic life of the Department of Music, and teach one course per semester in each of the two years (three in Columbia's Core Curriculum and one in the candidate's area of specialization). Review of applications begins immediately and will continue until the positions are filled. For more information and to apply, please visit: <https://academicjobs.columbia.edu/applicants/Central?quickFind=59823>. Columbia University is an Equal Opportunity/Affirmative Action employer.

**Religion:** The Department of Religion at Columbia University invites applications for an open rank appointment as the Carl and Bernice Witten Professor of Jewish and Israel Studies. The position can be filled at any rank from tenure-track assistant professor to tenured full professor. The ideal candidate will be able to teach courses in religious studies as well as Jewish studies. Specialization, period, and discipline are open and may include literature, mysticism, history, culture, philosophy, anthropology, or other fields. The candidate should also have mastery of Hebrew and relevant Jewish languages, and have a record or promise of excellence in teach-

ing and scholarly contribution in the field of Jewish studies. The holder of the chair will be expected to participate in Columbia's Institute for Israel and Jewish Studies. Candidates are required to submit a cover letter addressing teaching philosophy and research interests, a current CV, sample syllabi, and a list of references. Junior applicants must also submit a dissertation abstract, writing sample, and three reference letters. Review of applications will begin on February 15, 2015 and continue until the position is filled. For more information and to apply for the position, please use the following URL: <https://academicjobs.columbia.edu/applicants/Central?quickFind=60293>. Columbia University is an Equal Opportunity/Affirmative Action employer - Race/Gender/Disability/Veteran.

**Research Administration:** Primary Function: Direct activities of the Therikidsen Field Station at Emiquon (TFSE). The TFSE is a 1.5 acre holding with agreed access to the 7,000 acre Emiquon Preserve, a University of Illinois Springfield facility located at Lewiston, IL. The TFSE Director will work to fulfill the station's mission: to promote research and education of the Illinois River floodplain, with special emphasis on the Emiquon restoration project being managed by the Nature Conservancy. Duties will include short and long-term planning activities, seeking and securing grants, prioritizing and coordinating research, encouraging delivery of classes and other educational activities, overseeing annual budgets, supervising staff, and enhancing external visibility and reputation of the field station. Required qualifications: Master's degree; 3 years successful administrative experience, including strategic planning and program implementation, supervisory project



Preparing people to lead extraordinary lives

Loyola University Chicago is a private university founded in 1870, and is one of the nation's largest Jesuit, Catholic Universities located in Chicago, IL. Loyola is a not-for-profit university consisting of ten schools and colleges with five locations in Chicagoland and a campus in Rome, Italy providing educational services to approximately 16,000 students primarily in undergraduate degree programs as well as graduate and professional degree programs. Loyola performs research, training, and other services under grants and contracts with government agencies and other sponsoring organizations. Recognizing Loyola's excellence in education, *U.S. News and World Report* has ranked Loyola consistently among the "top national universities" in its annual publications.

## Provost for Health Sciences

Loyola University Chicago seeks a distinguished academic and administrative leader as Provost for Health Sciences. The growing Health Sciences Campus includes a new \$132M Center for Translational Research and Education (opening in spring, 2016) that will facilitate new initiatives that improve health, optimize patient outcomes, and reduce health disparities through discovery, dissemination, and implementation science.

Loyola is a private university founded in 1870, located in Chicago, IL, and is one of the nation's largest Jesuit, Catholic Universities. Loyola is a not-for-profit university consisting of eleven schools and colleges with five locations in Chicagoland and a campus in Rome, Italy providing educational services to approximately 16,000 students. Loyola also features course locations in Beijing, China; Saigon-Ho Chi Minh City, Vietnam; Vernon Hills, Illinois (Cuneo Mansion and Gardens); and a Retreat and Ecology Campus in Woodstock, Illinois. Under the leadership of its president and CEO, Rev. Michael J. Garanzini, SJ, Loyola today enjoys robust enrollments, new facilities, an outstanding reputation for the quality of its teaching, and an increasing level of excellence in research.

The Provost is the chief academic officer for the Health Sciences Campus with broad responsibility for ensuring academic excellence in the University's biomedical research, teaching, and learning mission. Reporting directly to the University President, the Provost collaborates with the University's senior leadership in setting academic and financial priorities; guides the development and implementation of the health sciences strategic plan; collaborates with the Sr. VP for Health Sciences; and works directly with the leadership of the Stritch School of Medicine and the Marcella Niehoff School of Nursing to promote an environment of educational and research excellence, from recruiting and retaining the highest caliber faculty to fostering innovative, interdisciplinary initiatives. The Provost is also charged with developing collaborative relationships, and philanthropic initiatives, with a wide variety of external partners.

Reporting to the Provost for Health Sciences are the Dean of the Stritch School of Medicine, Dean of the Marcella Niehoff School of Nursing, Director of the Health Sciences Library, and the Associate Provost for Mission and Ministry.

### Qualifications:

- An earned doctorate or equivalent terminal degree
- Demonstrated record with university teaching and research
- Demonstrated record of visionary academic leadership and fiscal management
- Ten or more years of progressively responsible management in roles such as department chair, dean, or vice provost
- A commitment to working collaboratively with students, faculty and staff of diverse backgrounds, experiences and interests
- Outstanding communication skills and ability to work with various University stakeholders
- Experience with strategic planning and fundraising
- A demonstrated commitment to diversity and inclusion
- Dedication to student and faculty success

### Application Process:

Complete application materials must include a letter of application addressing educational and professional level of work experience and knowledge as it relates to all of the required and preferred qualifications of this position, resume, as well as the names and contact information of three professional references.

Applicants must apply electronically at: [www.careers.luc.edu/applicants/Central?quickFind=57753](http://www.careers.luc.edu/applicants/Central?quickFind=57753)

Applications, nominations or inquiries will be accepted until the position is closed. Questions should be directed to Steve Bergfeld, Senior Vice President for Health Sciences, 2160 S. First Ave, Maywood, IL, 60153, [sbergfeld@luc.edu](mailto:sbergfeld@luc.edu), (708) 216-8447.

For more information on **LOYOLA UNIVERSITY CHICAGO** visit our website at [www.luc.edu](http://www.luc.edu)

Loyola University Chicago, as an Equal Opportunity/Affirmative Action employer, abides by all applicable provisions of federal, state and local law and has a strong commitment to hiring for our mission and diversifying our faculty/staff. As a Jesuit Catholic institution of higher education, we seek candidates who will contribute to our mission and strategic plan to deliver a Transformative Education in the Jesuit tradition. Candidates are encouraged to consult our website to gain a clearer understanding of Loyola's mission at <http://www.luc.edu/mission/index.shtml> and our focus on transformative education at <http://www.luc.edu/transformatived/>. Applications from women and minority candidates are especially encouraged. Loyola does not discriminate in its employment policies and practices on the basis of race, color, religion, national origin or ancestry, sex, sexual orientation, age, disability, marital status, protected veteran status or any other classification protected by applicable law.

management, and fiscal management responsibility. Submit a letter of application addressing the qualifications of the position, resume, and the names and current contact information for 3 references at <https://jobs.uis.edu/default.cfm>. UIS is an affirmative action/equal opportunity employer with a strong institutional commitment to recruitment and retention of a diverse and inclusive campus community. Persons with disabilities, women, and minorities are encouraged to apply. Only those applicants who complete the online application and upload all required materials will be considered. To maintain the integrity and confidentiality of the search, applicants are asked to upload their own materials. UIS is one of three campuses of the University of Illinois, with an annual enrollment of approximately 5,000 students, a little more than 3,000 of whom are undergraduates. UIS offers 23 bachelor's degree programs and 31 minors. Average class size is 15. UIS is located on the southeast side of Springfield, Illinois. Springfield, the state capital, is approximately 200 miles southwest of Chicago and 100 miles northeast of St. Louis. UIS

celebrates its diversity with a campus comprised of students and faculty of various ages, racial and ethnic backgrounds, and life experiences. For more information, see [www.uis.edu](http://www.uis.edu).

**Veterinary Medicine:** The College of Veterinary Medicine at Iowa State University invites applications for multiple faculty positions in the Department of Veterinary Clinical Sciences: Clinician, Senior Clinician, Assistant, Associate, or Full Professor - Small Animal Surgeon, Ames, IA. Search by Vacancy ID: 400135. Clinician, Senior Clinician, Assistant, Associate, or Full Professor - Small Animal Internal Medicine, Ames, IA. Search by Vacancy ID: 400136. For a full description of these positions and application instructions, please visit <https://www.iastatejobs.com/> Iowa State University 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.

**Veterinary Medicine:** The College of Veterinary Medicine at Iowa State

University is seeking applications for a faculty position in Beef Production Medicine. The primary responsibilities include conducting clinical research and developing and delivering programs to better prepare practitioners and their clients in areas such as prevention and control of disease, welfare, food safety and environmental and economic sustainability of beef production systems. Teaching responsibilities will include selected lectures in didactic courses and leading or contributing to a menu of clinical rotations in beef production medicine. Please refer to <http://www.iastatejobs.com>, posting number 400138 to view the complete position description and requirements and to apply online. To ensure consideration, applications must be submitted online by February 15, 2015. Questions about the position can be directed to the search committee chair Dr. Hans Coetzee (515-294-7424, [hcoetzee@iastate.edu](mailto:hcoetzee@iastate.edu)). Iowa State University 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.



# Presidential Search

**Palm Beach State College** announces an executive search for the institution's fifth President. The District Board of Trustees seeks a dynamic, visionary executive leader and administrator to serve as President and invites applications and nominations through this executive search process.

Founded in 1933, Palm Beach State College is a diverse, comprehensive institution dedicated to serving the educational needs of Palm Beach County, Florida. Integrally linked to the community through strong partnerships, the College has four campuses, with a fifth campus under construction. Some 48,240 students are enrolled in the 100-plus programs of study, including bachelor of applied science, associate in arts, and associate in science degree programs, and career certificates. The College's website is [www.palmbeachstate.edu](http://www.palmbeachstate.edu).

The College seeks a strong administrative leader, who will bring energy and enthusiasm, as well as inspiration, motivation, and innovation, to this executive office and its responsibilities. Preferred qualifications include an advanced degree and extensive administrative experience. Community college experience would be beneficial.

The President is responsible for overseeing the implementation and maintenance of high-quality education programs and guiding the proper operation and cost-effective administration of the multi-campus College that serves a highly diverse population. In concert with the District Board of Trustees, the President sets the vision, direction, and priorities of the institution, ensuring that all are reflective of the College's mission of addressing the educational needs of Palm Beach County and demonstrating a commitment to broad student accessibility and success.

**Applications and nominations** will be accepted until the position is filled, and review of applications will begin immediately. Application materials should include a cover letter addressing how the candidate's experience matches the position requirements, a current curriculum vitae, and contact information for at least five references (these will only be contacted at the semi-final stage of the search process).

Application materials and nominations must be submitted to:

[PalmBeachState@myersmcrac.com](mailto:PalmBeachState@myersmcrac.com)

Best consideration application date is **March 27, 2015**.

**Myers McRae Executive Search & Consulting** is assisting Palm Beach State College with this search. Consultants are **Emily Parker Myers**, President & CEO, and **Kenny Daugherty**, Executive Vice President & COO.

PALM BEACH STATE COLLEGE IS AN EQUAL ACCESS, EQUAL OPPORTUNITY INSTITUTION.

The Search Profile with full information on the position, institution, and application process is available online at: [www.myersmcrac.com/skins/userfiles/file/PalmBeachSC.pdf](http://www.myersmcrac.com/skins/userfiles/file/PalmBeachSC.pdf)



**Myers McRae Executive Search and Consulting**  
Office: (478) 330-6222 | [WWW.MYERSMCRAC.COM](http://WWW.MYERSMCRAC.COM)

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# Losing an Office, Gaining Perspective

**T**HIS YEAR I marked my 25th year of teaching by losing my campus office. Not literally, of course: The room is where it has always been. But the door has shed my children’s drawings and fading *New Yorker* cartoons (some having aged better than others), the shelves swept of uncollected student papers and multiple desk copies of Voltaire’s *Candide* (have I taught the book that many times?), and the desk drawers emptied of handwritten lecture notes and thank-you cards from students (not always remembering who the student was, much less why I was thanked).

Those were the remains of my academic days. What was once my office is now a common space for faculty members: a tastefully decorated room with soft lighting, comfortable chairs, and a potted plant. Rather like my dentist’s waiting room. Suddenly, what I once thought I could never live without now seemed as essential to my professional well-being as typewriter ribbon.

It is no secret that colleges have long wrestled with a common problem: too many faculty and staff members, with too few offices and rooms. The demographic pressures at my own college have been especially intense as the number of students continues to soar. As surely as day follows night, the number of administrators to manage the students has also grown, as has the number of adjuncts to teach them.

What is something of a secret, however, is that this phenomenon has sparked the academic equivalent of NIMBY. Where to put those adjuncts and staffers? Anywhere but in one’s own office—a reflex, I confess, I knew only too well. A few years ago, as a pre-emptive move, I opened my office door to a good colleague who was seeking a refuge from his own

department. Better to choose a friend to share my university digs, I thought, than have the dean’s office choose for me. Of course, as food stains on the computer keyboard thickened, piles of shoes and clothing in the corners mounted, and stacks of library books spread across the floor, my early enthusiasm waned. Still, I told myself, better this than surrendering my office.

Why was that? The relationship between academics and their offices has, curiously enough, gone largely unstudied by our guild. It is the passion that dares not speak its name. Yet it is the passion that explains why a colleague in another department has measured, quite literally, the size of his neighbors’ offices. As a good friend recently confided to me: “You are where you sit.” This is certainly true for Jason Fitger, the alienated and acerbic narrator of Julie Schumacher’s brilliant *Dear Committee Members*. When not praising in one letter of recommendation a law-school applicant he has known “for all of eleven minutes,” Fitger is cursing his situation in another, banished to a drab office “conveniently adjacent to the [men’s room], so that my writing and research are invariably conducted to the flushing of waste.”

Similarly, in his early novel, *The British Museum Is Falling Down*, David Lodge has his narrator, the graduate student Adam Appleby, depict a confrontation over office allocation. “I felt a certain thrill at being witness to one of those classic struggles for power and prestige which characterize the lives of ambitious men and which, in truth, exhaust most



MICHAEL MORGENSTERN FOR THE CHRONICLE

of their time and energy. To the casual observer, it might seem that nothing important was at stake here, but it might well be that the future course of English studies in the university hung upon this conversation.”

Pierre Bourdieu, I imagine, would have considered the office a form of symbolic capital for professors. (As I was packing up my office, I discovered a copy of *Homo Academicus*—mostly unread—squirreled among the *Candides*.) In a profession where pecuniary forms of capital are paltry, other forms of capital, like office space, grow in importance. Yet, truth be told, I rarely used my office. Student meetings had trickled and finally evaporated with the growth of email; phone conversations were easier with my mobile; research and writing had long ago shifted to the kitchen table in our house or the local Starbucks. I stored library books and lecture notes in my office, and when they were out of school, I’d store my children there as well. Sitting them at my desk with a pile of paper and stack of pencils in front of them, I’d say: “This is where I work.” But did I? A shortstop can point to a baseball diamond, a surgeon to an operating room, an actor to a stage and say, “This is where I work.” But what, in fact, did I do in my office?

The word “office” comes from the Latin *officium*, or “performance of a task.” What tasks did I perform in that space? I pushed Kleenex into the hands of students who broke into tears about examinations never passed, papers never turned in, classes never attended. I pushed Kleenex against my eyes when other students told me about the loss of a loved one or abuse at the hands of a parent. But I rarely pushed papers in my office, preferring to read and grade my students’ work, as well as to write my own work, where there was a window to look through when I looked up. The performance of my task as a professor took place in the classroom, during walks to and from classes, in cafes and cafeterias.

As for my office, it had become a relic of the age of academic imperialism, when the writ of professors radiated from offices replete with the baubles and symbols of their ranking. With the invasion of online courses, MOOCs, and distance learning, we have witnessed less the deconstruction of the academy than its decolonization. But that didn’t mean I was ready to surrender my office. That I used it so little did not lessen its symbolic value—on the contrary. In a way, my office had become my Falkland Islands. Just as that far-flung and sheep-dappled stretch of rocks in the South Atlantic entered the consciousness of John Bull only when Argentina launched its *opéra bouffé* invasion, so too did my office occupy my thoughts only when the administration set its eyes on it.

Unlike Margaret Thatcher, though, I soon came to recognize the meaning of the word “defeat.” Clearly, I had no real claim to the office—it was, after all, never “mine”—but no less important, I could no longer claim ignorance of injustices to others. Adjuncts may not be the wretched of the earth, but they are the gypsies of the academy. My department was right to give them a place to hang their packs, plug in their laptops, and meet their students. Given the flux of their professional lives, adjuncts need a space they can call their own.

As for my space, it is elsewhere. It seems historians of ancient philosophy are uncertain whether Aristotle really did walk across the grounds of the Lyceum as he taught. But I would bet bottom dollar that the founder of the peripatetic tradition did not have an office wedged between the columns or in the grove. ■

*Robert Zaretsky is a professor in the department of modern and classical languages and the Honors College at the University of Houston. His latest book, Boswell’s Enlightenment, will be published in March by Harvard University Press.*

## POINT OF VIEW

### ROBERT ZARETSKY