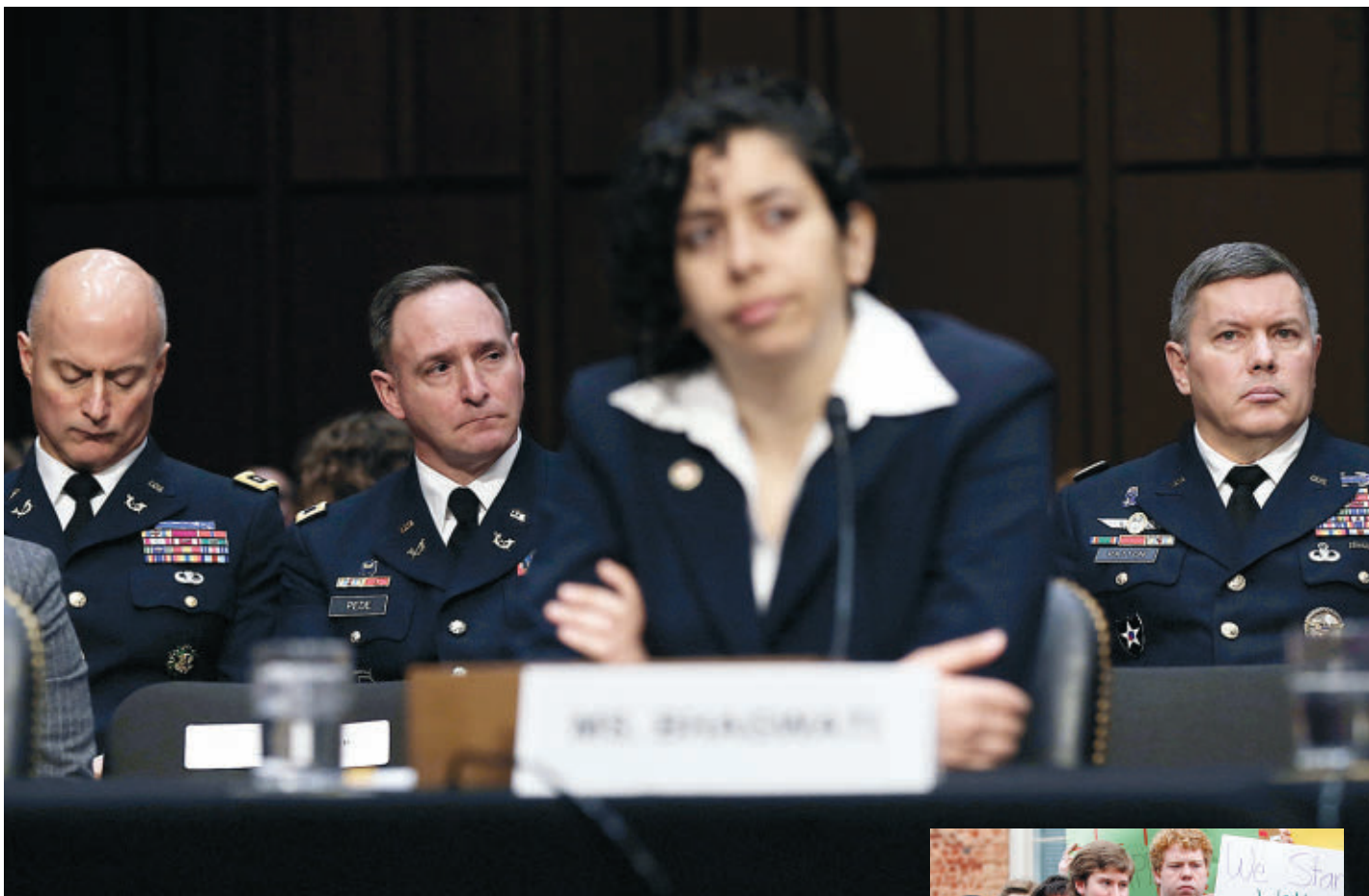


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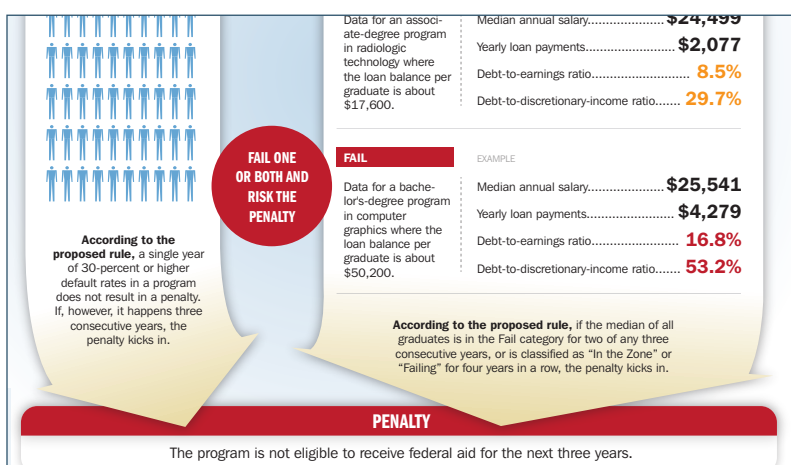
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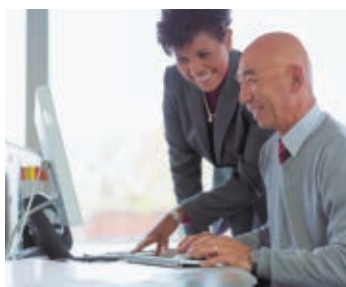
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Financially Strapped Colleges Grow More Vulnerable as Economic Recovery Lags

By MARK KEIERLEBER

IN MORE than 25 years in higher education, Stephen R. Storck doesn't remember things ever being this hard.

Mr. Storck, who became vice president for business operations at Ashland University in August 2013, is trying to stabilize the future of the 2,250-student private institution in northern Ohio, which faces declining enrollment, rising debt, limited financial liquidity, and turnover in its enrollment and fund-raising personnel.

"The downturn in the financial market, that hurt our endowment income," Mr. Storck said. The downturn in the housing market after the recession "hurt the families," who no longer viewed higher education as an affordable option, he said.

Strapped for cash and without a clear path out of its financial instability, Ashland is among a flock of private institutions that survived the recession but are being hit with a new round of woes as the economic recovery drags on.

Many institutions have suffered a "double whammy," said Matthew W. Hamill, a senior vice president at the National Association of College and University Business Officers. Now, some colleges whose finances were precarious six years ago are struggling to hold on.

In order to survive, Mr. Hamill said, these institutions must be willing to adopt alternative strategies and "respond to these challenging times." But many are being forced into short-term fixes to bring in revenue and cut expenses.

At Ashland, a tuition reset—a reduction of both tuition and student aid, announced last August—and new academic programs are being used to entice new students. Other colleges are laying off employees, forming partnerships with other institutions, and even selling off campus buildings in their efforts to bounce back, but with little insight into these strategies' long-term effects.

"Institutions that are in trouble are usually in trouble for good reason, and they didn't get there overnight, they got there over bad operations," said Rebecca DiLiddo, an administrator who has worked at several struggling universities in the past three decades and is



PHOTO BY TOM E. PUSKAR

Ashland U. dedicated a new athletics building in 2010 but was forced to cut its men's soccer program in 2013. The university has added new academic programs and dropped tuition to attract more students.

director for instructional design and pedagogy at a teaching and learning center at the University of Mount Union, in Alliance, Ohio. Such colleges "might have been doing fine in the glory days," when they had "more students coming in than you knew what to do with," she said, "but that doesn't work now."

Small private colleges that rely heavily on tuition face the greatest hardship, said Susan I. Fitzgerald, a senior vice president at Moody's Investors Service, a credit-rating agency.

"Either they haven't been paying attention to the market as it's changing around them, or they have strategic goals that are inconsistent with who they are," Ms. Fitzgerald said.

A HISTORY OF STRUGGLE

Financial troubles aren't new to Ashland. After the Brethren Church founded Ashland College,

the university's predecessor, in 1878, the institution struggled financially for years. It filed for bankruptcy in 1888, and its doors closed in 1896 and 1897.

After reopening in 1898, the institution eventually established a sizable endowment and saw substantial growth, with a brief decline in enrollment the 1970s, which was overcome by the addition of business and nursing degrees.

Deep in the recent recession, as student demographics shifted away from the Rust Belt, enrollment declined, and Ashland faced administrative turnover, financial problems returned.

In 2004 the university took out a bond to pay for the construction of a 105,000-square-foot recreation center and a 52,000-square-foot education building, and to renovate and build an addition to the Kettering Science Center. In 2010, it refinanced the bond for \$42.7-million.

Despite the university's recent investments in its recreational facili-

ties, Athletic Director Bill Goldring announced in May 2013 that Ashland had cut its men's soccer program, citing "financial and equity realities that are being faced by athletic departments across the country."

As part of a universitywide "repositioning," Ashland also laid off 27 employees and did not fill other vacant positions, according to the *Ashland Times-Gazette*. The university had cut 48 nonfaculty positions in 2008 to reduce a \$3-million operating deficit.

This past November, Moody's announced it had downgraded the rating on Ashland's 2010 bond, driven by weak liquidity and three years of enrollment declines expected to stress the university's operations for the 2014 fiscal year.

With a small amount of cash on hand compared with its debt, the university could default, Moody's warned.

"At this point does everything
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look great? No,” said Scott D. Van Loo, vice president for enrollment management at Ashland. “We have our challenges in front of us that we’re facing head-on each day.”

INDUSTRYWIDE PROBLEMS

Though David Jacobson, a spokesman for Moody’s, said Ashland is hurting more than most, the university is certainly not alone. While the credit-rating agency has a negative outlook for the higher-education sector as a whole, some institutions face a heavier burden.

Mismanagement is the factor driving current financial challenges at Yeshiva University, a 7,000-student Jewish institution in New York City with a rich history and hefty endowment, said Karen L. Kedem, vice president and senior analyst at Moody’s.

In 2008 the university’s endowment lost about \$110-million to Bernard L. Madoff’s Ponzi scheme, followed by three years of operating deficits. Matt Yaniv, a spokesman for the university, said the losses from the Madoff investment contributed to the university’s financial problems but did not bring on the current operating deficit, adding that Yeshiva is “addressing difficult financial realities brought on from various directions, including the changing higher-education landscape.”

Moody’s downgraded Yeshiva’s bond status to “junk” in January,

and again on March 5, citing the institution’s lack of cash on hand from continuing operating deficits. Although the university has also seen enrollment declines, it is not as dependent as Ashland is on tuition. In 2013, Yeshiva’s endowment stood at \$1.83-billion.

In its review, Moody’s called for Yeshiva to make “swift plans to reduce deficits and grow liquidity in order to continue operations.”

Between 1997 and 2012, Calvin College, a 4,000-student private liberal-arts institution in Grand Rapids, Mich., took out loans for construction projects, including an athletics complex. But a strategy to borrow to build while investing pledged gifts did not work out as expected.

“Many of the pledged gifts were received over time according to agreement schedules, rather than immediately, resulting in a smaller investment pool and lower returns,” said Matt Kucinski, a Calvin College spokesman. In 2012, when the college commissioned an independent group to review its governance and finances, it identified a long-term debt of \$115-million without an appropriate debt-service payment built into the college’s operating budget.

The construction projects, and other investments that were meant to pay down the debt, had lower-than-expected returns. With the construction costs exceeding fund raising and the college’s use of long-term debt to acquire real estate close to campus, the insti-

tution built a \$4.5-million annual operating deficit that is projected to grow to \$7.7-million by 2017. Last year the college’s board of trustees approved a 2013-14 budget that prompted five employee layoffs and eliminated 17 open positions. In January, Calvin’s board of trustees announced a five-year strategic plan that includes phasing out or redesigning programs with low enrollment and adding a differential tuition rate for more expensive programs. The plan would cut additional staff members.

In an effort to bounce back, Mr. Kucinski said the university set a goal to raise \$25-million by 2017 to pay off long-term debt. Since October 2013, the institution received \$24.5-million in pledges.

Such forces took their toll last year on Saint Paul’s College. The small, historically black private college in Lawrenceville, Va., announced in June that it would shut its doors after a proposed merger with another institution fell through. A year earlier, the institution lost its accreditation after a two-year probation prompted largely by its financial problems.

After Saint Paul’s announced it would close, Moody’s cautioned in a weekly credit outlook that more closures could follow.

Susan I. Fitzgerald, the Moody’s vice president, said she expects more institutions to be shuttered in the next few years, but she does not believe the numbers will be drastic.

“Colleges have historically been very long-lived,” Ms. Fitzgerald

said. “They’ve got donors who support them, they’ve got a number of constituents who are interested in making sure that they are successful, so they are very different from corporations in that respect.”

DIGGING OUT OF DEBT

Officials at Ashland said their strategy to develop a more sustainable financial future has been successful so far.

The tuition and student-aid cut, which will apply to all full-time undergraduates beginning in the 2014-15 academic year, will lower tuition from \$30,064 to \$18,908. Mr. Van Loo said freshmen enrollment for Fall 2013 had already grown to 621 from 565 the year before. While this was the highest first-year enrollment in two years, overall enrollment fell by 2 percent.

“This is one of those things that has created positive momentum in the right area for us, that we believe will help us change our debt ratios,” Mr. Van Loo said.

In order to reach a new market, Mr. Van Loo said the university also recently started an online criminal-justice program. Another online program, a master’s degree in teaching American history and government, was announced in February.

Despite Mr. Van Loo’s optimism, Ashland’s strategies to retain financial viability carry an uncertain long-term effect.

Yeshiva University recently an-

nounced it was selling campus buildings to generate extra money.

Ms. Kedem, of Moody’s, said the university’s location in Upper Manhattan and ability to sell non-core real estate are among Yeshiva’s strengths. “Over the shorter term, this strategy could be helpful in providing wiggle room,” Ms. Kedem said, adding that the plan’s long-term financial impact is still unknown.

Meanwhile, many other institutions have announced layoffs in recent months, even those that have historically enjoyed financial stability.

While Moody’s continues to downgrade institutions, Mr. Jacobson, the service’s spokesman, noted that Moody’s typically rates only stronger institutions; some colleges are probably even worse off, but their financial insecurity is not publicly known.

For more challenged institutions to survive, said Andrew L. Laws, managing director of Huron Consulting Group, they must make some hard decisions, but a strong administration will need to lead the way.

“The management team is the element of the university that has the greatest impact on the ability to get through these challenges,” Mr. Laws said.

In the meantime, colleges will very likely continue to initiate short-term solutions in order to “buy time to restructure themselves for success over the long term,” Ms. Fitzgerald said. ■

Layoffs at Several Colleges

As institutions struggle to bounce back during a lagging economy, even some that were historically successful have announced layoffs or consolidated positions. The following is a sampling of institutions that recently proposed or enacted employee cuts, usually citing declines in money and enrollment.

Institution	When announced	Total positions	Number of faculty	Proposed or enacted	Attrition	Reason
East Stroudsburg U.	Oct. 2013	15	15	Enacted	Yes	The elimination was part of an effort to fight the university’s projected \$6.9-million budget deficit for 2014-15. Eight professors were offered jobs in other university departments, five were laid off, and two positions, which became vacant this spring, will remain unfilled.
Johnson C. Smith U.	Nov. 2013	21	0	Enacted	Yes	To save \$3-million when the university faced a drop in enrollment, the university laid off 21 administrative staff members.
Colorado State U. at Pueblo	Jan. 2014	41	16	Enacted	Yes	Positions were cut to resolve a projected 2014-15 deficit of \$3.3-million. The university initially thought it would shed 50 positions. While 22 people lost their jobs, 19 vacant positions will not be filled. Three employees were offered other jobs at Colorado State.
Minnesota State U. at Moorhead	Jan. 2014	43	41	Enacted	Yes	Three faculty members were laid off, 21 accepted early retirement, and 17 contracts will not be renewed. The reduction was enacted to resolve a projected \$4.9-million budget deficit.
U. of New Orleans	Feb. 2014	28	0	Enacted	No	The cuts help the university trim a \$6-million budget deficit.
Marquette U.	Feb. 2014	25	0	Enacted	Yes	Future turnover, retirements, and a decision not to fill some vacancies will eventually further reduce the institution’s employee base by about 105 jobs.
Ivy Tech Community College	Feb. 2014	237	101	Enacted	Yes	Employees accepted an early retirement package as part of the college’s recent cost-cutting measures.
College of Saint Elizabeth	Jan. 2014	17	17	Enacted	No	The layoffs are part of a plan to restructure the college following declines in enrollment and money. About 2,100 students attended the institution five years ago, and about 1,500 are now enrolled.
U. of Maine at Augusta	Mar. 2014	24	1	Enacted	Yes	University officials released a budget that includes nearly \$3-million in cuts. While 10 people were laid off, 14 of the eliminated positions were vacant.
U. of Southern Maine	Mar. 2014	“As many as 50”	“20 to 30”	Proposed	Yes	The president proposed the layoffs to help close a \$14-million budget deficit for 2015. With the proposed cut of four academic programs, eight faculty members would be laid off, with 20 to 30 professors to be laid off in total.



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Plans for Free Community College Meet Resistance in Several States

By ERIC KELDERMAN

THE FIRST two months of this year's state legislative sessions were a heady time for advocates of community colleges across the country.

Among this year's batch of higher-education bills were proposals for free community college in Mississippi and Tennessee, and a legislative study of that idea in Oregon. Legislators in California have proposed offering baccalaureate degrees at community colleges, and Colorado has passed such a law this year.

Bills meant to improve working conditions for adjunct faculty members at community colleges, or give them collective-bargaining rights, have been filed in at least three states, including Colorado, Maryland, and Washington.

But several of those measures have run into difficulty as lawmakers grapple with competing demands in a still-tenuous economy. That competition includes other sectors and groups within higher education, which are seeking to protect their own enrollment and state appropriations.

The proposal for free community college in Mississippi, which easily passed the state House of Representatives, died in a Senate committee. The Tennessee measure, a key part of the governor's legislative agenda, has been delayed as public and private four-year colleges call for changes to protect grants for their students.

Legislation meant to improve working conditions for adjunct faculty members has met even stronger resistance from college administrators, and even other faculty unions, which say the measures are costly and divisive.

In addition, a bill in the Florida Legislature would strip the state

Board of Education's authority to approve new baccalaureate programs at community colleges. That power would instead go to the State House.

Bills dealing with baccalaureate degrees at community colleges set up "classic turf wars," said David S. Baime, senior vice president for government relations and research at the American Association of Community Colleges.

When it comes to enhancing enrollment at community colleges, the four-year colleges see a possible infringement on their students or appropriations, he said: "They're understandably concerned about that."

IN THE SPOTLIGHT

The focus on community colleges has grown in recent years, thanks in part to President Obama, who in 2009 challenged two-year colleges to create five million more graduates by 2020. While the \$12-billion the president sought for community colleges never fully materialized, the expectations for more degrees remained.

In the wake of the recent economic downturn, state lawmakers have focused on the job-creating potential of community colleges, a concept bolstered by data from Georgetown University's Center on Education and the Workforce showing that a majority of future employment opportunities will require the kind of degrees and training most commonly offered by community colleges.

And because they are generally more affordable and perceived as less liberal than four-year colleges,



Eric Clark, director of the Mississippi Board of Community Colleges, said some colleges worried that plans to make them tuition-free would deprive them of other funds.

community colleges have a bipartisan appeal, said Stephen G. Katsinas, director of the Educational Policy Center at the University of Alabama at Tuscaloosa.

Several cities and counties in Mississippi and Tennessee have already taken up the idea of making community college free for high-school graduates. In Mississippi six of the state's 15 community colleges use money from the county government or philanthropy to cover the gap between a student's state and federal financial aid and the cost of tuition.

In Tennessee the governor was inspired by the nonprofit *tnAchieves*, founded in 2009, which has raised enough money to send more than 3,000 high-school graduates to community colleges across the state.

Those local successes have not,

so far, translated into easy support in the legislatures.

The bill to provide statewide free community college in Mississippi cleared the House of Representatives on a vote of 116 to 3, but state senators killed the measure in a committee.

Eric Clark, director of the Mississippi Board of Community Colleges, said some of his own institutions were concerned that the money to pay for the measure—estimated at \$3-million the first year—would be taken out of their regular appropriation.

Another concern, Mr. Clark said, is that the local dollars now being used to pay for tuition would dry up instead of helping to pay for other college costs, such as books.

In Tennessee, calls to alter the bill for free community college have

come from the state's university system and the association of private colleges and universities.

The Tennessee Independent Colleges and Universities Association is asking legislators to eliminate a different grant program for low-income students at community colleges in order to preserve state aid for students at private colleges.

The University of Tennessee system supports the concept, said President Joseph A. DiPietro. The measure could eventually increase university enrollments with students who transfer to finish a baccalaureate degree.

But the system would also like some "safety nets" to protect the appropriations of institutions that might lose enrollment to community colleges, he said.

"If there are really negative consequences ... we should be able to make adjustments," he said.

The Tennessee Promise bill, as it's called, is still alive and has been passed by a key legislative committee. But fights over scarce resources are likely to continue until state budget conditions improve considerably.

While the idea of free community college has made a splash in the headlines, states need to consider broader solutions to the problems confronting higher education, Mr. Katsinas said, and involve all levels of institutions in the discussion.

That approach also requires lawmakers to set steady sources of revenue for college, he said. "If the tub is leaky, all the boats will eventually be grounded." ■

Students Come to College Thinking They've Mastered Writing

By DAN BERRETT

FRESHMEN ESTIMATE that they write about 25 hours each week, and most believe that they arrived on campus with college-level writing skills fully formed.

The findings, which suggest that students' notions about writing many not match professors' expectations, emerged from a series of conversations between students and faculty members in composition and writing on several campuses. The conversations were organized by the Conference on College Composition and Communication, the Two-Year College English Association, and the Council of Writing Program Administrators, all professional organizations for teachers of college writing.

The effort produced what its organizers called an "impressionistic" picture of incoming college students' expectations of and experiences with writing. The results, based on students' self-reported behavior and mediated through their professors, are not thought to be scientifically valid. But the information, collected in the fall by 63 professors teaching 2,200 students,

still provides food for thought, the organizers said. The findings also clarify many students' assumptions about writing, which faculty members may want to shift as they adapt how they teach the subject.

"What we found really interesting is that students reported that they spent a lot of time writing," said Linda Adler-Kassner, a professor of writing at the University of California at Santa Barbara and one of the authors of draft recommendations based on the findings.

"They wrote in lots of places and for lots of purposes," she said. "They're doing more than texting. They're really writing, and that's great."

Most of the faculty members said students told them that they spent less than half of the 25 hours writing for informal purposes. About 20 percent of students reported that they wrote for purposes of political or social change, including letters to policy makers, opinion pieces, scripts for videos with a social message, and online commentary.

Eighty percent of faculty members said some, most, or all of their students described feeling well-prepared for writing in college.

The survey also revealed key differences between what students assume about writing and what faculty members expect, which have implications for teaching.

Three years ago, many of the same professional organizations involved in the survey staked out a scholarly consensus on the skills and intellectual attributes that students need to succeed as writers. The "Framework for Success in Postsecondary Writing" did not prescribe a set of practices. Instead it described the habits of mind and experiences that students should have if they are to thrive academically. Those include attributes like curiosity and flexibility, traits like persistence and metacognition, and knowledge of how to write for various audiences using different conventions.

"Writing processes are not linear," the authors of the "Framework" wrote. "Successful writers use different processes that vary over time and depend on the particular task."

'BASICALLY A PERFORMANCE'

The emphasis on writing as process was not shared by students.

"We get the very strong impression from the responses that writing is basically a performance," Ms. Adler-Kassner and her co-authors wrote in the draft recommendations. "It is as if they believe that they are expected to know everything about writing already, not to learn writing."

Professors tend to blame the focus on standardized tests for many of the frustrations they feel in their classrooms. Some students told their professors that writing in high school was often framed as preparation for tests. Time to develop ideas or revise prose was seen as a luxury, the students said.

Professors of writing should encourage risk-taking and failure, said Dominic F. DelliCarpini, a professor of English at York University of Pennsylvania and one of the authors of the draft recommendations.

"It's an almost infinitely perfectible art, and you're always dissatisfied with it," he said. "When students talk about being ready for college, they don't realize they'll continuously be learning to write."

Emphasizing the revision and continuous improvement of one's writing reflects a change in instructional approach for many pro-

fessors, the authors acknowledged.

"What we call writing really is changing in our minds as faculty," Mr. DelliCarpini said. Writing is increasingly seen as an act that should not be limited to formal exercises like term papers. Faculty members say the craft is practiced often in forms like social media and other informal contexts.

Students don't see formal academic and informal personal writing as connected. Fewer than 20 percent of those in the survey felt that writing on social networks and in other informal contexts could help them become better writers.

Faculty members have themselves to blame, said Mr. DelliCarpini. For students, "the firewall they've placed between social media and academic writing has been reinforced by what we've said. They hear Twitter and Facebook are ruining how they write."

Professors should talk about how the rhetorical mechanisms are similar and different, he said.

Writing in informal ways provides an opportunity to practice the craft, the scholars said—even if it means students are using non-academic conventions. ■



Data Driven

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Revised 'Gainful Employment' Rule Holds Fast to Draft

By KELLY FIELD

WASHINGTON
THE EDUCATION Department released a revised "gainful employment" rule on March 14, a little less than two years after a federal judge threw out the original measure, calling portions of it "arbitrary."

The new proposal hews closely to a draft version rejected by a rule-making committee in December, judging for-profit and vocational programs based on their graduates' debt levels and their borrowers' default rates. The cutoffs for programs to pass and fail the rule are unchanged from the draft proposal, as are the associated penalties.

After the revised rule is published in the *Federal Register*, the public will have 60 days to comment on it. The department will consider that feedback before publishing a final rule in the following months.

Under the new proposal, programs would fail if their graduates' student-loan-debt payments exceeded 12 percent of their incomes and 30 percent of their discretionary incomes, the same ratios as in the original rule and the draft considered by negotiators this past fall.

As in the draft, programs whose graduates have debt-to-income ratios of 8 to 12 percent or debt-to-discretionary-income ratios of 20 to 30 percent would fall in "the zone," and would have to warn students that they might become ineligible for aid.

Programs that failed both debt-to-income tests twice in any three-year period or were in the zone for four consecutive years would be ineligible for federal student aid.

However, the department did make a couple of key concessions

to for-profit institutions in the latest rule, exempting programs with 30 or fewer borrowers, rather than 10, and extending the assumed repayment period to 15 years for bachelor's and master's degrees and 20 years for doctoral programs. The combined changes bring the rule back in line with the 2011 version.

COHORT DEFAULT RATES

But the new rule differs from the original in one key respect: Rather than evaluating programs based on loan-repayment rates, it would judge them based on programmatic cohort default rates. That change was made in response to the court's finding in 2012 that the department had shown no reasoned basis for its repayment rate, James R. Kvaal, deputy director of the White House's Domestic Policy Council, said in conference call with reporters.

Mr. Kvaal said the Obama administration was confident that the new standard could survive a legal challenge because the programmatic cohort default rate mirrors the well-established institutional one. In keeping with the institutional cohort default rate,

"The goal is not program elimination, but making sure taxpayer dollars are used wisely."

it would cut off aid to programs whose borrower default rates exceeded 30 percent for three consecutive years.



Secretary of Education Arne Duncan, shown here speaking earlier this year, told reporters that an estimated 20 percent of affected programs would fail under the new rule.

Roughly 8,000 programs would be subject to the metrics, including vocational programs at public and private institutions and all programs at for-profit colleges. Together, those programs receive roughly \$26-billion in federal loans and \$10-billion in federal grants per year.

In December the department estimated that a full 13 percent of programs subject to its latest draft proposal at that time would fail the proposal's two-part test, while 7 percent more would fall into the zone that would trigger warnings to students.

It's unclear how the department's

concessions would affect those numbers, but Secretary of Education Arne Duncan told reporters that a "one-year snapshot" suggests that 20 percent of programs would fail and 10 percent would be in the danger zone. He hastened to add that those were "very rough numbers" and promised that institutions would be given "time to improve."

"The goal is not program elimination," he said, "but making sure taxpayer dollars are used wisely."

For-profit colleges wasted no time in criticizing the rule. In a news release issued the same day,

their main trade group, the Association of Private Sector Colleges and Universities, warned that the rule would "deny millions of students the opportunity for higher earnings."

"The government should be in the business of protecting opportunity, not restricting it," said Steve Gunderson, the group's president.

Mr. Gunderson called the department's rule-making sessions this past fall a "sham," saying the series of meetings with negotiators had been held "with the sole goal of reaching a predetermined conclusion."

What's New in the Rule? What's Missing? And to Whom Does It Matter?

By GOLDIE BLUMENSTYK

WASHINGTON
THE U.S. Department of Education has unveiled its proposed new "gainful employment" regulation—all 841 pages of it. In a nutshell, it sets out two kinds of tests—one based on loan-default rates of borrowers in for-profit and vocational programs, the other based on how much debt the programs' graduates incur relative to their eventual income—to determine whether programs pass or fail.

Programs that failed either test would lose their eligibility for federal student aid, although when that ineligibility would kick in is pretty complicated.

Following is a rundown of some of the changes in the major provisions—and several omissions—that have drawn the most interest.

Debt relief for student bor-

rowers who enrolled in programs that failed to lead to gainful employment. The department at one point proposed providing some monetary relief to students who had borrowed to attend a program that was later found to have flunked the gainful-employment test, with the relief to be financed in some way by the colleges.

The proposal unveiled last week dropped any such relief. Student and consumer groups called that omission one of their biggest disappointments, with the Young Invincibles organization saying the department would "continue to use real-life students like crash-test dummies to determine whether thousands of gainful-employment programs are safe for human use."

Exemptions for programs subject to the debt-to-earnings tests. When it came out with the first

draft of this latest rule, the department said all programs enrolling 10 or more recipients of federal student aid who graduated would be included in the debt-to-earnings tests. The latest version exempts programs with 30 or fewer of those recipients. In the words of one stock analyst who covers the for-profit-college industry, that change makes the rule "far less threatening" to the colleges because fewer of their programs would be subject to the test.

Advocates for students said the exemption would allow too many programs to escape scrutiny. They also objected to a change that would make it easier for colleges to exclude graduates from the debt-to-earnings tests by, for example, re-enrolling them for as little as one day. The programs would still be subject to the other test, based on loan-default rates.

The loan-default test for pro-

grams. The department added this test to the gainful-employment rule to replace a metric in the 2011 rule that would have measured how many students were repaying their loans. (It was the criteria for that repayment-rate metric that a federal judge faulted when he threw out that rule, in 2012.) Modeled af-

Advocates for students said new exemptions would allow too many programs to escape scrutiny.

ter the general loan-default rate that the department calculates for all colleges and universities, this one would apply to each of

the 8,000 or so programs covered by the gainful-employment rule with more than 30 borrowers. Programs where 30 percent or more of all borrowers defaulted for three consecutive years would be ineligible for federal student aid.

During the recent months of negotiation over the rule, the department also proposed an immediate cutoff for programs with rates in excess of 40 percent in a single year, just as it does for institution-wide default rates. It dropped that proposal in the latest version, to the distress of some student advocates who said programs with such high rates of default should not be eligible for federal student aid.

Limits on enrollments for programs at risk of failing. Until this latest draft, the department had proposed requiring both that col-

Continued on Page A10



Exercise Rx

Carmen Sceppa, associate professor of health sciences

Meet Northeastern University professor **Carmen Sceppa**. She's in the vanguard of health scientists who are examining exactly how—and how much—daily exercise prevents chronic diseases. Based on Sceppa's studies, doctors may soon have the scientific evidence they need to prescribe workouts instead of pills.

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Making Tomorrow Happen



Continued From Page A8
leges post warnings about their programs at risk of failing gainful-employment tests and that they be subject to actual limits on enrollments in those programs. In the latest version, it dropped the enrollment lim-

its, another change that concerned consumer advocates.

An automatic pass for programs where few students borrow. This measure was sought by community colleges, where, according to the Association of Com-

munity College Trustees, only about 9 percent of students in certificate programs borrow. Most certificate programs would be covered by the gainful-employment rule. The department did make it easier for the colleges to gain an ex-

emption from the debt-to-income tests, but the latest measure still would subject the programs to the default-rate test.

Because so few of their students borrow over all, community colleges said that's particularly prob-

lematic. A program with a hundred students and just 10 who borrowed could be at risk, they noted, if just three of those hundred defaulted for three years, leaving the rest of the students ineligible for Pell Grants. ■

HOW TO TRIGGER PENALTIES UNDER THE LATEST PROPOSED Gainful-Employment Rule

KEY EVENTS

For more than four years, the Department of Education has been working to develop a rule measuring whether career-focused programs adequately prepare students for gainful employment. The 841-page draft regulation released this month is the latest effort in a long and twisted journey. Following is timeline of key events.

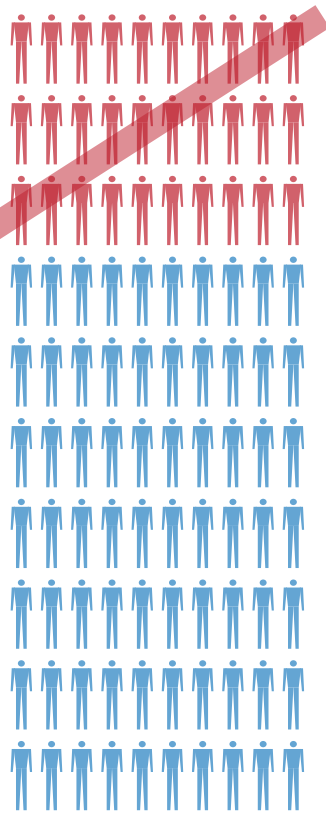
- **July 2010:** Following months of negotiations, the department releases its first proposed version. The proposal sparks a fiery, yearlong political battle. For-profit colleges spend millions in a campaign to quash the measure.
- **June 2011:** The department releases its "final" proposed rule, which softens many of the provisions but nonetheless leaves many for-profit colleges and community colleges dissatisfied.
- **June 2012:** A federal court judge, ruling on a challenge filed by the Association of Private Sector Colleges and Universities, vacates most of the key provisions of the gainful-employment rule. The court says the criteria for one of its tests, based on repayment rates, are too arbitrary.
- **August 2013:** The department releases the draft of a proposed new rule, using a test based on loan-default rates, rather than loan-repayment rates, as one of the two key metrics.
- **March 2014:** After another round of negotiations, the department releases its latest version.

TRIGGER A

A Program's Default Rate Reaches 30%

EXAMPLE

100 students in the program borrowed money for college. Three years after their repayments began, 30 of them are in default on the loans.



According to the proposed rule, a single year of 30-percent or higher default rates in a program does not result in a penalty. If, however, it happens three consecutive years, the penalty kicks in.

The formulas use the student's total debt, or the total charged for tuition, fees, books, supplies, and equipment—whichever is lower.

FAIL ONE OR BOTH AND RISK THE PENALTY

TRIGGER B

Half of Graduates Exceed 2 Debt Standards

The median debt of a program's graduates exceeds two thresholds based upon ratios of debt-to-earnings and debt-to-discretionary-income.

Graduates' loan debt to earnings

Annual loan payment ÷ annual earnings

- **Passing:** 8% or less
- **In the Zone:** 8-12%
- **Failing:** More than 12%

Graduates' loan debt to discretionary income

Annual loan payment ÷ discretionary income

- **Passing:** 20% or less
- **In the Zone:** 20-30%
- **Failing:** More than 30%

PASS

Data for a hypothetical associate-degree program in chemical technology where the loan balance per graduate is about \$15,800.

EXAMPLE

Median annual salary.....	\$61,643
Yearly loan payments.....	\$1,867
Debt-to-earnings ratio.....	3%
Debt-to-discretionary-income ratio.....	4.2%

IN THE ZONE

Data for an associate-degree program in radiologic technology where the loan balance per graduate is about \$17,600.

EXAMPLE

Median annual salary.....	\$24,499
Yearly loan payments.....	\$2,077
Debt-to-earnings ratio.....	8.5%
Debt-to-discretionary-income ratio.....	29.7%

FAIL

Data for a bachelor's-degree program in computer graphics where the loan balance per graduate is about \$50,200.

EXAMPLE

Median annual salary.....	\$25,541
Yearly loan payments.....	\$4,279
Debt-to-earnings ratio.....	16.8%
Debt-to-discretionary-income ratio.....	53.2%

According to the proposed rule, if the median of all graduates is in the Fail category for two of any three consecutive years, or is classified as "In the Zone" or "Failing" for four years in a row, the penalty kicks in.

All graduates who receive federal student loans or grants are counted in this calculation.

Amount of income above 150% of the federal poverty level for one person (\$17,505 in 2014). Thus a person earning \$50,000 per year has a discretionary income of \$32,495.

What's next? Interested parties have 60 days to comment before the department issues a "final" rule.

PENALTY

The program is not eligible to receive federal aid for the next three years.

Estimating overall impact

(7,934 programs measured by the New America Foundation)

- Passing
- In the Zone
- Failing

Overall
 75% (5,969) Passing
 8% (665) In the Zone
 16% (1,300) Failing

INSTITUTION TYPE
For-profit (6,082)
 69% Passing
 11% In the Zone
 20% Failing

Public (1,507)
 96% Passing
 0% In the Zone
 4% Failing

Private nonprofit (345)
 90% Passing
 1% In the Zone
 8% Failing



Real Time

Stephen Intille, associate professor of health sciences and computer and information science

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For-Profit Medical School Seeks Exemption From Gainful-Employment Rule

By KELLY FIELD

AS THE White House forges ahead with its controversial “gainful employment” rule, the nation’s only for-profit medical school is waging a lonely fight for an exemption from the measure.

Officials at Rocky Vista University worry that the proposed rule, which would cut off federal aid to programs whose graduates struggle to repay their debt, will force the college to abandon its mission of producing primary-care doctors, or perhaps put it out of business altogether.

Cheryl D. Lovell, Rocky Vista’s president, has taken the college’s case to Congress and the Education Department, arguing that it is unfair to hold her institution to a higher standard than the nation’s 171 nonprofit and public medical schools. In meeting after meeting with lawmakers and department officials, she points to the college’s 100-percent residency-placement rate as proof that its graduates are gainfully employed.

Under the gainful-employment rule, for-profit and vocational programs would be judged on the basis of their students’ debt burdens and loan-default rates. Programs that failed either test would be required to issue debt warnings to students and could become ineligible to award federal student aid.

Rocky Vista, an osteopathic medical school that opened in 2008, isn’t worried about failing the default-rate test; its leaders are confident that its graduates will make enough, long term, to repay their average \$200,000 in debt. But they worry that their graduates, many of whom plan to be primary-care physicians in rural areas, won’t make enough in their early careers to pass the rule’s two-part debt-to-income test.

The college’s plight, while unique, illustrates what critics fear will be an unintended consequence of the rule: that it would shutter some successful, if costly, programs, as well as the poor performers that are the administration’s intended targets.

Rocky Vista got a bit of a break this month when the Education Department issued a revised rule that would extend the assumed loan-repayment period to 15 years for bachelor’s and master’s degrees and 20 years for doctoral programs. That change could make it easier for the college to meet the rule’s cutoffs for debt-to-income and debt-to-discretionary-income ratios.

But Ms. Lovell says there’s still no guarantee the college will pass, and she’s continuing to push for a carve-out from the measure. She says Education Department and White House officials have been sympathetic, if noncommittal.

“Everyone realizes that we’re an ‘n’ of one, and they have to do something,” she says. “The math doesn’t work for us.”

Still, she acknowledges that it’s

an uphill battle. The Obama administration has a well-established mistrust of for-profit colleges and has been wary of exceptions that could weaken its rule or prompt a backlash from Congressional Democrats.

“I think the department feels like its hands are tied,” Ms. Lovell says.

PROVING ITSELF

Rocky Vista University is the creation of Yife Tien, a Taiwanese-born investor whose father, Paul, started the American University of the Caribbean medical school in 1978. Mr. Tien, who spent close to three decades helping his father run that school, says he wanted to do something about the looming physician shortage, particularly in primary-care medicine. He chose Colorado because the state had wide swaths of underserved rural areas and only one medical school, at the University of Colorado.

In 2006, Mr. Tien acquired a 24-acre property in Parker, Colo., and began to construct a 145,000-square-foot building with a \$30-million gift from his father. The elder Tien kicked in another \$27-million in reserves that would be used to reimburse students if the school closed before its first class graduated.

While Yife Tien was to be the sole owner of Rocky Vista, the connection to the Caribbean college troubled many in the osteopathic com-

“Everyone realizes that we’re an ‘n’ of one. ... The math doesn’t work for us.”

munity, which has struggled to come out from under the shadow of more mainstream allopathic medicine. For-profit Caribbean medical schools, which enroll hundreds of students rejected by U.S. institutions, have higher dropout rates and debt levels than their domestic counterparts.

A group called “Doctors Not Dollars,” led by George Mychaskiw, an anesthesiologist at the University of Mississippi, was formed with the goal of blocking the for-profit college’s accreditation. On professional email lists and blogs, critics accused colleagues hired by Rocky Vista of “making a deal with the devil,” and warned that it would be a “factory” and a “disgrace” to the field.

In an effort to quell the controversy, the then-president of the American Osteopathic Association posted an item on the group’s blog reminding its members that the Commission on Osteopathic College Accreditation, which approves osteopathic programs, holds all applicants to the same standards. Rocky Vista received programmatic accreditation in April 2012, becoming the nation’s first for-profit medical school since 1935. It is now seeking approval



Cheryl Lovell, president of Rocky Vista U., argues that her college’s mission to prepare rural doctors could be compromised by the new rule’s focus on graduates’ income.

BENJAMIN RASMUSSEN FOR THE CHRONICLE

from the Higher Learning Commission, a regional accreditor.

‘A DIFFERENT WORLD’

Thomas Mohr, a vice dean and one of Rocky Vista’s earliest hires, says the “biggest question” he got from colleagues was, “Why in God’s name would you go to a for-profit institution?” Mr. Mohr, who had spent a decade at Michigan State University, told them he was excited by the opportunity to “get in on the ground” of a medical school that would be built on the best practices of established institutions but be nimbler and less resistant to change.

Heather Katz, a member of the inaugural Class of 2012, liked the idea “that we could be pioneers and pave the way.” Ms. Katz, a resident in internal medicine, says she felt “very well prepared” for the work force: “I don’t think it being for-profit affected my education at all.”

Applications to Rocky Vista have doubled since it opened. It admits fewer than 4 percent of applicants, with mean MCAT scores and grade-point averages exceeding the national average for accepted students.

Rocky Vista’s attrition rate hovers between 8 and 10 percent, two to three times the national average for osteopathic colleges. But the most recent class scored well above the mean on the first stage of the osteopathic board exam, and all of the roughly 300 graduates so far have secured residency placements. In 2012, 98.24 percent of graduates of osteopathic colleges were successfully matched, according to the American Association of Colleges of Osteopathic Medicine.

Meanwhile, the college is significantly outperforming the four for-profit Caribbean colleges that receive federal student aid, including the American University of the Caribbean. The attrition rate at AUC, which was acquired by DeVry Education Group in 2011, was 22 percent for the most recent cohort; its residency match rate, though considerably higher than the average for U.S. citizens at foreign medical schools, was only 82 percent in 2013, according to the company.

The school expects its graduates to leave with close to \$300,000 in debt, according to data submitted to the Education Department.

Dr. Mychaskiw, the most vocal opponent of Rocky Vista, says its outcomes have changed his mind about for-profit medical schools. He now believes they can play a role in alleviating the “unforeseen stresses” that have been placed on the health-care system by the economic downturn, the work-force shortage, and the graying of the baby-boom generation.

“It’s a very different world than it was seven or eight years ago, and I think we’ve all evolved,” says Dr. Mychaskiw, who is now at Nemours Children’s Hospital, in Orlando, Fla. “Rocky Vista has demonstrated that the business model is irrelevant if quality standards are met.”

GAINFUL EMPLOYMENT

These days, administrators at Rocky Vista are spending more time trying to change the Education Department’s mind than the minds of their colleagues.

Under the department’s draft gainful-employment rule, programs would fail if graduates’ student-loan-debt payments exceeded 12 percent of their incomes and 30 percent of their discretionary incomes, or their default rates exceeded 30 percent.

Programs whose graduates had debt-to-income ratios of 8 to 12 percent or debt-to-discretionary-income ratios of 20 to 30 percent would have to warn students that they might become ineligible for aid.

If a program failed both debt-to-income tests twice in a three-year period or was in the warning zone for four consecutive years, it would become ineligible for federal student aid.

At Rocky Vista, first-year tuition and fees are close to \$47,000 this year, roughly \$3,500 above the out-of-state average for private osteopathic medical schools, which enroll 80 percent of osteopathic students, according to the college association.

In 2012, Rocky Vista students graduated with an average of \$200,000 in debt, just under

the mean for osteopathic medical schools. The college encourages its students to go to work in medically underserved areas, offering a rural-medicine track that is open only to the top 10 percent of students. Close to 60 percent of students in its first two classes are pursuing careers in primary care.

But general practitioners earn significantly less than specialists, particularly in rural areas, and Ms. Lovell worries that they won’t earn enough to meet the department’s standards. Over the past six months, she has traveled to Washington several times to press the Education Department and White House for an exemption, or at least an alternative means of complying with the rule. She warns that the regulations could force the college to push students into specialty fields to ensure higher starting salaries.

If Rocky Vista did become ineligible for federal student aid, its borrowers would have to resort to private loans, which would make their debt burdens even heavier. Private loans tend to have higher interest rates and fewer repayment options than federal loans.

Derek Hayden, who is to graduate in 2016, has a mixture of both types of debt. His \$35,000 in private loans, borrowed before the college became eligible for federal aid, carry an interest rate of 11 percent. The rates on his federal loans range from 5.4 to 7.9 percent.

Mr. Hayden, who is married with two small children, expects to amass some \$300,000 in debt by the time he finishes his residency. It weighs on him at times, but he’s confident he’ll be able to repay the debt if he succeeds as an orthopedic surgeon. And he doubts that he would have been better off at another osteopathic medical school. Even at public institutions, graduates left with an average of \$180,000 in student loans in 2012 — the average salary for a primary-care physician, according to the Bureau of Labor Statistics.

Medical-school graduates are “all pretty much in the same boat” when it comes to high debt burdens, Mr. Hayden says. “My goal is basically to pay it off before I die.”

Consortium Calls for Enrolling All Borrowers in Income-Based Repayment

By KELLY FIELD

THE U.S. government should automatically enroll all borrowers in an income-based repayment plan and deduct their payments through employer withholdings, according to report issued last week by a consortium of five student-aid advocacy and research groups.

The report, produced for the second round of the Bill & Melinda Gates Foundation's "Reimagining Aid Design and Delivery" project, is the latest to argue for "universal IBR" as an alternative to the current menu of nine repayment options. Half of the 16 grantees in the first round of the Gates project suggested some variation on the idea.

The new report, by the advocacy group Young Invincibles and four other organizations, fleshes out those first-round proposals, offer-

Automatic enrollment would ensure that all borrowers benefit, "not just those who are financially savvy and persistent enough."

ing details on how such a program could be structured and administered.

While the groups differ on some of the details, they agree that the system should be simple and fiscally sustainable, while minimizing incentives for students to overborrow or colleges to overcharge.

Under the most generous program for income-based repayment available now, Pay as You Earn, borrowers pay 10 percent of their discretionary income each month, and monthly payments are capped at the standard 10-year repayment amount. Any remaining loan balances are forgiven after 20 years (10 for borrowers in public service).

But while student debt levels are at an all-time high, enrollment in income-based repayment plans has remained low, at roughly 11 percent of borrowers.

The proponents of universal IBR attribute that pattern to the complexity of the current income-based programs and argue that automatic enrollment would ensure that all borrowers benefit, "not just those who are financially savvy and persistent enough to discover and navigate the programs," as the report puts it. They add that automatic IBR would virtually eliminate delinquencies and defaults, which have been on the rise in recent years.

SOME RISKS

Yet automatic enrollment would also carry some risks, as the New

America Foundation has shown. Enrolling all borrowers in the existing Pay as You Earn program would provide loan forgiveness to many borrowers who are capable of repaying their debt, and might encourage graduate schools to raise tuition, adding to their students' debt loads and burdening taxpayers.

To reduce those risks, the authors recommend limiting benefits to borrowers with high incomes and eliminating the current payment cap. Some of the groups also sug-

gest stricter loan limits for graduate programs, though there was no consensus on that proposal.

The report notes that universal IBR could render cohort default rates "nearly obsolete" as an arbiter of institutional quality, and suggests adding a "repayment-progress measure" based on patterns of progress on loan repayment for cohorts of students. As with existing default rates, institutions that performed poorly on the measure would become inel-

igible to award federal student aid.

The report also explores other accountability metrics the Education Department could use in evaluating colleges, including net price, completion rates, loan-repayment rates, and percentage of Pell Grant recipients. The Obama administration has suggested similar metrics for use in its controversial college-ratings system, due out this spring.

Finally, the report examines the pros and cons of holding colleges li-

able for some portion of their students' debt (a concept known as "risk sharing"), and of limiting student borrowing at underperforming institutions.

The report was released last week at a forum sponsored by the five grantees that produced it: Young Invincibles, the National Association of Student Financial Aid Administrators, the Institute for Higher Education Policy, the Committee for Economic Development, and HCM Strategists. ■



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Brown U. Tests Approach to Interdisciplinary Graduate Work

By VIMAL PATEL

DOCTORAL STUDENTS at Brown University are testing a new model for interdisciplinary studies that allows them to pair advanced degrees in sometimes-disparate fields, with the goals of broadening their knowledge and improving their marketability.

Advocates of the program, called Open Graduate Education, say it also helps students forge new ways of thinking about big and complex problems facing society. Participants in Brown's program, which is now limited to about 10 Ph.D. students per year during a six-year pilot phase, enroll in both a doctoral program and a master's program, pursuing both degrees simultaneously.

The program, now in its second year, received a \$2-million grant from the Andrew W. Mellon Foundation. The university, using the Mellon money and adding some of its own, pays for an extra year of stipend support for the students who participate, and covers tuition for their master's program.

One student, Apollonya Porcelli, is combining a doctorate in sociology with a master's degree in ecology. To understand fishery science, she studies both the groundfish species that will be part of her dissertation and also the social relations—the give and take between fisherman and scientist—that anchor the field.

As climate change and other global problems become more pressing, Ms. Porcelli said, a greater need will exist for researchers who understand how to navigate subjects other than their own.

"The longer you spend as just an ecologist or sociologist or geologist," she said, "oftentimes it means the harder it is for you to communicate across the disciplines."

Some students pick master's programs similar to their doctoral programs, while others fuse novel pairings, like Egyptology and applied mathematics, chemistry and computer science, and engineering and archaeology and the ancient world.

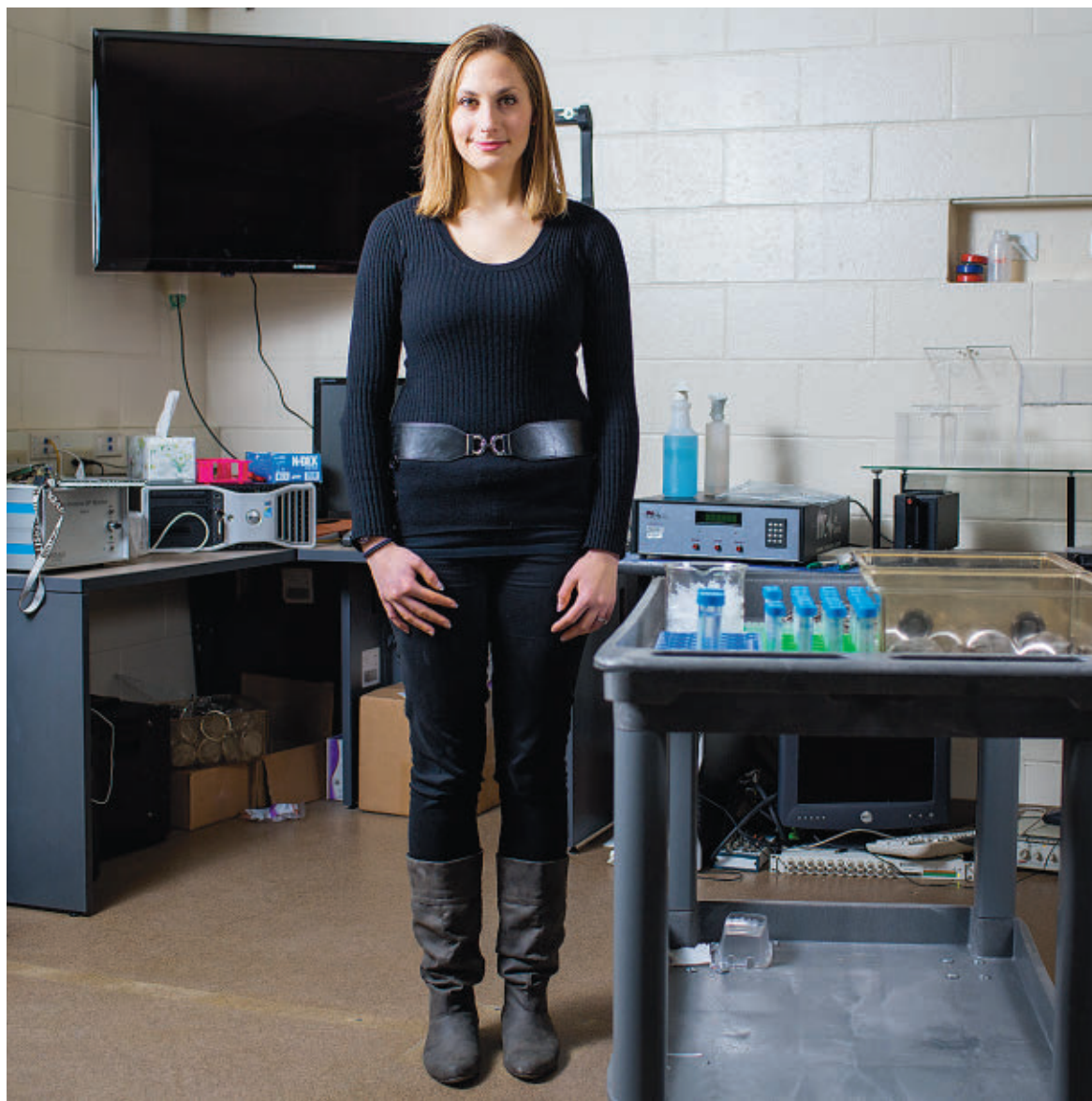
Administrators say the model expands the breadth of students' education, allows them to forge new ways of thinking about major problems, and makes them more employable in an increasingly interconnected world.

About half of incoming doctoral students indicate an interest in the project, said Vanessa Ryan, an associate dean of the graduate school. The university had 258 new Ph.D. students this past fall.

"There may be a generational change," Ms. Ryan said. "Younger scholars recognize the value of being intellectually broad and having an intellectual range. This is something we want to support."

Some students elsewhere take it upon themselves to find their own ways to marry a master's degree with a Ph.D. Graduate programs in individual fields at some universities offer their Ph.D. students limited versions of dual-degree options, and many universities offer doctoral students opportunities to earn certificates in related fields.

But Brown administrators say their program appears to be the



M. SCOTT BRAUER FOR THE CHRONICLE

As part of Brown U.'s open graduate education pilot project, Arielle Schilit Nitenson is pursuing a master's in biology education and is also studying neuroscience for her doctorate.

first universitywide effort to formalize a program that allows Ph.D. students to earn master's degrees in unrelated fields.

NOT EASY TO REPLICATE

Advocates of dual-degree programs in graduate education applaud Brown's efforts.

Merlin Chowkwanyun earned a master's degree in public health from the University of Pennsylvania while he was a doctoral student in history. The training, which he cobbled together on his own, allowed him to publish in both social-science and public-health journals and taught him biostatistics and quantitative methods.

Mr. Chowkwanyun, one of the authors of a recent column in *The Chronicle* about dual degrees in history, said he wished more universities would set up a formal structure to facilitate programs like Brown's.

"It's great if kids can do it on their own initiative and work it out like I did," he said, "but it takes a lot of time and a lot of administrative haggling."

But Brown's approach may not be easy to replicate elsewhere or on a broad scale.

Institutions would need to commit to picking up the tab for the master's degrees in times when budgets are already lean, or risk piling more debt on graduate students, whose borrowing is already

at record levels. Graduate schools would need to ensure that both doctoral and master's programs are fully in support of students' dual pursuits, so that the students feel integrated into both programs. And some wonder whether depth might be lost in the pursuit of breadth as the students become spread thin.

Ms. Ryan said these are all concerns that graduate-school administrators thought about when they developed Brown's pilot program. Depth, she said, isn't lost because the requirements for each master's and doctoral program remain the same. And administrators from each of the students' programs have to sign off in support of the effort, so no campus unit is surprised by the student's plans.

Peter Weber, a Brown chemistry professor, said Brown undergraduates have an unusual amount of control in designing their educations. Allowing students to create their own core curricula allows them to take ownership of their educational paths and sets Brown apart from most universities, Mr. Weber said.

When Mr. Weber became dean of the graduate school, in 2010, he said, he wanted to bring the spirit of Brown's approach to undergraduate education to its graduate programs.

"Just knowing that you have that control over your education, that's something that is satisfying to our students," Mr. Weber said. "If you can infuse that kind of thinking in

graduate education, that is to everybody's advantage."

Applicants to the pilot project are partly judged on how well they argue for the value of connecting the disciplines they propose pairing and how the master's program would help with their career goals. Some set out to trod unpaved scientific paths with their choices, while others, like Arielle Schilit Nitenson, combine programs to gain skills. The third-year neuroscience Ph.D. student is pursuing a master's degree in teaching.

"When I saw the email saying this program is now an opportunity," said Ms. Nitenson, "I'm Jewish, but I almost felt like it was Christmas."

Ms. Nitenson wants to show prospective employers that she is serious about research and teaching. She said she would not have been able to earn a master's degree in teaching were it not for this program, because traditional programs would have required her to spend semesters teaching and away from research. Since both of her programs at Brown support her, Ms. Nitenson said, they offer her flexibility in how she meets their requirements, allowing her to focus on her research now and get her teaching in when she can.

Christian Casey is interested in applying a quantitative method to what he says has largely been a qualitative field. He wants to glean a better understanding of ancient Egyptian, a language that has been

lost through the millennia. So while he is pursuing a Ph.D. in Egyptology he is also pursuing a master's degree in applied mathematics. He wants to use data-mining to decipher puns and wordplay in ancient Egyptian that would give researchers a clearer picture about how the language was actually spoken.

"There's a lot of disagreement and debate in Egyptology because you can't really argue for anything without running up against a counterargument immediately," Mr. Casey said. "I want to take the human element out of it, and do scientific experiments that can be repeated by other people."

PROBLEM-SOLVERS

Philip E. Lewis, vice president of the Mellon foundation, said he hopes Brown's program can be a model for other institutions. The foundation will evaluate the program at the end of its pilot phase, and find out how students feel about the program after they have completed it, Mr. Lewis said.

He acknowledges that it might be easier for a place like Brown than it would be for a large state university to put this kind of program in place. Brown has a relatively small graduate student body and is therefore relatively nimble. About 2,000 graduate students are enrolled at Brown, according to its website.

Brown's program, Mr. Lewis said, "is in the spirit of carrying liberal-arts education into the graduate level, and thinking of graduate studies as a broad educational enterprise in which you can acquire a set of competencies and outlooks and possibilities for the future."

Maura Borrego, the director of Interdisciplinary Graduate Education at Virginia Tech Graduate School, said that interdisciplinary efforts in graduate education are picking up as employers indicate that they like students who have successfully navigated new paths, read eclectic literature, solved different problems, and collaborated with different kinds of people.

Virginia Tech has 14 interdisciplinary programs, some of which will lead to certificates, and others with course and training requirements for students to voluntarily complete. These include sustainable nanotechnology, macromolecular science and engineering, and translational obesity research. The university also recently created an individualized interdisciplinary Ph.D. For that, students have to devise a detailed plan, Ms. Borrego said, including explaining why their proposed program doesn't fit into an existing program, who their adviser would be, and where their financial support would come from.

Ms. Borrego said she's noticing that the students who are drawn to interdisciplinary pursuits have more than just the job market on their minds.

"It's less about jumping through hoops to get a high-paying job," she said. "They want to do something meaningful and are trying to fix big problems such as food or health care. Interdisciplinary approaches seem to be, to me, very problem-focused." ■

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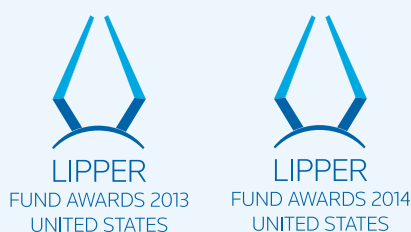
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National News Outlets Expand Higher-Education Coverage

By MEGAN O'NEIL

HIGHER EDUCATION is getting more media attention lately, especially online. As many as half a dozen major news organizations have expanded their education coverage in the last year, providing their audiences with additional, varied sources for education news, at the national level at least.

Among the outlets beefing up education reporting are *Politico*, *The Atlantic*, BuzzFeed, and NPR.

Journalists and educators cite a variety of reasons for the momentum: revenue opportunities, willing sponsors, audience interest. Many of the biggest stories in the country's postrecession atmosphere, including income inequality, gainful employment, and consumer debt, are bound up with education, they say.

"The recent recession shocked a lot of families into realizing that a college education is going to be essential to their kids' getting and keeping jobs," says Kenneth Terrell, project director at the Education Writers Association. "That fact seems to be raising demand for more information and news about higher ed. And, of course, college is a big-money investment, for both students and the communities that invest in universities. So if journalism is all about 'following the money,' then covering colleges is probably a good place to start looking."

It's hard to quantify the recent

growth in resources dedicated to education beats. The Education Writers Association does not keep data on hiring trends, but Mr. Terrell says the group has seen an increase in the number of members covering higher education.

Liz Willen, editor of *The Hechinger Report*, a nonprofit news organization that produces in-depth education stories, says she has noted expanded coverage at some national news outlets.

"We are glad to see the field growing because it really matters, and there was a dearth of coverage for many years," Ms. Willen says. Whether the coverage is sustained or is a "temporary moment" remains to be seen, she says.

At least some people doubt that the apparent uptick in national-level education reporting has anything to do with news organizations' commitment to the beat. Nicholas Lemann, a former dean of the Columbia University Graduate School of Journalism, says it is more about carving a new path in the digital news landscape.

"It is not about education per se, it is about the verticalization of Internet journalism," Mr. Lemann says, referring to the creation of dedicated space on digital news platforms for specific subjects. "People who are publishing digitally are hoping that by publishing high-value, specific content aimed at specific au-

diences, they can find their business model."

'A REALLY HOT SPACE'

Peter Lauria, the business editor at BuzzFeed, says a newly created position on his now-five-member reporting team will be dedicated to covering the "business of education." It was inspired in part by his own experience covering major media corporations, some of which are now investing in education projects. As an example, he points to Rupert Murdoch's News Corporation and its nearly two-year-old education division, Amplify Education, which creates curricular and learning tools.

The debut of an education "channel" on *The Atlantic's* website, in September 2013, was born out of the magazine's long history of education coverage, says the new section's editor, Eleanor Barkhorn. Education articles published by *The Atlantic* were generating widespread interest among readers even before the channel went live, she says.

Ms. Barkhorn declines to share online-traffic numbers for the magazine's new education coverage, but says the reception has been "fantastic," especially for what she calls "deeply researched and thoughtful pieces."

NPR announced in December that it would expand its education coverage starting this spring. The multi-

platform reporting work is being funded with a portion of a \$17-million grant package from sponsors including the Wallace Foundation and the Bill & Melinda Gates Foundation.

"We have, in recent years, gotten a lot better at building crossfunctional teams that plug into a multitude of outlets—on air, social media, blogs, etc.," says Matt Thompson, NPR's director of vertical initiatives. "Education is a subject where we have had ambitions for quite a while, and those have dovetailed with an opportunity from funders."

Steve Drummond, the editor who will oversee the expanded coverage at NPR, says his team will focus on putting the faces of students, parents, and teachers on education stories.

"We do bring to education coverage some of the public-accountability role of journalists covering City Hall or the Pentagon," Mr. Drummond says. "It is a huge budget line item in every state in the country, and part of our job will be to look where the money is going."

Perhaps no organization has taken a bigger swing at education than *Politico*. In September it formally introduced its subscription-based *Politico Pro* education news service. The news outlet declined to share subscriber numbers or the cost of a subscription, which is reported to be several thousand dollars a year.

The decision to expand into education-policy news was driven by research conducted by *Politico's*

sales team, says Martin Kady, managing editor of policy.

"They saw that there was a market opening there," Mr. Kady says. "We have always had great education coverage from *The Chronicle of Higher Education*, from *Ed Week*, from *Inside Higher Ed*. But we still believe there is an opportunity to do something a little different, and do quick, real-time education-policy news."

The education team includes one editor and four reporting positions.

"People are super-passionate about education policy, whether it is your suburban soccer dad who is getting fired up about Common Core or high-level professionals, whether they are lobbyists or agency people or people in the teachers' union or at an association," Mr. Kady says. "We realized this is a really hot space, and we went out and we hired the best team we could."

Still, even as education gets more attention from national media outlets, it has suffered from dwindling local coverage, one result of the beating metropolitan newspapers starting taking in the 2000s, say journalists and educators.

"I'm guessing *Politico Pro* education isn't going to spend a lot of time covering the Boston school board. It is going to be covering more national-level issues," Mr. Lemann says. "You will get more national coverage and less local metro coverage, which has been the trend throughout journalism." ■

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Philosophers Call for Code of Conduct for Their Discipline

By **ROBIN WILSON**

MORE THAN 650 people have signed an online petition calling on the American Philosophical Association to create a code of conduct for philosophy professors after several high-profile incidents in which female students have accused male professors of sexual harassment. In some of those cases, professors and students have criticized how universities responded to the charges.

The petition, started in early March by Eleonore Stump, a philosophy professor at Saint Louis University, and Helen De Cruz, a postdoctoral fellow at the University of Oxford, also asks the association's Board of Officers to establish "a statement of professional ethics."

"We want to create a supportive environment where fellow faculty members and students feel safe," the petition says, "and where their concerns are heard and addressed."

Amy E. Ferrer, executive director of the association, said its board would consider the requests at a forthcoming meeting. In a statement posted online in response to the petition, Ms. Ferrer said the group currently directs members to the Statement on Professional Ethics published by the American Association of University Professors. That statement calls on professors to "avoid any exploitation, harassment, or discriminatory treatment of students."

Ms. Stump said the philosophy association needed a code more detailed than that. She cited those published by the American Psychological Association and the American Sociological Association, which, she said, lay out more specifically the behavior expected of faculty members in those fields.

"No code has the power to make people behave in certain ways," Ms. Stump said in an interview. "Nonetheless, if we at least say what we aspire to and what we find intolerable, we've taken one step forward in making the discipline more the way we would like it to be."

SERIES OF CONTROVERSIES

Women in philosophy have complained for years about sexist remarks and abusive behavior by male faculty members. Less than 20 percent of full-time professors in the discipline are female. A blog, *What Is It Like to Be a Woman in Philosophy?*, publishes anonymous stories in which female students and professors describe sexual harassment and gender bias on their campuses and at scholarly meetings.

In the past year, the discipline has been hit by several highly publicized incidents. Last summer Colin McGinn, a prominent philosopher at the University of Miami, was accused of sending sexually explicit email and text messages to a female graduate student. Mr. McGinn denied doing anything wrong but resigned from his university post over the issue.

In February the University of Colorado at Boulder removed the philosophy department's chairman and suspended admission to its graduate program in the disci-

pline after an outside panel found that the department was hostile to women. The review panel, established by the philosophy association's Committee on the Status of Women, had visited the campus last fall. It reported that the department "maintains an environment with unacceptable sexual harassment, inappropriate sexualized unprofessional behavior, and divisive uncivil behavior."

This month Boulder administrators put Dan Kaufman, a philosophy professor there, on leave and barred him from the campus. The university did not link its action to

the review panel's findings, saying it could not talk publicly about personnel matters. Mr. Kaufman has told newspaper reporters that he cannot comment on the action.

Then this month, Northwestern University announced the removal of Peter Ludlow, a philosophy professor, from the classroom for the remainder of the academic year amid a continuing controversy over allegations that, in 2012, he supplied alcohol to an undergraduate and took her home to his apartment.

The university had docked Mr. Ludlow's salary after finding him

guilty of some charges. But until this month, it had allowed him to continue to teach. Professors, students, and alumni have signed an online petition, asking Northwestern to change the way it deals with harassment allegations against professors. Mr. Ludlow did not return telephone calls and email messages from *The Chronicle*.

Students at Oxford, meanwhile, published an open letter this month accusing administrators there of inadequately responding to a female student's charges of sexual harassment against a philosophy professor last May. The student com-

mitted suicide a month later, after breaking up with her boyfriend.

Even some of those who have signed the philosophy association's petition say a conduct code wouldn't necessarily solve the discipline's problems. "It seems to me that ethics codes don't make anybody behave better," said Hilde Lindemann, who leads the association's Committee on the Status of Women.

But Ms. Lindemann, a professor of philosophy at Michigan State University, said she had signed the petition because such codes "can remind people about best ethical practices in the profession." ■

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In Clashes Over Curriculum, Completion Goal Vies With Quality

By DAN BERRETT

THE MOVEMENT to expand the number of people enrolling in and graduating from college—known as the completion agenda—often raises concerns from faculty members who say the rush to move more students through college will lead to the lowering of academic standards.

That argument has played a role in recent controversies in Colorado, New York, and Texas, where administrators have pushed through curricular changes over the objections of many faculty members. Those making the changes often cite the need to streamline course offerings, ease student transfers, and improve academic success.

Alamo Colleges, a five-campus district in Texas, is among the institutions where recent curricular changes have sparked controversies. Administrators there are replacing one of two core humanities courses with a course on leadership that is based in part on a self-help book by Stephen R. Covey, *The Seven Habits of Highly Successful People*.

The new leadership course is an augmented version of a one-credit student-success course that helps students set goals and understand their learning styles, said Jo-Carol Fabianke, the district's vice chancellor for academic success.

"This is just taking it to a different level and making it a college-level course," she said. "Certainly, we want more students to graduate."

That change and others were approved this month by the Texas Higher Education Coordinating Board despite the objections of faculty members and administrators at Alamo's five community colleges. Texas' 42-credit general-education standards still require students to take courses across nine categories, including American history, communications, and the visual and performing arts.

Alamo Colleges wanted to add the leadership course and didn't have many options about what could be removed, Ms. Fabianke said. "If you're going to replace either speech or a second humanities course," she said, "it's more logical to replace the second humanities."

But faculty members fear that the course based on Mr. Covey's book will crowd out courses in which students might also read Plato or Immanuel Kant.

Getting through Aristotle's *Nicomachean Ethics* is tough even for talented students, said Charles C. Hinkley, a professor of philosophy at Northwest Vista College, which is part of Alamo Colleges. They will find Mr. Covey's book to be far less rigorous, he said.

Mr. Covey's book explores ideas, such as finding ways to reach agreement, that confer mutual benefit, or what he refers to as a "win-win." It's a facile notion, Mr. Hinkley said. After all, what do you do when resources are limited?

"Part of what's great about the

core curriculum is that it's challenging to you as a person," he said. "*Seven Habits* is a bunch of platitudes."

'COMPLETION AT ANY COST'

The changes in Colorado and New York, which were intended to smooth the transfer of credits between institutions, also ran into faculty objections.

At the City University of New York, faculty members have protested a new core curriculum called Pathways, voted no confidence in it, and sued unsuccessfully to stop it. Under the new core, students take 36 to 42 courses that are organized around themes instead of a more prescribed set of 39 to 63 courses.

CUNY administrators said that the change was needed to fix an intolerably opaque system of transfers that stymied students and needlessly increased their costs—and that faculty members had failed to fix it on their own.

Administrators have also touted the support of their own curricular experts, some of whom praise Pathways as an approach that puts "learning outcomes and academic rigor at its core" and that would lead to "better educational outcomes produced in a more efficient way."

Faculty members don't fault the goals. "We support college completion," Barbara Bowen, a professor of English at CUNY's Queens College, told *The Chronicle* in an interview last year. "What we don't support is reducing the quality of education."

Ms. Bowen, who is also president of the Professional Staff Congress, the union that represents the CUNY faculty, added that Pathways reflects what she sees as a larger shift in higher-education policy, from stressing access to emphasizing completion.

"On the face of it, that's a laudable goal, to focus on completion," she said, "but not completion at any cost."

COURSES AND CREDITS

At Fort Lewis College, a public liberal-arts institution in Durango, Colo., administrators courted ire when they decided, over the recommendations of a faculty panel, to limit core courses to three credits instead of a system that allows some to be set at three and others at four. The change was needed to help students transfer more easily, administrators said.

Faculty members are split on the idea, said Charles R. Riggs, an associate professor of anthropology and president of the Faculty Senate. Many are sensitive to the fact that students coming from other institutions in the state arrive having taken a three-credit course that, at Fort Lewis, would count for four credits.

Mr. Riggs said his department had resolved the discrepancy by recognizing the course, not its num-

ber of credits. That practice raises an uncomfortable question, he said: "When you think about that, then why do we have four credits?"

Problems can present themselves when the opposite process occurs, too, he said. When Fort Lewis students transfer to other colleges, the four-credit courses on their transcripts can limit their options at their new institution.

"The state is really, really serious about getting students done in 120 credits," he said. If a student is majoring in a discipline, like engineering, that requires a high number of credits, he or she may quickly exceed the maximum set by the state. "That's a big problem," Mr. Riggs said.

Other faculty members at Fort Lewis say the transfer issue is less dire than supporters of the change suggest. Valuable learning experiences will be lost because of the curricular change, said Janine M. Fitzgerald, a professor of sociology.

Her department's core courses are for four credits. The three-credit versions will probably have fewer discussions, exercises in which students bring their personal and family backgrounds into their work, and opportunities for service-learning projects.

"Part of the reason why this is feeling so upsetting is that we've had this program for a long time," she said. "We're taking out stuff that we know works."

And, she argued, reducing the number of credits from four to three will have the opposite of the intended effect: It will slow students' progress because they will have to take more courses. "It reduces the rigor, and it's harder for students," Ms. Fitzgerald said.

DEFINING ACADEMIC QUALITY

Some would argue that completion need not be in opposition to quality. The Lumina Foundation, which is closely associated with the drive to increase levels of college attainment, is also known for efforts like the Degree Qualifications Profile, which stakes out what students should know and be able to do if they earn different levels of degrees.

The debates unfolding at Alamo, CUNY, and Fort Lewis, and on other campuses, point to a larger dynamic and set of priorities, said Carol Geary Schneider, president of the Association of American Colleges and Universities, which advocates for quality in undergraduate liberal education.

Completion is easier to measure and part of a well-funded and highly visible agenda, one backed by President Obama. Academic quality is, she said, "a cottage industry."

"It seems to me that the completion engine has hurtled down the track with a lot of states putting in financial rewards and penalties for speeding up completion and cracking down on excess credits," Ms. Schneider said. "Then there's the quality engine, still struggling to get out of the shed." ■



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Independence Debate Divides Academics in Scotland

By AISHA LABI

WHEN VOTERS in Scotland go to the polls in September to answer the question “Should Scotland be an independent country?,” Ferdinand von Prondzynski will cast a yes ballot.

While much is at stake in the referendum, for Mr. von Prondzynski, the leader of Robert Gordon University, in Aberdeen, the key issue is Scotland’s ability to set its own research agenda.

Mr. von Prondzynski, whose official title is principal, as heads of Scottish universities are known, says that despite Scotland’s high concentration of universities and academics and its prominent role in the European oil-and-gas industry, its research focuses too little on strengthening the local economy. “That produces an environment which is not good for the economy and not good for the universities, either,” he says.

What’s more, as part of the United Kingdom, Scotland is relegated to a provincial role, he argues, dependent on largess from London, which “breeds a national dependency culture under which both the country as a whole and aspects within it operate on the basis of handouts” and leads to a lack of enterprise and innovation.

Mr. von Prondzynski’s views, which he emphasizes are personal and not those of his university, are not held by all. The question of independence has sharply divided Scotland, academe included.

The latest public-opinion polls show most Scots are in favor of remaining in the United Kingdom. But a significant swath of voters remains undecided, and supporters of independence say that the momentum is in their favor.

While some academics have spoken publicly in support of one side or the other, universities themselves have remained above the fray. Uni-



KIERAN DODDS FOR THE CHRONICLE

Ferdinand von Prondzynski, principal of Robert Gordon U., says independence would allow Scotland to set its own research agenda.

versities Scotland, the organization that represents the heads of Scotland’s 19 higher-education institutions, is not taking a position.

“Every university in Scotland is remaining neutral with regard to the question of what the outcome of any referendum should be,” says James Miller, director of the Open University in Scotland, “largely because we would regard this as not being a decision that universities should influence, but which should be left to the democratic will of the people.”

Despite that neutrality, there is much at stake for Scottish universities in the decision. Though responsibility for higher education

was granted years ago to the Scottish government, in Edinburgh, the referendum has raised questions about the future of research spending and student fees.

In a 670-page white paper on “Scotland’s Future,” the Scottish government has outlined what independence would probably mean for the country. It includes a guarantee that universities could maintain an unusual arrangement in which they provide free tuition to Scottish students but can charge undergraduates from other parts of the United Kingdom as much as £9,000, or about \$15,000. The arrangement generates some £150-million, or roughly

\$249-million, a year in revenue for universities, according to Universities Scotland.

Supporters of independence say the guarantee to maintain free tuition for Scottish residents reflects the type of social agenda Scotland could build upon if it became its own country. “At the risk of sounding idealistic, I think a more socially just society can only be created” with independence, “and is not going to happen in the context of the United Kingdom, where the move is toward a more populist, right-wing form of politics,” says Bryan MacGregor, a vice principal and professor at the University of Aberdeen. Mr. MacGregor, who has been a leading figure in the “yes” campaign, emphasized that he was not speaking on behalf of his institution.

Yet the Scottish government’s proposals on tuition and other key issues, such as retaining the British pound and expediting entry to the European Union as an independent country, have been called into question. E.U. law requires equal treatment of students throughout the bloc, and Scotland now waives tuition for students from E.U. countries. If Scotland joins the European Union on its own, rather than as a part of the United Kingdom, could it still charge students from England, Wales, or Northern Ireland?

PLANS FOR RESEARCH

Many legal experts have said that the plan to charge students from other parts of the United Kingdom is unlikely to survive the inevitable legal challenges, says Sheila Riddell, director of the University of Edinburgh’s Centre for Research in Education Inclusion and Diversity.

She and others have also cast doubt on the Scottish government’s plans for research spending. It

wants to set its own science and development agenda but also have its scientists and academics continue to be able to access funds provided by the London-based UK Research Councils, the seven committees that help coordinate support for engineering, the humanities, and other fields. In addition, it says it will tap into more sources of European support.

Ms. Riddell says Scotland can already compete for E.U. funding independently, and receives roughly 7 percent of its research funds from European sources. Those avenues are highly competitive, and it’s not clear that Scotland would be any more successful at securing European financing after independence. “The Scottish government says that the white paper is the blueprint, but it is clear that there are many aspects of the white paper that are not within the government’s gift, and would need to be decided,” she says.

Hugh Pennington, an emeritus professor of bacteriology at the University of Aberdeen, has also raised concerns about research financing if Scotland were to leave the United Kingdom. He helped formed the advocacy group Academics Together to argue against independence.

English by birth, Mr. Pennington came to Scotland after finishing postdoctoral work in the United States, and now views himself as a “Scot by domicile.” He says today Scotland receives 13 percent of U.K. research funds, even more than its share since its population represents only 8 percent of the total.

For his part, Mr. von Prondzynski attributes the apparent imbalance to the fact that Scotland has more academics per capita and a higher concentration of universities than the rest of the United Kingdom. He says that the actual “take per academic” is no larger than in England.

As Mr. Pennington and others in the “no” camp see it, many of the promises regarding higher education and research that the Scottish government has outlined in its white paper are unlikely to be fulfilled. “I’m very skeptical,” he says of the paper’s vision of an independent Scotland’s retaining its relationship with the UK Research Councils. “My fear would be that, at the end of the day, Scotland would end up as just another small European country having to specialize in research” without the breadth and scope it has had in the past, he says.

The University of Edinburgh is likely to be hit hardest, he says, and would decline in global rankings as a result, becoming more like “a University of Oslo or Copenhagen, which are good universities, but not top class in any of the rankings.”

Whichever side ultimately prevails, the intensity of the debate has produced what many describe as a welcome dialogue about Scotland’s higher-education system.

Says Mr. von Prondzynski: “The independence debate is helping the development of arguments about what is needed for Scotland.” ■



KIERAN DODDS FOR THE CHRONICLE

A slogan on the coast of Fife, Scotland, reads “Free Scotland” in English and Gaelic.

One 16th-Century Writer Really Knew How to Kill It Online

By STEVE KOLOWICH

FRANZ HELM'S illustrated manual on pyrotechnic weapons was around for more than four centuries before it went viral.

When the German artillery expert wrote the manual, in the mid-1500s, he unwittingly created a piece of media ideally suited to the tastes of 21st-century Internet culture: Cats that appeared to be wearing jet packs.

Helm appears to have been describing a creative siege tactic. In order "to set fire to a castle or city which you can't get at otherwise," he advised, an invading army might arm cats (and birds) with flammable payloads and send the animals to wreak havoc inside the enemy's walls.

A version of the illustrations in his book went viral on the web last year as part of a digitization project at the University of Pennsylvania. This month it went viral again, after an Associated Press reporter revisited the drawings. This time around, delighted Twitter users appended the hashtag "#rocketcats" to their posts.

The recent popularity of Helm's obscure manuscript has left archivists, at Penn and elsewhere, wondering what this new form of public engagement could mean.

BuzzFeed, the web-culture omnibus site, published an article in February titled "8 Book Historians, Curators, Specialists, and Librarians Who Are Killing It Online." The author, a former research curator at the New York Public Library, praised an array of academics "who embrace social media to broadcast their ardor for archival treasures."

What is it worth to be "killing it online"? Should the stewards of university collections try to deploy rocket cats (and other "shareable content") to reach audiences they couldn't get at otherwise? Or would such a tactic be silly and ineffective?

USEFUL AMBASSADORS

Mitch Fraas, special-collections scholar in residence at Penn's libraries, is among those killing it online, according to BuzzFeed. He was also instrumental in igniting the public interest in the rocket-cat illustrations.

In an interview with *The Chronicle*, Mr. Fraas seemed nearly as amused by the reaction to the rocket cats as others were by the illustrations themselves. Helm's artillery manual has been in Penn's collection since the 1930s or 40s, said Mr. Fraas. Strictly speaking, rocket cats are not a new discovery.

Still, there was some hope that they might be useful ambassadors for the university's online archive. "Come for the rocket cats, stay for manuscript culture in the early-modern period," joked Mr. Fraas, brainstorming a promotional tagline.

Penn's library blog did see a spike in traffic after the rocket cats caught fire for a second time. But less than 5 percent of visitors to the blog clicked through to the university's digital-manuscript repository,

he noted. Seeing people post rocket cats on Twitter and Pinterest has been nice, Mr. Fraas said, but "maybe 90 percent of the time they're doing it unreflectively."

Perhaps many of the people who hopped on the #rocketcats bandwagon merely chuckled, retweeted, and moved on.

And yet there is no denying that the new interest in the rocket cats has been educational. In 2013, after Helm's book first got attention from Internet gawkers, Mr. Fraas was inspired to do some further digging

into the university's archives. He found another rocket cat in a different weapons manuscript. Someone on Twitter directed him to a third example. A sweep of the secondary literature yielded evidence of rocket cats, and rocket birds, in Asia, Russia, and Scandinavia.

Mr. Fraas summarized his findings in a blog post last year. That post drew attention from *The Atlantic*, which then published its own piece about the rocket cats. This year, the Associated Press's retread inspired a more detailed—

and better animated—essay on animal-borne instruments of war (for example, surveillance pigeons and camel-mounted guns) by Benjamin Breen, a doctoral student at the University of Texas at Austin.

The argument that Twitter can bear only lightweight engagement with historical artifacts ignores an important point: Scholars and journalists live on the Internet like everybody else, and sometimes a small spark can ignite a big fire. ■



FRANZ HELM

A digitization project at Penn sent this manual, showing how to arm a cat, viral on the web.



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People

Creator of Fictional Texas County Wins Book Critics' Lifetime Award

By PETER MONAGHAN

HE HAS WRITTEN some 20 novels and books of short stories and essays, but **Rolando Hinojosa-Smith** is a man of few words.

When the National Book Critics Circle honored him with its prestigious Ivan Sandrof Lifetime Achievement Award in New York this month, he spent little time at the podium. "I'd written a three-minute speech and left it in the hotel," says Mr. Hinojosa-Smith, a longtime professor of English at the University of Texas at Austin. So he delivered as much as he recalled.

Wry humor and a deceptively minimalist style are qualities that have brought high praise to Mr. Hinojosa-Smith, who is 85.

Among the critics who know his work well—most of them academics rather than print journalists—his Klail City Death Trip series, 15 books and counting, defines him.

In effect a continuing novel, it fleshes out relations among Mexican-Americans and Anglo-Americans in a fictional border town in the Rio Grande Valley of Texas, which is where Mr. Hinojosa-Smith was born and raised. Among awards that books in the series have won is one of the most prestigious prizes in Latin American fiction, Premio Casa de las Américas, in 1976.

To bring to life his fictional Belken County, Mr. Hinojosa-Smith has "invested it with centuries of complex history," says one literary-studies journal, yet "his mes-

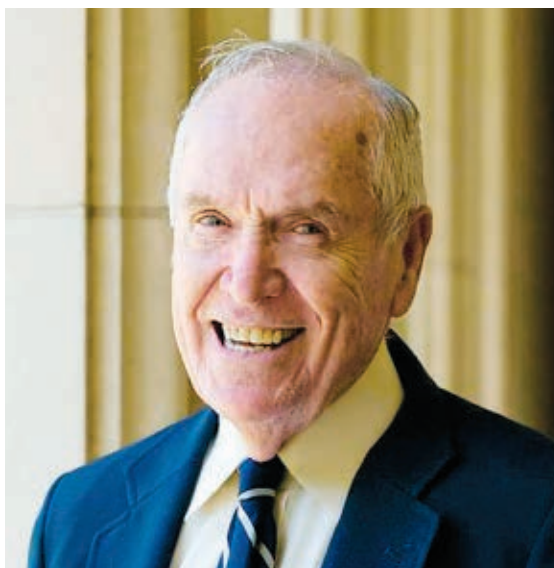
sage is never heavy-handed or didactic, but rather pointed and understated," says another.

Among striking characteristics of the series is the multitude of genres Mr. Hinojosa-Smith deploys: police procedurals, a novel of letters, a Korean War diary as a novel of narrative verse, and a tale of divorce told by some 30 characters, none with much narrative authority. And yet he writes in prose as crystalline as Hemingway's, conjuring character, parsing social relations, and laying bare complex motives, using adverbs and adjectives only when he really must—"I just don't like them—that's the truth, right there," he says.

His lean prose is a sly literary device: complicating it, critics say, are mordant humor and pinpoint evocation of everyday speech.

Born in 1929 as one of five children of an Anglo Texan mother and a Mexican Texan father who fought in the Mexican Revolution, Mr. Hinojosa-Smith read avidly at the encouragement of several teachers in his family. His primary language was Spanish until junior high, when English took over. Even now he tends to write in Spanish first, sometimes translating his work into English himself, but he may start in English, depending on "what feels right" for each book.

He began writing professional-



Rolando Hinojosa-Smith

ly relatively late—in his mid 30s: "I was still in ways a small-town boy, didn't know to whom to send things."

In a phone call at dawn—the time of day that he has long risen, ready to write—he recalls how his writing life began in high school in Mercedes, Tex., where one of the teachers ran a writing program called Creative Bits. During a few days of phone calls and email exchanges, he recalls more details of his early writing efforts.

In preparation for a month or more of interviews, haven't he and his agent prepared sparkling responses? "I've never had an agent, and I don't want one. I know nothing of the business end of things," he says.

From high school, he trod the

many walks of life reflected in his novels: "Served in the military, attended a university, taught high school, worked in a chemical plant 8 to 5, 5 to 11, and 11 to 7."

He earned master's and doctoral degrees, married, raised a family, taught at universities in Texas and Minnesota. "Met and lived with all manner or people, high and lower social classes, etc. Have traveled here, there, etc. Worked in the valley's citrus fields, listened to old men talk of the Mexican Revolution, etc."

His target readership? "I really don't know what that is," he says. "I leave

that to the publisher. It's their business."

All but one of Mr. Hinojosa-Smith's books have been published by Arte Público Press, the country's oldest and largest nonprofit publisher of contemporary and recovered U.S. Hispanic literature. **Nicolás Kanellos**, a professor of Hispanic studies at the University of Houston since 1980, is founder and director of the press, which is also at the university.

He and Mr. Hinojosa-Smith profess great admiration for each other's accomplishments: Writer extolls director for operating from a university at a time when university presses are having a tough time; director thanks writer for loyally sticking with Arte Público. A boon for Arte Público is that some Hi-

nojosa titles have sold more than 100,000 copies; several have found their way into course curricula.

Mr. Kanellos also sings the writer's praises for capturing so well the nuances of speech and for writing in ways that may appear to affirm, say, genre divisions, but in fact subvert them. He says it helps Mr. Hinojosa-Smith that he works in the borders between cultures, similar to the ones feminist theory has unpacked: "It's the space that is marginalized that becomes a space of intense creativity, specifically because you're marginalized," Mr. Kanellos says.

Mr. Hinojosa-Smith's speaking voice rolls like low Texas hills, plain, the way his state likes it. Describing his approach to teaching, he sounds almost grandfatherly. Like his own early teachers of writing, he emphasizes the value of grammar and other writing skills; but he also takes care that his students get to know one another—Texas Mexicans, Texas Anglos, sometimes Texas black and Asian students.

At the same time, he does not spare his students the region's indifferently social history—explaining that, for example, the university did not admit black students until the 1950s and 1960s, because "they have to know why there is a shortage/absence of black writers in Texas," even today.

He has no time for an ahistorical, romanticized Texas. In his long-running "Life and Literature of the Southwest" course, he says, "that's the first thing that bites the dust." ■

One Believer in Phonics Undertakes a Novel Teacher-Training Effort

By JUSTIN DOUBLEDAY

PLEDGER FEDORA'S new job, as director of the Rose Institute for Learning and Literacy at Manhattanville College, is built on the hope that students who struggle to read can be taught more effectively. The institute, supported by a philanthropist known for her gifts to New York's museums and public library, will begin offering a 13-credit graduate certificate program to five teachers this May. They will be shown how to use a distinctive multisensory phonics-based approach to literacy.

Ms. Fedora's experience teaching ninth-grade remedial reading in South Carolina, in 1978, helped spark her interest in teaching and studying at-risk readers. One of her students had handed in a paragraph composed of what looked to her like an incomprehensible string of letters. But when she asked him to read it aloud, he spoke in full sentences. "I had never seen a student with dyslexia before that," she says.

Since then she has become a leading voice in the field of multisensory and phonetic instruction.



Pledger Fedora

Phonics focuses on the sounds made by letters and phonemes, or groups of letters, to teach reading, writing, and spelling. The multisensory method that Ms. Fedora will train teachers to use, known as the Orton-Gillingham approach, reinforces learning through sight, hearing, touch, and awareness of motion. The teachers will take two courses at the college and will be coached in the new methods at their schools twice a week during a yearlong practicum.

Ms. Fedora's Ph.D. dissertation explored how lack of phonemic awareness impaired the reading

ability of children in low-income and rural areas.

She believes that even students who don't have dyslexia can benefit from a phonics-based approach. One in five children, she says, will struggle to read without phonics. But many elementary-school teachers aren't trained in the method.

"The teachers that I've worked with are always so excited," she says. "They say, 'Why didn't anyone ever teach me this?'"

Phonics has often been pitted against "whole language" instruction, a commonly used method that introduces children to whole words first and uses literature to teach reading. The debate over which method is more effective has been called the "reading wars."

Ms. Fedora isn't interested in reviving any of those battles. Phonics is just one part of the Orton-Gillingham method, she says, but "it's an integral part, because you have to start with the sound."

After earning a doctorate in education in 2008 from the University of North Carolina at Chapel Hill (she also got her B.A. and M.Ed. there), Ms. Fedora began teach-

ing in Seton Hall University's department of educational studies. In 2012 she proposed redesigning some of her courses to include more phonics instruction. But she was met by resistance within the department, she says. (**Grace M. May**, dean of Seton Hall's College of Education and Human Services, says the department "supports the use of a balanced literacy curriculum, including phonics, to prepare future teachers.")

"It was then that I started looking for other positions, specifically in literacy," Ms. Fedora says.

At the time, Manhattanville was in the midst of a three-year pilot program with the Reading Reform Foundation of New York. The program took seven teachers at a local elementary school with ties to Manhattanville and trained them in phonics.

"The teachers found themselves to be much more purposeful and much more knowledgeable about teaching literacy," says **Shelley B. Wepner**, dean of the School of Education at Manhattanville. The college, a private nonprofit institution in Purchase, N.Y., has 1,000 students enrolled in its gradu-

ate courses, including 300 in the School of Education.

The pilot's success convinced **Sandra Priest Rose**, a Manhattanville alumna who is a founder and chairman of the Reading Reform Foundation, that the college was the right place for her namesake program. She donated \$1.2-million to the college to establish the Rose Institute last year.

The widow of Frederick P. Rose, a New York City real-estate magnate, Ms. Rose speaks passionately about phonics and its effectiveness in reading instruction. She has high hopes for Ms. Fedora as director of the new institute.

"We first saw her résumé and screamed with delight because she's published a great deal," Ms. Rose says of Ms. Fedora. "I think she can bring us into a larger sphere."

Ms. Fedora, who called the director's role her "dream job," hopes the institute will start a trend of including phonics-based instruction in teacher training throughout higher education.

"It has the potential to be a model for other colleges and universities," she says. "There really isn't another program like this." ■



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TRANSITIONS

PEOPLE IN ACADEME

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JOB MOVES

■ **Geoffrey Garrett**, dean and professor of business in the Australian School of Business at the University of New South Wales, will become dean of the Wharton School at the University of Pennsylvania on July 1. He is a former faculty member in Wharton's management department. He will succeed **Thomas S. Robertson**, who said last year that he will step down in June, at the end of his seven-year term.

■ **Eduardo M. Peñalver**, a professor of law at the University of Chicago Law School, will become dean of Cornell

University's Law School on July 1. He taught at Cornell's Law School from 2006 to 2012. Mr. Peñalver will succeed **Stewart J. Schwab**, dean since 2004, who will return to teaching at the Law School.

■ **S. David Wu**, dean of the P.C. Rossin College of Engineering and Applied Science at Lehigh University, will become provost and executive vice president of George Mason University. Mr. Wu will succeed **Peter N. Stearns**, who has been provost since 2000.

■ **Lynnette Zelezny**, associate provost at California State University at Fresno, will become the university's provost and vice president for academic affairs on June 1. The post had been held by **William A. Covino**, who became pres-



LEHIGH U.

ident of California State University at Los Angeles in September.

■ **Kevin Cieply**, associate dean of academics and associate professor at John Marshall Law School, in Atlanta, will become president and dean of Ave Maria School of Law on July 1. He will succeed **Eugene R. Milhizer**, who has said he would step down to return to teaching.

■ **Nancy Staudt**, vice dean for faculty and academic affairs at the University of Southern California Gould School of Law, has been named dean of Washington University in St. Louis's School of Law. She will start on May 15. She will also become a professor of law, a role she already held at the School of Law from 2000-6, and a professor at



JOHN MARSHALL LAW SCHOOL

the George Warren Brown School of Social Work.

DEPARTURES

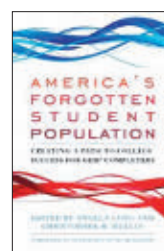
■ **Eugene R. Tempel**, founding dean of the Indiana University Lilly Family School of Philanthropy, will move from that role to a faculty position on December 31, 2014, when he will have finished served his planned two-year term.

■ **Elizabeth D. Phillips** resigned as executive director of UF Online, the University of Florida's new program to offer bachelor's degrees online, after less than three months on the job. Ms. Phillips, who had left her position as

provost and executive vice president of Arizona State University last year, has returned to the faculty there.

■ **David E. Wright** is stepping down as director of the Office of Research Integrity in the U.S. Department of Health and Human Services this month, after complaining about a "dysfunctional" federal bureaucracy, *SciencInsider* reported. The office monitors investigations into misconduct by researchers who receive funds from the National Institutes of Health and other Public Health Service agencies. He is a professor emeritus at Michigan State University, where he was a historian of science.

SELECTED NEW BOOKS ON HIGHER EDUCATION



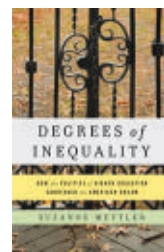
America's Forgotten Student Population: Creating a Path to College Success for GED® Completers, edited by Angela Long and Christopher M. Mullin (Stylus Publishing; 192 pages; \$90 hardcover, \$35 paperback). Writings on the retention and support of GED students who pursue further education at community colleges.



The Athletic Trap: How College Sports Corrupted the Academy, by Howard L. Nixon II (Johns Hopkins University Press; 217 pages; \$29.95). Contrasts the commercial and collegiate models of athletics in a study of how college presidents are lured or pressured into building big-time sports programs.



Degrees of Inequality: How the Politics of Higher Education Sabotaged the American Dream, by Suzanne Mettler (Basic Books; 261 pages; \$27.99). Topics include how federal support for higher education has been harmed by increasingly partisan politics.



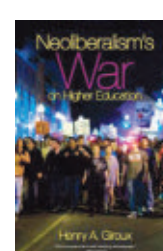
Exploring Race in Predominantly White Classrooms: Scholars of Color Reflect, edited by George Yancy and Maria del Guadalupe Davidson (Routledge; 239 pages; \$150 hardcover, \$46.95 paperback). Essays that consider what it is like for black and other scholars of color to teach about race and racism in largely white classrooms.



Managing the Unthinkable: Crisis Preparation and Response for Campus Leaders, edited by Gretchen M. Bataille and Diana I. Cordova (Stylus Publishing; 256 pages; \$95 hardcover, \$39.95 paperback). Essays by college and university presidents, other academic leaders, and media experts offering firsthand advice on managing crises from floods and other natural disasters to campus violence and scandal.



Neoliberalism's War on Higher Education, by Henry A. Giroux (Haymarket Books; 240 pages; \$17). Criticizes the corporatization of higher education, notions of students as consumers, and other elements of market-driven policy.



The Nine Elements of a Sustainable Campus, by Mitchell Thomashow (MIT Press; 232 pages; \$27.95). Offers advice in the realms of energy, food, materials, governance, investment, wellness, curriculum, interpretation, and aesthetics; draws on the author's experience as a past president of Unity College, a small institution in Maine that, among things, became a center for local food production and installed solar, wind, and other alternative energy sources on the campus.



Recommended Principles to Guide Academy-Industry Relationships (American Association of University Professors, distributed by University of Illinois Press; 356 pages; \$79.95 hardcover, \$24.95 paperback). A report from the AAUP that outlines 56 principles to guide increasingly close relations between the two sectors.



Wise Latinas: Writers on Higher Education, by Jennifer De Leon (University of Nebraska Press; 223 pages; \$25). Offers personal essays that document the diversity of Latinas' experience of college.

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In Brief

GOVERNMENT

House Panel Allows Compromise to Focus NSF on Economic Value

A Congressional panel this month approved legislation that would flatten the budget of the National Science Foundation and revive attempts to tie the agency's spending on research to definable economic paybacks.

The measure, a policy-setting bill for the NSF and the National Institute of Standards and Technology, would give the NSF a budget in the 2015 fiscal year of \$7.28-billion, about 1.5 percent beyond its current level of \$7.17-billion. President Obama, in his 2015 budget proposed this month, suggested \$7.3-billion, while House Democrats are seeking \$7.52-billion.

Yet in a sign of compromise before the bill reaches the Democratic-controlled Senate, the Republican majority on the House Science Subcommittee on Research and Technology accepted nine Democratic amendments, including a partial retreat from plans to severely cut the NSF's budget for social-science research.

The changes represented a "good faith" effort to bridge political differences on the bill, said Rep. Dan Lipinski of Illinois, the top Democrat on the subcommittee.

The measure is the starting point for an anticipated third reauthorization bill for the NSF since a commission formed by the National Academies in 2005 warned lawmakers of an urgent need to expand federal spending on science to keep the country economically competitive.

The two previous measures committed Congress to doubling the budgets of the NSF and related agencies over about seven years, as suggested by the commission. Congress never came close, and the new measure doesn't even suggest such a thing. The proposal instead would keep the NSF budget increase for 2015 below the expected rate of inflation.

The Republican plan aims to flatten NSF spending by setting specific budget levels for each directorate within the agency, and then sharply reducing spending on those areas of scientific inquiry—most notably in the social sciences—that the Republicans regard as less valuable to the national economy.

ACCREDITATION

Deal Between Business School and For-Profit Group Is Rejected

A partnership between the Thunderbird School of Global Management and a for-profit education company has been turned down by the business school's regional accreditor, giving at least a temporary victory to an alumni group and some former board members who said the arrangement would turn the school into a "diploma mill."

Thunderbird, based in Arizona, had been seeking a partnership with Laureate Education Inc. in order to shore up its troubled finances. The arrangement would have brought the school \$53-million through a sale-leaseback of its campus and \$13-million more to start online and undergraduate programs and to expand its international sites.

Thunderbird pursued the deal with Laureate after rejecting other suitors, including Arizona State University and the Hult International Business School, saying that the company was the only one that would sustain its financial health and protect its brand.

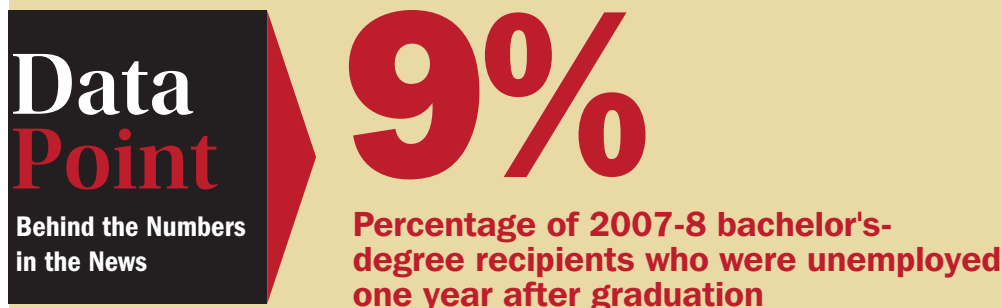
Some alumni and members of Thunderbird's Board of Trustees, who resigned after the partnership was announced, described the arrangement as a rotten deal that would create a windfall for Laureate at the expense of Thunderbird's reputation and academic quality.

Some also said Laureate was just buying the

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Correction

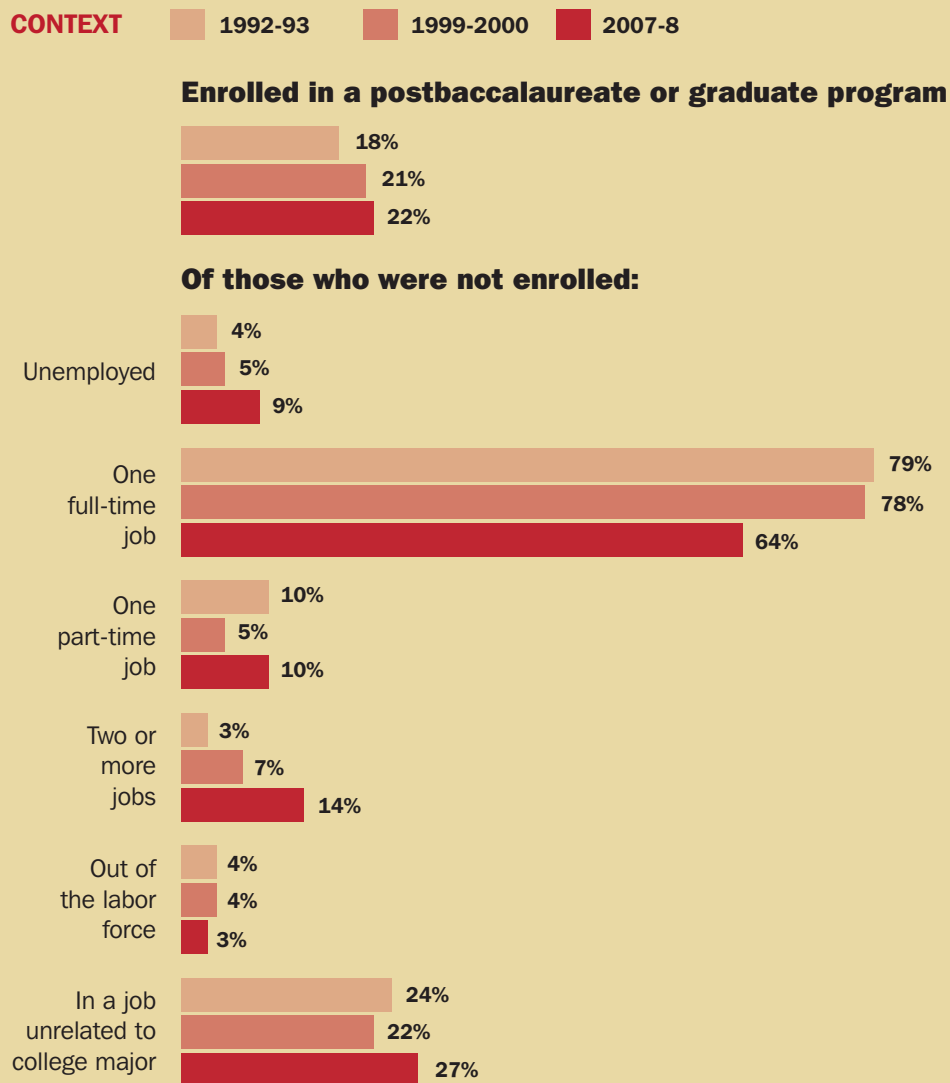
■ An article about the publication of Martin Heidegger's notebooks (*The Chronicle*, February 28) implied that the German philosopher had denied the existence of bodies at death camps during the Holocaust, by including a 1949 quotation in which he mentioned the "fabrication of corpses in gas chambers and death camps." Most scholars now interpret Heidegger's use of "fabrication" as referring to the process of manufacturing, so the article should not have cited the quote.



BACK STORY

Anecdotal evidence has shown that **the recession hurt college graduates**, but new data from the Education Department show just how much. Students who graduated from four-year colleges in 2007-8 were about twice as likely as earlier graduates to be **unemployed one year after graduation** and less likely than earlier graduates to be employed full time. Even those who had a job were more likely to be doing work unrelated to their college major and much more likely to be holding down two or more part-time jobs than students who graduated into a sound economy.

CONTEXT



SOURCE: U.S. DEPARTMENT OF EDUCATION, BACCALAUREATE AND BEYOND LONGITUDINAL STUDY

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

school's accreditation. Thunderbird's Independent Alumni Association filed a complaint with the school's accreditor, the Higher Learning Commission of the North Central Association of Colleges and Schools, arguing that the agreement had been tainted by conflicts of interest and had not been properly vetted by the entire governing board.

The commission nixed the deal "based on specific elements of the strategic alliance," according to a news release from Thunderbird.

ACADEMIC FREEDOM

Kennesaw State U. to Reinstall Art It Removed From Museum

Kennesaw State University will reinstall a controversial artwork that it had removed

from its newly opened Bernard A. Zuckerman Museum of Art, the Georgia university announced this month. The artwork, which dealt with a university property once owned by a writer known for her defense of lynching, was pulled from the inaugural exhibition amid considerable criticism of censorship.

Ruth Stanford, a Georgia State University professor who created the artwork, "A Walk in the Valley," on a museum commission, said in a written statement released by Kennesaw State that she was "proud to be included" once again in the exhibit.

For its part, Kennesaw State affirmed its "full support for academic freedom and the free exchange of ideas," even though an official initially told a local newspaper that Ms. Stanford's artwork "did not align with the celebratory atmosphere of the museum's opening."

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While leading companies snap up graduates, there is rarely a major film produced in the U.S. today without credits for DPA faculty or alumni. Disney's "Frozen" is just the latest addition to graduates' credits.

In the natural world, Geist draws data from environmental sensors to create digital images to show the impact of drought or proposed development for policy makers. "We make very realistic looking scenes that drive home the points faster than any other method," says Geist.

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InFocus



TRAVIS LONG, THE NEWS & OBSERVER, AP IMAGES

Expressing dismay at the university's inadequate response to allegations of sexual assault, students gather in protest at the U. of North Carolina at Chapel Hill, one of dozens of institutions under investigation for possible violations of federal civil-rights law.

Two Worlds, One Problem

By LIBBY SANDER



WIN MCNAMEE, GETTY IMAGES

Anu Bhagwati, a former Marine captain and company commander, testifies at a Senate hearing about sexual assault in the military. She is executive director of the Service Women's Action Network, which presses for more equitable treatment of women in the armed services.

COLLEGES AND THE MILITARY have a problem in common.

Reports of sexual assaults and inadequate responses have roiled campuses and the armed services alike during the past two years, pushing college presidents and military brass into an unwelcome spotlight. Congress, federal agencies, the White House, and victims of assault are calling not only for new, more-effective policies, but also for a broad change in institutional culture.

Both higher education and the military are backbones of society, with vital missions that include the development of young people. Now both face growing expectations that they heal a deeply rooted social ill. The call to chancellors and generals: Do better by the students and service members in your charge. Fix this problem.

The expectations bring many things: ample publicity, government interest, and a laserlike focus on process. What they don't necessarily provide are answers.

For decades, activists have raised the issue and argued for better resources for victims. Every so often, a high-profile incident has sparked outrage and promises of change.

This time the attention is acute. In both worlds, survivors—as many identify themselves—are driving the discussion. They are optimistic that a combination of grass-roots advocacy, legislative action, and sustained media exposure will lead to meaningful progress.

Some of the movements' most effective tools are personal stories of trauma. A Coast Guard

Colleges and the military face heavy criticism for their responses to sexual assault. Can they find a new approach?

seaman whose supervisor harassed her, struck her, and later raped her, sued after leaving the military; her story was told in an Oscar-nominated documentary in 2012. A student at an elite private college published an account of her rape by a classmate and of the ensuing disregard by administrators, galvanizing survivors on campuses across the country.

In the two settings, survivors make similar claims: being brushed off, discouraged from reporting incidents, or subjected to an investigative and disciplinary process that is ineffective, inconsistent, harsh. What both colleges and the military should do, activists say, is try harder to prevent sexual assault, and when it does happen, protect and support the victim, investigate fairly, and punish the perpetrator.

Advocates are waging campaigns to hold both institutions accountable. Their efforts are getting traction in Washington. The Department of Education, spurred by a series of complaints on individual campuses, is investigating more than three dozen colleges for alleged civil-rights violations in their responses to sexual violence. In the Senate, debate over how the military-justice system handles sexual assault went on for months before lawmakers—though stopping short of more-stringent reforms—unanimously passed a measure this month that would change that process. Meanwhile, President Obama has urged colleges and military bases to focus on this problem.

The response so far has been uneven. Colleges have bolstered programs to prevent and respond to rape, hired and trained more staff, and convened conferences on the issue. But administrators have also struggled to navigate an expanding web of federal regulations. And college presidents have stumbled publicly, inflaming student opinion with comments about whether rape is a problem

they can—or should be expected to—solve.

Ending sexual assault is “probably not a realistic goal just given human nature, and that’s unfortunate,” said Sally K. Mason, president of the University of Iowa, in an interview with the campus newspaper last month. Students quickly protested, condemning her remarks as “victim blaming”; the Board of Regents chastised her and told her to take a zero-tolerance approach to sexual assault. Ms. Mason apologized and announced plans for more prevention programs and tougher punishments for perpetrators.

The Pentagon’s official position on sexual assault within the ranks is that it affects military readiness and won’t be tolerated. The Defense Department’s Sexual Assault Prevention and Response Office, created in 2005, is responsible for expanding support for victims and increasing reporting and accountability. Reports, color-coded charts, strategic plans, and other documents refer to cultivating “an enduring culture of dignity and respect” and eliminating sexual assault within the military.

“Sexual assault is a crime that is incompatible with military service,” Secretary of Defense Chuck Hagel wrote to military leaders last spring. “It is a stain on our honor.”

CAMPUS BY CAMPUS, colleges are reshaping their policies for responding to reports of sexual assault. At Dartmouth College, administrators have proposed training investigators to determine if an accused student is responsible.

At the University of Connecticut, the president has required training to show students how to intervene when they see a classmate in harm’s way. Duke University has made expulsion the “preferred sanction” in cases of sexual assault. Hundreds of presidents, thousands of staff members—all trying to follow federal guidance and figure out what makes sense on their campuses.

In contrast, the military has two main advantages: centralized leadership and a real judicial system. With investigative services and a Judge Advocate General’s Corps, the armed forces are equipped to adjudicate criminal cases.

But making that system work for sexual assault has proved difficult. The Associated Press’s recent analysis of more than 1,000 reports of sex crimes involving U.S. military personnel over an eight-year period found “a pattern of random and inconsistent judgments,” in which commanders frequently ordered “nonjudicial punishments” like docked pay and letters of reprimand. Last month the Army disqualified nearly 600 soldiers for “positions of trust” after a review of their credentials and backgrounds found infractions including sexual assault and child abuse.

Colleges aren’t courts of law, although some advocates would push them in that direction. Whether or not an alleged victim decides to report an incident to the police—and many don’t, or prosecutors don’t proceed—institutions are obligated to respond under federal civil-rights law. Their internal disciplinary systems, however, are generally designed for academic infractions, not crimes like rape.

The demand to create what amounts to a criminal-justice system has put colleges in uncomfortable territory, says David Lisak, a clinical psychologist and forensic consultant who advises colleges and the military on their handling of sexual-assault cases. “Is it legitimate to expect an attorney familiar, maybe, with college judicial systems to conduct this kind of criminal investigation?” he says. “I sense a fair amount of resistance in higher education to this, and I understand why.”

But if colleges are required to investigate a rape case, he says, “then they have to do it well.”

As colleges try to handle cases fairly, alleged victims and perpetrators, too, have filed lawsuits against their institutions arguing that proceedings went wrong. Some experts see such suits, with the prospect of damages or settlements, as a force for change.

Civil lawsuits aren’t much of an option for service members. Courts typically dismiss cases brought by military personnel against their supervisors, on the grounds that the judiciary shouldn’t interfere with the military’s affairs. The Coast Guard veteran, whose perpetrator got a 30-day restriction to the base after she reported the incident, was the lead plaintiff in a 2011 civil suit brought by 28 service members and veterans against former Secretaries of Defense Donald Rumsfeld and Robert Gates. While the allegations were “troubling,” the judge said, he ruled that he couldn’t intervene in a case of military discipline. The case was dismissed.

Both systems are under continued scrutiny. Federal officials are investigating complaints against colleges, and the military is absorbing the impact of two high-profile cases. The court-martial this month of an Army general charged with sexually assaulting a junior officer took a turn when the judge said prosecutors may have been influenced by political concerns; the general agreed to a plea deal avoiding the most serious charges. Last week, the judge reprimanded the general and ordered him to forfeit \$20,000 in pay.

Politics also figured in the court-martial this month of a midshipman at the U.S. Naval Academy charged with sexually assaulting a classmate. According to the defendant’s lawyer, a civilian, comments from Maryland lawmakers and President Obama about sexual assault in the military influenced the academy superintendent’s decision to recommend a court-martial. The judge last week found the midshipman not guilty.

The spotlight has brought changes in both worlds. Under the newest defense-reauthorization law, service members will see a variety of changes meant to improve conditions for victims of sexual assault. Military lawyers will run the hearings to determine if there’s enough evidence for a court-martial, for instance, and commanders will no longer be able to overturn findings of guilt.

The federal Campus Sexual Violence Elimination Act took effect this month, requiring colleges to offer prevention programs and track incidents of stalking and of dating violence. Federal settlements with Yale University and the University of Montana have prompted new policies and more disclosure on those campuses and elsewhere. And dozens more investigations will very likely lead to other colleges’ having to change their ways.

College and military leaders alike have given the issue a high priority, declaring that the repercussions of sexual violence—undermining the educational experience and weakening the military’s effectiveness—interfere with their respective missions.

Leaders’ actions, and a willingness on the part of more victims to come forward, seem to indicate progress. In moments of impatience, however, some advocates reveal their skepticism.

“I see a lot of discussion, a lot of hearings and educational programs and presidential programs,” says Laura Dunn, a law student at the University of Maryland at Baltimore who is a leader in the campus movement. “Yet what has been done? What has legitimately changed?”

Policies to address sexual violence mean little, she says, unless they’re backed up by laws that have teeth—and unless society’s most prominent institutions are willing to send clear messages about acceptable behavior.

Can colleges and the military reduce the prevalence of sexual assaults? Fairly resolve those that do occur? So far, pressure alone hasn’t solved the problem. But changes are under way, with more to come. ■



BRANDON THIBODEAUX FOR THE CHRONICLE

Anne Kendzior, a former midshipman at the U.S. Naval Academy, says she was sexually assaulted by three classmates there. She later sued military officials, alleging that they permitted a culture in which victims of sexual assault “are accused of having ‘asked for it’ when they seek justice.” Her lawsuit was dismissed.

Under Pressure on Dual Fronts, Military Academies Grapple With Sexual Assault

BY LIBBY SANDER

MILITARY-SERVICE ACADEMIES seem to sit between worlds. Technically they’re military installations. But they have many characteristics of a college campus: classes, sports, residential students. And as advocates and lawmakers call for both the military and higher education to change the way they respond to sexual assault, the academies are grappling with the problem in both contexts.

Cadets and midshipmen are subject to the Uniform Code of Military Justice, just like any active-duty service member. While colleges administer their own judicial proceedings—whether or not a victim goes to the police—reports of sexual assault at the academies typically proceed through military-justice channels (see box). The federal antidiscrimination law known as Title IX, under which many students

have filed complaints against their colleges, does not apply to the academies.

And sexual misconduct has been a flash point there: At the U.S. Air Force Academy in 2003, female cadets said they had been discouraged from reporting rapes; last year officials at the U.S. Military Academy disciplined members of the men’s rugby team after an investigation found that an “inappropriate” email chain re-

flected “a culture of disrespect towards women.”

The culture of solidarity at the academies can make it hard for victims of sexual assault to come forward, or even to seek help, some have said. That’s how it was for Anne E. Kendzior, who arrived at the U.S. Naval Academy in 2008 as a soccer recruit and aspiring fighter pilot.

That fall, on her first overnight leave, Ms. Kendzior says, she went to an off-campus party and drank too much. A male classmate asked if she wanted to go to a room where others were sleeping. She did, and awoke to his having sex with her. Several weeks later, she says, she was assaulted again, by two fellow midshipmen.

In the months and years that followed, Ms. Kendzior says she sank into a severe depression. Although she told a Naval Academy counselor that she had been assaulted, she did not formally report the incidents. In the military your reputation and record

*Continued on
Following Page*

Reporting Sexual Assault at the Academies

CADETS AND MIDSHIPMEN at the nation’s military-service academies are subject to the legal authority of the Uniform Code of Military Justice. In cases of sexual assault, they can choose to file a restricted report, which remains confidential and allows them to get care and support services. Or they can file an unrestricted report, which is referred to military investigators, who examine all alleged violations of military law.

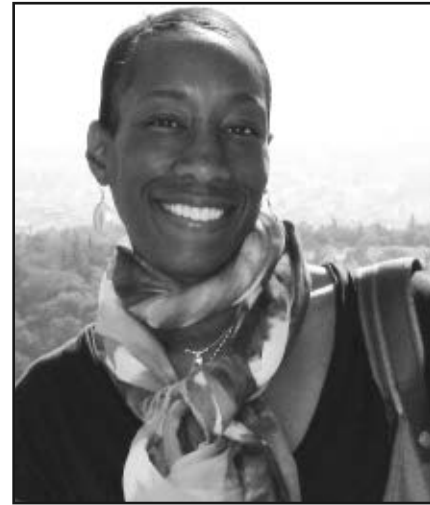
When the investigation is complete, a commanding officer, with input from prosecutors and other legal advisers, decides how to proceed, on the basis of factors including strength of evidence and the victim’s input. Options include doing nothing, imposing administrative discipline or nonjudicial punishment, and initiating the first step in a court-martial by bringing charges (or sending the case to a higher authority to do so).

Across the armed services, reports of sexual assault are increasing. Preliminary numbers for the 2013 fiscal year reflect a 60-percent increase over the previous year. But at two of the three academies, reports of sexual assault during military service declined slightly, down to 53 from 58 in 2012. —L.S.

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follow you throughout your career, she thought, and the stakes of coming forward were too high. She'd be known as the woman who got others in trouble. "My perpetrators were athletes," she says. "I just didn't want that label."

In the spring of her junior year, Ms. Kendzior says, her depression led to a brief hospital stay. Encouraged by her father, she filed formal reports about the assaults. A panel at the academy later reviewed Ms. Kendzior's medical records and aptitude as a midshipman and determined that she had to leave the Navy.

In 2012 she sued the secretary of defense, secretary of the Navy, and an officer who was superintendent of the Naval Academy at the time of the incidents. She claimed that they permitted a culture "in which victims of rape and sexual assault are openly labeled 'sluts' and are accused of having 'asked for it' when they seek justice."

Civilian courts, however, tend not to intervene in the military's affairs. The case was dismissed.

Focus groups at the academies have echoed Ms. Kendzior's reasons for being reluctant to report. Some cadets at West Point said last spring that they wouldn't want to show weakness or let others in their small community know what had happened. Filing a report involves too much red tape and carries a stigma, some said.

"People would rather just deal with that pain than have everyone know about it," said one male cadet. "You don't want to be judged, ... especially here for women. There's such a big thing about reputation, ... not only how guys think about you but how other girls think about you."

In "sending it up officially," said one woman, "you get labeled as the one who ended somebody's career."

A cadet's reputation, said another woman,

"is going to stay with us when we leave here."

THE ACADEMIES are working to improve their existing policies and programs and roll out new ones. The Pentagon has recommended the inclusion of learning objectives on sexual harassment and assault in the core curriculum; involving more faculty and staff members; and expanding bystander-intervention training. Hundreds of pages of reports each year chronicle the academies' progress.

West Point recently assigned two lawyers to counsel victims. At the Air Force Academy, freshman cadets attend "Sex Signals," described as an "awareness-raising lecture," and a course called "Interdisciplinary Perspectives on Men and Masculinity" has been added to the curriculum.

In some cases, academies are consulting colleges. This year students from the Air Force Academy and nearby Colorado College began visits back and forth to swap ideas for effective programs to prevent sexual assault.

Cmdr. Lyn Hammer, who manages sexual-assault prevention and response at the Naval Academy, describes her task as "reinvigorating" its related programs. The goal is to inform midshipmen of all the resources available to them—civilian "sexual-assault responders," confidential legal counsel—and to incorporate prevention into the "moral development" of midshipmen.

"I hesitate to say we've met with success, because you don't know what you don't know," says Commander Hammer. "We cannot ever sit on our laurels on this. We really need to pay attention."

SOME ADVOCATES view civil lawsuits as a key alternative for victims of sexual assault and a powerful engine for change. But for cadets and midshipmen—as for all military personnel—that route is an uphill battle.

Susan L. Burke, who represented Ms. Kendzior in her lawsuit, has challenged courts' deference to the military's affairs. For several years, she has fought to get civilian courts to recognize legal claims involving sexual assault that are filed by military personnel, including cadets and midshipmen.

"We have tried to argue that the service academies are unique and should not be treated in the same fashion as the military," says Ms. Burke. "They are akin to college campuses. These people are not already in the military—they're college kids."

That argument draws support from activists who have put civilian colleges on alert by filing federal complaints and lawsuits. Laura Dunn, a law student at the University of Maryland at Baltimore and a leader in the campus-based movement, is researching the laws governing the service academies. She sees an opportunity to collaborate with advocates for change in the military.

"We're demanding the same things, but just in different arenas," says Ms. Dunn. Moving forward together, she says, would establish "a shared political force."

What form that collaboration might take is unclear. But Ms. Dunn and others have been meeting with their counterparts in the military realm, and Ms. Kendzior participated in a listening session to provide input to federal officials on the White House's new Task Force to Protect Students From Sexual Assault. She earned a bachelor's degree in mathematics from Trinity University, in San Antonio, last year and now works in market research.

Years ago Ms. Kendzior hoped to serve her country in the Navy. Taking part in this movement, she thinks, could become a different kind of service. Sexual assault "is happening everywhere, in every major institution," she says. "Why not address it all at once?" ■

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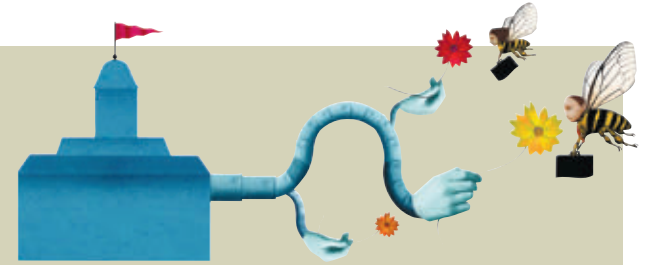


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The Lack of Public Intellectuals at Community Colleges

Fear and disrespect keep faculty members from speaking out on major issues

NICHOLAS KRISTOF offended many academics recently when he declared, in an essay in *The New York Times*, that public intellectuals among the professoriate had gone the way of the landline telephone. “There are,” he wrote, “fewer public intellectuals on college campuses than there were a generation ago.”

Not only is Kristof wrong, I believe, but it seems to me that exactly the opposite is true: With the rise of social media and, in particular, of personal blogs, more professors than ever are adding their voices to the public debates of the day (sometimes to their detriment, as I noted last month in a column about faculty members’ getting into trouble on social media).

Perhaps our disagreement has to do with how we define “public intellectual,” which Kristof does not actually attempt to do. He merely cites one well-known example—his colleague at the *Times*, Paul Krugman—as if to set the bar for being considered a public intellectual at winning a Nobel Prize, teaching at an Ivy League institution, and writing regularly for what is arguably the world’s leading newspaper.

But virtually any college faculty member who uses print publications or social media to engage with a broad audience can be called a public intellectual. More and more academics have been doing exactly that, at colleges large and small, with varying degrees of success. Few are household names, perhaps, but at least they’re getting their ideas out there in blog posts and newspaper columns, and many are having a significant impact on their towns and beyond.

In fact, faculty members at just about every type of institution have been entering the fray in large numbers—every type, that is, except for community colleges. Kristof might actually be correct when it comes to them: My 25-plus years of experience on two-year campuses suggest that public intellectuals are indeed few and far between there. And that’s lamentable, because professors at community colleges have a lot to say.

Why do so many of them hesitate to speak out? An obvious answer: They’re busy, with heavy teaching and service loads. Unfortunately, there’s more to it than that.

Administrators at community colleges tend to be more autocratic than their counterparts at four-year institutions. Many two-year campuses are run more like high schools than colleges, with a chain of command, little in the way of true shared governance, and strict



GIAN AULO PAGNI FOR THE CHRONICLE

division of duties. Much like school principals, some community-college presidents believe it is their role, and theirs alone, to speak out on issues of concern. Anyone else who does so is risking his or her future on that campus.

A few years ago, the then-administration at my two-year college introduced several policies, including threats of “discipline,” that seemed designed to discourage faculty members from speaking out publicly. Because I’m a tenured associate professor, backing up those threats would have proved difficult for the college in my case. So I just took a few common-sense precautions, such as adding disclaimers to my columns, and kept on writing. But not everyone was so fortunate: An adjunct friend of mine wasn’t rehired after an opinion essay she wrote apparently drew the ire of her bosses.

Given that such administrative abuses are not uncommon at two-year colleges, it’s no wonder that their faculty members aren’t lining up to speak out on public debates.

Another reason that community colleges don’t produce more public intellectuals might be called “Claggart Syndrome,” after the character in Herman Melville’s novella *Billy Budd, Sailor*. John Claggart, the small-minded master-at-arms of the ship, hates the “handsome sailor,” Billy Budd, for no apparent

reason other than that he’s well liked by the other men.

That same sensibility appears to be at work at community colleges, where most faculty members don’t have any sort of public persona. And that’s fine. They’re immersed in their teaching and service, and have no inclination to blog or write editorials for the local paper. The vast majority of them don’t care if one of their colleagues takes on the mantle of public intellectual and might even vicariously enjoy it. But there always seems to be a few who disdain any faculty member with a public persona and make no secret of it.

Sometimes that’s because they disagree on the issues. But at other times, there appears to be no logical reason. Perhaps they fear that they’ll look bad by comparison. Or maybe they’re just the kind of people who try to build themselves up by tearing others down.

I just know that such people exist at most community colleges, and that they can occasionally become quite vicious. Realizing that some of your colleagues might end up hating your guts and trying to destroy your career would make most people think twice about venturing outside the cloistered walls.

Finally, some would-be public intellectuals

Continued on Following Page



THE TWO-YEAR TRACK

ROB JENKINS

Community-college faculty members might have more firsthand knowledge of the most crucial issues in higher education than any other group.

Continued From Preceding Page at two-year colleges are likely to be dissuaded by, well, the public.

The bias against community colleges—and, by extension, their faculty members—runs deep in our society, and not just among academics. I've encountered a surprising number of people, from all walks of life, who naturally assume that professors at two-year colleges must be second-rate intellectuals who couldn't get a job at a "real" college and whose ideas are, therefore, not worth considering.

A few years ago, I wrote an essay defending tenure on a popular conservative website. I wasn't surprised that nearly all of the commenters disagreed, or that some attacked me personally. What did surprise me: Most of the attacks were aimed at my résumé—as if, because I teach at a two-year college instead of a

prestigious university, my arguments couldn't possibly have any merit.

If you are a faculty member at a two-year college and want to put your ideas out there for public consumption, you have to accept that some people—maybe a lot of people—are going to dismiss them (and you) out of hand.

And that's a shame. To be fruitful in the long run, our public debates over educational issues like assessment, college readiness, the Common Core, online learning, student loans, corporatization, adjunctification, state funding, guns on campus, and tenure must include more faculty voices from community colleges. Those colleges are where, if you'll forgive the cliché, the rubber meets the road. We serve students who most need financial aid, who are least likely to complete a degree, who work the most hours, who need tutoring services the most, who

have the least family support, and who have suffered most from poor secondary education.

At many large universities, tenured faculty members rarely interact with first-year students. But at a two-year college, that is the main work that tenured faculty members do. In the five courses I'm teaching this semester, I have about 125 students, and 80 percent of them are first-years. Almost half of those freshmen are actually still in high school. Nearly all of my advisees are in their first or second semesters of college.

And I'm not unusual in that. Regarding many of those pressing issues I listed, we might have more firsthand knowledge than any other group of educators in higher education. At the least, we are in a position to provide insights that could help shape public understanding, insights that legislators and policy makers, not to mention our colleagues at four-year institu-

tions, would do well to heed.

Unfortunately, most community-college professors probably won't offer their insights in a public way. They don't have time. They don't want to rock the boat. They don't want to bring the administration down on their heads, or face their colleagues' resentment, or risk being laughed at because, after all, they teach at a community college.

And that is more than a shame. It's a tragedy, not just for community colleges, but for the nation. ■

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

Colleges Should Step Up for Gay Athletes

MICHAEL MUSKA

THANK YOU, Michael Sam. Almost 16 years ago, *The Chronicle* "outed" me as the first openly gay male collegiate athletic director when I was hired by Oberlin College. I've waited all

these years for someone like Sam to come out. The Southeastern Conference's Defensive Player of the Year while at the University of Missouri, Sam acknowledged in February that he is gay. This has put the NFL brass into a quandary as to what to do with

him in the coming pro draft. Does his draft status fall because teams aren't comfortable with the publicity and how he'll fit in, or will they judge him solely on his athletic ability?

It has also spurred welcome conversation about how colleges

deal with gay athletes, and how they can do it better.

I've long argued that the Sam scenario—involving an outstanding college football or basketball player—would be the test case for breaking down the gay closet of college and professional sports.

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As a student, I led the charge for the first Asian American Studies Program in the D.C. metropolitan area. After graduating, I helped launch Teach for the Philippines, an effort to close the achievement gap in that country. I'm here to show that Fearless Ideas know no boundaries.

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It blows away the myth that a gay athlete can't compete at the highest level. In fact, we can rest assured that there have been closeted gay athletes on professional teams for many years.

The irony of all this is that athletes can be empowered and will most likely perform better after coming out. They don't have to worry about denying who they are, or about someone outing them. They can finally focus on what they do best—excelling in their sport. Shouldn't that be what all coaches want for every one of their athletes at whatever level they are competing?

But I also believe that any gay athlete must set his or her own timeline on when to come out. For the few pro athletes who have, it has been after their careers were over. But any timeline requires a support network, and it was evident that Sam's teammates had his back. I suspect opposing teams might not have been so gracious to Sam if they had known. The ovation that Sam received at a recent Missouri basketball game also speaks volumes about the important support of the student population there.

That support is a reminder that the issue of gay athletes is a generational one. As we have also seen with gay marriage—a 2011 survey found that more than 71 percent of incoming college freshmen supported it—this generation of students asks what the big deal is. And as I've often discussed with college teams, I don't believe many athletes today are truly homophobic, but rather are "gay uncomfortable," meaning they would not know how to deal with an unfamiliar locker-room dynamic that included a gay teammate. The reality is that they probably have been dressing with a closeted teammate for years.

ALTHOUGH THE NCAA added sexual orientation to its nondiscrimination clause 14 years ago, the organization left enforcement in the hands of the individual institutions. It is time for every college athletic department in this country to take an affirming step forward to make sure all athletes feel safe in their programs. Each college should designate an administrator students can speak to if they have felt unsafe or uncomfortable on their team, whether the problem comes from teammates or from a coach.

Coaches must also take a leadership role on this issue. The days of telling male athletes they play like a girl, a pansy, or a bunch of little fags (yes, I've heard that!) are over. The members of the Student-Athlete Advisory Council, required by the NCAA at each institution, must step to the front line for the welfare of all their fellow athletes. Finally, the NCAA must also crack down on negative recruiting that focuses on the sexual orientation of an opposition coach or athlete.

While at Oberlin, I learned from one of our prospects that a coach at a rival college was pointing to me as a reason not to attend our college.

A quick call to its athletic director with a veiled threat that I would go to its gay-student group and school newspaper put a quick end to that. Today's college students are not going to tolerate that kind of behavior by anyone on their campus.

At my current institution, a prep school in Brooklyn, N.Y., I'm fortunate to have an administration that will not tolerate verbal abuse or bullying of any kind. We should expect no less from the colleges and universities that our

students—athletes or not—move on to.

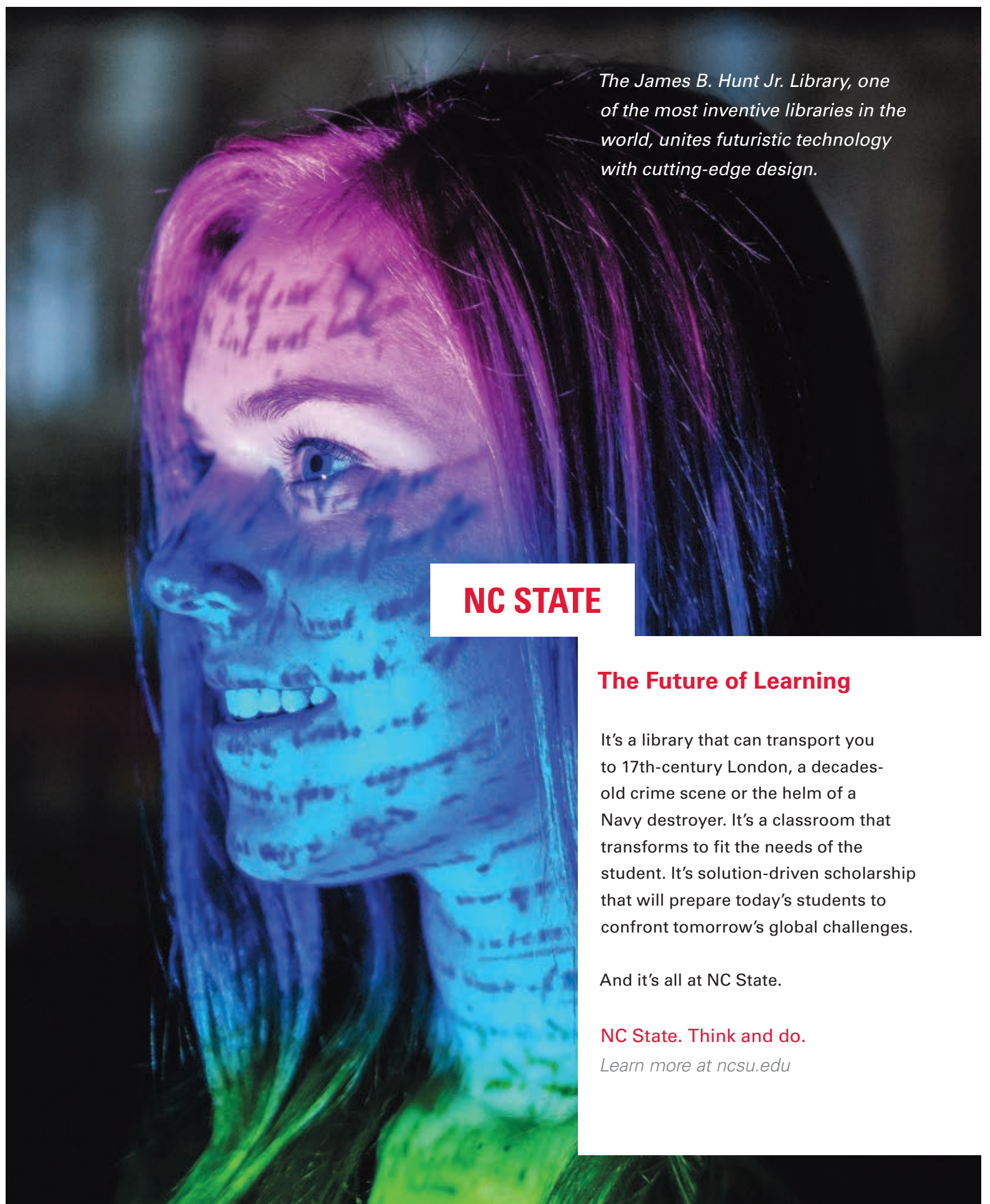
I was upset when *The Chronicle* outed me years ago, though I had not made a secret of my sexual orientation. In reality, however, it was the best thing that ever happened to me. I have heard from hundreds of coaches and students over the years, and have spoken on college and high-school campuses about making athletics safe and supportive for all students so they can reach their full potential.

In gay culture, we use the terms "gay pride," "gay proud," and "gay strong." It is time for those outside the gay community to embrace those terms and recognize their relevance to gay athletes as well.

I salute Michael Sam as a role model for coming out on his own terms and opening the door for others. And I challenge the sports establishment—on the campus and off—to respect, protect, and support all gay athletes who are as courageous as they are gay strong and gay proud in the years ahead. ■

Michael Muska is dean of college relations at Poly Prep Country Day School, in New York City, and a former athletic director at Oberlin College.

It is time for every college athletic department to take an affirming step forward to make sure all athletes feel safe in their programs.



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To Reach the New Market for Education, Colleges Have Some Learning to Do



NEXT

JEFFREY SELINGO

A FEW WEEKS AGO, I moderated a panel discussion at the South by Southwest education conference, in Austin, Tex. Known as SXSWedu, the gathering is in only its fourth year and already draws some 6,500 entrepreneurs, educators, investors, and policy makers, easily surpassing the attendance at many of the annual meetings held by the various higher-education associations.

Many of the education providers who showed up in Austin were relatively new players in the field. They don't yet have the brand names of traditional colleges that have built their reputation over generations by offering degrees and certificates through the factory-model, one-size-fits-all delivery method of modern higher education.

But what these new entrants have been able to do relatively quickly is divide the massive higher-education market into segments based on what students want and need, and then create offerings that appeal to only a slice or two of the overall market. Such a lean approach, of not trying to serve everyone, is definitely cheaper, and often better, for meeting student demands.

The assorted segments of college students are not homogenous, yet they are largely served that way by traditional institutions. Many colleges are struggling financially because they still cater to the typical market of 18-year-old high-school graduates, a shrinking demographic. Such students accounted for 36 percent of the U.S. population in 1964, at the end of the baby boom, but today make up 24 percent and by 2050 will be just 21 percent of the country.

To accommodate older students, most colleges increased their graduate and certificate offerings in the past two decades.

But those programs largely mirrored the structure of their undergraduate curricula, requiring students to dedicate a year or more of their lives to classroom instruction and thousands of additional dollars to gain credentials. Now enrollment growth of American students in graduate programs is essentially flat, while the online market, which many colleges gravitated toward in order to capture time-pressed adults, is saturated.

Entering this fray are the new crop of education providers that were present at SXSWedu: Khan Academy, General Assembly, Skillshare, Lynda.com, and Dev Bootcamp, among many others. This gang outsmarted traditional colleges in recent years by focusing on what John Katzman, founder of the Princeton Review, calls "just-in-time" education. "The real key in a world in which people are changing jobs all the time is short-term learning that is very connected to the next job you are going to get," he said during the SXSWedu panel I moderated, on how to ease the transition from college to the work force.

Katzman is now CEO of Noodle, which is attempting to become the Google and Amazon for education by aggregating education options from around the world into one search-and-recommendation engine. "People think K-12 is seamlessly tied to higher ed, which is seamlessly tied to the work force. It's never been true. It's silly to pursue it," Katzman said. "If you start with a good liberal-arts education but understand there are Dev Bootcamps, Skillshares, and other programs that you will be doing for the rest of your life as careers change, I think you can have your cake and eat it, too."

The market for just-in-time education is growing, especially with recent college graduates struggling to gain footholds in their careers. A study last fall by Georgetown University's Center on Education and the Workforce found that the average age of financial independence for today's college graduates, when they first earn the median wage, is 30. That's up from 26 years old in 1980.

As a result, twenty-somethings these days continue to seek out formal learning opportunities, as they move from job to job, well after they earn their bachelor's degrees.

times throughout a career. We're trying to build a lifelong model of learning."

Given that the primary mission of colleges is education, they should be well positioned to offer just-in-time learning, particularly to alumni who just plunked down tens of thousands of dollars in tuition for bachelor's degrees that have left them underemployed or unemployed.

Too many colleges still see their alumni as a source of revenue for the annual fund or attendees at reunions, not as lifelong learners who might need, and be willing to pay for, additional education. Teresa Sullivan, president of the University of Virginia, told me that one of the advantages of offering MOOCs through Coursera "is that it's a great way to reach out to alumni."

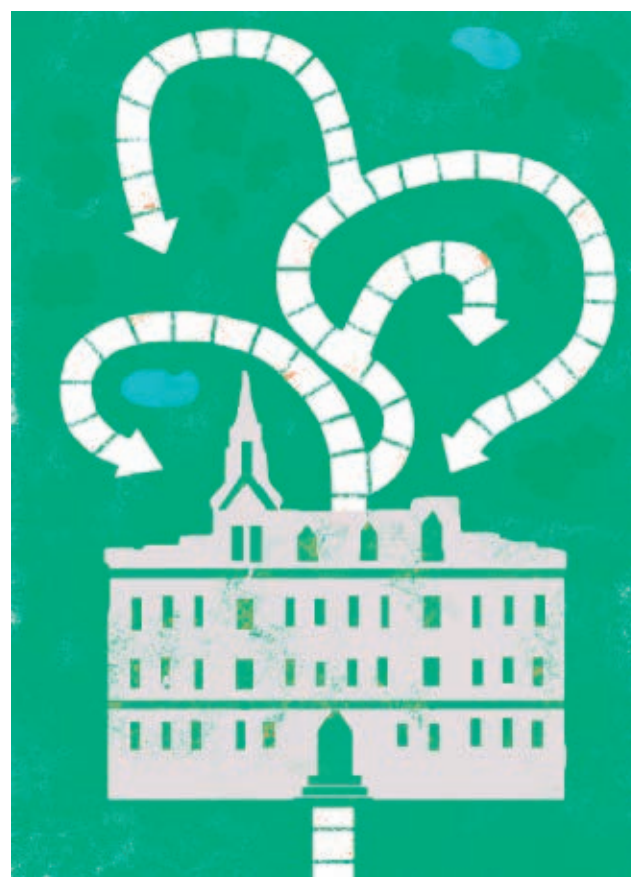
One problem the University of Virginia and the dozens of other institutions face in offering MOOCs through third-party providers like Coursera, however, is the dilution of their established brands. The millions of students signing up for the courses are doing so not through the university but through the two-year-old provider, which aggregates the courses and delivers them under its own name. The university that actually provides the course is sometimes an afterthought for students, many of whom often choose classes on the basis of their content, not the institution offering them.

Traditional higher education tends to dismiss new entrants to the field in the belief that a college's brand

name resonates with consumers. In an age of democratized education, when learning happens everywhere, any day, throughout a person's life, having a good brand name is no longer good enough. The growth of just-in-time-learning providers shows that today's students who need access to quick snippets of education might not care as much about the brand names they gravitated toward when they were 18 years old.

Lifelong learning has moved from a buzzword to reality, yet colleges still think of higher education as something that happens at one time in a person's life, in one place. For colleges to prove the lifetime value of their expensive style of education in a world of increasing options, they need to start extending different styles of learning, to different segments of students, beyond commencement day. ■

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



GWENDA KACZOR FOR THE CHRONICLE

But this learning happens in small chunks, not in the structured—and lengthy—degree and certificate programs that colleges typically offer.

Some of the biggest players in this market are hardly household names, yet they are already attracting millions of students. The Khan Academy serves 10 million people a month with 5,000 videos. Lynda.com has more than four million paying members for its how-to tutorials online. General Assembly, which offers skills courses of one day to 12 weeks in length in nine cities, serves mostly college graduates in their 20s and early 30s.

Jake Schwartz, a co-founder of General Assembly, is the product of a liberal-arts education, at Yale University. Six years after he graduated, he went to business school, at the University of Pennsylvania. "It cost me hundreds of thousands of dollars and two years of my life," he said. General Assembly offers an alternative, "a place to come to get direction and become a member of a community, perhaps multiple

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One Size Doesn't Fit All in Open Access

How a creative-writing faculty had to lobby for changes to protect graduate students' work

ANDREW called me about a year after he had graduated from our master's program in English. "My thesis is for sale on Amazon," he said, without salutation or preamble. "It costs \$50."

"What?"

At the time he called, Andrew was in his second semester at Texas Tech University, pursuing a Ph.D. in creative writing and fiction. He explained that the master's thesis in fiction that he had completed at Utah State University—the one that I had directed and that had helped earn him admission to several doctoral programs—was being sold by Amazon and Barnes & Noble without his knowledge or permission. His thesis work, he had learned, was also available as a free download from Utah State's Digital Commons, a new institutional repository.

His words, the ones he had spent two years crafting and honing, and which he hoped to publish as a novel, were already accessible on the university's website to anyone, anywhere, anytime, at no cost. One click.

Andrew was our wake-up call.

He had taken his finished thesis to the graduate school and done what the people there told him to do to graduate. Utah State had only recently begun requiring the submission of theses and dissertations in its digital repository. Andrew was, in fact, one of the first of our students to go through that process.

Several phone calls later, to the graduate school and the campus library, I learned about my university's digital repository and the submission requirement. I also learned about a form that Andrew had filled out when he followed another university requirement and submitted his thesis to ProQuest, a national archive. On that form was a small box that he was supposed to have checked if he didn't want ProQuest to sell his thesis to third parties like Amazon. He didn't understand the significance of checking that box, so he hadn't checked it, and he hadn't received any guidance on the question from the graduate school. So his work was "published" and offered for sale without his knowledge.

For the past two years, creative-writing faculty members in the English department at Utah State have been working to ensure that

what happened with Andrew doesn't happen to other students. We have learned a great deal about open access and electronic theses and dissertations (or ETDs, as they're called).

While a university, especially a public, land-grant one like Utah State, has responsibilities to ensure the dissemination of knowledge, what we have come to understand is that creative writing is a unique category of work, which needs to be protected. One size doesn't fit all in hats or in open-access policies. We have also learned that many creative-writing programs, especially small ones, remain unaware of the ramifications when their institutions adopt mandatory ETD policies. Their students face difficulties similar to Andrew's, and their work is equally vulnerable.

The good news for creative-writing programs everywhere is that more and more institutions are recognizing the need for nuance in the pursuit of open access.

Why creative writing is a special case. A digital repository exists to capture, preserve, and

provide easy access to research undertaken at a university. Once documents are uploaded there, anyone can have access to them. Theses and dissertations are seen as the products of a public university—work that taxpayers have supported, and part of the knowledge the university is making. A digital repository allows work to reach countless people when, in the past, it might have been read by only a few. That benefits

the scholar in many fields, but not in creative writing.

Open-access policies at many institutions are built around the needs of the STEM fields. But the arts work differently. What creative writers make is not a replicable, observable experiment or a data set that is then interpreted, but rather art itself. A short story or a poem does not derive its value from conveying the results of a tested hypothesis. The words are not a conduit for content. The words *are* the content.

The same novels, memoirs, and collections of short stories and poetry that our top graduate students submit as their theses may very well be formally published.

But it can take several years or more for that to happen.

Requiring students to submit their creative work to a digital repository harms them in several ways. The most obvious: Free accessibility jeopardizes future publication. A 2013 study by East Carolina University focused on creative-writing theses and found that the majority of publishers considered thesis work that had been submitted to digital repositories to be "prior publication," precluding the presses from publishing such works. And many literary journals, such as the *Indiana Review*, will not accept "any part of a thesis or dissertation that has been published electronically."

So students who, as a routine matter of university protocol, submit creative work to their institution's digital repository are giving up the right to publish all or parts of that work in other venues.

Our field's professional society, the Association of Writers & Writing Programs, makes its position on this matter clear: "Just as it is important for graduate students in the sciences to protect the patent potential of their work, graduate students in creative writing

Continued on Following Page

JENNIFER SINOR



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Continued From Preceding Page ing need to protect the copyright potential—and specifically, first serial and book rights—of work they produce for their capstone creative projects.” The association is adamant that universities not require electronic dissemination of graduate creative theses, and recommends that graduate students be required to submit only paper copies and that they be fully informed of their options.

Some universities are making nuanced decisions in their ETD policies, in order to protect students’ creative work. At the University of Iowa—the gold standard for creative-writing programs—graduate students have been exempted from the mandatory ETD policy. They submit their theses in paper form only. That is also true at Bowling Green State University. At Wesleyan University, students can choose among open access, limited access, an embargo, or an opt-out option. At Marquette University, in addition to various embargo options, students are allowed to limit access to their creative work. At the University of Tennessee, students are allowed to make their master’s theses into “creative projects” that are not subjected to the graduate school’s ETD policy.

Some potentially negative outcomes of a mandatory ETD policy are hard to measure. Creative-writing faculty members might discourage students from submitting their best work for a

thesis if they know that a mandatory ETD policy could prevent that work from getting published later. Students may “route around” the graduate school, finding ways to protect their work and damaging the spirit of a graduate creative-writing program.

And there is the question of whether those mandatory submission policies would withstand a legal challenge, since they coerce students into giving away their opportunity to publish in order to receive their degrees. As one campus librarian wrote on her blog, universities should be educating people about the benefits of open access and not “clubbing them into compliance.”

Taking the middle path. After learning about those issues, we took steps to change the mandatory-submission requirement for creative-writing students.

At first we asked the dean of graduate studies to allow any students whose thesis was a work of creative writing to opt out of the requirement. Instead the graduate school offered a five-year embargo of the work. An embargo means that the work is deposited into the institutional repository but cannot be accessed at all for a set number of years (typically one to five).

If you are in creative writing and your institution is establishing or revising its ETD policy, there are two databases you need to be concerned about: first, the campus digital repository, like

Digital Commons at Utah State; and second, ProQuest, a national archive for a wide range of materials, including newspapers, periodicals, and theses/dissertations. As of a year ago, ProQuest no longer sells theses and dissertations to third parties like Amazon, but it still makes them available to anyone, anywhere. Students can ask ProQuest for an embargo on access to their work, but the archive grants only a two-year embargo, which must be renewed by the student.

In my department, we initially negotiated the five-year, renewable embargo with our graduate school and the two-year renewable embargo with ProQuest. We were not delighted by that compromise, but it seemed like a good start. Then I got the phone call from Bonnie.

Bonnie graduated from our program a year ago. She asked for the five-year embargo on her thesis with Utah State and the two-year embargo through ProQuest. Because she is a diligent student, she called a few months after the thesis had been deposited to make sure the Utah State embargo was still in place. She was told by the library that it was. Two months after that, she received a phone call from a stranger who had just found her work online and wanted to talk with her about it. The embargo had been compromised accidentally by someone in the library. Her work was no longer protected.

Embargoes are less effective for other reasons as well. They place an undue burden on the student to check regularly that they are still in place. Additionally, if an embargo is in place until the publication of a work, then at the very moment it’s published, the release of the embargo puts a free copy into the marketplace.

IN THE END, we felt the only way to truly and completely protect creative work was to place a paper copy in the library, thereby allowing public access through a library visit or interlibrary loan but ensuring that the work would never be digitized without the author’s permission. After much negotiation with the graduate school and heated discussions about whether one copy in one library constituted public access in the digital age, we reached a compromise: Students who complete a creative-writing thesis at Utah State now have the option of submitting just the critical introduction and abstract to Digital Commons and ProQuest, and then submitting a paper copy of the creative work itself to the library.

Of course, students can choose to submit a full electronic copy to Digital Commons and ProQuest. And there may be compelling reasons to go that route. But now, students who want to protect their future publication rights can do so. The words that they have entrusted

to us are safeguarded, and students’ rights are maintained.

What made the difference to our graduate school was the research we conducted on the policies of other universities. We found that many had some form of protection in place for creative theses, though the degree of protection varied. Five of our peer institutions rely on paper copies only, or on the submission of a single chapter, an abstract, or an artist’s statement. Not surprisingly, those are universities with strong M.F.A. or writing programs. Smaller institutions, or those without M.F.A. programs, like Utah State, did not offer the same protection. Often their faculty members were unaware of campus policy regarding ETDs.

We were able to argue to our graduate school that the cutting edge in open access—at least in the creative-writing field—is, ironically, paper. Novels, memoirs, essays, and poems reach far more readers than most academic writing does. To preserve the possibility of reaching those readers, though, means safeguarding the work until it can be published. Institutions that understand the necessity of a nuanced ETD policy will not only attract the most talented writers, but they will also be leaders in the open-access discussion. ■

Jennifer Sinor is an associate professor of English at Utah State University.

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Gazette

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PRIVATE GIVING A40 | DEADLINES A40

APPOINTMENTS

STEVE ADKINSON, provost and senior vice president for academic affairs at Eastern Oregon University, to provost at Henderson State University.

SEANGILL PETER BAE, head of delivery services at Columbia University, to director of circulation services at Princeton University.

KEVIN BOSTIC, vice chancellor and dean, to president of Ivy Tech Community College-Logansport Campus.

JOSÉ ANTONIO BOWEN, dean of the School of the Arts and professor of music at Southern Methodist University, to president of Goucher College.

MELLONEE BURNIM, professor of folklore and ethnomusicology, to director of the archives of African American music and culture at Indiana University at Bloomington.

KEVIN CIEPLY, associate dean of academics and associate professor at Atlanta's John Marshall Law School, to president and dean of Ave Maria School of Law.

CLAUDE CLEGG, professor of history, to associate vice provost for faculty development and diversity at Indiana University at Bloomington.

ROBERT O. DAVIES, president of Eastern Oregon University, to president of Murray State University.

DOUGLAS DUNHAM, provost at Northwest Missouri State University, to vice president for academic affairs at Rockhurst University.

PAMELA ERSKINE-LOFTUS, former curator at Qatar Museums Authority, to director of the media gallery and museum at Northwestern University in Qatar.

JANET EVELYN-DORSEY, dean of the School of Business at Ivy Tech Community College of Indiana-East Central, to president of Ivy Tech Community College-South Bend Campus.

KENNETH FLETCHER, senior lecturer for online education and program director of Open Universities Australia for the School of Business at Griffith University (Australia), to director of the University of Hawaii Center, West Hawaii.

JULIE FOSTER, vice chancellor and dean, to president of Ivy Tech Community College-Elkhart Campus.

BRIAN GARDNER, vice president for university advancement at George Fox University, to vice president for university advancement at Indiana Wesleyan University.

GEOFFREY GARRETT, professor and dean of the School of Business at University of New South Wales (Australia), to dean of the Wharton School at University of Pennsylvania.

LAUREN GEIGER MOYE, chief advancement officer at Goddard College, to senior development officer at Norwich University.

JODY GLASSMAN, associate director of admissions and enrollment programs at College Board, to director of undergraduate admissions at Florida International University.

R. LOUIE GONZALEZ, vice chancellor and dean, to president of Ivy Tech Community College-East Chicago Campus.

TINA GROSS, executive director, to president of Ivy Tech Community College-Franklin Campus.

JOHN HARDEE, associate dean, to dean of the College of Arts and Sciences at Henderson State University.

LEAH HASLEY, business consultant at the Arkansas Small Business and Technology Development Center, to director of the Arkansas Small Business and Technology Development Center at Henderson State University.

JANIE HEATH, associate dean of academic programs in the School of Nursing at University of Virginia, to dean of the College of Nursing at University of Kentucky.

■ **New chief executives:** AVE MARIA SCHOOL OF LAW, Kevin Cieply; GOUCHER COLLEGE, José Antonio Bowen; INDIANA UNIVERSITY AT KOKOMO, Susan Sciame-Giesecke; INDIANA UNIVERSITY-SOUTHEAST, Ray Wallace; IVY TECH COMMUNITY COLLEGE-ANDERSON CAMPUS, Jim Willey; IVY TECH COMMUNITY COLLEGE-EAST CHICAGO CAMPUS, R. Louie Gonzalez; IVY TECH COMMUNITY COLLEGE-ELKHART CAMPUS, Julie Foster; IVY TECH COMMUNITY COLLEGE-FRANKLIN CAMPUS, Tina Gross; IVY TECH COMMUNITY COLLEGE-GARY CAMPUS, Marlon Mitchell; IVY TECH COMMUNITY COLLEGE-LOGANSPORT CAMPUS, Kevin Bostic; IVY TECH COMMUNITY COLLEGE-MARION CAMPUS, John Lightle; IVY TECH COMMUNITY COLLEGE-MICHIGAN CITY CAMPUS, Rick Soria; IVY TECH COMMUNITY COLLEGE-SOUTH BEND CAMPUS, Janet Evelyn-Dorsey; IVY TECH COMMUNITY COLLEGE-VALPARAISO CAMPUS, Aco Sikoski; IVY TECH COMMUNITY COLLEGE-WARSAW CAMPUS, Seelpa Keshvala; LOS ANGELES COMMUNITY COLLEGE DISTRICT, Francisco Rodriguez; MITCHELL COLLEGE, Janet Steinmayer; MURRAY STATE UNIVERSITY, Robert O. Davies.

SEELPA KESHVALA, vice chancellor and dean, to president of Ivy Tech Community College-Warsaw Campus.

BARBARA LARSON, chief financial officer and vice president for administration at Hillsborough Community College, to executive vice president for finance and administrative services at Johnson County Community College.

JOHN LIGHTLE, vice chancellor and dean, to president of Ivy Tech Community College-Marion Campus.

BONNIE MACDONALD, associate professor of communication and film studies, to director of the Faculty Center for Teaching and Learning at Rhode Island College.

MARLON MITCHELL, vice chancellor and dean, to president of Ivy Tech Community College-Gary Campus.

JACOB NADAL, director of library and archives at the Brooklyn Historical Society, to executive director of research collections and preservation consortium at Princeton University.

TONYA OAKS SMITH, director of communications for the School of Law at University of Arkansas at Little Rock, to executive director of marketing and communications at Henderson State University.

BRUCE OTTLEY, professor of law, to interim dean of the College of Law at DePaul University.

MARY C. PEARL, chief academic officer and associate dean, to provost and senior associate dean of the Honors College at the City University of New York.

CEDRIC PEARL, interim head coach for football, offensive coordinator, and offensive line coach at Alabama A&M University, to head coach for football at Central State University.

EDUARDO PENALVER, professor of law at University of Chicago, to dean of the School of Law at Cornell University.

STEVE RELYEA, vice chancellor for business affairs at University of California at San Diego, to executive vice chancellor and chief financial officer at California State University.

FRANCISCO RODRIGUEZ, president and superintendent of MiraCosta Community College District, to chancellor of the Los Angeles Community College District.

DENNIS ROME, associate provost and associate vice chancellor for academic affairs at University of Wisconsin-Parkside, to dean of the College of Letters and Sciences at Columbus State University.

KLAUS SCHOENBACH, former chair of the department of communication at University of Vienna, to associate dean of research at Northwestern University in Qatar.

SUSAN SCIAME-GIESECKE, interim chancellor, to chancellor of Indiana University at Kokomo.

TODD SHIELDS, dean of the Graduate School and International Education, to dean of the College of Arts and Sciences at University of Arkansas at Fayetteville.

ACO SIKOSKI, vice chancellor and dean, to president of Ivy Tech Community College-Valparaiso Campus.

RICK SORIA, vice chancellor and dean, to president of Ivy Tech Community College-Michigan City Campus.

THOM SPENCE, vice provost for institutional effectiveness, assessment, and student success at Loyola University New Orleans, to dean of the College of Sciences and Mathematics at Belmont University.

NANCY STAUDT, vice dean of faculty and academic affairs for the School of Law at University of Southern California, to dean of the School of Law at Washington University in St. Louis.

JANET STEINMAYER, chief executive officer of Applesseed Food Frontiers, to president of Mitchell College.

ELENA STERN, director of communications and marketing at L.A. Care Health Plan, to associate vice president for communications and public affairs at California State University at Los Angeles.

BOB TRUE, interim police chief, to police chief at Indiana University-Purdue University at Indianapolis.

ARI EZRA WALDMAN, adjunct professor, to associate professor and director of the Institute for Information Law and Policy at New York Law School.

RAY WALLACE, senior vice chancellor and provost at University of Arkansas at Fort Smith, to chancellor of Indiana University-Southeast.

JIM WILLEY, vice chancellor and dean, to president of Ivy Tech Community College-Anderson Campus.

S. DAVID WU, dean of the College of Engineering and Applied Science at Lehigh University, to provost and executive vice president at George Mason University.

LYNNETTE ZELEZNY, associate provost, to vice president for academic affairs and provost at California State University at Fresno.

RESIGNATIONS

GREGORY MARK, dean of the College of Law at DePaul University.

ELIZABETH D. PHILLIPS, executive director of UF Online at University of Florida.

EUGENE R. TEMPEL, founding dean of the School of Philanthropy at Indiana University.

RETIREMENTS

EILEEN HENTHORNE, executive director of research collections and preservation consortium at Princeton University.

DAVID MAXWELL, president of Drake University, effective June 30, 2015.

ANNE MCNUTT, president of Beville State Community College, effective July 1.

DEATHS

FORMAN SINICKSON ACTON, 93, professor emeritus of computer science at Princeton University, February 18.

CAROLE C. BERRY, 70, former director of the graduate tax and business programs and professor emerita of law at Capital University, March 4, in Trinity, Fla.

JENNIFER COOK, 43, associate professor of English and secondary education at Rhode Island College, March 14, in Syracuse, N.Y.

MARY ANN JENSEN, 70, former curator of the Seymour Theatre Collection at Princeton University, March 4, in Princeton, N.J.

JOHN MANGRAM, 90, professor emeritus and religion coordinator in the division of arts and sciences at Jarvis Christian College, March 9.

SARAH MCQUILLEN TRAN, 34, assistant professor of law at Southern Methodist University, February 28, in Dallas.

PAULA MORGAN, 79, former music librarian at Princeton University, January 22, in Princeton, N.J.

BLAINE NASHOLD JR., 90, former professor of neurosurgery at Duke University, March 11, in Durham, N.C.

JOSEPH SAX, 78, professor emeritus of environmental law at University of California at Berkeley, March 9, in San Francisco.

HELEN TARTAR, 62, editorial director at Fordham University Press, March 3, in Colo.



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EDUCATION. To build a teacher-development network for its Algebra Nation website: \$250,000 to U. of Florida, Lastinger Center for Learning.

HEALTH. To study mosquito-borne diseases: \$23,000,000 to U. of Notre Dame, to support the work of Nicole Achee and Neil Lobo.

JAMES IRVINE FOUNDATION
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<http://www.irvine.org>
ARTS. To increase arts access and engagement for black residents of

south Los Angeles: \$600,000 over two years to U. of Los Angeles at California, Armand Hammer Museum of Art and Cultural Center.

W.M. KECK FOUNDATION
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Los Angeles, Calif. 90071

<http://www.wmkeck.org>
MEDICAL RESEARCH. For biotechnology research: \$1,000,000 to U. of California at Davis, to support the work of Angelique Louie.

KESSLER FOUNDATION
300 Executive Drive, Suite 150
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<http://kesslerfoundation.org>
DISABLED. For a curriculum that prepares disabled students for jobs: \$437,888 to San Diego State University Research Foundation.

WALLACE FOUNDATION
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<http://www.wallacefoundation.org>
EDUCATION. To study whether and how community institutions in three midsize cities can work together to deal with social and educational

challenges in their local communities: \$799,000 to Teachers College, Columbia U.

GIFTS & BEQUESTS

CENTRAL STATE UNIVERSITY. \$1-million gift from Josh Smith, a management consultant. He graduated from the university in 1963.

NORTHWESTERN UNIVERSITY. \$40-million unrestricted gift from Mark and Kimbra Walter. The gift will be used for its capital campaign. Mr. Walter is founder and chief executive of Guggenheim Capital, a financial-services firm in Chicago. He earned a law degree from Northwestern in 1985. Ms. Walter earned a bachelor's degree in economics from the university in 1985.

UNIVERSITY OF ARIZONA. \$8-million matching challenge from an anonymous donor to renovate the McKale Memorial Center.

—\$6-million from Cole and Jeanie Davis to renovate the McKale Memorial Center. Mr. Davis founded Keystone RV Company, an Indiana-based manufacturer of recre-

ational vehicles, which he sold in 2001. The couple pledged \$2.65-million to the university in 2010.

UNIVERSITY OF CALIFORNIA AT SANTA BARBARA. \$1-million from Betty Elings Wells, a real-estate investor and property manager in Goleta, Calif., to renovate the Faculty Club building. Ms. Wells is a member of the Board of Trustees.

UNIVERSITY OF DENVER. \$5-million pledge from Donne and Sue Fisher to provide scholarships for graduate students in the early-childhood special education master's program and to endow a preschool scholarship fund, which will enable preschool students with demonstrated financial need to attend the Fisher Early Learning Center on the university's campus. Mr. Fisher, former executive vice president and chief financial officer at TCI Communications Inc., is president of Fisher Capital Partners, a venture-capital and investment company, in Englewood, Colo.

UNIVERSITY OF NEVADA AT RENO. \$1.5-million from the Gabelli Foundation (Mario J. Gabelli) to name

the plaza at the E. L. Wiegand Fitness Center. Mr. Gabelli is chairman and chief executive officer of Gamco Investors, an investment firm in Rye, N.Y. He is a trustee of the E. L. Wiegand Foundation.

UPPER IOWA UNIVERSITY. \$1.65-million from Diane Harms for its cheerleading program. The gift will support full-time coach and operational costs. Ms. Harms graduated from the university in 1973. Her husband, Steve, is chairman and president of Rain and Hail Agricultural Insurance, in Johnston, Iowa.

WICHITA STATE UNIVERSITY FOUNDATION. \$1-million from John A. See to establish an award for faculty and students who conduct outstanding research or produce other significant work. Mr. See was director of flight test and prototype development at Boeing. He is retired. His previous donations to the university created an engineering scholarship in 2011 and a fund for students with emergency medical expenses not covered by insurance in 2007.

DEADLINES

AWARDS AND PRIZES

MARCH 30: HUMANITIES. The German Studies Association welcomes submissions for the Prize for the Best Essay in German Studies by a graduate student. This prize is awarded to the best unpublished, article-length manuscript written during the previous year and submitted by a graduate student (or by her academic adviser) to the Prize Committee. Manuscripts may be submitted in English or German, and must not have been published (or have been accepted for publication) in any form. The winner will be recognized at the annual GSA banquet and a revised version of the essay will be published in *German Studies Review*. Papers should be 6,000-9,000 words in length. Visit the organization's website for more details. Contact: Katherine Aaslestad; kaaslestad@wvu.edu; <https://www.thegsa.org/prizes/graduate.html>

APRIL 1: HUMANITIES. The American Folklife Center at the Library of Congress is accepting applications for the Henry Reed Fund Award, which provides support for activities directly involving folk artists, especially when the activities reflect, draw upon, or strengthen the collections of the American Folklife Center. In the recent past the maximum award amount has been about \$2,000. The award may be split between more than one recipient. Winners will be announced in early April 2014. Visit the center's website for a list of possible projects and activities. Applicants and candidates who are not U.S. citizens must be visa and/or payment eligible in order to receive the award. Contact: American Folklife Center; (202) 707-5510; folklife@loc.gov; <http://www.loc.gov/folklife/grants.html#reed>

APRIL 1: HUMANITIES. The Sixteenth Century Society and Conference's Gerald Strauss Prize recognizes the best book published in English during the preceding year in the field of German Reformation history. Nominations may be made by anyone. The recipient will be honored at SCSC's annual meeting and will receive a \$1,000 award and a certificate. Visit the organization's website for more details. Contact: Sixteenth Century Society and Conference; <http://www.sixteenthcentury.org/prizes/strauss>

APRIL 1: HUMANITIES. The Sixteenth Century Society and Conference offers the Nancy Lyman Roelker Prize for the best article published in English on 16th-century French history during the preceding calendar year. Nominations for the prize may be made by anyone. The winner will receive a \$500 award at SCSC's annual meeting and an announcement of the prize will appear in the *Sixteenth Century Journal*. Visit the organization's website for more details. Contact: Sixteenth Century Society and

Conference; <http://www.sixteenthcentury.org/prizes/roelker>
MAY 1: HUMANITIES. The Faulkner Society is accepting entries for the 2014 William Faulkner—William Wisdom Creative Writing Competition. The competition is for previously unpublished work. Self-published and print-on-demand books are considered published. Books, stories, essays, and poetry previously published in their entirety on the Internet are considered published. Collections are not accepted in any category. The competition has eight categories with varying award amounts: novel, novella, narrative non-fiction, short story, novel-in-progress, essay, poetry, and short story by a high-school student. The overall general guideline for all categories is "ready for publication" with minor editing. The competition is open to all writers anywhere working in the English language regardless of race, creed, color, sex, ethnic origin, political persuasion or location of residence. Visit the society's Web site for more details. Contact: Pirate's Alley Faulkner Society, The Faulkner - Wisdom Competition, 624 Pirate's Alley, New Orleans, LA 70116.; Info@wordsandmusic.org; <http://www.wordsandmusic.org/competition.html>

MAY 15: SOCIAL AND BEHAVIORAL SCIENCES. Applications are being accepted for the Violet and Cyril Franks Scholarship, which supports graduate-level scholarly projects that use a psychological perspective to help understand and reduce stigma associated with mental illness. The amount of the scholarship is \$5,000. Applicants must be full-time graduate students in good standing at an accredited university and must have demonstrated commitment to stigma issues. Contact: American Psychological Foundation; <http://www.apa.org/apf/funding/franks.aspx>

MAY 31: HUMANITIES. The American Philosophical Association awards the Gregory Kavka/UCI Prize in Political Philosophy to the author of a paper in a refereed journal, or an original book chapter, or an original essay published in a collection with a multiplicity of contributors. Papers from any area of political philosophy and political theory are welcome. However, papers must be published for the first time (not reprinted) between January 1, 2012 and December 13, 2013 to be eligible for the spring 2015 award. The prize includes \$500 and a symposium in honor of the recipient. Nominations for the prize are encouraged from journal editors, authors, and colleagues. Visit the organization's website for more details. Contact: American Philosophical Association; prizes@apaonline.org; http://www.apaonline.org/APAOnline/Profession/Prizes_and_Awards/Gregory_Kavka_UCI_Irvine_Prize_in_Political_Philosophy.aspx

JUNE 1: SOCIAL AND BEHAVIORAL

2014-15 Humanities Fellowship

BLACK MOUNTAIN INSTITUTE at UNLV

In cooperation with the College of Liberal Arts, the Black Mountain Institute at UNLV is searching for a senior scholar engaged in research that embodies the humanistic tradition in one or another manifestation. The person may be currently affiliated with an academic institution, may be an emeritus/emerita faculty member, or an independent scholar. The Fellow will be directly affiliated with the appropriate academic department at UNLV (e.g., history, philosophy, English or others) and also be a member of the BMI Bennett Fellows group of creative writers and internal humanities research fellows.

The Black Mountain Institute is a community of writers and scholars who are engaged in research and writing, public presentations, providing sanctuary for writers in jeopardy, producing a literary journal, and mentoring outstanding Ph.D. students in Creative Writing. The synergy developed between creative and academic writers is palpable at the Institute and the opportunity to do research, work on a scholarly project, and teach (to be negotiated) will be available to the right candidate for the position. Participation in Black Mountain Institute activities is an important aspect of the role of the Fellow in Humanistic Studies. The appointment is for one academic year from late August 2014 until late May 2015. (A one semester appointment for Spring of 2015 will also be considered during this inaugural year of the Fellowship.)

The salary (and benefits, if required) is competitive at the associate and full professor levels and the appointment includes a university-owned home in a quiet community neighborhood, should the successful candidate desire such an arrangement.

By no later than **April 25th**, applicants should send a recent vitae, names and contact information for at least three references, and letters of interest to:

Carol C. Harter, Ph.D.
President Emerita and Regents Professor
Executive Director, Black Mountain Institute
University of Nevada, Las Vegas (UNLV)
4505 S. Maryland Parkway Box 455085
Las Vegas, Nevada 89154-5085
Phone: 702-895-5542
Fax: 702-895-5544



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Creative Writers & Scholars
AT THE UNIVERSITY OF NEVADA, LAS VEGAS

UNLV

SCIENCES. Applications are being accepted for the F. J. McGuigan Dissertation Award, which supports dissertation research that addresses any aspect of mental function (e.g. cognition, affect, motivation) and utilizes behavioral and/or neuroscientific methods. Proposed research should be compatible with Dr. McGuigan's overall goals and may fall within any area of contemporary behavioral or brain science (including more recent forms of cognitive psychology). Applicants must be graduate students who have achieved doctoral candidacy. Visit the American Psychological Foundation's website for more details. Contact: American Psychological Foundation; <http://www.apa.org/apf/funding/mcguigan-dissertation.aspx>

JUNE 30: HUMANITIES. The American Philosophical Association is accepting nominations for the APA/PDC Prize for Excellence and Innovation in Philosophy Programs. APA has partnered with the Philosophy Documentation Center to establish this prize to recognize philosophy institutions for creating programs that risk undertaking new initiatives in philosophy and do so with excellence and success. Programs may be nominated by any APA member familiar with a program, including those involved in its creation or direction. The programs must be based primarily in the U.S., though they may have an international dimension. Departments of philosophy in colleges and universities, as well as institutes, societies, publishers, or other organizations that develop philosophy programs or projects aimed at promoting or developing research, teaching, or the public understanding of philosophy are eligible to make a nomination. Visit the organization's website for more details. Contact: prizes@apaonline.org; http://www.apaonline.org/?apa_pdc

JUNE 30: SOCIAL AND BEHAVIORAL SCIENCES. The American Psychological Foundation is accepting applications for its graduate student scholarships. The foundation awards \$1,000 to \$5,000 to graduate students enrolled in an interim master's or doctoral program. If a student is currently enrolled in a terminal master's program, the student must intend to enroll in a Ph.D. program. Students at any stage of graduate study are encouraged to apply. Each graduate department of psychology that is a member of COGDOP may submit nominations. Visit the foundation's website for more details. Contact: American Psychological Foundation; <http://www.apa.org/apf/funding/cogdop.aspx>

JULY 7: 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. The first prize award is \$2,500. Up to two honorable mention awards of \$1,000 may also be given. The Institute supports and conducts policy-relevant research on issues related to employment, unemployment, and social insurance programs. The dissertation may come from any academic discipline, but it must have a substantial policy thrust. Any person whose dissertation has been accepted during the 24-month period from July 1, 2012 to June 30, 2014 is eligible for the 2014 prize. Visit the institute's website for more details. Contact: W.E. Upjohn Institute for Employment Research; (269) 343-5541; communications@upjohn.org; <http://www.upjohn.org>

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

OCTOBER 1: SOCIAL AND BEHAVIORAL SCIENCES. The Scott and Paul Pearsall Scholarship supports work that seeks to increase the public's understanding of the psychological pain and stigma experienced by adults who live with physical disabilities. One scholarship of \$10,000 will be awarded. Applicants must be full-time graduate students in good standing at an accredited

university. Visit the American Psychological Foundation's website for more details. Contact: American Psychological Foundation; <http://www.apa.org/apf/funding/pearsall.aspx>

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@asian-pacificfund.org; <http://www.asian-pacificfund.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; <http://www.shefva.org/scholarships>

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

HUMANITIES. 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>

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

HUMANITIES. 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/eguides/amerihist/bancroft.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; <http://www.sigmaxi.org/programs/prizes/bugliarello.shtml>

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; <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>

APRIL 15: SOCIAL AND BEHAVIORAL SCIENCES. Brandeis University accepts nominations for the Joseph B. and Toby Gittler Prize, which recognizes individuals who have made outstand-

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

FELLOWSHIPS

MARCH 30: HEALTH/MEDICINE. The Inter-

national Foundation for Ethical Research is offering graduate fellowship grants to support the development and implementation of scientific methods that advance science and replace the use of animals in research, testing, or education. The fellowships provide up to \$12,500 in stipend support and up to \$2,500 for supplies per year. They are renewable for up to three years. The fellowships are open to students enrolled in master's and Ph.D. programs in the sciences, and human or veterinary medicine. Fellowships will also be considered for graduate students in other fields, such as education, psychology, humanities, journalism, and the law, for projects that show promise to increase public awareness or to promote changes in the legal system or public policy regarding the use of animals in research, testing, and education. Visit the foundation's website for more details. Contact: Peter O'Donovan; ifer@navs.org; <http://www.ifer.org>

MARCH 31: HUMANITIES. The John W. Kluge Center at the Library of Congress invites scholars to submit applications for the Alan Lomax Fellowship in Folklife Studies. The fellowship supports scholarly research that contributes significantly to a greater understanding of the work of Lomax and the cultural traditions

Continued on Following Page



The Board of Trustees of Long Island University is pleased to announce the winners of the 31st biennial

ABRAHAM KRASNOFF MEMORIAL AWARDS FOR SINGLE SCHOLARLY ACHIEVEMENT

James Bednarz
Professor of English
LIU Post

Mark Shapiro
Assistant Professor of Music
LIU Post

Steven Liebling
Professor of Physics
LIU Post

Louis Parascandola
Professor of English
LIU Brooklyn

Congratulations from the entire Long Island University community.

Friends and members of the LIU community are invited to the awards ceremony at LIU Brooklyn's Kumble Theater for the Performing Arts

April 2, 2014, 4 p.m.

A reception will follow the ceremony.

Continued From Preceding Page

he documented. Applicants may be of any nationality and must possess a Ph.D. degree, or equivalent terminal degree, awarded by the application deadline date. The fellowship is for eight months and fellows receive a \$4,200 stipend per month. Visit the library's website for more details. Contact: Library of Congress; scholarly@loc.gov; <http://www.loc.gov/loc/kluge/fellowships/lomax.html>

APRIL 1: ARTS. The School of Visual Arts in NYC is accepting applications for the 2014 Design Writing and Research Summer Intensive. The program runs from June 2-13. It is a two-week intensive devoted to research and writing about design. Participants will be introduced to a range of techniques for constructing compelling narratives about images, objects, spaces, and infrastructure; experiment with different research methods and writing formats; and complete several projects across media, including a collaboratively produced publication. Applications are accepted on a rolling basis, however, the priority deadline is April 1 and the tuition is \$2,250. Applications are welcome from students and working professionals, designers and writers. International applicants are also welcome. Visit the program's website for more details. Contact: School of Visual Arts; dcrit@sva.edu; <http://dcrit.sva.edu/intensive>

APRIL 1: ARTS. The Hemera Foundation is accepting applications for its Tending Space Fellowships for Artists. The purpose of these fellowships is to nurture the creative practice of seeing things as they are, and to live and create from this insight. Applications are open to those who are deeply engaged with, and have a demonstrable commitment to, an art form and who also have an interest in beginning or deepening a spiritual practice. Visual artists, performing artists, and writers may apply. Compensation will be provided to 10 fellows for a residential meditation retreat, an art retreat or workshop, a meditation mentor, an art mentor, and a stipend for a two-week work period where fellows can

focus wholly on their art. Visit the foundation's website for more details. Contact: Hemera Foundation; tsf_info@hemerafoundation.org; <https://hemerafoundation.fluidreview.com>

APRIL 1: HUMANITIES. The J. Franklin Jameson Fellowship in American History is sponsored jointly by the American Historical Association and the Library of Congress. It supports significant scholarly research in the collections of the Library of Congress by scholars at an early stage in their careers in history. Applicants must hold the Ph.D. or equivalent at the time of application, must have received this degree within the past seven years, and must not have published or had accepted for publication a book-length historical work. The fellowship will not be awarded to complete a doctoral dissertation. The fellowship is for two to three months and carries a stipend of \$5,000. Visit the organization's website for more details. Contact: American Historical Association; <http://www.historians.org/awards-and-grants/grants-and-fellowships/j-franklin-jameson-fellowship>

APRIL 1: HUMANITIES. The American Historical Association's Fellowship in Aerospace History, supported by the National Aeronautics and Space Administration (NASA), annually funds one or more research projects from six to nine months. Proposals of advanced research in history related to all aspects of aerospace, from the earliest human interest in flight to the present, are eligible, including cultural and intellectual history, economic history, history of law and public policy, and history of science, engineering, and management. The fellowship is open to applicants who hold a doctoral degree in history or a closely related field, or who is enrolled in and has completed all coursework for a doctoral degree-granting program. A stipend of \$20,000 is provided. Visit the organization's website for more details. Contact: American Historical Association; <http://www.historians.org/awards-and-grants/grants-and-fellowships/fellowship-in-aerospace-history>

APRIL 1: VOCATIONAL/TECHNICAL. The Association of Research Libraries (ARL) and the Society of American Archivists (SAA) are accepting applications for the ARL/SAA Mosaic Program. The program will recruit 15 diverse students in archival science or special collections librarianship from August 2013 to May 2016. The program provides a tuition stipend of up to \$10,000 per student, paid internships with partner archives or library organizations, mentoring, student membership in SAA, and support for travel and attendance at the annual SAA meeting. To be eligible, applicants must: identify with a racial/ethnic minority group; be a U.S. citizen or permanent resident; be accepted into a master's program in archival science, archival management, digital archives, special collections, or a related program. Visit the ARL website for more details on the eligibility requirements. Contact: Association of Research Libraries; <http://www.arl.org/leadership-recruitment/diversity-recruitment/arl-saa-mosaic-scholarship-program>

APRIL 4: ARTS. Kala Art Institute in Berkeley, Calif., is accepting applications for its 2014-15 fellowships. This is an international competition that is open to artists from the U.S. and around the world. Artists producing innovative work in all mediums including printmaking, digital media, installation art, social practice, photography, and book arts are encouraged to apply. The institute will select nine artists, who will each receive: a \$3,000 cash award; up to six months of studio residency at the institute; a free class or equivalent tutorial sessions; exhibition opportunity; and staff support for a public program or some other form of community engagement. Students enrolled in a degree-granting program at the time of the deadline are not eligible. Visit the institute's website for more details. Contact: Carrie Hott, program manager; carrie@kala.org; http://www.kala.org/fellow/fellow_ap.html

APRIL 15: ARTS. Skidmore College is accepting applications for its Summer Art Teachers Fellowship Program,

which will be held on June 30 to August 1. This competitive program for high school art teachers provides on-campus housing, studio space, and opportunities for intensive independent study. It is open to high school teachers who have been teaching studio art for three or more years. To help defray costs, the college asks that the school of the accepted art fellow contribute \$250 to the program. All lab fees (ranging from \$75 to \$100, depending on the discipline) are to be paid by the accepted candidate. A \$40 non-refundable application fee is required at the time of application to the program. Visit the college's website for more details. Contact: Katie DeGroot, director of the summer studio art program; (518) 580-5084; kdegroot@skidmore.edu; <http://www.skidmore.edu/summer-studioart/art-fellows-information.php>

MAY 30: HEALTH/MEDICINE. The Centers for Disease Control and Prevention (CDC) is accepting applications for its epidemiology elective program for senior medical and veterinary students. This program is a 6- to 8-week rotation for senior medical and veterinary students. Participants have an opportunity to learn while working with CDC epidemiologists to solve real-world public health problems. Applicants must be: enrolled in a school accredited by one of the organizations listed on CDC's website; a third-year medical or veterinary student; available for at least 6 weeks during their fourth year; and a U.S. citizen or permanent resident. Students applying for a June to December elective must submit all application materials by March 30 of their junior year. Students applying for a January to May elective must submit all application materials by May 30 of their junior year. Visit CDC's website for more details. Contact: Centers for Disease Control and Prevention, 1600 Clifton Road, Atlanta, Ga., 30333; (404) 498-6152; EpiElective@cdc.gov; <http://www.cdc.gov/epielective>

NOVEMBER 15: SOCIAL AND BEHAVIORAL SCIENCES. The Elizabeth Munsterberg Koppitz child psychology graduate

student fellowship, offered by the American Psychological Foundation, promotes the advancement of knowledge and learning in the field of child psychology. Applicants must be graduate students who have achieved doctoral candidacy and must demonstrate research competence and area commitment. The fellowship issues up to four research awards of up to \$25,000 each; and up to two \$5,000 scholarships for runners-up. The support is for one year only. Visit the foundation's website for more details. Contact: American Psychological Foundation; (202) 336-5500; <http://www.apa.org/apf/funding/koppitz.aspx>

DECEMBER 15: HUMANITIES. The American Philosophical Association sponsors one visiting research fellowship per year at the Institute for Advanced Studies in the Humanities at the University of Edinburgh. The fellowship is for a period of two to six months. Applicants must be members of the APA. No limitation is placed on the area of research within the humanities and social sciences, but priority will be given to those whose work falls within the scope of one of the institute's research strands: theory, practice, and performance; enlightenment; the university and the wider world; the human and the environment. Visit the organization's website for more details. Contact: American Philosophical Association; <http://www.apaonline.org/?edinburgh>

DECEMBER 19: ACADEMIC AFFAIRS. The Society for College and University Planning will begin accepting applications for the 2015 fellowship program on August 1. The program targets higher education "emerging leaders" who are interested in acquiring good planning skills to advance their careers. Applicants must be 45-years of age or younger at the time of submission and must be affiliated with a college or university as an employee, student, or both. Visit the organization's website for more details. Contact: Society for College and University Planning; <http://www.scup.org/page/resources/giving/fellows>

BUSINESS/MANAGEMENT (FACULTY/RESEARCH). Applications for resident fellowships in the Institute for Global Enterprise in Indiana at the School of Business Administration at the University of Evansville. Contact: <http://www.evansville.edu/globalenterprise>

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

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

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

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& EXPO

Pathways to
Global Competence

May 25-30, 2014
San Diego, CA, USA

www.hmml.org/research2010/Swenson.htm

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 Web site for more details. Contact: Hagley Museum and Library; <http://www.hagley.org/library-fellowships>

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 Web site for more details. Contact: National Endowment for the Arts; (202) 682-5034; LitFellowships@arts.gov

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

HUMANITIES. 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 Web site for more details. Contact: John Estes, director of creative writing; creativewriting@malone.edu; <http://www.malone.edu/creative-writing/creative-writing-fellowship.php>

HUMANITIES. The National Endowment for the Arts' 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 Web site for more details. Contact: National Endowment for the Arts; (202) 682-5034; LitFellowships@arts.gov

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 Web site for more details. Contact: <http://www.vermontstudio-center.org/apply>

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 Can-

ada; 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 Web site for more details. Contact: Scholar Rescue Fund, Institute of International Education, 809 United Nations Plaza, New York, N.Y., 10017; (212) 205-6486; srf@iie.org; <http://scholarrescuefund.org>

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 Web site for more details. Contact: Carolyn Brown; scholarly@loc.gov; <http://www.loc.gov/loc/kluge/fellowships/NASA-astrobiology.html>

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 Web site for a list of staff and research interests.

Contact: Adriana Bilgray; fellows@stri.si.edu; http://www.stri.si.edu/english/education_fellowships/fellowships/index.php

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: March 15, May 15, August 15, and November 15. Visit the Web site for additional information. Contact: (507) 212-8031; fellows@stri.si.edu; http://www.stri.si.edu/english/education_fellowships/fellowships/index.php

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 Web site for more details. Contact: Social Science Research Council; abe@ssrc.org; <http://www.ssrc.org/fellowships/abe-fellowship>

OTHER. The Louisville Institute invites applications for its theological education postdoctoral fellowship. This fellowship provides up to five awards of \$25,000 each year to support a two-year teaching internship in a theological school. Applicants must plan to complete their Ph.D. or Th.D. degree in the

current academic year. Applicants may represent a variety of academic disciplines. The annual application deadline is December 7. Visit the Web site for more information.

Contact: Louisville Institute; info@louisville-institute.org; <http://www.louisville-institute.org/Grants/programs/tedetail.aspx>

OTHER. The Louisville Institute invites applications for its theological education dissertation fellowship. This fellowship offers up to seven \$22,000 grants to support the final year of Ph.D. or Th.D. dissertation writing for students engaged in research pertaining to North American Christianity, especially projects related to the current program priorities of the Louisville Institute. Applicants must be candidates for the Ph.D. or Th.D. degree who have fulfilled all pre-dissertation requirements, including approval of the dissertation proposal, by February 1 of the award year. The annual application deadline is February 1. Visit the Web site for more information. Contact: Louisville Institute; info@louisville-institute.org; <http://www.louisville-institute.org/Grants/programs/tedetail.aspx>

OTHER. The Louisville Institute's theological education doctoral fellowship invites applications from Ph.D./Th.D. students. This fellowship is a two-year nonresidential program. Up to 10 fellowships of \$2,000 a year for two years will be offered. In addition, a colloquium of the 10 doctoral fellows will meet twice during each fellowship year. Applicants must be in their first or second year of doctoral study in an accredited graduate program in the U.S. or Canada. Applicants may represent a variety of disciplines. The annual application deadline is December 7. Visit the Web site for more information. Contact: Louisville Institute; info@louisville-institute.org; <http://www.louisville-institute.org/Grants/programs/tedetail.aspx>

OTHER. Applications from scholars and scientists of all nationalities and fields for summer fellowships, or two-year postdoctoral fellowships, at Ger-

Continued on Following Page

Internships and Academic Seminars



The Washington Center for Internships and Academic Seminars

Invites Nominations for the

2014 New York Life Higher Education Civic Engagement Awards

Honoring colleges and universities for extraordinary achievements in civic engagement

Awardees will be recognized at The Washington Center's Academic Awards Luncheon at the National Press Club on September 29, 2014 and again that evening at its annual gala to be held at the National Building Museum.

To learn more about past awardees' achievements or to complete a 2014 nomination form, please visit www.twc.edu/civicengagement.

Congratulations to the winners of the 2013 awards:

California University,
Monterey Bay

Southern University at
New Orleans

The Citadel

Syracuse University

Portland State University



New York Life
Foundation

Proud sponsor of the Higher Education Civic Engagement Awards providing \$20,000 in scholarship assistance for students from each recipient institution.

Continued From Preceding Page

man institutions. Contact: Alexander von Humboldt Foundation; <http://www.humboldt-foundation.de>

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 Web site for more details. Contact: <http://www.americanacademy.de>

GRANTS

APRIL 11: EDUCATION. The Center for Contemplative Mind in Society offers the Contemplative Mind Teaching and Learning Center Grants to support the development of pedagogical

approaches which integrate reflective inquiry and contemplative practice. Five grants of up to \$5,000 each will be awarded to centers for teaching excellence at colleges and universities in order to establish and expand programs which develop and evaluate contemplative pedagogy. Invited Speaker Grants, to subsidize the costs of hosting speakers on contemplative pedagogy, are also available. Visit the center's website for more details. Contact: Jennifer Palmer; (413) 582-0071; grants@contemplativemind.org; <http://www.contemplativemind.org/programs/tlc>

AUGUST 31: HUMANITIES. The American Philosophical Association is requesting proposals for diversity and inclusiveness grants. The association requests proposals aiming to increase the presence and participation of women, racial and ethnic minorities, LGBT people, people with disabilities, people of low socioeconomic status, and other underrepresented groups in philosophy. APA members are invited to submit proposals for funding to be disbursed in the first half of the 2015 calendar year. Proposals totaling approximately \$10,000 or \$20,000 are encouraged. Proposals for both one-time and multi-year grants will be accepted. No proposal will be funded for longer than three years at a time. Visit the

association's website for more details. Contact: American Philosophical Association; grants@apaonline.org; <http://cymcdn.com/sites/www.apaonline.org/resource/resmgr/diversityrpf.pdf>

SEPTEMBER 15: ARTS. The Graham Foundation is accepting applications for grants for projects based in architecture. Two types of grants are offered to individuals: production and presentation grants (up to \$20,000), which assist individuals with production-related expenses that are necessary to take a project from conceptualization to realization and public presentation; and research and development grants (up to \$10,000), which assist individuals with research-related expenses. Visit the foundation's website for more details. Contact: Graham Foundation; info@grahamfoundation.org; http://www.grahamfoundation.org/grant_programs

OCTOBER 1: SOCIAL AND BEHAVIORAL SCIENCES. Applications are being accepted for the Lizette Peterson Homer Memorial Injury Research Grant, which supports research related to the prevention of injuries in children and adolescents. Up to \$5,000 will be awarded for research. Students and faculty at accredited universities may apply. Applicants must demonstrate research compe-

tence and area commitment. Visit the American Psychological Foundation's website for more details. Contact: American Psychological Foundation; <http://www.apa.org/apf/funding/peterson-homer.aspx>

NOVEMBER 1: SOCIAL AND BEHAVIORAL SCIENCES. The American Psychological Foundation is accepting applications for the Roy Scrivner Research Grants, which support empirical and applied research focused on lesbian, gay, and bisexual family psychology and lesbian, gay, and bisexual family therapy. Up to \$12,000 will be awarded for research. Who may apply: advanced graduate students who are in good standing and are endorsed by supervising professor; those with a demonstrated commitment to LGBT family issues; researchers from all fields of the behavioral and social sciences. Visit the foundation's website for more details. Contact: American Psychological Foundation; <http://www.apa.org/apf/funding/scrivner.aspx>

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>

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 Web site for more details. Contact: Asaf Romirowsky; Aromirowsky@spme.org; <http://spme.net/fellowship.html>

BUSINESS/ADMINISTRATIVE AFFAIRS. Applications from libraries, museums, colleges, universities, and other cultural and historical institutions in Gulf Coast areas affected by Hurricane Katrina for emergency grants from the National Endowment for the Humanities. Contact: Division of Preservation and Access Programs, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Room 501, Washington, D.C. 20506; (202) 606-8570; preservation@neh.gov; <http://www.neh.gov>

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 available on the journal's Web site. Doctoral students will receive a \$5,000 award. Contact: Debbie Nochlin, managing editor; 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. 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 awarded for the length of time needed to make use of Hagley collections for

a specific project. Stipends are for a maximum of eight weeks and are pro-rated at \$400/week for recipients who reside more than 50 miles from Hagley, and \$200/week for those within 50 miles. Low-cost accommodations on Hagley's grounds are available on first-come, first serve basis. Application deadlines are: March 31, June 30, and October 31. Visit the library's Web site for submission details. Contact: Hagley Museum and Library; <http://www.hagley.org/library-researchgrants>

HUMANITIES. Hagley Museum and Library invites applications for its Exploratory Research Grants, which support one-week visits by scholars who believe that their project will benefit from Hagley research collections, but need the opportunity to explore them on-site to determine if a Henry Belin du Pont research grant application is warranted. Applicants should reside more than 50 miles from Hagley, and the stipend is \$400. Low-cost accommodations on Hagley's grounds are available on first-come, first serve basis. Application deadlines are: March 31, June 30, and October 31. Visit the library's Web site for submission details. Contact: Hagley Museum and Library; <http://www.hagley.org/library-exploratorygrant>

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. Residencies 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 Web site for more details. Contact: hmml@csbsju.edu; <http://www.hmml.org/research2010/heckman10.htm>

HUMANITIES. Applications for "French Authors on Tour," for financial aid to American institutions wishing to invite and play host to French authors for readings, signings, and symposia, from the book department of the cultural services of the French Embassy. Contact: French Embassy in the U.S.; <http://frenchculture.org/books/grants-and-programs/french-authors-tour>

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 Web site for more details. Contact: International Education Research Foundation, P.O. Box 3665, Culver City, Calif. 90231; (310) 258-9451; fax (310) 342-7086; kdickey@ierf.org; <http://www.ierf.org>

PROFESSIONAL FIELDS. The National Academy of Arbitrators' Research and Education Foundation (REF) supports research and education relevant to labor and employment arbitration. The REF welcomes grant applications up to \$25,000 for any of the purposes listed under the REF tab of the homepage of the NAA website. Applications are processed as received and considered for funding in June and October. Contact: Allen Ponak, National Academy of Arbitrators, 1 N. Main Street, Suite 412, Cortland, N.Y., 13045; (403) 217-9856; <http://www.naarb.org>

SCIENCE, TECHNOLOGY, AND MATH. Applications are accepted for the Whitaker International Fellows and Scholars Program. The program sends biomedical engineers anywhere outside the U.S. or Canada to conduct academic or scientific research, pursue coursework, or intern. Other options are possible. Applicants must be U.S. citizens or permanent residents; be in the field of biomedical engineering/bioengineering or a closely related field; be enrolled or have received their most recent degree within the last three years; and have the language ability to carry out the proposed project in the host country at the time of departure. Fellows go abroad for one academic year and must hold a bachelor's degree by the beginning date of the grant, or be in or recently completed a master's degree, or be in a Ph.D. program, or



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currently employed with the most recent degree no higher than a master's. Scholars go abroad for one semester or up to two academic years and should have a Ph.D., or will be awarded a Ph.D. before the beginning of the grant. Visit the program's Web site for more details. Contact: <http://www.whitaker.org>

SCIENCE, TECHNOLOGY, AND MATH.

Applications for the Whitaker International Summer Program, which provides funding for U.S. bioengineers and biomedical engineers to continue their existing master's and Ph.D. work abroad. Summer grantees go abroad for eight weeks between June 1 and August 31. Grantees must hold a bachelor's degree by the beginning date of the grant; be enrolled in a BME or BME-related master's or Ph.D. program; or be a recent recipient of a master's degree in BME or a BME-related field. Applicants must be U.S. citizens or permanent residents. Visit the foundation's Web site for additional information. Contact: <http://www.whitaker.org>

DECEMBER 15: SOCIAL AND BEHAVIORAL SCIENCES.

The Institute for Humane Studies at George Mason University is accepting applications for the Friedman Faculty Fund, which awards grants of up to \$5,000 to full-time faculty and teaching fellows in the U.S., U.K., or Canada for education-enhancement activities designed to engage undergraduate and master's students with the ideas of liberty, beyond the classroom. Applications are accepted on a year-round, rolling basis, however applicants are encouraged to apply by December 15 for spring activities, April 15 for summer activities, and August 15 for fall activities. Visit the institute's website for more details. Contact: InstituteforHumaneStudies@theihs.org; <http://www.theihs.org/friedman-faculty-fund>

STUDENT AFFAIRS.

The Institute of International Education offers the Emergency Student Fund for students and scholars facing emergencies around the world. The fund helps international students in critical need of financial support to combat difficulties such as paying tuition, replacing essential items damaged in natural disasters, or providing urgently-needed medical equipment and care to students facing serious illness or disability. The institute will issue a call for applications to the fund in response to specific emergencies. However, students are generally nominated by their host universities, which are encouraged to provide as much support as possible to students. Visit the institute's Web site for more details. Contact: Margot Steinberg; (212) 984-5310; esf@iie.org; <http://www.iie.org/What-We-Do/Emergency-Assistance/Emergency-Student-Fund>

OTHER. The Louisville Institute's project grants for researchers support research, reflection, and writing by academics and pastors that can contribute to the life of the church in North America. The grant supports projects that contribute to an enhanced understanding of important issues concerning Christian faith and life, pastoral leadership, and/or religious institutions. A grant amount of up to \$25,000 will be awarded. Applicants must have earned the terminal degree in their chosen vocation. The annual application deadline is October 1. Visit the Web site for more information. Contact: Louisville Institute; info@louisville-institute.org; <http://www.louisville-institute.org/Grants/programs/pgfrdetail.aspx>

OTHER. Applications for grants available from the Schlesinger Library at Harvard University. Research Support Grants are open to postdoctoral and independent scholars. Dissertation Grants are available to students enrolled in a relevant doctoral program and enables them to use the library's collections. The Oral History Grants are available to scholars who are conducting oral history interviews relevant to the history of women or gender in the U.S. Visit the Web site for more details. Contact: Schlesinger Library; <http://www.radcliffe.harvard.edu/schlesinger-library/grants>

OTHER. The Louisville Institute invites applications for its sabbatical grant for researchers. This program supports yearlong sabbatical research projects that can contribute to an enhanced understanding of important issues concerning Christian faith and life, pastoral leadership, and/

or religious institutions. This grant program is open to both academics and pastoral leaders. Applicants must have a terminal degree in their chosen vocation. The annual application deadline is November 1. Visit the Web site for more information. Contact: Louisville Institute; info@louisville-institute.org; <http://www.louisville-institute.org/Grants/programs/sgrfrdetail.aspx>

OTHER. The Louisville Institute offers the first book grant for minority scholars to assist junior, non-tenured religion scholars of color to complete a major research project on an issue in North American Christianity related to the priorities of the Louisville Institute. Grant periods are typically one academic year in length. The maximum award is \$40,000. Applicants must be members of a racial/ethnic minority group; have earned a doctoral degree; be a pre-tenured faculty member in a full-time, tenure-track position at an accredited institution of higher education in North America; be able to negotiate a full academic year free from teaching and committee responsibilities; and be engaged in a scholarly research project leading to the publication of their first (or second) book, focusing on some aspect of Christianity in North America. The annual application deadline is January 15. Visit the Web site for more information. Contact: Louisville Institute; info@louisville-institute.org; <http://www.louisville-institute.org/Grants/programs/fbmdetail.aspx>

INSTITUTES, WORKSHOPS

EDUCATION. The Summer Institute for Intercultural Communication offers professional development for people working in education, training, business, and consulting, in both international and domestic intercultural contexts. The institute begins in July. Visit the Web site for more details. Contact: Intercultural Communication Institute, 8835 S.W. Canyon Lane, Suite 238, Portland, Ore. 97225; (503) 297-4622; ici@intercultural.org; <http://www.intercultural.org>

HUMANITIES. Applications are accepted for the Columbia Center for Oral History's summer institute, which is held annually in New York in June. The institute brings together oral historians, scholars, activists, and others for two weeks of advanced training in the theory and practice of oral history. Each year, a different theme is chosen as the focus of the institute. Visit the Web site for more details. Contact: Columbia Center for Oral History; (212) 854-4012; <http://library.columbia.edu/indiv/ccoh.html>

PAPERS

MARCH 28: SCIENCE, TECHNOLOGY, AND MATH. *Double Helix: A Journal of Critical Thinking and Writing* seeks papers for a special issue on critical thinking and writing in the STEM disciplines. We are looking for work that address the role of language in the construction of science and math knowledge, the impact of oral discourse on science and math knowledge, the engagement of students with and their enculturation into practices of STEM disciplines, and the boundaries of STEM discourse. Visit the journal's website for more details. Contact: Paul Pasquaretta, Managing Editor, Quinnipiac University, 275 Mount Carmel Avenue, Hamden, Conn., 06518; (203) 582-8509; paul.pasquaretta@quinnipiac.edu; <http://qudoublehelixjournal.org/index.php/dh>

MARCH 30: ACADEMIC AFFAIRS. Papers from all disciplines, both academic and practice in all fields, are invited for presentation at the 23rd Annual Conference of the Global Awareness Society International, which will be held on May 22-28 in Montego Bay, Jamaica. The central focus of the conference will address how globalization impacts various peoples and geographic regions of the world. Contact: Global Awareness Society International; gasi@bloomu.edu; <http://orgs.bloomu.edu/gasi/call.html>

MARCH 31: EDUCATION. Accelerated Learning Program is accepting proposals on for breakout sessions and poster sessions at its annual conference. The 2014 Annual National Conference on Acceleration in Developmental Education will take place on June 19-20 in Baltimore. Contact: Accelerated Learning Pro-

gram; <http://alp-deved.org/category/alp-conference-2014>

APRIL 1: EDUCATION. The International Visual Literacy Association has issued a call for proposals for its annual conference, which will be held on November 5-8 in Toledo, Ohio. The theme for this year's conference, "The Art of Seeing: From Ordinary to Extraordinary," explores eight subjects, including visual literacy in a museum setting, emerging technologies, visual culture, and information design. Paper presentations, panel sessions, roundtable discussions, and workshops are invited. Unique to this year's conference will include session strands: university, K12 educators, and museum educators. Visit the organization's website for more details. Contact: International Visual Literacy Association; <http://vislit.square-space.com/call-for-proposals>

APRIL 1: HUMANITIES. The Sixteenth Century Society and Conference is accepting proposals for individual papers and complete panels for its 2014 annual conference, which will be held on October 16-19 in New Orleans. Abstracts (up to 250 words in length) for papers and complete panels may be submitted online. Visit the organization's website for more details. Contact: Sixteenth Century Society and Conference; <http://www.sixteenthcentury.org/conference>

APRIL 4: HUMANITIES. To commemorate the centenary of the outbreak of World War I, the Institute for Applied Humanities at Farmingdale State College (State University of New York) is hosting a multidisciplinary, multimedia, one-day conference on "Cultural Perspectives of The Great War: Arts, Media, and Memory." The conference welcomes presentations that focus on the cultural dimensions and legacies of the Great War in literature, film, history, art, music, and public art (memorials). The conference will be held on Saturday, October 25, on the college's campus, which is located on Long Island. Interested participants should submit individual 300-word paper proposals or complete panel proposals. Contact: Larry Menna, professor of history, Farmingdale State College, SUNY, 221 Memorial Hall, 2150 Broadhollow Road, Farmingdale, N.Y., 11735; mennalk@farmingdale.edu

MAY 30: ARTS. Abstract submissions are invited for the Seventh International Urban Design Conference, which will be held in Adelaide, Australia, on September 1-3. This year's conference theme, "Designing Productive Cities," will explore the framework required for creating today's cities, the process of designing and shaping our cities to make them more functional, attractive, and sustainable. Conference

streams will include but not limited to: visualization; strategic planning; whole city thinking; urban design projects; active transport; international design; issues in construction; financing for compact cities. Please visit the conference website for more details. Contact: <http://urbandesignaustralia.com.au/abstracts.html>

JUNE 30: HUMANITIES. The American Society of Geolinguistics welcomes articles from members and non-members alike on any aspect of the impact of language on commerce, culture, and politics. Those interested can send an abstract of 150 words to the email below. Contact: Wayne H. Finke; wayne.finke@baruch.cuny.edu

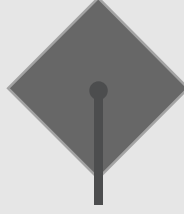
DECEMBER 31: HUMANITIES. Call for papers for possible publication in the upcoming 2014 volume of *American Music*. Authors are encouraged to visit the journal's web site for further information. Contact: Michael Pisani; AM-editor@outlook.com; http://www.press.uillinois.edu/journals/am/call_for_papers.html

ACADEMIC AFFAIRS. Papers for possible publication in *Planning for Higher Education*, the quarterly journal of the Society for College and University Planning. Contact: managing.editor@scup.org; <http://www.scup.org>

ARTS. Call for articles and reviews to be published in *FATE in Review*, the

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DEADLINE FOR ENTRIES April 14, 2014



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journal for the Foundations in Art Theory and Education. The journal seeks articles that relate to all areas of foundations education such as: expanding the practicum, flexing the core, and revising visual culture. Conference papers/presentations, as well as papers written solely for publication, may be submitted. The journal also accepts suggestions for book reviews. Visit the Web site for more details. Contact: Kevin Bell; kevin.bell@umontana.edu; <http://www.foundations-art.org/publications>

ARTS. Article submissions invited for possible publication in *American Music*, a quarterly journal devoted to all aspects of American music and music in America. The journal also accepts books, recordings, and multimedia items for review. Visit the journal's Web site for more details. Contact: Neil Lerner; nelerner@davidson.edu; <http://www.press.uillinois.edu/journals/am.html>

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EDUCATION. The *Journal of College Reading and Learning* welcomes submissions for possible publication. The journal publishes investigations on the reading, writing, thinking, and studying of college learners. Visit the journal's Web site for more details. Contact: Eric Paulson, editor; jcr@crla.net; <http://www.crla.net/journal.htm>

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HUMANITIES. Submissions of essays, poems, short stories, and interviews are welcome for future issues of the *Pennsylvania Literary Journal*. Critical and creative book submissions are also welcome, as well as photographs and art. Visit the journal's Web site for more submission details. Contact: Anna Faktorovich, editor; pennsylvaniajournal@gmail.com; <http://anaphoraliterary.com/plj>

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HUMANITIES. Expositions, an online journal at Villanova University's Center for Liberal Education, seeks submissions for possible publication. The journal accepts articles, interdisciplinary exchanges, and notes and insights that benefit teaching, research, and the academic life. For more details, visit the journal's Web site. Contact: John Paul Spiro, managing editor; (610) 519-8100; john-paul.spiro@villanova.edu; <http://expositions.journals.villanova.edu>

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The Adjunct Is In. But Is She Getting Paid?

THIS SEMESTER Betsy Smith asked students in her intermediate ESL course at Cape Cod Community College to read *Bridge to Terabithia*, the children's-lit classic. The request came with an assignment: Everyone in the class was to hold a presentation exploring one cultural aspect of the book.

One student, a guitar player from Brazil, wanted to present on Bob Dylan's "Blowin' in the Wind," which figures briefly in the novel. He asked the professor: Can we meet during your office hours to go over some ideas?

For many professors, that'd be a standard request. But Smith is an adjunct, and she shares her office with as many as 18 other part-time professors.

"I don't have office hours," she told the student. He gave her a puzzled look.

Students still tend to assume that there are set hours each week when they can count on finding their professors seated at their desks, ready to help all comers. But the push and pull over office hours is a daily challenge for adjuncts, who make up the majority of faculty members. For one thing, most part-timers, like Smith, don't have their own private office spaces. Adjuncts are also often pressed for time, especially if they're cobbling together multiple gigs at different institutions to make ends meet. On top of that, there's the money issue: Most adjuncts are not compensated for the hours they put in helping students outside the classroom.

For Smith, compensation (or lack thereof) is the key factor. She would be happy to meet with her students during set office hours, she says, if her college agreed to pay her for holding them.

"Some of my colleagues post office hours, but I refuse to," Smith says. "I'm a second-tier faculty member, and those in my classes are second-tier students. That's a situation that needs to be changed, but it won't ever change if I give away for free what my full-time, first-tier colleagues get paid for."

Many adjuncts don't have the luxury of following Smith's lead, though. Most academic departments either require or strongly encourage adjuncts to have office hours, no matter the difficulties.

At Cape Cod, Smith and her student were able to work out an solution easily enough: She told him to come to the next class session 30 minutes earlier to get help. Smith says she regularly extends help beyond classroom time by meeting with students during the class break or for a few minutes after class.

What do her peers at other institutions do? We conducted an informal (and admittedly unscientific) online survey to get a better read on the reality for adjuncts on the ground. Of the 333 professors who responded, 82 percent said they did, in fact, hold office hours. Of that group, 70 percent schedule their hours at set times every week; the other 30 percent make themselves available by appointment only.

Holding office hours can be tricky, though, when you don't have an office. Just 17 percent of the adjuncts we surveyed said they had offices of their own. More than half held their hours in shared office or cubicle space.

That proportion squares with the results of a much larger study of faculty working conditions conducted in 2010 by the Coalition on the Academic Workforce. That survey showed that almost 60 percent of part-time professors had access only to shared offices. In some cases, when it comes to office hours, a shared office is as good as no office at all. Shared spaces can resemble noisy bullpens, with dozens of adjuncts ducking in and out, not to mention insufficient Internet access and phone lines.

When shared space isn't acceptable, adjuncts in our survey indicated, a number of other locations, including campus cafeterias and libraries, serve as fallbacks. Another option: digital office hours. Forty percent of respondents said they had held

digital hours at least once, and about one in six cited online correspondence—through email, Skype, chat tools, or learning-management systems—as a frequent alternative.

ALYSSA PICARD, assistant director of the American Federation of Teachers' higher-education department, which represents more than 200,000 faculty members, staff members, and graduate employees, says the landscape for office hours is complicated because policies vary across institutions, and even department by department within individual colleges.

Institutionwide policies on office hours often get sorted out at the negotiating table. In our survey, just over half of the respondents said their union contracts required them to hold office hours at set times.

For part-time faculty members, the question of being required to hold office hours is only the first one that a contract can solve. The second, arguably bigger question: Will we get paid for this stuff? For the moment, says John Curtis, director of research and public

policy at the American Association of University Professors, the answer is most likely "no." Most pay for part-time faculty is per course, he points out, and contracts typically do not include provisions for any additional office hours.

In our survey, only 15 percent of respondents said their contracts specified how much they were to be paid for office hours. And in the larger survey, from 2010, just 8 percent of the 10,000 adjuncts who responded said they were compensated for their office hours. Sixty percent said they were not.

At Cape Cod, Smith's contract stipulates that on top of class prep, teaching, and grading, she is obligated "to be available to students by appointment when mutually convenient." But the document makes no mention of payment.

These days the topic of office hours has extra urgency. That's because the Affordable Care Act is forcing many part-time professors to confront hard questions about the length of their work weeks.

The law stipulates that anyone who works a minimum of 30 hours per week is a full-time worker eligible for employer-funded health insurance. So will office hours count toward the hours that adjuncts are credited for? At this point, it is not clear.

In January the Internal Revenue Service issued rules requiring colleges to use a "reasonable method" of calculating the work hours that adjuncts rack up outside the classroom. "Educational organizations generally do not track the full hours of service of adjunct faculty, but instead compensate adjunct faculty on the basis of credit hours taught," the IRS noted in the *Federal Register*.

Maria Maisto, president of the adjunct-advocacy group New Faculty Majority, says the new regulation "represents a huge opportunity for adjuncts to put institutions on the spot." As adjuncts try to figure out how to meet that 30-hour threshold, some have come to worry that their institutions are cutting their hours and limiting the number of courses they can teach. It's conceivable, Maisto says, that clearly codified office hours could help them make the case that they are, in fact, full-time employees.

"Who gets to decide what is required in order for faculty to fulfill their responsibility to students?" she asks. "Traditionally, it's been the faculty."

View the complete results of our informal survey here: https://docs.google.com/forms/d/1kv_8i3zJDUunXaIO6oYZ5Sj0yX-cPO4GtsxqlpprGVCU/viewanalytics

Stacey Patton is a senior reporter at Vitae.

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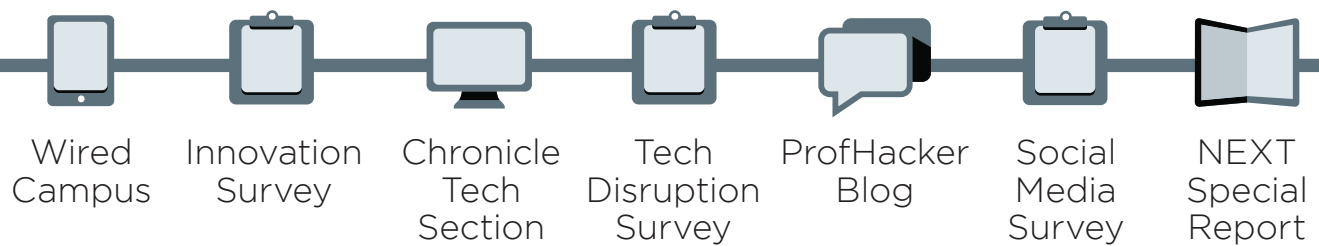
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April 25

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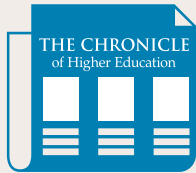
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ISSUE DATE:
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Client Success Stories



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“Through our partnership with The Chronicle, our innovative “Great Ideas” campaign was able to showcase the unique roles our faculty, students, and alumni play in creating Peabody’s world-class, research-based learning environment.”

—Brent E. Meredith
Marketing and Communications Director
Vanderbilt University’s Peabody College



SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

The San Jose/Evergreen Community College District consists of two colleges. The metropolitan San Jose City College located just minutes from downtown San Jose, established in 1921, and the park-like Evergreen Valley College located in southeast San Jose at the foot of the Diablo Mountain range, which opened in 1975. Currently, we are hiring for the following full-time tenure-track positions:


EVERGREEN VALLEY COLLEGE
Instructor, Mathematics/Statistics
Instructor, Digital Media Design
Instructor, Nursing

SAN JOSE CITY COLLEGE
Instructor, Biology
Dental Assisting Instructor/Program Coordinator
Counselor, General
Counselor, Student Success
Counselor, Disabled Students Program & Services

MANAGEMENT
Institutional Advancement Officer, Workforce Institute
Vice President of Administrative Services

For full job announcements, deadlines and to apply, visit: <http://aptrkr.com/448109>

San Jose/Evergreen Community College District is an Equal Opportunity Employer



American University of Phnom Penh

FACULTY

The American University of Phnom Penh (AUPP), the first and only American-Style University located in Phnom Penh, Cambodia, is seeking highly qualified applicants for multiple faculty positions beginning in Fall 2014. Applicants will join current faculty in a dynamic learning environment that is central to this relatively new University. It is an exciting time to be part of the founding faculty of the American University of Phnom Penh!

Appointments
 September-December 2014 and January-May 2015; Full-time or part-time positions with one semester, one year, or longer term appointments available.

AUPP is looking for faculty to teach English (including ESL, composition, and literature), math, psychology, economics, world history, political science, environmental sciences, sociology, information technology, speech, law, and international relations.

Minimum Requirements:

- Ph.D. in relevant field is preferred; Applicants with the Master's Degree and relevant university experience will also be considered
- 2-3 years of teaching experience in U.S. Universities; International experience a plus
- Knowledge and experience in student assessment

Compensation:

- Competitive salary based on qualifications and experience
- Visa and round-trip air travel to Cambodia up to \$2,000
- Western-style accommodations in Phnom Penh
- Health coverage

If interested, please send a cover letter, list of three references and current CV/Résumé to careers@aupp.edu.kh

AUPP will contact qualified applicants to provide more information and to offer an opportunity to interview with an AUPP representative in the U.S.




The City University of New York

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.

FACULTY

<p>Borough of Manhattan C.C. Business Management Computer Info Systems Criminal Justice Human Services Sociology</p> <p>Bronx C.C. Art & Music</p> <p>Brooklyn College School Counseling</p> <p>City College Anatomy Buildings Materials & Systems Technology Clinical Child Psych Community Health & Social Medicine</p>	<p>Experimental Physics Humanities in Medicine Immunology Infrastructure Resiliency Integrated Digital Technology & Design International Relations Isotope Geochemistry Latin American & Latino Studies Neurobiology Physician Asst Program Physics Clinical Neuroscience Sophie Davis School of Biomedical Ed</p>	<p>Special Education Terrestrial/Marine Resources & Modeling Transportation Engineering</p> <p>Hunter College Community Health</p> <p>John Jay College Computer Science Reference Librarian</p> <p>LaGuardia C.C. Criminal Justice</p> <p>York College Finance</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.



CALIFORNIA STATE UNIVERSITY, LONG BEACH

California State University, Long Beach (CSULB) is one of the largest and most comprehensive public universities in the nation, enrolling approximately 35,000 students. CSULB is located in Long Beach, the seventh largest city in California, on a beautifully landscaped 320-acre campus near the ocean and in close proximity to the thriving downtown Long Beach area. CSULB is a diverse and ambitious institution that is proud to be among the nation's premier comprehensive universities. The faculty and staff of CSULB are engaged in a broad array of high-quality undergraduate and graduate programs, significant research and creative activities, and a wide range of community and professional service activities. CSULB seeks outstanding, publicly engaged leaders to join a dedicated leadership team that is committed to advancing the University's broad and forward-seeking mission. Read more at www.csulb.edu.

Tenure-Track Searches

College of the Arts

- Theatre Arts (Viewpoints and Acting)
- Bob Cole Conservatory of Music (Vocal Jazz)

College of Health and Human Services

- Family and Consumer Sciences (Fashion Merchandising and Design)

University Library

- Librarian (Languages and Linguistics)

For more information, visit www.csulb.edu/aa/personnel/jobs.

CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility and respect for the rights and sensibilities of each individual, without regard to race, color, national origin, ancestry, religious creed, sex, gender identification, sexual orientation, marital status, disability, medical condition, age, political affiliation, Vietnam era veteran status, or any other veteran's status. CSULB is an Equal Opportunity Employer.



The City University of New York

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>EXECUTIVE AND SR. ADMINISTRATIVE Bronx C.C. Exec Dir for Human Resources</p> <p>Central Office Sr Univ Exec Dir for HR Operations</p> <p>City College Deputy Dean for Scientific Affairs & Graduate Studies</p> <p>Hunter College Assoc Dean for Academic Excellence</p> <p>MANAGERIAL AND PROFESSIONAL Baruch College Academic Advising Coord</p> <p>Borough of Manhattan C.C. Academic Faculty Dvpmnt Mgr</p> <p>Asst Registrar Freshman Learning Academy Advisor</p> <p>Bronx C.C. Dvpmnt Corporate & Foundation Relations Mgr</p>	<p>Brooklyn College Student Disability Svcs Spec</p> <p>Central Office Deputy Dir, Citizenship NOW! Program Dir, Univ Payroll Systems HR Technology Systems Training Mgr</p> <p>IT Sr Assoc-Linux Admin IT Sr Assoc-Unified Video Communications Eng</p> <p>Student Life Spec Univ Dir for Student Mental Health & Wellness</p> <p>City College AccessAbility Mgr Career Coach Dir of Counseling Internship Spec</p> <p>Student Psychological Counselor</p> <p>Hunter College Academic Center Mgr-CUNY Inst for Sustainable Cities</p> <p>Academic Internship Spec Spec-Silberman School of Social Work</p>	<p>Admissions Director Enrollment Director Research Assoc-Centro de Estudios Puertorriqueños Research Asst Econometrics Research Programs Mgr Brookdale Center for Healthy Aging Sports Info & Media Relations Spec</p> <p>Kingsborough C.C. Academic Affairs Dir Academic Affairs Mgr Admin Coord, Academic Affairs Dvpmnt Corporate & Foundation Relations Mgr</p> <p>LaGuardia C.C. Continuing Ed Mgr-Ctr for Immigrant Ed & Training Continuing Ed Spec Program for Deaf Adults</p> <p>York College Academic Advising Spec Bursar Spec</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.

Accounting: Assistant Professor of Accounting-Murray State University, full time, tenure track position to begin August 15, 2014 or later. The Department of Accounting has ten faculty members and offers both an undergraduate degree in accounting and the MBA/Accounting Concentration. The program graduates 40 to 50 students each year and is widely recognized for its quality. Students typically accept positions in public accounting, industry, or government, and many of the department's graduates hold executive-level offices within their organizations. Doctoral degree in accounting from an AACSB-accredited university with a residence requirement. ABDs with degree completion expected by start of contract period are encouraged to apply. Demonstrated effectiveness in classroom teaching, ability to produce quality research, and a commitment to service are required. Will teach accounting courses at the undergraduate and graduate levels. Engage in research resulting in publications in recognized refereed journals. Provide university and regional service. Professional certification and recent professional experience are desirable. Applicants from all areas of specialization will be considered, and those with experience or interest in teaching accounting information systems are especially encouraged to apply. Application Deadline: Opened until filled. Review of completed application files will begin on March 19, 2014, and continue until position is filled. To apply please visit: <http://www.murraystatejobs.com/postings/2342>. Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

Accounting/Finance: Location: Belleville, Illinois. Start Date: August 18, 2014. Purpose of Position: The Division of Business and Entrepreneurship (ACBSP-accredited) invites applications for an assistant/associate professor position in finance or accounting; DB&E seeks an individual with expertise in one or both of these areas to join the faculty at Lindenwood University-Belleville. This position will primarily instruct undergraduate student courses, although other applicable courses may be included as needed by the Division of Business and Entrepreneurship. Duties & Responsibilities: Candidates must have a strong interest and the requisite skills in teaching undergraduate courses. Candidates must also demonstrate a commitment to continuous improvement of curriculum, professional development, and academic advising. Candidates must also show a strong desire to serve the university and the Division of Business and Entrepreneurship in a variety of ways (e.g. Open Enrollment Days, various committees, leading student organizations, etc.). Additionally, we seek candidates who have a strong desire and a demonstrated ability to innovate, create, and initiate works and projects that grow the Division of Business and Entrepreneurship (both in terms of students and degree offerings). Candidates must be available to



Rogue Community College

HUMAN RESOURCES
 3345 Redwood Highway
 Grants Pass, OR 97527

Josephine and Jackson Counties, Oregon

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

DEAN OF INSTRUCTION, SCHOOL OF SCIENCE & TECHNOLOGY
Full-time Exempt (Managerial/Supervisory)

Responsible for the direction and coordination of instructional department programs and/or college-wide self-support activities. Provides leadership in the development of instructional services goals and objectives, fiscal planning and budget administration, and ensuring the educational philosophy and institutional vision, mission and long- and short-range goals of the college are met. Master's Degree required, in Education/Adult Education or related field preferred. Five years of increasingly responsible experience in teaching, curriculum development, educational administration, program planning/development, and personnel management with exposure to budgeting is required.

DIRECTOR, MARKETING AND RECRUITMENT
Full-time Exempt (Managerial/Supervisory)

Directs the college marketing and recruitment functions and oversees publication process of all marketing/advertising materials in print or electronic format. Develops strategy based on data, coordinates, and directs the delivery of multiple recruitment and community networking activities of the college. Supervises, evaluates performance, and supports professional growth of assigned staff. Manages the budget of assigned area/department and authorizes expenditures. Master's Degree in Marketing, Communications, Journalism, or related field is required. A minimum of three years' progressively responsible experience in management/supervisory position in a comprehensive marketing department is required. Experience in a multi-layered educational or other non-profit setting strongly preferred.

NURSING INSTRUCTOR
Full-time Faculty (100%)

Primarily responsible for organizing and carrying out structured learning processes for students in Nursing program. In addition, instructors participate in the full range of professional and college-related activities including student advising, curriculum development, professional growth, departmental and college-wide meetings, committee activity, and community involvement. Master's degree in nursing required, or exception as allowed by Oregon State Board of Nursing OAR Division 21 rules.

APPLICATION PROCESS: For job posting information (including salary and benefits) and RCC's online application system (only online applications will be accepted), visit our website at <https://jobs.rogucecc.edu/EOE>



GAVILAN COLLEGE

Gilroy, CA

Now hiring for the following full time faculty positions:

- **BIOLOGY**
- **ENGLISH**
- **COUNSELOR**
- **MUSIC**

Deadline to Apply: Friday, April 11, 2014

For more information and to apply, please visit: <http://aptrkr.com/448737>

You may also request applications to be sent to you by mail by emailing hr@gavilan.edu or by calling our Human Resources Office at (408) 852-2823.

Equal Opportunity Employer

instruct day, evening, and online courses. Position Requirements: Strong interpersonal skills are essential, as are a passion for teaching and a commitment to growing and enhancing the department and University. Additionally, candidates must demonstrate a strong desire to work with students in various ways, as well as a commitment to advising students as needed. Education Requirements: Applicants should have an earned terminal degree in finance, accounting, or a closely related field. Candidates must have their terminal degree conferred prior to August 18, 2014, the beginning date of employment for this position. Experience Requirements: This position seeks 5-plus years of professional and/or related finance experience. Additionally, the candidate must demonstrate an ability to work with a diverse student body, as well as the ability to counsel and advise as needed. Hours/Days: The needs of the position are primarily Monday-Friday from 8 a.m.-5 p.m., although occasional weekend responsibilities may arise. Exempt/non-exempt status: Exempt. Closing Date: Open until filled. How to Apply: Please submit curriculum vitae, letter of interest, statement of teaching philosophy, and three recent letters of recommendation to LUHR@lindenwood.edu. Lindenwood University is an equal opportunity employer.

Accounting: The Belk College of Business at the University of North Carolina Charlotte invites applications for a full-time Lecturer position in the Department of Accounting. This is a nine-month, renewable faculty appointment starting August 15, 2014. Lecturer Qualifications: The successful candidate will have a master's degree or equivalent in accounting or related field. A completed Master's degree with a minimum of eighteen hours of graduate accounting coursework is required. Previous teaching experience in a business school is preferred. Ideal candidates will have a successful record of prior professional business experience and leadership responsibilities. Job Overview: This position is focused on teaching. The expected teaching load is four classes per semester. Primary teaching responsibilities will initially be in the Principles of Accounting sequence of classes. The ability to

VISITING ASSISTANT PROFESSOR

Department of East Asian Studies
ARTS AND SCIENCE

The Department of East Asian Studies at New York University invites applications for a one-year position of Visiting Assistant Professor in modern Chinese literature and culture. Appointment will begin September 1, 2014, pending budgetary and administrative approval. Candidates must have completed a Ph.D. by August 2014. The Department seeks a scholar with broad, possibly interdisciplinary intellectual background, who will teach primarily undergraduate courses on modern Chinese literary and cultural texts and theoretical approaches.

Application must include a letter of application, curriculum vitae, and three references. *The search committee will begin reviewing applications on April 14, 2014, and will continue until the position is filled.* To apply, see the NYU Department of East Asian Studies web site at <http://eas.as.nyu.edu>. Instructions can be found under the homepage link "Employment". Please note that we do not accept electronic applications.



NEW YORK UNIVERSITY

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Associate/Full Professor of Science Education

The Department of Teaching, Learning and Culture is seeking a tenure track Associate/Full Professor of science education in the College of Education and Human Development at *Texas A&M University*. The candidate must have earned a doctorate in an appropriate field with specialization in science education. Responsibilities of the position include maintaining an active research and publication agenda in science and/or STEM education of national/international prominence; developing university collaborative partnerships with scientists and engineers; advising and mentoring graduate students, including chairing and serving on doctoral committees; securing external funds; assuming leadership at departmental, college, and university levels; leading an effort to develop coursework and prepare experienced science teachers for a STEM endorsement; and teaching science and STEM education courses at graduate and undergraduate levels. This is a nine-month appointment. The salary is competitive and commensurate with experience. Applications are being accepted. A review of applications will begin immediately for employment beginning Fall 2014 or Spring 2015 and will continue until the position is filled. Questions about the position should be directed to one of the two co-chairs of the search committee, Dr. Carol Stuessy (c-stuessy@tamu.edu) or Dr. Cathleen Loving (cloving@tamu.edu). Send electronic copies of the letter of application or nomination, curriculum vitae, two sample articles, and names and contact information of three references to Ms. Tammy Reynolds, email: t-reynolds@tamu.edu.

Texas A&M University is an Affirmative Action/Equal Opportunity Employer committed to creating and maintaining a climate that affirms diversity of both persons and views, including differences in race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability; veterans are encouraged to apply.

NDSU NORTH DAKOTA
STATE UNIVERSITY

Assistant Professor, Agricultural Education

North Dakota State University invites inquiries, nominations, and applications for a tenure-track position in the School of Education. The position is focused on agriculture education to begin August 15, 2014, or as negotiated. The position will be housed in the School of Education in the College of Human Development and Education.

People of color and women are encouraged to apply.

To learn more about this position visit: <http://jobs.ndsu.edu/postings/4695>

This search will be conducted in compliance with North Dakota open records laws.

NDSU is an equal opportunity employer committed to excellence through diversity and has an active career partner program. NDSU is an NSF ADVANCE Institution. This position is exempt from North Dakota Veterans' Preference requirements.

Visiting Assistant Professor or Visiting Associate Professor
Master of Arts in Interdisciplinary Arts Infusion
COFAC-N-2750

Position:

Visiting Assistant Professor or Visiting Associate Professor. This is a renewable, full-time non-tenure-track 10 month faculty appointment. Salary is commensurate with experience. This position reports to the Dean of the College of Fine Arts and Communication.

Responsibilities:

- Teach graduate level arts integration and arts infusion courses in the Master's and Post-Baccalaureate Certificate in Arts Integration Programs
- Graduate student advising
- Direct and oversee Master of Arts in Interdisciplinary Arts Infusion program, including curriculum development and assessment, program marketing, budget management, student, staff and faculty recruitment, advocate for arts in education

Qualifications:

- Terminal degree in art, music, theatre, or dance, with record of expertise in K-12 education OR terminal degree in education with expertise in the arts or arts integration, ABD or MFA degree in progress considered but completion of all degree work required by September 1, 2014
- Evidence of leadership in program innovation, development, implementation and evaluation of curriculum
- Demonstrated excellence in teaching in a community-based, K-12, or university context
- Evidence of successful experience with creating and fostering community and collaborative partnerships
- Substantive record of scholarship, teaching and/or creative production reflective of a multidisciplinary, community-based focus
- Demonstrated ability to work collaboratively at multiple levels (national, statewide, local) and with a diverse range of participants
- Excellent written and oral communication and organizational skills
- Minimum of two years successful university teaching and experience with K-12 populations preferred
- Demonstrated record of grant writing and awards for teaching support, research and/or creative work preferred

Program Description:

Elaborating on arts integration, the newly created Master of Arts in Interdisciplinary Arts Infusion Program at Towson University uses arts and non-arts knowledge as a multidisciplinary tool for integrated study of issues, problem solving and decision making in a climate of inquiry. Primary constituencies include artists, educators, and school administrators. Secondary constituencies include business leaders, entrepreneurial philanthropists, health and wellness specialists, cultural ambassadors, and leaders in marketing and promotion, and urban and civic development and government. Students learn to infuse their work with skills and techniques of the arts disciplines, and to be collaborators equipped to lead innovation in teaching, learning and school reform.

Towson University:

Towson University (www.towson.edu) was founded in 1866, is recognized by *U.S. News & World Report* as one of the top public universities in the Northeast and Mid-Atlantic regions, is Baltimore's largest university, and is the largest public, comprehensive institution in the University of Maryland System. TU enrolls almost 18,000 undergraduates and 4,000 graduate students across six academic colleges (business, education, fine arts, health professions, liberal arts, science & mathematics), has over 865 full-time faculty, and offers more than 65 Bachelor's, 45 Master's, and 5 Doctoral programs. Our centrally located campus sits on 330 rolling green acres and is 10 miles north of Baltimore, 45 miles north of Washington D.C., and 95 miles south of Philadelphia.

Application:

Review of completed applications begins February 2014 and continues until the position is filled. The position begins August 2014. Curriculum vitae, letter of application, evidence of teaching effectiveness, evidence of research/creative activity, official graduate transcript/s and three letters of recommendation sent under separate cover. Email materials to: mmccabe@towson.edu

Send required materials to:

Dean's Office – COFAC
Center for the Arts 3001
Attn: MAIAI Search Committee
Towson University
8000 York Road
Towson, MD 21252

Upon submitting your Curriculum Vitae to indicate your interest in this position, please be sure to visit <http://www.towson.edu/odeo/applicantdata.asp> to complete a voluntary on-line applicant data form. The information you provide will inform the university's affirmative action plan and is for statistical purposes only and shall not be used to illegally discriminate for or against anyone.

Towson University is an equal opportunity/affirmative action employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply.



UNIVERSITY OF LA VERNE

Visiting Assistant Professor Organizational Leadership

The College of Education and Organizational Leadership at the University of La Verne invites applications for a one year Visiting Assistant Professor in the Doctor of Education in Organizational Leadership Program. We seek a dynamic, creative, scholarly-practitioner committed to quality teaching, student success, and scholarship. The program is cohort-based and consists of three years of coursework delivered face-to-face as well as virtually. Honoring both practice and scholarship, the curriculum provides depth and breadth of understanding and development culminating in a research dissertation that makes a major contribution to the field. The mission of the doctoral program is "to develop scholarly practitioners as leaders and architects of change who make significant contributions to the organizations and communities they serve."

Minimum Qualifications:

- Possess an earned Ed.D. or Ph.D. in education with an emphasis in leadership or a closely related field from a regionally accredited institution
- Have knowledge of pertinent theories and practices as they relate to program content
- Demonstrate ability to successfully teach graduate/postgraduate level courses including research using adult learning strategies both face-to-face and virtually in small and large group settings
- Possess effective interpersonal skills – able to work with diverse, adult populations in close, academic, and professional working relationships
- Have a record of or potential for scholarly publication and research in the discipline
- Live or relocate to within 90 minutes driving distance to the main campus is required

For more information and to be considered for this position please visit our web site and apply on line at the following link: aptrkr.com/449332

The University of La Verne is an Equal Opportunity Employer

ASSOCIATE OR FULL PROFESSOR

Division of the Humanities
ARTS AND SCIENCE

With the generous support of the Mellon Foundation, the division of the Humanities in the Faculty of Arts and Science at New York University invites applications for three mid-career faculty positions in the humanities with areas of specialization in the study of cities, urbanism, and the urban environment. We aim to appoint the successful candidates at either the tenured Associate Professor or Full Professor level, beginning on or after January 15, 2015, pending budgetary and administrative approval. Candidates should be prepared to teach relevant undergraduate and graduate courses within the appropriate department.

Applicants are invited from across the range of humanities disciplines. Desirable research and teaching interests include, but are not limited to: the history of cities; architectural history; the humanistic study of urban design or urban ecology; and social and cultural urban processes, past and present.

Review of applications will begin **May 1, 2014**, and continue on a rolling basis. Finalists will be invited to campus during Fall 2014. Applications must include a curriculum vitae with the names of at least three references, a letter of application, and a writing sample (published article or book chapter). To apply, please visit: www.nyuopsearch.com/applicants/Central?quickFind=52013 and follow the application instructions.



NEW YORK UNIVERSITY

NYU is an Equal Opportunity/Affirmative Action Employer.

teach courses in other areas of Accounting, such as Intermediate Financial Accounting, Cost Accounting, Systems, Auditing, and Taxation are

desirable. Applications: All applications will be considered strictly confidential. More information about the Belk College of Business and the

Department of Accounting is available at <http://belkcollege.uncc.edu/>. The University of North Carolina at Charlotte is an affirmative action, equal opportunity employer. Women, members of minority groups, and persons with disabilities are encouraged to apply. The review of applications will begin immediately and applications will be accepted until the position is filled. Applicants are subject to a criminal background check. To Apply: Apply electronically at <https://jobs.uncc.edu>. If you have any questions concerning this position(s), please contact Associate Professor Hughlene Burton at haburton@uncc.edu or (704) 687-7696. Only electronic submissions of applications will be accepted. Please attach the following documents with your electronic submission: application letter and vita. Finalists will be asked to forward official transcripts, letters of reference, and other supportive materials as requested by the search committee.

Athletics: Location: Belleville, Illinois. Start Date: Fall Semester of 2014. Purpose of Position: Teach, advise, and mentor in the Athletic Training Program. Duties and Responsibilities: Teach four courses per semester and a January term class, advise students, participate in committee work when commensurate with departmental needs, and other duties as assigned. Position Requirements: Strong communication skills, a passion for teaching, and a commitment to growing the department and University are essential. Education Requirements: Terminal degree in athletic training or related field. Experience Requirements: Teaching experience preferred. Hours/Days: 40-50 hours per week. Exempt/Nonexempt Status: Exempt. Closing Date: Open until filled. How to Apply: Submit cover letter and curriculum vitae to LUHR@lindenwood.edu. Lindenwood University is an equal opportunity employer.

Biology/Chemistry Instructor:The New Mexico Military Institute is accepting applications for a tenure-track high school Biology/Chemistry instructor beginning August 2014. NMMI provides exceptional teaching conditions including small class sizes. Salary is dependent on education and experience. A minimum of the Master's Degree in Biology/Chemistry, or related field from an accredited institution is preferred, however, must be obtained within 5 years of employment. Experience in both high school and college instruction is preferred. A successful applicant must possess a commitment to teaching and working with students, and will participate in the Assessment process. Demonstrated knowledge of current educational technology is a plus. NM teaching certification will be required within 5 years. National board certification is preferred but not required. NMMI is a state supported college preparatory high school and transfer junior college operating within a military environment. Military experience is not a prerequisite. Excellent benefits available to include state retirement and medical insurance. Competitive salary schedule dependent on education and experience. Application packets will be reviewed beginning April 7, 2014. Send application letter, resume, transcripts, three letters of reference and a completed NMMI Employment Application Form (available at <http://www.nmmi.edu/humanResources/index.htm>) to New Mexico Military Institute, HR, 101 W. College Blvd, Roswell, NM 88201. NMMI is an EOE.

Biology: Contract Faculty Position/Science Education Department of Biology Ball State University Muncie, Indiana Contract faculty position available August 15, 2014. Major responsibility: teaching courses in K-12 science education methods and introductory principles of biology. 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.

Child Development: We invite applications for the position of Assistant Teaching Professor / Director of the Child Development Lab (CDL), a university-based child care center that serves infants, toddlers, preschoolers, and their family members. The position involves teaching one course per semester, advising undergraduate students, and serving as CDL Director. Applicants should hold a doctorate in child development, early childhood education, or related field; have experience directing a child development center and teaching classes. Women and minorities are encouraged to apply. The University of Missouri-Columbia is an Equal Opportunity/Affirmative Action employer. To request ADA accommodations, please contact our ADA Coordinator. Apply on-line at <http://hrs.missouri.edu/find-a-job/academic>. An application letter and vita combined into one PDF or Microsoft Word document should be uploaded as the resume attachment. Three reference letters that address administrative and teaching competencies should come directly from your reference either electronically to bestgenb@missouri.edu or hard copy to: Louis Manfra, Search Chair,



Assoc/Full Professor, Sport Management

The Sport Management Program at the University of Michigan invites applications and nominations for a tenure-track position in the areas of finance, at the **Associate Professor** or **Full Professor** level. Candidates will be expected to maintain an active research agenda, teach undergraduate and graduate courses, possess a demonstrated commitment to undergraduate education and mentoring of undergraduate research and have research methods and statistical expertise appropriate for the effective mentoring of student research at the master's and doctoral levels. Successful candidates will be expected to pursue extramural funding to support their research at Michigan and to serve in a leadership capacity within the Sport Management Program and the School of Kinesiology.

Sport Management is one of four programs within the School of Kinesiology. The School of Kinesiology (www.kines.umich.edu) is one of 19 degree granting academic units on the University of Michigan campus with 26 tenure-line faculty and over 800 students.

For more information on the Sport Management Program, please see <http://www.kines.umich.edu/programs/sport-management>. For a complete position description with application instructions, please visit: <http://www.kines.umich.edu/faculty/opening-smassoc-or-full-professor>

The University of Michigan is an equal opportunity, affirmative action employer. Women and minorities are strongly urged to apply.

ASSISTANT/ASSOCIATE PROFESSOR OF NURSING

Full-Time Tenure-Track Faculty Position



DEPARTMENT OF WELLSTAR SCHOOL OF NURSING

Kennesaw State University is now accepting applications for a nine-month, tenure-track Assistant/Associate Professor of Nursing position in the WellStar School of Nursing, which begins August 11, 2014. Candidates should possess expertise in ethics and end-of-life/palliative care nursing, along with general nursing practice. Responsibilities will include teaching, scholarship, and service. An earned doctorate in nursing or a related field, or the foreign equivalent, or its equivalent in training, ability, and/or experience is required.

Kennesaw State University is a growing and progressive university in Georgia's public system of higher education. Located on an attractive campus in suburban Atlanta, KSU currently enrolls more than 24,000 traditional and nontraditional Bachelor's, Master's, and Doctoral students. The thriving Atlanta metropolitan area has a rich array of museums, theaters, libraries, colleges and universities, and other resources.

Review of applications will start immediately and will continue until the position is filled. For full consideration, completed applications should be submitted by **May 2, 2014**.

For a full description of this position and application procedures, go to www.kennesaw.edu/facultypositions.



Kennesaw State University is an affirmative action/equal opportunity employer and educator. Georgia is an Open Records State.

DEPARTMENT CHAIR OF MANAGEMENT & ENTREPRENEURSHIP

Administrative Faculty Position



DEPARTMENT OF MANAGEMENT & ENTREPRENEURSHIP COLES COLLEGE OF BUSINESS

Kennesaw State University is now accepting applications for a twelve-month Department Chair Position in the Department of Management & Entrepreneurship, starting July 2014. Candidates should qualify as a tenure-track Associate or Full Professor, possess expertise in effective teaching and research in the areas of Management or Entrepreneurship, have strong interpersonal skills, and be able to demonstrate an ability to perform necessary administrative tasks. Responsibilities will include administration, teaching, scholarship, and service. An earned doctorate, or its foreign equivalent, in Management, Entrepreneurship or closely related area from an AACSB accredited institution is required.

Kennesaw State University is a growing and progressive university in Georgia's public system of higher education. Located on an attractive campus in suburban Atlanta, KSU currently enrolls more than 24,000 traditional and nontraditional Bachelor's, Master's, and Doctoral students. The thriving Atlanta metropolitan area has a rich array of museums, theaters, libraries, colleges and universities, and other resources.

Review of applications will start immediately and will continue until the position is filled. For full consideration, completed applications should be submitted by April 1, 2014.

For a full description of this position and application procedures, go to <https://facultyjobs.kennesaw.edu/>.



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Assistant Professor in Special Education

Saint Mary-of-the-Woods College seeks a tenure-track assistant professor in Special Education to begin August 2014. For full job description and requirements, visit: <http://www.smwc.edu/hr/jobs>.

AA/EOE



THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

The Hong Kong Polytechnic University is a government-funded tertiary institution in Hong Kong. It offers programmes at various levels including Doctorate, Master's, and Bachelor's degrees. It has a full-time academic staff strength of around 1,200. The total consolidated expenditure budget of the University is close to HK\$5 billion per year.

DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING

The Department of Industrial and Systems Engineering offers a wide scope of multi-disciplinary undergraduate and postgraduate programmes and actively engages in various applied research and consultancy work with the community. Please visit the website at <http://www.ise.polyu.edu.hk> for more information about the department.

- (1) Professor in Product and Process Design
- (2) Associate Professor / Assistant Professor in Engineering Management / Logistics Engineering and Quality Services

The appointees will be required to (a) undertake teaching activities at undergraduate and/or postgraduate levels in one of the above areas; (b) initiate and participate in research, consultancy and other scholarly activities; and (c) undertake relevant academic administrative duties.

Applicants should have (a) a PhD degree plus several years of teaching/research/practical experience; (b) a proven track record in research publication and scholarly activities; (c) a good command of written and spoken English; and (d) good communication skills.

Remuneration and Conditions of Service

A highly competitive remuneration package will be offered. Initial appointment for Assistant Professor will be on a fixed-term gratuity-bearing contract. Re-engagement thereafter is subject to mutual agreement. An appropriate term will be provided for appointment at Associate Professor and Professor levels. Applicants should state their current and expected salary in the application.

Application

Please submit application form via email to hrstaff@polyu.edu.hk; by fax at (852) 2364 2166; or by mail to **Human Resources Office, 13/F, Li Ka Shing Tower, The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong**. If you would like to provide a separate curriculum vitae, please still complete the application form which will help speed up the recruitment process. Application forms can be obtained via the above channels or downloaded from <http://www.polyu.edu.hk/hro/job.htm>. **Recruitment will continue until the positions are filled.** Details of the University's Personal Information Collection Statement for recruitment can be found at <http://www.polyu.edu.hk/hro/jobpics.htm>.

For further details about the University, please visit www.polyu.edu.hk

Department of Human Development and Family Studies, 314 Gentry Hall, University of Missouri, Columbia, MO 65211. Application reviews will begin April 15, 2013 and will continue until a suitable candidate is hired.

Communication: Location: Belleville, Ill., Campus. Start Date: August 2014. Purpose of Position: The Lindenwood University-Belleville Department of Communications invites applications for a full-time faculty member. Duties & Responsibilities: Teach a full-time course load of communication courses. Teaching course load consists of four courses per semester (12 credit hours), one course in the January Term (3 credit hours), and two courses during the summer session (6 credit hours). The candidate will serve as academic advisor to undergraduate students, maintain weekly office hours, serve on University committees as elected, and perform other duties as assigned by the department chair. Education Requirements: PhD in communications or comparable terminal degree in a closely related field. Major course work preferably in journalism, advertising, and/or marketing. Experience Requirements: Professional experience in journalism is preferred. The successful candidate will have demonstrated collegiate teaching experience and be dedicated to working in a liberal arts environment. Excellent oral and written communication skills required. Exempt/nonexempt status: Exempt. Closing Date: Open until filled. How to Apply: Please complete application below and submit curriculum vitae, letter of interest, statement of teaching philosophy, and three recent letters of recommendation to LUHR@lindenwood.edu. Review of applications will begin immediately and continue until the position is filled. No phone calls, please. Lindenwood University is an equal opportunity employer.

Communication: The Division of Humanities and Communication at California State University, Monterey Bay seeks an Assistant Professor whose specialty is in Communication Ethics and Conflict Transformation and is prepared to teach undergraduate courses in its Practical and Professional Ethics, Peace Studies and Pre-Law concentrations. Will develop courses in communication ethics, dialogue and deliberation, conflict resolution and transformation courses. Will facilitate student abilities to integrate applied philosophy and communication studies in the pursuit of a meaningful and successful life. For additional information and to apply, visit <http://hr.csUMB.edu/jobs/db/fac/>. CSUMB is an EEO employer committed to excellence through diversity.

Criminal Justice: TEXAS A&M UNIVERSITY-KINGSVILLE COLLEGE OF Arts and Sciences, Assistant Professor of Criminal Justice. The Department of History, Political Science, and Philosophy at Texas A&M University-Kingsville seeks an Assistant Professor for a tenure-track position to begin August, 2014. A PhD in Criminal Justice or a closely related field is required from a regionally accredited University or Institution. Teaching responsibilities will include Criminal Justice courses at the undergraduate level. He/she must develop a viable, sustainable, strong and externally fundable research program involving undergraduate students. For additional information and to apply, please visit the following website: <https://javjobs.tamuk.edu/jobposting/0601835>. An Equal Opportunity/Affirmative Action Employer.

Curriculum/Instruction: Department: College of Arts & Sciences Position: Lecturer Rank

Code: FL5 The College of Arts & Sciences at Indiana University, Bloomington invites applications for five full-time Lecturers for Arts & Sciences Career Services. These new positions, part of a new College initiative to provide enhanced academic and career advising to the College's 10,000 arts and sciences majors. The Lecturers, who will report to the College's Associate Dean responsible for Undergraduate education will be expected to develop and teach a variety of career preparation courses, including Basic Career Development (Major & Career Decision Making), Marketing Yourself for the Job and Internship Search (Internship and Job Search Strategies), Internship Theory Into Practice, The Art of Meaningful Work and Professional Portfolio Development. These positions are 10 month continuing appointments with an 18 hour teaching assignment. Initial contract is three years, with opportunities for renewal and advancement. The appointments will begin August 1, 2014. Successful candidates must hold a Master's degree preferably in the Arts & Sciences, Human Resources, or Higher Education and Student Affairs, or an equivalent professional degree; have demonstrated excellence in college level teaching, and be knowledgeable about career development theory, career planning strategies, and employment/recruiting trends. Strong oral and written communication skills are required. Preferred candidates will have completed both the Strong Interest Inventory and Myers Briggs certifications and have experience in backward course design, active learning strategies, and classroom assessment techniques. For full consideration, candidates should review the application requirements and submit their application at: <http://indiana.peopleadmin.com/postings/808> Applications may also be directed to Associate Dean John Luciatas, College of Arts and Sciences, Owen Hall, 790 E. Kirkwood Avenue, Bloomington, IN 47405. Questions regarding the position or application process may be directed to: Associate Dean John Luciatas (lucaites@indiana.edu). Indiana University is an Affirmative Action/Equal Opportunity Employer.

er committed to excellence through diversity. The University actively engages applications of women, minorities, and persons with disabilities. The deadline for applications is April 1, 2014.

Dean: Reporting to Ruth Lilly Dean of University Libraries; responsible for overall direction of museum and its programs; collaborate with other IUB Libraries units and university community to develop meaningful educational opportunities and public programs; engage with faculty and students in interdisciplinary research and teaching activities relating to Museum and responsible to engage multiple, diverse publics as s/he develops exhibitions and public programs. Qualifications: Required: Master's degree in historic preservation, museum studies, library science, or related field; combination of relevant education and/or experience will be considered; minimum of two years of successful experience in academic or research library, a museum, or historical center; knowledge of historic preservation and museum studies; knowledge of current preservation and conservation issues and technologies; ability to meet requirements of tenure-track librarian position. Preferred: supervisory experience; development and grant writing experience; familiarity with development and maintenance of heirloom gardens; experience working effectively as part of or leading committees, local agencies, boards of directors, etc. Salary and Benefits: Salary is competitive and commensurate with experience and education; benefits include university healthcare plan, university-funded base retirement plan, 100% university paid group life insurance plan, and a generous paid time off plan. Tenure-track academic appointment that includes eligibility for sabbatical leaves. For complete list of responsibilities, qualifications (both required and preferred), and benefit programs go to: <http://www.libraries.iub.edu/index.php?pageId=1410>. To apply: Applications will be accepted through April 18, 2014. Interested candidates should review the 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. E-mail: libpers@indiana.edu. For more information about Indiana University Bloomington, go to <http://www.iub.edu>. Indiana University is an Equal Opportunity/Affirmative Action Employer. Indiana University has a strong commitment to principles of diversity and in that spirit seeks a broad spectrum of candidates including women, minorities, and persons with disabilities.

Dental Hygiene: Full-time-Dental Hygiene Faculty position at Northern Arizona University. See <http://www.nau.edu/hr> for more information.

Dentistry/Surgical Sciences: Marquette University's School of Dentistry invites applications for a full-time position of Clinical Assistant Professor in Surgical Sciences responsible for dental classroom instruction, clinical instruction, supervising dental students, clinical research participation, and participation on committees and placement of implants. Qualified applicants must have DMD/DDS from a U.S. or Canadian dental school recognized by the ADA Commission on Dental Accreditation or an equivalent foreign degree. All applicants must also be graduates of an advanced education program in Oral and Maxillofacial Surgery, and must hold a valid dental license in some state or jurisdiction in the U.S. and have or be eligible for a regular or faculty license in the State of Wisconsin. MUSOD is well-known for its innovative curriculum and is located in Milwaukee, Wisconsin. Interested individuals should submit curriculum vitae and list of references to Susan Dalsasso, Director,

Faculty & Administrative Services at susan.dalsasso@marquette.edu. Marquette University is an Affirmative Action Equal Opportunity Employer and requires compliance with the Immigration Reform and Control Act of 1986.

Economics: Drew University in Madison, NJ seeks an Assistant Professor of Economics and Business Studies. Responsibilities include: Teach undergraduate courses in Labor and Demographic Economics and Applied Microeconomics; secondary fields include Economics of immigration, industrial organization, and Chinese economics. Classes include Economic Principles; Microeconomics; Economic Methodology and Introductory Econometrics; Economic Statistics and Introductory Econometrics; and Labor Economics. Advise and supervise graduate and undergraduate students; conduct research in Economics; serve on various departmental committees; and participate in the development of departmental programs. 40 hours per week, M-F 8:00 a.m. - 5:00 p.m. Minimum Education and Experience Requirements: Ph.D., or equivalent, in Economics and have a demonstrated commitment to teaching and research in Economics. Submit cover letter, curriculum vitae, and statement of teaching philosophy to: HR0214-2@drew.edu. Deadline has been extended to April 26, 2014. To enrich education through diversity, Drew University is an AA/EOE. In accordance with Department of Homeland Security regulations, successful candidates must be authorized to work in the United States.

Economics: The Department of Economics seeks two lecturers in Economics for the 2014-2015 academic year. One of the positions has the potential for renewal. Candidates must have either ABD status or the Ph.D to be considered. The teaching assignment is 4 courses per term. The main duty will be to teach introductory courses in economic principles and/or business statistics, but there may be an opportunity to teach upper level undergraduate courses depending on departmental need and candidate expertise. Whitewater is located in southeastern Wisconsin, one hour from Milwaukee and Madison, and two hours from Chicago. The Department of Economics is located within the AACSB-accredited College of Business and Economics. Submit: curriculum vitae, three letters

of recommendation, a copy of an official graduate transcript, and student and/or peer teaching evaluations. Applications received by May 2, 2014 are ensured consideration. Position will remain open until filled. UW-Whitewater is an equal opportunity/affirmative action employer. Criminal background check required. Please e-mail applications to: Dr. Yamin Ahmad, Chair, Department of Economics, at: ahmady@uw.edu.

Education: Assistant Professor in Educational Leadership - Teach graduate level courses in educational leadership, school finance, foundations of educational administration, school personnel; supervise internships; advise graduate students; develop and implement professional development courses for current principals, assistant principals, and teachers; provide professional development and service to university, community, and professional groups; teach face to face and online; engage in ongoing scholarly activities, including research to improve the education of P-12 students; promote collaboration across programs and with P-12 schools/districts. Doctorate in educational leadership; ABD's considered. Record of successful school and district administrative experience at the K-12 level; evidence of or potential for research; experience in or potential for pursuing external research funding; commitment to collaboration with public schools and education agencies; ability to work in a team environment; evidence of effective student advisement; potential for mentoring doctoral student research; ability to collaborate effectively with colleagues; expertise in working with diverse student populations, including children and youth with special needs, who live in poverty, and/or who are English language learners; familiarity with evidence-based strategies in educational leadership; expertise in the use of instructional technology and on-line learning. Candidates should submit the following documents: a cover letter describing how their educational background and professional experience meet the required qualifications for the position, a current curriculum vitae, an official or certified copy of transcript, and contact information for three professional references. All communications and materials should be directed to: Dr. Dorothy Schween, Chair, Department of Curriculum, Instruction and Leadership, University of Louisiana at Monroe, Mon-

PROFESSIONAL



UNIVERSITY OF
SOUTH CAROLINA
Darla Moore School of Business

Visiting Assistant Professor of Marketing

The Marketing Department of the Darla Moore School of Business at the University of South Carolina invites applications for one or more visiting assistant professor positions beginning August 2014. Candidates should possess a doctorate in marketing or expect to complete the doctorate before beginning employment. However, candidates who have completed all requirements for the doctoral degree other than the dissertation will be considered for a visiting lecturer position. All faculty searches are subject to the availability of funding. Applications will be accepted until the positions are filled.

We are most interested in candidates that have the ability and willingness to teach marketing management, sales management, and marketing research at the graduate and undergraduate levels. However, candidates with other teaching interests will be given careful consideration. Evidence of successful teaching performance should be provided.

Our faculty has traditionally been among the leaders in top-journal research productivity in marketing as reflected in our current top-25 research productivity ranking by UT-Dallas. We also offer a top-notch doctoral program with excellent doctoral students, impressive placements, and strong institutional support for doctoral education. Our work environment has proven conducive to junior faculty success for many years. Visiting faculty will be encouraged to collaborate with our permanent faculty on research projects of mutual interest and will receive the same levels of research support as tenure track faculty.

Current research faculty in the department are: Rafael Becerril Arreola (UCLA), Cem Bahadir (Emory), Eva Buechel (Miami), David Crockett (Arizona), Bikram Ghosh (Purdue), Satish Jayachandran (Texas A&M), Kartik Kalaiganam (Texas A&M), Tom Kramer (Stanford), Ashwani Monga (Minnesota), Sonia Monga (Minnesota), Priyali Rajagopal (Ohio State), Randall Rose (Ohio State), Subhash Sharma (Texas-Austin), and Felipe Thomaz (Pittsburgh).

Our new, state-of-the-art business school facility, designed by Rafael Viñoly of New York, is scheduled for completion in May 2014. The University of South Carolina is located in the city of Columbia, a rapidly growing metropolitan area of over 700,000 people that offers excellent quality of life including outstanding schools, extensive entertainment opportunities, and strong support for the arts.

The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation or veteran status. Women and minorities are encouraged to apply. See our website for more information about the marketing department: <http://mooreschool.sc.edu/about/academicdepartments/marketing.aspx>.

Digital applications via email are strongly preferred. Please e-mail a cover letter, including brief research and teaching statements, a current CV, and the names of three references to: Jennie Smyrl (smyrlj@moore.sc.edu). Be sure to specify that you are applying for visiting position.

roe, LA 71209. Must respond within 30 days and refer to Job #13575. The University of Louisiana at Monroe is an Affirmative Action/Equal Opportunity Employer.

Education: Early Childhood. Tenure-track. Assistant Professor. August 2014. Francis Marion University. Ph.D. from NCATE/CAEP accredited institution. ABDs considered. Position Description and support services at <http://www.fmarion.edu/about/positions>. EOE/AA.

Education: Elementary/Middle Level. Tenure-track. Assistant/Associate Professor. August 2014. Francis Marion University. Ph.D. from NCATE/CAEP accredited institution. ABDs considered. Position Description and support services at <http://www.fmarion.edu/about/positions>. EOE/AA.

Engineering: Academic Technology Services (ATS), a unit of the Office of Distance Learning at Old Dominion University in Norfolk, Virginia, invites qualified candidates to submit an application for Director of Engineering Services. Old Dominion University is a national leader in distance education and technology enhanced teaching and learning. The Director of Engineering Services plays a key role in Old Dominion University's efforts and provides technical expertise, leadership, and direction in support of Distance Learning's engineering services, online delivery systems, and technical support of students, faculty, and staff. This position provides leadership in the management, design and development of all delivery systems and instructional support systems, including project management, day-to-day management of engineering and technical support staff, budgeting, strategic planning, and development of online network operation and support policies and procedures. This position provides experience, expertise, and leadership in the development, control, configuration, maintenance, expansion, and management of technical and net-

work infrastructure used in support of all ODU Distance Learning online classes such as online web conferencing, Cisco two-way video conferencing and TelePresence systems and architecture, video production systems and studio support, classroom and conference room audio, video, and control systems support, network systems and engineering, cloud services, VMWare and the creation and support of virtual environments, management of web development projects, technology research and development, and other technology and support initiatives and projects. Please see <http://dl.odu.edu> for information on Academic Technology Services. Required Qualifications: Candidates must have a master's degree in information technology or information systems, electrical or computer engineering or computer science, communications technology or networks, or a related field or a bachelor's degree with professional experience equivalent to an advanced degree. Several years of experience supporting technology required. Candidates must have demonstrable project management skills, and excellent communication skills, both oral and written. Candidates must have experience providing exceptional customer and technical support and experience managing technical staff. Candidates must have experience designing and supporting video conferencing systems, online learning systems, and computer networks. Candidates must have experience designing and supporting video and studio production systems, or classroom and control room audio, video, and control systems. Preferred Qualifications: Preference will be given to candidates who have experience working in higher education, or is Cisco CCNA certified. Submit a complete application package including (1) a cover letter; (2) a complete resume which fully describes their qualifications and experiences with specific reference to the required and preferred qualifications; and (3) contact information for three professional references. This application package with the subject heading of "FP322A Director of Engineering Services" should be emailed to Ms. Enjolina Hicks, ehicks@odu.edu. Review of applications will begin March 31, 2014 and will continue until the position is filled. Anticipated start date is May 2014. Old Dominion University is an Equal Opportunity/Affirmative Action institution and

requires compliance with the Immigration Reform and Control Act of 1986.

Engineering: The Department of Environmental Engineering at Texas A&M University-Kingsville invites applications for a tenure-track Assistant or Associate Professor position effective Fall Semester 2014. Applicants must have an earned doctorate from a regionally accredited institution or university in Environmental Engineering or a closely related field. Post-graduate experience in either industry or academia, registration as a professional engineer and a strong record of research productivity are highly desirable. Individuals whose areas of research and teaching include groundwater and surface water resources modeling and management, especially if related to climate change and environmental sustainability, are encouraged to apply. Consideration for appointment at a level above Assistant Professor requires a superior record of research publications and funding. Women and minorities are strongly encouraged to apply. The successful candidate will be expected to teach graduate and undergraduate courses in Environmental Engineering, advise undergraduate and graduate students, develop an externally-funded research program, and contribute to the diversity of the scholarly activities within the university. The Department has an established Ph.D. Program along with M.S. and B.S. in Environmental Engineering. The campus is located in Kingsville, Texas, about a 40-minute drive from Corpus Christi, and about 2 hours from San Antonio, South Padre Island, the Rio Grande Valley and Mexico. Additional information about the department can be found at <http://www.tamuk.edu/engineering/departments/even>. The preferred appointment date is August 1st, 2014. Review of applications will be-



SHENANDOAH
UNIVERSITY

Assistant Professor of Operations Management

The Harry F. Byrd, Jr. School of Business at Shenandoah University invites applications for the position of Assistant Professor of Operations Management. Applicants must have a PhD or DBA (or be near completion) from an AACSB-International accredited institution in Operations/Supply Chain Management or, a PhD in a related field such as Industrial Engineering or Operations Research from an ABET accredited institution. Candidates must be qualified to teach at both the undergraduate and graduate levels. Primary teaching responsibility is in Quantitative Methods with secondary teaching responsibility in Operations, Supply Chain and Project Management. Evidence of strong instructional skills is required. Candidates meeting the above required criteria are encouraged to provide evidence of the following desired qualifications, if applicable: use of technology for instruction in the classroom and/or distance delivery; international experience; professional experience; cross-disciplinary collaboration; and/or academic program leadership (or interest therein).

The Harry F. Byrd, Jr. School of Business is accredited by AACSB International. The school offers both Bachelor of Business Administration and Master of Business Administration degrees and works collaboratively with other academic units on campus to meet the demand for cross-discipline business education

For more information and to apply, visit our Career website at www.su.edu/careers.

Shenandoah University does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, age, physical or mental disability or sexual orientation.



Asst/Assoc Professor, Sport Management

The Sport Management Program at the University of Michigan invites applications and nominations for a tenure-track position in the areas of **Management** or **Marketing** at the **Assistant Professor** or **Associate Professor** level. Candidates will be expected to maintain an active research agenda, teach undergraduate and graduate courses, possess a demonstrated commitment to undergraduate education and mentoring of undergraduate research and have research methods and statistical expertise appropriate for the effective mentoring of student research at the master's and doctoral levels. Successful candidates will be expected to pursue extramural funding to support their research at Michigan.

Sport Management is one of four programs within the School of Kinesiology. The School of Kinesiology (www.kines.umich.edu) is one of 19 degree granting academic units on the University of Michigan campus with 26 tenure-line faculty and over 800 students.

For more information on the Sport Management Program, please see <http://www.kines.umich.edu/programs/sport-management>. For a complete position description with application instructions, please visit: <http://www.kines.umich.edu/faculty/opening-smassoc-or-full-professor>

The University of Michigan is an equal opportunity, affirmative action employer. Women and minorities are strongly urged to apply.

requires compliance with the Immigration Reform and Control Act of 1986.

Engineering: University of Arkansas at Little Rock Donaghey College of Engineering and Information Technology Assistant/Associate Professor in Civil, Architectural, and Construction Engineering. The University of Arkansas at Little Rock (UALR) invites applicants for a full-time, nine-month tenure-track faculty position (R97806) at the rank of assistant or associate professor, beginning August 2014, in

the areas of civil, architectural, and construction engineering. This is an interdisciplinary position, which will support several programs in the Donaghey College of Engineering and Information Technology (<http://ualr.edu/eit/>), such as civil and construction engineering, architectural and construction engineering, construction management, and geology, as well as assist in the development of new academic programs. UALR is located in Little Rock, the geographic, cultural, commercial, governmental, and population center of Arkansas. The Little Rock metropolitan area has a population of more than 700,000 people, and beautiful natural areas are nearby, e.g., Pinnacle Mountain State Park, Hot Springs National Park, and the Buffalo National River. UALR is positioning itself for the future by emphasizing interdisciplinary collaboration, high impact learning experiences, community connections, and a campus-wide commitment to student success. The campus is currently undergoing an extensive administrative and academic reorganization in order to

more effectively align its assets with these priorities. This is an exciting time to be at UALR. For more information visit the reorganization web site at <http://ualr.edu/academics/restructure>. The successful applicant will be expected to: (1) develop and teach undergraduate engineering courses and labs in one or more areas of civil, architectural, or construction engineering; (2) assist in the development of new degree programs; (3) prepare for initial accreditation of degree programs; (4) advise students; and (5) engage in scholarly and professional development activities, such as research and consulting. Participation in graduate education is possible via a Ph.D. program in Engineering Science and Systems. Minimum Requirements: Applicants must: (1) hold an earned doctorate in civil engineering, architectural engineering, construction engineering, or a closely related engineering discipline (ABD applicants may be considered if all degree requirements are completed before employment begins); (2) be a licensed Professional Engineer (PE) or be able to obtain engineering



UNIVERSITY OF
SOUTH CAROLINA
Darla Moore School of Business

Assistant/Associate Professor of Marketing

The Marketing Department of the Darla Moore School of Business at the University of South Carolina is conducting a search to fill one or more tenure-track positions at the Assistant or Associate Professor rank ideally beginning August 2014, although consideration would be given to a January 1, 2015 starting date. Candidates must possess a doctorate in marketing or expect to complete the doctorate before beginning employment. All faculty searches are subject to the availability of funding. Applications will be accepted until the positions are filled.

We are interested in emerging and established scholars without regard to primary research domain. Strong theoretical and methodological skills are required, however, irrespective of research interests. Candidates must demonstrate the capacity to publish in top marketing journals. More senior candidates must also have a track record of publishing success. The ability to teach undergraduate and graduate classes effectively is required.

Our faculty has traditionally been among the leaders in top-journal research productivity in marketing as reflected in our current top-25 research productivity ranking by UT-Dallas. We also offer a top-notch doctoral program with excellent doctoral students, impressive placements, and strong institutional support for doctoral education. Our work environment has proven conducive to junior faculty success for many years. Teaching loads and research support levels are consistent with our top-tier research standing.

Current research faculty in the department are: Rafael Becerril Arreola (UCLA), Cem Bahadir (Emory), Eva Buechel (Miami), David Crockett (Arizona), Bikram Ghosh (Purdue), Satish Jayachandran (Texas A&M), Kartik Kalaiganam (Texas A&M), Tom Kramer (Stanford), Ashwani Monga (Minnesota), Sonia Monga (Minnesota), Priyali Rajagopal (Ohio State), Randall Rose (Ohio State), Subhash Sharma (Texas-Austin), and Felipe Thomaz (Pittsburgh).

Our new, state-of-the-art business school facility, designed by Rafael Viñoly of New York, is scheduled for completion in May 2014. The University of South Carolina is located in the city of Columbia, a rapidly growing metropolitan area of over 700,000 people that offers excellent quality of life including outstanding schools, extensive entertainment opportunities, and strong support for the arts.

The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation or veteran status. Women and minorities are encouraged to apply. See our website for more information about the marketing department: <http://mooreschool.sc.edu/about/academicdepartments/marketing.aspx>.

Digital applications via email are strongly preferred. Please e-mail a cover letter, including brief research and teaching statements, a current CV, and the names of three references to: Jennie Smyrl (smyrlj@moore.sc.edu).



ASSISTANT PROFESSOR Position Number: 937326

Tenure track faculty position to teach courses within the BS in Public Health Studies and the online MA in Health Education in one or more of the following areas; health disparities, global health, community health, program planning, program evaluation, research methods, and/or epidemiology.

East Carolina University is an Equal Opportunity/Affirmative Action University that accommodates individuals with disabilities. Individuals requesting accommodation under the Americans with Disabilities Act (ADA) should contact the Department for Disability Support Services at (252) 737-1016 (Voice/TTY).

Proper documentation of identity and employability is required at the time of employment.

Additional details, including the full job description, qualifications, and instructions to apply may be found here: ecu.peopleadmin.com/applicants/Central?quickFind=74210

the areas of civil, architectural, and construction engineering. This is an interdisciplinary position, which will support several programs in the Donaghey College of Engineering and Information Technology (<http://ualr.edu/eit/>), such as civil and construction engineering, architectural and construction engineering, construction management, and geology, as well as assist in the development of new academic programs. UALR is located in Little Rock, the geographic, cultural, commercial, governmental, and population center of Arkansas. The Little Rock metropolitan area has a population of more than 700,000 people, and beautiful natural areas are nearby, e.g., Pinnacle Mountain State Park, Hot Springs National Park, and the Buffalo National River. UALR is positioning itself for the future by emphasizing interdisciplinary collaboration, high impact learning experiences, community connections, and a campus-wide commitment to student success. The campus is currently undergoing an extensive administrative and academic reorganization in order to

more effectively align its assets with these priorities. This is an exciting time to be at UALR. For more information visit the reorganization web site at <http://ualr.edu/academics/restructure>. The successful applicant will be expected to: (1) develop and teach undergraduate engineering courses and labs in one or more areas of civil, architectural, or construction engineering; (2) assist in the development of new degree programs; (3) prepare for initial accreditation of degree programs; (4) advise students; and (5) engage in scholarly and professional development activities, such as research and consulting. Participation in graduate education is possible via a Ph.D. program in Engineering Science and Systems. Minimum Requirements: Applicants must: (1) hold an earned doctorate in civil engineering, architectural engineering, construction engineering, or a closely related engineering discipline (ABD applicants may be considered if all degree requirements are completed before employment begins); (2) be a licensed Professional Engineer (PE) or be able to obtain engineering

ACADEMIC AFFAIRS



Vice Chancellor of Academic Affairs and Student Development

The Chancellor invites applications and nominations for the position of Vice Chancellor of Academic Affairs and Student Development at the University of Minnesota Rochester (UMR).

The dynamic and creative individual chosen for this professional position will report to the Chancellor of UMR, and serves in this capacity in the absence of the Chancellor. The Vice Chancellor operates within the objectives and policies of the University of Minnesota system as determined by the Board of Regents, the President of the University of Minnesota, and the Chancellor of the University of Minnesota Rochester.

The Vice Chancellor advises the Chancellor on academic and student development matters and works collaboratively with the other officers of the University of Minnesota system to meet the objectives and goals of the university. As a member of the Chancellor's staff, the Vice Chancellor provides academic and student development leadership and works collaboratively with the Associate Vice Chancellor for Finance and Operations and the Assistant Vice Chancellor for Institutional Advancement. The Vice Chancellor will also build academic partnerships with other University of Minnesota campuses, the Mayo Clinic, and other higher education institutions and businesses/industries to meet the workforce and innovation needs of Rochester and southeast Minnesota.

The Vice Chancellor will be an integral member of the University of Minnesota Rochester, which is devoted to innovations in learning for the next generation of health professionals. UMR is building an institution focused on learning and student development. This is an exciting opportunity to help create change in student learning, teaching, and research at a nontraditional university where making tenure is contingent on three factors: teaching, research about student learning, and research in the academic disciplines.

Candidates for Vice Chancellor for Academic Affairs and Student Development must have the following qualifications: A distinguished record of academic achievement that commands the respect of the academic community and allows for appointment to a tenured professorship; a distinguished research record in areas such as cognitive science, learning design and strategies, and institutional change; and a proven record of successful academic administrative experience including the ability to attract talented leaders and to address structural and organizational issues. The ideal candidate for the position will have the following qualifications, expertise, and characteristics: A demonstrated commitment to fostering the research and scholarship of faculty, and to enriching undergraduate education and the entire student experience; ability to mentor and develop junior faculty, particularly in designing innovative curriculum to enhance student learning and development; ability to mentor and support faculty in their research efforts, from funding sources, to research, to application to teaching; experience in obtaining grant funding, especially for collaborative and/or interdisciplinary groups; superior public and interpersonal communication skills to provide strong leadership; an ability to work comfortably and effectively within a strong shared governance system across faculty and staff spaces; a record of commitment to the importance of cultural diversity in higher education; experience working with the community and external stakeholders in furthering academic affairs and student development; strength of character, superior judgment, and persistence to address the issues, challenges, and potential of the UMR campus; an ability to work fully in tandem with the Chancellor, sharing his vision, goals, and commitment.

Greenwood/Asher & Associates, Inc. is assisting UMR in the search. Initial screening of applications will begin immediately and will continue until an appointment is made. For best consideration, materials should be provided by April 1, 2014. Nominations should include the name, position, email address and telephone number of the nominee. Application materials should include a letter addressing how the candidate's experiences match the position requirements, a curriculum vitae and contact information for at least five references. Submission of materials as PDF attachments is preferred. Confidential inquiries, nominations, and application materials should be directed to:

Jan Greenwood,
Betty Turner Asher, Partners
Sharon A. McDade, Principal & Senior Executive Leadership 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
Email: sharonmcdade@greenwoodsearch.com

For more information about the University of Minnesota Rochester Campus please visit:
<http://r.umn.edu/about-umr/> and r.umn.edu/vcsearch for information specific to this search.

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.



licensure within three years after beginning employment, (3) hold construction certification(s), such as Associate Constructor (AC), Certified Professional Constructor (CPC), or Certified Construction Manager (CCM), or be able to obtain construction certification(s) within three years after beginning employment, (4) be able to communicate clearly in written and spoken English, and (5) have observable dedication to undergraduate education. Preferred Requirements: Applicants should: (1) have at least three years of U.S. construction industry experience at the decision-making level in either the private or public sector, (2) have at least three years of full-time undergraduate engineering teaching experience, (3) hold an undergraduate engineering degree from a program accredited by the Engineering Accreditation Commission of ABET, and (4) have expertise and interest in teaching undergraduate geotechnical engineering courses such as soil mechanics and foundation design. Materials must be submitted through the online application system by April 15, 2014; however, applications will be reviewed immediately. Additional information about this position and application requirements are available under the Jobs link on the Human Resources website at <http://uair.edu/humanresources/>. Incomplete applications will not be accepted. This position is subject to a pre-employment criminal and financial history background check. A criminal conviction or arrest pending adjudication and/or adverse financial history information alone shall not disqualify an applicant in the absence of a relationship to the requirements of the position. Background check information will be used in a confidential, non-discriminatory manner consistent with state and federal law. The University of Arkansas at Little Rock is an equal opportunity, affirmative action employer and actively seeks the candidacy of minorities, women, veterans, and persons with disabilities. Under Arkansas

law, all applications are subject to disclosure. Persons hired must have proof of legal authority to work in the United States.

English: The Department of English is searching for an outstanding teacher-scholar at the rank of Associate Professor with tenure, specializing in medieval literature with an emphasis on digital humanities methods. Applicants should have an impressive record of publication, including substantial digital work, and will be expected to play a leadership role in the digital humanities at the department and campus levels. Expertise in visualization and media studies an advantage. Teaching requirement will include four courses per academic year and will be expected to conduct scholarly research. Professional and university service is required. Application materials, including letter of application, current CV, two syllabi for classes taught in area of specialization, and a writing sample, should be sent to Professor Caroline Levine, Chair, Department of English at employment@english.wisc.edu. Please reference PVL 79115. To ensure full consideration, applications must be received by May 14, 2014. A criminal background check will be required. Women and minorities are encouraged to apply. Unless confidentiality is requested in writing, information regarding the applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

English: The Old Dominion University English Language Center is seeking highly motivated, and goal oriented Lecturers of English as a Second Language beginning August 2014. Under the general supervision of the director of the English language Center (ELC), lec-

urers of English as a second language are responsible for teaching 15 credit hours per session in ESL; applicants should be available for both day and evening classes. Responsibilities for this position will include but are not limited to participating in orientation, placement testing, curriculum development, attending extracurricular activities offered for ELC students, coordinating and administering one to two essential support activities (ESA), maintaining office hours to advise and assist students, participate in professional development activities and sharing that information with ELC colleagues, and contributing to the University community through committee work and additional activities. These are full-time nine-month non-tenure track positions. Additional paid summer teaching opportunities are available. Applicants must have a master's degree in English as a second language, applied linguistics, or a closely related field, higher education teaching experience in ESL preferably in a university-affiliated intensive English program, evidence of continued professional development, proficiency in the use of technology as an instructional tool, proficiency in Microsoft Office software, and excellent interpersonal, organizational, problem solving, and communication skills. English proficiency is required. Preferred qualifications include international experience and second language learning. Salary is \$40,000. Please attach a cover letter, curriculum vitae (CV), a description of your teaching philosophy, and contact information for three professional references. Please send your materials to elc@odu.edu. Include Lecturers Search in the subject line. Review of applications will begin on Monday, March 28, 2014 and continue until the positions are filled. Old Dominion University is an equal opportunity, affirmative action employer and requires compliance with the Immigration Reform and Control Act of 1986.



UMASS AMHERST

Associate Provost for Instructional Innovation

The University of Massachusetts Amherst has been a leader in developing and participating in novel pedagogies such as blended learning, team-based learning, and the flipped classroom. UMass Amherst has also been active in instructional innovation such as the Integrative Experience curriculum, the interdisciplinary iCons program (Integrated Concentration in Science), OWL (Online Web-based Learning), Chemistry's iExam initiative, Adaptive Learning tools, and exploration of Massive Open Online Courses (MOOCs). UMass Amherst believes that instructional innovations are critical for enhancing the student learning and preparation for a rapidly changing and evolving world. UMass Amherst invites applications for the position of Associate Provost for Instructional Innovation, a new position created to provide strategic leadership in the exploration and adoption of instructional innovative practices and instructional technology initiatives at both the undergraduate and graduate level.

The Associate Provost will serve as a catalyst for instructional innovation and technology initiatives by building and sustaining relationships with faculty, department heads and chairs, and deans around strategies and programming. The Associate Provost will assume an advocacy role on behalf of faculty and students in campus matters related to instructional innovations, pedagogical advancements, and teaching and learning with technology and will work closely with academic units to ensure that their needs are incorporated into undergraduate and graduate course delivery and instructional technology plans.

The Associate Provost will provide strategic leadership with activities on instructional innovation collaborating with other campus resources including the Center for Teaching & Faculty Development; the Office of Academic Planning and Assessment; the Office of Information Technologies; the Center for Educational Software Development; Facilities & Campus Planning (learning spaces); Continuing and Professional Education (online learning); and various units in the Library including the Office of Scholarly Communication (Open Education Initiative), Undergraduate Teaching and Learning Services, the Multimedia Center and the Teaching and Learning Commons. The Associate Provost will provide overall leadership for academic technology support staff and academic computing, ensuring efficient and effective utilization of human resources with a strong emphasis on quality service. The Associate Provost will provide fiscal/budgetary oversight for academic technology.

The Associate Provost will have a dual reporting role to the Vice Chancellor for Information Services and Strategy/CIO and the Vice Provost for Undergraduate and Continuing Education. The Associate Provost will work closely with the Associate Provost and Director of the Center for Teaching and Faculty Development, and will sit on the Provost's Council and the IT Leadership Team. The candidate may be eligible for a secondary faculty appointment in an appropriate academic department.

Minimum Qualifications:

- An earned doctorate or an equivalent terminal degree
- Five years of administrative or equivalent leadership experience in higher education
- A demonstration of strategic thinking and leadership with experience in strategic planning and implementation
- A strong understanding of instructional technology (including instructional development), college teaching, faculty development and support with new pedagogical and instructional technology usage
- Extensive knowledge of trends and future directions of instructional innovation and technology in the learning environment
- Must be able to provide evidence/examples of an effective and collaborative leadership style that incorporates organizational, analytical, and decision-making skills

Preferred Qualifications:

- Experience with or an understanding of a large, complex higher education environment.
- An intimate familiarity with physical (classroom), virtual (online), and pedagogical learning environments
- Extensive knowledge of best practices in teaching and learning and in the management and leadership of instructional innovation and academic technology support services
- Experience with assessment and evaluating the effectiveness of different teaching pedagogies and usage of instructional technologies
- An ability to build consensus and positive relationships based on trust, predictability, and communication
- A demonstrated record of success in developing and maintaining strong working relationships with faculty, students, staff (particularly academic technology staff), administrators, and both internal and external partners
- Strong change-management, project-management, and team-building skills
- Strong oral and written communication skills, with a record of success in developing planning documents, proposals, budget request justifications, and other forms of communication with senior administration and faculty
- A record of demonstrated teaching excellence and experience applying best practices in instructional innovation, pedagogical approaches, and usage of instructional technology
- A record of participation in national organizations on instructional innovation, pedagogy, and instructional technology
- A demonstrated record of commitment to ongoing professional development

To ensure full consideration, applications should be received by April 14, 2014. To apply please send a letter of application, curriculum vitae, and the names, telephone numbers and addresses of 3 current references to <http://umass.interviewexchange.com/jobofferdetails.jsp?JOBID=47411>.

The University of Massachusetts Amherst is an Affirmative Action/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.



American University of Phnom Penh

VICE PRESIDENT FOR ACADEMIC AND STUDENT AFFAIRS

The American University of Phnom Penh (AUPP), the first and only American-Style University located in Phnom Penh, Cambodia, is seeking highly qualified applicants for the position of Vice President for Academic and Student Affairs (VPASA). If you are an experienced academic administrator and are interested in a high level academic position where you can really make a difference, then the American University of Phnom Penh is the right opportunity. The VPASA will serve as the founding academic officer for this new and historic institution.

Reporting to the President, the VPASA oversees the academic and student support services of the university, including program and curriculum design, teaching and learning, outcomes assessment, faculty, library, registrar and other student services. The VPASA is a member of the executive leadership team at the university and serves as the executive in charge in the absence of the President.

Appointment

The American University of Phnom Penh seeks to appoint the VPASA as early as June 2014, but no later than July 15, 2015

Minimum Requirements

- An earned doctorate in field or in higher education administration from an accredited institution
- Five (5) years administrative experience is required, preferably in a university setting
- Experience in program development, strategic planning, operational oversight and fiscal management
- Five (5) years teaching in higher education is preferred
- Experience with US regional accreditation process and procedures
- Demonstrated leadership in assessment processes to ensure to continuously improvement; experience with program review
- Supervisory experience in evaluation of faculty
- Demonstrated commitment to student success.
- Demonstrated ability to develop a technologically integrated environment that fosters innovation within a learning organization.

Compensation

- Competitive salary base, commensurate with experience
- Visa and round-trip air travel to Cambodia up to contracted amount
- After one full year of service, annual round trip airfare to home country or other, to contracted amount
- Western-style accommodations in Phnom Penh, with services included
- Health care coverage, including evacuation plan

If interested, please send a cover letter, list of three references and current CV/ Résumé to jdarnitage@icloud.com

AUPP will contact qualified applicants to provide more information and to offer an opportunity to interview with an AUPP representative in the U.S.



ASSOCIATE PROVOST FOR CURRICULUM, ASSESSMENT, AND ACADEMIC SUPPORT

The State University of New York at Fredonia seeks qualified applicants to serve as Associate Provost for Curriculum, Assessment, and Academic Support, beginning August 2014. Under supervision of the Provost and Vice President for Academic Affairs, the Associate Provost for Curriculum, Assessment and Academic Support provides leadership in the Division of Academic Affairs for undergraduate education, curriculum development and assessment, and support of student success. Minimum qualifications include Doctorate in academic field related to a SUNY Fredonia academic program, professional credentials appropriate for tenure, five or more years of progressively responsible academic administrative experience, demonstrated expertise in the area of program assessment, excellent communication, presentation, and interpersonal skills, ability to multi-task and troubleshoot, ability to meet goals and deadlines, commitment to globalization of curriculum, experience with international students and study abroad, demonstrated ability to work with diverse groups, and an ability to travel as required.

For the complete position description, qualifications, and application instructions, please visit: <http://fredonia.interviewexchange.com>

SUNY Fredonia prides itself on an outstanding workforce. To continually support organizational excellence, the university conducts background screens on applicants.

An Affirmative Action, Equal Opportunity Employer, SUNY Fredonia provides for, and promotes, equal opportunity employment, compensation, and other terms and conditions of employment, without discrimination.



Hastings College

Director of Libraries

Hastings College seeks a Director of Libraries. The Director of Perkins Library provides general oversight for the library, leading a staff of 1.5 full-time librarians, several part-time staff, and a team of student workers. The Director has faculty status, reports to the Vice President for Academic Affairs, and is a member of the President's Leadership Alliance team.

Key Areas of Responsibility

- Provide strategic leadership for the library
- Recruit, supervise, and evaluate library staff; mentor junior faculty members in the library; support and facilitate library staff professional development
- Help lead the College in our efforts to understand how new technologies are impacting academic libraries and student learning
- Assess effectiveness of current services and programs; provide a vision for change where necessary
- Develop and implement policies and programs that support the College's academic mission, including in key areas of information literacy and faculty and student research

Qualifications

- A master's degree in library science from an American Library Association accredited institution is required.
- Three plus years of administrative and financial experience in academic libraries.
- Three plus years of practical experience with academic library systems and databases are preferred.

A qualified candidate should send a letter of application, a vita and the names and contact information for three references to Dr. Gary Johnson, Vice President for Academic Affairs, *Hastings College*, 710 N. Turner Ave., Hastings, NE 68901. Email: hcsearch@hastings.edu. Phone: (402) 461-7346. Fax: (402) 461-7778. To be assured full consideration, all materials should be received by **Monday, April 7, 2014**. To find out more about *Hastings College* and to view a complete job description, please visit our website at www.hastings.edu. E.O.E.

tional origin, disability, or protected veteran status.

Environmental Science: The Ohio State University, Wooster, Ohio. This position is for a 9-month appointment, tenure track assistant professor with 80% research and 20% teaching responsibilities. The research program will involve discovery and applications research in nutrient management on animal operations to promote best animal management practices and to protect air and water quality. Potential research topics may include reduction in nutrient excretion, defining manure nutrient value, composting and/or handling of animal manure in containment, the use of manure nutrients after anaerobic digestion, or potential abatement strategies for odor and/or greenhouse gas emissions associated with animal manure. The faculty member will work closely with Wooster and Columbus-based colleagues, industry and Extension Educators toward a common goal of providing support for Ohio's animal industries and protecting important watersheds from nutrient and pathogen runoff. There is an expectation of grants acquisition to support the scholarly program. Expectations include teaching a course in nutrient management that includes the procedures to obtain permits for nutrient management; graduate student advising and contributions to other courses. The new faculty member will be expected to work closely with other faculty colleagues both in and across departments. Opportunity exists to address complex questions that impact the sustainability and vitality of the food animal industries of Ohio. Documented interest and experience in one or more food animal industries is required. Applicants must possess strong interpersonal and communication skills; and the ability and desire to work with others in a collegial team environment. Expectations: The new hire would be expected to establish a novel scholarly research program, develop and teach a new course in nutrient management and support other instructional activities. Significant potential exists for interaction and collaboration with scientists across a large and comprehensive University. This position request addresses the national Food Animal Integrated Research 2012 priorities of "one health" and "stewardship". Qualifications: Requirements include a Ph.D. in animal science, animal nutrition, agricultural engineering or a closely related field. Documented interest and experience in one or more food animal industries is required. Applicants must have a strong interest in applied research; in educating students, possess strong interpersonal and communication skills; and the ability and desire to work with others in a collegial team environment. Leadership and academic excellence should be evident in the application. Salary: Competitive and commensurate with education and experience. Application Instructions: For a complete position description and application instructions please visit <http://www.jobstosus.com> and search by requisition number 380827. Application deadline: April 6th, or until a suitable candidate is identified. The Ohio State University is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation or identity, national origin, disability status, and protected veteran status

Ethnic Studies: The new Stockholm University Institute for Turkish Studies is seeking a Senior Lecturer in the interdisciplinary field of Turkish Studies to participate in the management and coordination of the Institute's activities. In addition to management, the responsibilities include teaching and research. The person holding the position should primarily lead and develop the Institute's teaching activities in coopera-

tion with the director of the Institute. Teaching duties may involve responsibility for first- and/or second-cycle courses on, for example, Turkey's modern history and society. The position includes time for individual research, but the holder is also expected to seek external funding and should be prepared to take on various management tasks in cooperation with the director of the Institute. Qualification requirements: In order to qualify for this position, the applicant must have demonstrated teaching skills and have a doctoral degree, or equivalent research expertise, in a field of relevance to the position within the humanities or social sciences. Both the doctoral thesis and other research should be focused on Turkey or the Turkish people (including in diaspora). The applicant should be able to present good research qualifications (e.g. in the form of publications in international forums), mainly in the Institute's key areas, and documented experience of teaching at the university level. An important general qualification requirement is the ability to collaborate and work in groups, and the general ability and suitability required to perform one's duties. Since many international researchers will be working at the Institute, English will largely be the working language. This means that the applicant is expected to speak and write English fluently. A good command of Swedish and Turkish is also required. If the successful candidate does not speak Swedish at the time of appointment, he/she is expected to acquire the necessary language skills during the first two years of employment. Further information about the position can be obtained from the director of SUITS, Dr. Paul T. Levin, tel. 08-16 43 56 e-mail: suits@suits.su.se. Questions regarding administrative procedures will be answered by administrator Kenneth Hjalmarsson, tel. 08-16 21 30, e-mail: kenneth.hjalmarsson@su.se. In order to apply for this position, please use the Stockholm University web-based application form: <https://jobapplication.su.se/login.aspx?ReturnUrl=%2fapp%2fapplicationform.aspx%3fRNR%3dSU%2520FV-0644-14&RNR%3dSU%20FV-0644-14>. Application: Guidelines for the application are provided in the "Template for application for employment as teaching personnel at Stockholm University". The template and the University's rules of employment are available to download from <http://www.su.se/employment>. It is the responsibility of the applicant to ensure that the application is complete according to the instructions in the announcement and that it is submitted before the deadline. Your application must be marked with ref no: SU FV-0644-14. Please note that a maximum of 10 academic publications may be submitted for assessment. The subject area of the position will be specified in connection with the appointment. Deadline for applications: April 15, 2014. Visit also: Stockholm University: <http://www.su.se/SUITS>; [http://www.suits.su.se/Department of Oriental Languages](http://www.suits.su.se/Department%20of%20Oriental%20Languages); <http://www.orient.su.se>

Exercise Science: Location: Belleville, Illinois. Start Date: Fall semester of 2014. Purpose of Position: Teach, advise, and mentor in the Exercise Science Program. Duties and Responsibilities: Teach four courses per semester and a January term class, advise students, participate in committee work when commensurate with departmental needs, and other duties as assigned. Position Requirements: A passion for teaching, strong communication skills, and a commitment to growing the department and University are essential. Education Requirements: Terminal degree in exercise science or related field. Experience Requirements: Teaching experience preferred. Hours/Days: 40-50 hours per week. Exempt/Nonexempt Status: Exempt. Closing Date: Open until filled. How to Apply: Submit cover letter and curriculum vitae to LHUR@lindenwood.edu. Lindenwood University is an equal opportunity employer.

Film/Digital Media: The Department of Communications, University of North Alabama, seeks a film and digital media production tenure-track assistant professor with an ability to teach introductory, intermediate, and advanced courses in digital media and filmmaking. Knowledge of TV production, After Effects, Cinematography, NLE systems, and Photoshop, are a plus and should be specifically noted. Applicants should possess a Master of Fine Arts, Ph.D., or a related graduate degree and professional experience. Teaching experience is strongly preferred. Training in narrative or documentary filmmaking is essential. The successful candidate will teach four undergraduate classes per semester, mentor students, advise majors, provide service to the university community, oversee/manage facilities/equipment, and perform other duties, as assigned. The successful candidate will be expected to continue to produce creative work while maintaining excellence in teaching. For detailed information on this posting and to apply, please visit the University of North Alabama Online Employment System at <http://jobs.una.edu>. Applications will only be accepted through the Online Employment System. Applicants will be required to upload a cover letter, resume, reference list, and a link to a creative portfolio to complete the online application. Applicant will also be required to provide unofficial transcripts for all schools attended, and three letters of reference. For questions, email employment@una.edu or call at 256-765-4291. UNA seeks a wide range of applicants for this position so that one of our values, ethnic and cultural diversity, will be affirmed.

Finance: Director - Virginia Commonwealth University is a major public research university with a nationally acclaimed academic medical center and enrolling more than 31,000 students located on two campuses in Richmond, VA. We are looking for talented and energetic individuals who can help us reach for new heights in supporting the decision-making and analytic needs of the University. We welcome individuals with diverse experiences and backgrounds who will contribute to an already diverse community of faculty, staff, and students. The primary responsibility of the position will be to provide leadership for the Division's planning, assessment and Quality Improvement programs and initiatives. The position will serve as a resource to the division's leadership team on matters related to planning assessment, and continuous improvement initiatives. The director will play a critical role in providing strategic leadership on efforts to improve the university's business processes and systems. In this capacity, the director will partner with university leadership to ensure that these priorities support VCU's teaching and research mission and align with the university's strategic plan, Quest for Distinction. The director is responsible for managing and developing the finance and administration division's strategic efforts in support of the University's strategic directives as outlined in the Quest for Distinction. The director will prioritize and lead ongoing improvements to both systems and business processes by engaging with academic and administrative departments, both as a member of key university planning groups and provide consultation and facilitation to units and staff. Qualifications: Must have an advanced degree or training and work experience at a level that equates to an advanced degree. The ideal candidate will have 10-15 years of work experience in management consulting, business, or other fields dealing with complex cross-organizational projects and successful experience with implementing and managing transformative business process change, and continuous improvement strategies. S/he will be an integral part of the leadership team in Finance and Administration and must have excellent interpersonal and managerial skills. Given the uniquely collegial nature of higher education, the director will need to excel at fostering positive, collaborative relationships with a wide variety of constituents with demonstrated experience in implementing a Quality Improvement (QI) framework including QI orientation and training. A proven background as a change agent with experience in developing and working in a continuous quality improvement environment. -Superior communication, organizational and analytical skills as a Quality Improvement leader. Experience as a team leader in a complex functional and technical environment is required. Ability to work independently and exercise sound judgment with minimal direction, handle several projects simultaneously, and meet critical deadlines. Excellent logical, analytical and quantitative skills utilizing various research methods for data collection and reporting/consulting. Proven ability to develop and maintain influential and collaborative relationships at a variety of levels both within the organization and with campus partners. Strong organizational skills, attention to detail, and the ability to manage multiple projects with changing priorities across a variety of functions. Experience in project management and tools, with a focus on implementation and execution, preferably in the non-profit, technology, finance, or communications industry. Proficiency with Microsoft Office Excel, Word and PowerPoint. Experience working in a Banner, ERP environment would be helpful. Candidate must have demonstrated experience working in and fostering a diverse faculty, staff and student environment or commitment to do so as a faculty member at VCU. See more information at: <http://www.pubinfo.vcu.edu/facjobs/home.asp>. Application Process: Applicants should submit a resume and a list of three references to: Director of Planning, Assessment and Quality, Virginia Commonwealth University, Box 843076, Richmond, VA 23284-3076, Attention: Donna Thornburg. Materials may also be submitted electronically to dwthornb@vcu.edu. Review of applications will start immediately and the position will remain open until filled. "Virginia Commonwealth University is an equal opportunity, affirmative action university providing access to education and employment without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation or disability."

Finance: Responsible to the Executive Director for Housing & Residence Life, the Associate Director for Fiscal Operations has responsibility for all financial operations of the Housing and Residence Life Office including budget development and monitoring, departmental payroll, purchasing procedures identifying opportunities for revenue enhancement, developing short and long range planning forecasts. The Associate Director is part of the senior leadership for Housing and Residence Life, and as such collaborates with colleagues and provides leadership with the team for the comprehensive housing and residence life program. Specific responsibilities include: Responsible for the management of financial analysis and accounting/budget functions; develops and monitors consolidated annual budget plan and budget process; directs preparation of financial statements, activity reports, budget forecasts, and annual bud-

Environmental Sciences: Two full-time Assistant Research Scientist positions are available at The University of Georgia, College of Agricultural and Environmental Sciences, Plant Genome Mapping Laboratory. Conduct research in plant genomics; participate in oversight of staff and junior scientists; participate in securing extramural funding; community service as appropriate to an Assistant Research Scientist level.

PhD in plant genetics or related area required; experience in molecular and computational genetics preferred. Starting salary will be a minimum of \$50,000 per year, consistent with credentials and experience. Georgia is well known for its quality of life both outdoor and urban activities (<http://www.georgia.gov>). UGA (<http://www.uga.edu>) is a land grant/sea grant institution located 75 miles northeast of Atlanta, GA. names and contact information for 3 profes-

sional references, sample of working papers or publications to: Andrew Paterson, Head, Plant Genome Mapping Laboratory (paterson@uga.edu). Applications must be received by April 30, 2014. The anticipated start date will be June 2014; however this can be negotiated. The University of Georgia is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected veteran status

UAA UNIVERSITY OF ALASKA ANCHORAGE
AMAZING STORIES
 BEING WRITTEN EVERY DAY.

ASSOCIATE VICE CHANCELLOR FOR STUDENT ENGAGEMENT, INCLUSION AND MULTICULTURAL PROGRAMS

Review of Applications Begins April 11, 2014

University of Alaska Anchorage (UAA) invites applications of accomplished and visionary student affairs leaders for the position of Associate Vice Chancellor for Student Engagement, Inclusion and Multicultural Programs (SEIMP). This division is entirely new to UAA Student Affairs and the Associate Vice Chancellor (AVC) will lead the institutions efforts to transform programs, services, and processes that support the personal development, co-curricular engagement and academic success of UAA's diverse university student population.

The AVC for SEIMP provides overall leadership for the division including the functional areas of Career Services Center, Military and Veteran Student Resource Center, Multicultural Center, Native Student Services, Student Life and Leadership, and Student Support Services.

UAA and its community campuses are located in some of the most breathtaking settings in the world. The UAA community celebrates its rich heritage and diverse student body with Alaska's Indigenous peoples accounting for the largest percentage of persons of color.

For more information or to apply, please visit:
<http://www.uakjobs.com/applicants/Central?quickFind=83875>

UAA is an EEO/AA employer and educational institution. Applications for employment with UAA are subject to public disclosure under the Alaska Public Records Act.

STATE UNIVERSITY OF NEW YORK
JEFFERSON
There's more here.

Information Systems Functional Specialist

Jefferson Community College, Watertown, NY, part of the State University of New York (SUNY) System is seeking a full-time tenure-track Information Systems Functional Specialist to serve the Enrollment Management and Student Services Division to begin June 1, 2014.

The successful candidate will assist functional student service areas with setup, training, integration, troubleshooting and reporting for higher education information systems. This position focuses on improving enrollment processes including, but not limited to, financial aid, registration, admissions, and student billing. Working with the Enrollment Management and Student Life division and Institutional Technology staff, the incumbent will research issues and implement student services best practices at Jefferson Community College.

Required: Bachelor's degree and three years of appropriate professional service.

Preferred: Experience in student financial aid with an understanding of Federal and State regulations; experience with Ellucian Banner or the equivalent; functional knowledge of Degree Works including scribing and maintenance operations; experience working with integrated systems such as data imaging, enrollment certification and academic transcript platforms; proficiency in query and extract tools; ability to innovate, improve processes, multitask, meet deadlines, work well with teams, diverse populations and independently; excellent critical thinking and decision making skills.

To Apply: Send letter of interest, JCC employment application, resume, unofficial transcripts, and contact information for three professional references to: **Human Resources, Department #10, Jefferson Community College, 1220 Coffeen Street, Watertown, New York 13601-1897.**

Review of applications will begin immediately. For consideration, completed application materials must be received by 4:00 p.m., April 16, 2014. Finalists will be responsible for interview-related expenses. For more information about JCC visit www.sunyjefferson.edu/Employment/. To obtain an application, click on "About JCC" and then "employment resources."

JCC is an equal opportunity, affirmative action institution.

Motivated.
Multi-talented.
MARIST

We're more than just a pretty campus. We're leaders and innovators. We provide opportunities and we deliver leading-edge technology.

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<http://jobs.marist.edu>

DIRECTOR
 OF WEB AND INTERFACE INNOVATION

WHY MARIST?

We work in a high-tech, high-performance computing environment that has received international recognition for innovation excellence. Our IT leaders are recognized in the industry for applied research in the areas of open source software, converged networking, virtualization across technologies, analytics, and entrepreneurial initiatives. We expect only the best and seek like-minded individuals who are hard-working, creative, driven, and looking to lead.

Reporting to the Vice President of Information Technology and Chief Information Officer, this senior manager position is responsible for the development, integration, and maintenance of Marist College supported websites including integration onto innovative platforms and into data systems. Working closely and collaboratively with content providers, position will assess, coordinate and execute customer requests for modifications to HTML5 CSS3-driven layouts, create advanced user interfaces, design templates for external sites, and design aesthetic elements to complement site architecture while incorporating strong branding initiatives. A Bachelor's degree, at least six years of demonstrated success in web and web application development, and a record of strong leadership is required.

Applications: To learn more or to apply, please visit <http://jobs.marist.edu>

Only online applications are accepted.

Marist College is strongly committed to the principle of diversity and is especially interested in receiving applications from members of ethnic and racial minority groups, women, persons with disabilities, and persons from other under-represented groups.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

PELLISSIPPI STATE COMMUNITY COLLEGE

Pellissippi State is seeking applicants for the positions listed below.

- Director of Planned and Annual Giving
- Director of Major Gift Development
- Development Coordinator

For details and to apply, go to: <https://jobs.tbr.edu/>. In order to be considered, you must complete an online application and attach required documents. Must be submitted by **April 13, 2014**.

A TBR Institution/An AA/EEO College

M UNIVERSITY OF MICHIGAN

Director of Investment Accounting

We are seeking a Director of Investment Accounting to join our University of Michigan Financial Operations Team and oversee a staff of three employees with day-to-day investment accounting responsibilities. The University's investment program, which totals approximately \$10 billion, is complex and involves separately managed accounts, commingled funds/hedge funds and private limited partnerships, invested across multiple asset classes such as global equities, fixed income, high yield and distressed debt, venture capital, private equity, energy, real estate and absolute return strategies. View the complete job description and apply using the University of Michigan Careers website at www.umjobs.org (Job Opening ID #93608).

SAVANNAH STATE UNIVERSITY

Savannah State University is currently recruiting for the following position:

University Registrar

Provides leadership and management of all activities related to student academic records and the central registration function; official authorized keeper of the university's student records. Ensures timely processing of requests related to the university catalog, degree program grids, grade submission/reporting; manages office staff and budget.

Master of Science degree from an accredited university in Higher Education, Business Administration, Public Administration or related field is required; and a minimum of five years of leadership experience in an Office of the Registrar; supplemented by experience with an Enterprise System for student recordkeeping, Banner experience preferred.

Complete application online; submit current resume, transcript(s) and two letters of reference online or by mail to: Registrar Search; Savannah State University; Box 20411; Savannah, GA 31404

You can get anywhere from here....

Applications and detailed descriptions available online: <https://jobs.savannahstate.edu>
 EEO/AA

UNLV

STEM Grant Proposal Writer and Coordinator

The University of Nevada, Las Vegas invites applications for STEM Grant Proposal Writer and Coordinator.

For a complete position description and application details, please visit <http://jobs.unlv.edu> or call (702) 895-2894.

EEO/AA Employer

Johnson Center
 at Grand Valley State University

W.K. Kellogg Community Philanthropy Chair
Dorothy A. Johnson Center for Philanthropy

The Johnson Center is now seeking candidates for the W.K. Kellogg Community Philanthropy Chair, the first, university-based Endowed Chair specifically created for the study and advancement of community philanthropy. A scholar-practitioner, the Chair will focus on establishing a creative, comprehensive program of research, teaching, service, and thought leadership working with community foundation leaders, corporate philanthropy directors, individual donors, nonprofit executives, community leaders, and public officials -- locally, nationally, and across the globe. The Chair will coordinate and plan programs for diverse audiences in a way that increases knowledge about and improves the practice of community philanthropy. The successful candidate will have five or more years experience in community philanthropy and the nonprofit sector. Ph.D. or equivalent required. Compensation with a generous benefits package is offered, commensurate with skills and experience. Review of applications will begin immediately and continue until position is filled.

For full details and how to apply, go to careers.johnsoncenter.org. Include a cover letter, resume, and three references. If you have questions or need assistance, call **Human Resources at 616-331-2215**.

Grand Valley State University is an affirmative action, equal opportunity institution.

gets; serves as liaison with Division and University financial operations related offices including: the Comptroller's Office, University Budget Director's office, Construction Services, Procurement Services, external agencies, and other University areas as appropriate; Oversees area functions including processing financial transactions, accounts payable, accounts receivable, billing, payroll, cash handling, controls authorization for administrative data security for Financial/Procurement and student data in Banner; Ensures adequate and appropriate internal controls to ensure full accountability of financial processes; Leads the housing rate approval process for both residence halls and apartments, including meetings with student advisory committees, Auxiliary Services, Administration and Finance, and DSA leadership; Prepares financial reports and communications for University executives and the Board of Visitors, as appropriate; Develops proforma and financial plans to support the renovation and construction initiatives, and the Housing and Residence Life Facilities Plan; ensures the integration of capital plans with operating budgets and long-term strategic plans. Provides supervision and general direction to the fiscal staff which includes the following: Fiscal Tech for Accounts Payable, Fiscal Tech for Accounts Receivable, Payroll Tech, and other staff performing financial, ac-

counting, and operational duties; Provide training (P-Card, financial policies, purchasing) and related communications for all levels of housing and residence life staff to ensure that administrative policies and procedures are being followed and ensure strong stewardship of University resources; Identifies opportunities for revenue enhancement as well as cost containment and efficiencies and engages staff, students, and campus colleagues in these processes; Responsible for contract management for major revenue generating vendors operating within Housing and Residence Life including vending and laundry. Serves on Housing and Residence Life Senior Leadership Team. Assists the Executive Director and other departmental colleagues in developing goals and objectives; Represents the department on divisional and university-wide committees and task forces. Participates in the development, implementation, and interpretation of departmental and University policy. Minimum Qualifications: Master's degree in Accounting, Finance, Business Administration, or a related field, or a Bachelor's degree with a combination of experience and training equivalent to a Master's degree may be substituted and considerable progressive experience in accounting or financial analysis experience is required; Competence in budget development and the ability to develop a comprehensive proforma for

the Housing and Residence Life program; Ability to communicate effectively both verbally and in writing with a variety of internal and external constituencies; Work collaboratively with a diverse campus population in a complex environment; Demonstrated ability to apply strategic thinking, trend analysis and related fiscal planning skills; supervisory experience and ability to manage multiple priorities simultaneously; Successful candidates must have the ability to use Excel spreadsheets, learn and use housing management software systems, and understand how computer software applications can simplify administrative processes. Preferred Qualifications: Knowledge of university policies and procedures related to financial and administrative management and student records management related to student housing fees is preferred. Experience using Banner for financial and student record management, and knowledge of best practices related to higher education housing operations is preferred; Experience in developing and leading the fiscal planning of new construction and renovation projects is preferred. The Associate Director for Fiscal Operations is a twelve month (live-off) administrative faculty position. Applicants must include a cover letter that addresses the position qualifications, a resume, and contact information for three professional references. Review of applications will begin immediate-

ly and will continue until the position is filled. Compensation package will include a \$65,000 salary, tuition remission (after one year); along with additional university benefits. Start date is negotiable. Please submit applicant packages to: Millie Jones, Old Dominion University, Housing and Residence Life, 4603 Elkhorn Avenue, Suite 1208, Norfolk, VA 23508-1850 hrsearch@odu.edu -Subject line: Associate Director for Fiscal Operations. For additional information on Old Dominion University including Housing and Residence Life, please review the website from: <http://www.odu.edu/ao/sp/> Old Dominion University is an equal opportunity, affirmative action institution and requires compliance with the Immigration Reform Act of 1986.

Health Services: The University of Central Florida (UCF), Department of Health Management & Informatics (HMI), invites applications for a non-tenure track instructor/lecturer position to teach courses in our Health Services Administration program. This position is a fixed three year appointment, renewable every three years. A Master's degree in Health Administration, Health or Public Policy, Public Health or related health discipline is required. Preference will be given to candidates with a doctoral degree; who demonstrate competencies through education, teaching and/or work experience in one or more of the following content areas: Health Care, Public Health, Public Policy, Health Care Eco-

nomics, or Epidemiology, at least two years of undergraduate teaching, and experience teaching both face-to-face and web-based courses. Excellent interpersonal skills, ability to work with a diverse range of students, and a strong command of public speaking are also preferred along with attention to detail. The University of Central Florida is a public multi-campus, metropolitan research university, dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors, and international partners. The mission of the university is to offer high-quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; and to provide services that enhance the intellectual, cultural, environmental, and economic development of the metropolitan region, address national and

international issues in key areas, establish UCF as a major presence, and contribute to the global community. Applicants MUST apply and submit all supporting documents through the UCF Online Recruitment System at <https://www.jobswithucf.com>. Applicants must complete the Faculty Applicant Affirmation form and submit a CV, cover letter indicating qualifications for the position, and names and contact information of three professional references. Selected applicant will be required to provide an official transcript. NOTE: Please have all documents ready when applying so they can be attached at that time. Once the online submission process is finalized, the system does not allow applicants to submit additional documents at a later date. APPLY AT: <http://www.jobswithucf.edu> Salary will be commensurate with qualifications. Consideration of applications will begin immediate-

BUSINESS AFFAIRS



Preparing people to lead extraordinary lives

Loyola 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.

Senior Vice President for Finance and CFO

Loyola University Chicago (Loyola) seeks nominations and applications for the position of Senior Vice President and Chief Financial Officer (CFO). This position reports to the President and Chief Executive Officer and plays a central and pivotal role in developing and implementing Loyola's strategic, operational and financial plans. The Senior Vice President for Finance and CFO is responsible for overseeing all fiscal and fiduciary responsibilities for the university, in conjunction with the board of trustees and the executive, facilities, finance, audit, and investment committees of the board. The position works closely and collaboratively with the two provosts, deans and their management teams, other vice presidents and business service departments advising, evaluating and aligning their financial plans and models with those of the University.

Direct reports include: Treasurer and Chief Investment Officer, Associate Vice President for Strategic Financial Planning, Associate Vice President and Controller, Associate Vice President for Financial Administration and Compliance, Bursar, Chief Financial Officer of the Health Sciences Division, Chief Financial Officer of Athletics and Executive Assistant to the CFO.

Specific Requirements and Responsibilities

The Senior Vice President for Finance and CFO is responsible for strategic planning, directing and controlling the financial accounting activities and reporting practices of Loyola University Chicago with an annual budget of approximately \$510 million plus \$130 million of financial aid, long-term investments including endowment and pension assets in excess of \$700 million, short-term investments of \$270 million, property of \$1.030 billion, long-term debt of \$585 million and net assets of \$1.256 billion. There are 110 Loyola employees in the Loyola Financial Services operations including: treasury, cash management, endowment management, financial reporting, financial control, general accounting, taxation, functional systems, sponsored program accounting, financial planning, forecasting, capital budgeting, student billing and collections, payroll, purchasing, accounts payable, ecommerce coordination, purchasing card, health sciences financial management, athletics financial management, insurance and risk management, strategic debt management, printing, mailroom, vending, and coordination with internal audit.

The Senior Vice President and CFO is also the chief liaison with Moody's Investor Services, with Standard & Poor's Rating Services, and with the Federal Department of Health and Human Services for research grants and contracts and financial aid. The CFO also provides a leadership role in maintaining and deepening the relationship with our clinical partner CHE-Trinity Health that owns and operates Loyola University Health System (LUHS) in order to coordinate and fund medical education and research.

Qualifications and Experience

The successful candidate will hold a bachelor's degree in a related field and have at least 15 years of progressively responsible executive experience within finance administration, preferably in higher education or a similar complex organizational setting, ideally as a Chief Financial Officer. The ideal candidate will hold a CPA, an MBA or other relevant advanced degree is highly desirable. Familiarity with academic health care and research matters is also preferred.

The ideal candidate is a dynamic, strategic, strong, ethical, mature leader, able to build and nurture a strong team that is focused on excellence, accountability and efficiency. Excellent communication skills and an understanding of the importance of collaboration, open communication, and transparency in this highly progressive environment are required.

Must have knowledge of best financial practices and systems and a commitment to continuous improvement; a strong customer service orientation; excellent organizational skills; a strong commitment to ethics and integrity; the ability to work with a diverse population; and a successful track record of simultaneously serving multiple constituents.

Application Procedure

Loyola University Chicago will accept applications and nominations until the position is closed. 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, a professional resume, and the names and contact information of three professional references. Applicants must apply electronically at: www.careers.luc.edu or www.careers.luc.edu/applicants/Central?quickFind=56945

For questions, please contact Joan Stasiak, Director, Human Resources, Loyola University Chicago, jstasia@luc.edu

For more information on **LOYOLA UNIVERSITY CHICAGO** visit our website at www.luc.edu

Loyola University Chicago, as an Equal Opportunity/Affirmative Action employer, abides by all applicable provisions of federal, state and local law. 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, veteran status or any other classification protected by applicable law.



Vice President for University Advancement

Winona State University invites nominations and applications for our next Vice President for University Advancement

Founded in 1858 as the first teacher training institution west of the Mississippi River, Winona State University has five colleges: the College of Business, College of Education, College of Liberal Arts, College of Nursing and Health Sciences, and College of Science and Engineering. The University offers 83 undergraduate programs, 9 graduate programs, a Doctor of Nursing Practice, and several licensure and specialist degree programs. Three campuses comprise the university: Main and West Campus in Winona, and Winona State University-Rochester. Winona State University is one of seven state universities in the Minnesota State College and Universities system. The mission of the University is to enhance the intellectual, social, cultural, and economic vitality of the communities we serve: a community of learners improving our world. As an emerging leader in education for the 21st century, Winona State University offers undergraduate programs based on the traditions and values of the arts and sciences, and an array of graduate and professional programs that are especially responsive to the needs of the upper Midwest.

The Vice President for University Advancement plans, coordinates, manages and implements all fundraising efforts for Winona State University and the Winona State University Foundation. The Vice President is a senior member of the President's Council of Administrators and serves on the President's Cabinet, reports to and advises the President, and is responsible for outreach and networking with business, charitable and community leaders. The VP oversees three divisions at the university—Advancement, Marketing & Communications, and Alumni Relations. Additionally, the VP serves as Executive Director for the Winona State University Foundation and is the principal liaison between the Foundation Board of Trustees and the University.

Candidates for this position should have an earned master's from an accredited institution (doctorate preferred) and 10 years of demonstrated successful and progressive experience in organizing and leading advancement and development efforts in a complex environment. Note: In lieu of a master's degree, the successful candidate must demonstrate professional growth and service achievements appropriate with this senior level appointment.

HOW TO APPLY

Review of applications and nominations will begin immediately and continue until the position is filled. Candidate screening will begin immediately. To ensure optimal consideration, applications and nominations should be submitted by **April 10, 2014**.

An application will include a cover letter addressing the challenges and qualifications listed above; a current CV; and the names of five references with titles, mailing addresses, business/home telephone numbers and email addresses. Note: Official transcripts and other materials may be required for finalists for campus interview. Individuals who wish to nominate a candidate should submit a letter of nomination, including the name, position, address, telephone number and email address of the nominee. Greenwood/Asher & Associates, an executive search firm, is assisting Winona State University in this search.

Applications and letters of nominations should be submitted to:
Jan Greenwood, Betty Turner Asher, Partners 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
Email: bettyasher@greenwoodsearch.com
Email: sharonmcdade@greenwoodsearch.com

For more information about Winona state University, please visit <http://www.winona.edu/>

Winona State University is a member of the Minnesota State Colleges and Universities System and is an equal opportunity educator and employer. Women, minorities and individuals with disabilities are encouraged to apply.

Greenwood/Asher & Associates, Inc.
EXECUTIVE SEARCH, CONSULTING, AND TRAINING

ly and will continue until the position is filled. Start date is no later than August 8, 2014. UCF is an affirmative action/equal opportunity employer. As an agency of the State of Florida, all application materials and selection procedures are available for public review. UCF web site: <http://www.ucf.edu/>

History: Position Title: Assistant/Associate Professor of History. Location: Lindenwood University-Belleville. Start Date: August 2014. Purpose of Position: Faculty position Duties & Responsibilities: This individual will teach a variety of lower- and upper-level European history courses as well as sections of the introductory world history courses. As a faculty member, this individual will also be expected to advise students, participate in faculty committees, and complete department responsibilities as assigned by the department chair. Position Requirements: Nine-month position with a full-time teaching load. Education Requirements: PhD in any area of European history. Experience Requirements: Teaching experience preferred. Hours/Days: Variable. Exempt/nonexempt status: Exempt. Closing Date: April 4, 2014. How to Apply: Please submit curriculum vitae, letter of interest, statement of teaching philosophy, and three recent letters of rec-

ommendation to LUHR@lindenwood.edu. Lindenwood University is an equal opportunity employer.

History: The Department of History at Utah State University invites applications for a one-year non-renewable postdoctoral fellow in the History of Science (1100-1800 CE). Geographical field is open. The successful fellow may expect an annual salary of \$30,000 plus health benefits, office space, computer, \$1000 in moving expenses, and library privileges. Utah State also holds an important collection of early modern European books on many branches of science, the Van der Pas Collection. In addition, fellows may apply for departmental travel funds for presentations at conferences during the 2014-15 year. Candidates must have completed a doctoral degree in history between August 2011 and June 2014. Review of applications begins April 13, 2014 and continues until position is filled. See <http://jobs.usu.edu> (Req. ID 054451) for more information and to apply online. AA/EOE.

Hospitality Management: Tenure-Track and Fixed Term Positions, The School of Hospital-

ity Management at Penn State University seeks applicants for a tenure-track appointment. We seek applicants with expertise in social media with a foundation in technology, management, marketing, or communications. The successful candidate must have an earned doctorate and exhibit the potential to establish a strong research program and excel in the classroom. We also desire those with a background working with "big data," a publication record in peer-reviewed journals, involvement in sponsored research projects, the ability to conduct multidisciplinary research, and relevant employment experience. Strong candidates in any area of hospitality management also are encouraged to apply. For more information and application instructions, please see: <http://apptkr.com/447871>. Please direct correspondence and inquiries to: mjt17@psu.edu. Employment will require successful completion of background check(s) in accordance with University policies. Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

Human Resource Management: The Department of Human Resource Management in the School of Management and Labor Relations

at Rutgers University seeks to hire two non-tenure-track faculty members who can teach a range of courses (i.e., Benefits, Compensation, Finance for HR Managers, HR Metrics, HR Strategy, International/Global Human Resources/Management, Labor Economics) in our undergraduate and graduate Human Resource Management programs. Rutgers University is a leading research university that has a culturally-diverse student population of 56,800 students from all 50 states and 125 countries including 42,300 undergraduates and 14,500 graduate students. Rutgers' School of Management and Labor Relations (SMLR) is one of the world's leading sources of expertise on Human Resource Management. Our world-class researchers and expert practitioners provide a rich set of undergraduate, Master's, and doctoral degree courses, and an array of executive education offerings. Description: The positions are annual contracts with possible renewal contingent on successful performance and budgetary support. Working under the direction of the Department Chair, some of the responsibilities may include but are not limited to: Teach 7-8 courses per year in our undergraduate and graduate programs and other courses the department chair may assign; Work closely with undergraduate and graduate program directors, faculty and staff. Requirements: 1. Ph.D. or Master degree focusing on

HRM (Area could include Business, Industrial/Organizational psychology, Organizational Behavior, other management degree) or the equivalent knowledge gained through extensive and related human resource management experience. 2. Evidence of teaching excellence at the undergraduate, graduate or executive levels. Interested candidates can send their curriculum vita electronically by April 11th, 2015 to: Charles Fay, Ph.D. Director, HRM Undergraduate programs School of Management and Labor Relations Rutgers, The State University of New Jersey 94 Rockafeller Road, Room 104B Piscataway, NJ 08854 cfay@smlr.rutgers.edu.

Journalism: Michigan State University, School of Journalism, Sports Journalism. The School of Journalism at Michigan State University invites applications for a fixed-term faculty position in the area of sports journalism. We seek an expert with professional experience, teaching experience and whose scholarship and teaching interests focus on the skills, strategies and use of communication technologies to investigate and report on sports events, issues and personalities and health issues related to sports. We are looking for a motivated colleague who will form a dynamic partnership with us, as we become the

"go-to" place for sports journalism. Our future colleague should have experience and teaching skills on managing and disseminating information effectively and gathering, writing and reporting with innovative technologies. Successful candidates will have evidence of scholarly work that may include impact of social media on athletes and sports health issues. A keen interest to lead sports media study abroad and summer programs is preferred. External funding success and collaborations across disciplines are part of this position. Rank will be commensurate with degree and experience. Please direct questions to L.A. Dickerson, Chair of the Sports Journalism Search Committee, School of Journalism, MSU, at dicker22@msu.edu. To apply, please refer to Posting #9200 and complete an electronic submission at the MSU Employment Opportunities website: <http://jobs.msu.edu>. Applicants should submit: 1) cover letter summarizing qualifications for the position, 2) current vita, and 3) the names of three references who may be contacted by the search committee. The search committee will begin considering applications April 1, 2014. MSU is an affirmative action, equal opportunity employer, and 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.

DEANS



DEAN NATIONAL COLLEGE OF EDUCATION

National Louis University (NLU) seeks a strategic, innovative, and collaborative academic leader as its next Dean of the National College of Education (NCE). NLU was founded as a college of education with education remaining dominant in the University and the Dean serving a prominent institutional leadership role. The NCE has been built around a commitment to excellence in educating teachers and leaders, along with a determination to include those who have often been excluded.

Founded in 1886, the NCE has always been progressive and innovative. Early innovations resulted in America's kindergarten movement and the founding of the PTA. The College seeks a leader who will inspire faculty and all stakeholders in melding a strong, century-old tradition with groundbreaking educational programs to address the most pressing Pre-K-12 educational challenges in Chicago and beyond. Under the leadership of the Dean, NLU will lead the way in teacher effectiveness and the development of new models of teacher practice.

NLU serves over 8,300 degree and non-degree seeking students in two Colleges with programs from the Baccalaureate to the Doctoral level primarily on five campuses in the Chicago metropolitan area and two other campuses in Wisconsin and Florida, as well as a partnership in Poland. NLU has a highly diverse student body and a long tradition of serving urban, immigrant, and minority populations. Its programs are highly regarded for the quality of instruction, innovation, a cohort model with small classes that create strong ties between students and faculty, and flexibility that speaks to the needs of its largely adult-learner student population, most of whom study part-time while continuing their careers.

The NCE serves approximately 160 undergraduate students, largely from diverse urban Chicago area neighborhoods and over 3,400 graduate students from the greater Chicago area as well as from campuses in Florida and Wisconsin with more than 30 programs from Bachelor's to Doctoral level. NCE provides the second most graduate degrees to Illinois teachers in the state and is ranked eighth in the nation for the diversity of its student body.

Reporting directly to the Provost, the Dean will serve as an important member of the University's leadership team and the chief academic officer of the College, leading the academic and fiscal planning of the College. S/he will be responsible for enhancing and further integrating field-based research and teaching, developing administrative infrastructure, working with faculty to develop new programmatic opportunities including online offerings, and advancing the College's efforts to be a progressive, market-relevant educational environment for people of all backgrounds. The Dean will be expected to create strategies to enhance college resources and will be an experienced relationship builder with public school systems, academic institutions, and other educational agencies serving children and families, particularly in urban communities.

The successful candidate will be a strategic, innovative and results-oriented leader with a track record of success – setting clear expectations, inspiring people, and managing effectively. A strong understanding of the internal economics of the academic enterprise is required. This individual must show evidence of a deep appreciation for teaching, learning, and scholarship along with a passion for serving Pre-K-12 education. An earned doctorate is preferred.

National Louis University has retained Isaacson Miller, a national executive search firm, to assist in the recruitment of the new Dean. All inquiries, nominations, and applications should be directed in confidence to: **Kate Barry, Managing Associate, Isaacson, Miller, via our website: www.imsearch.com/4994.**

National Louis University is an Affirmative Action/Equal Access/Equal Opportunity Employer dedicated to the achievement of excellence and diversity among its students, faculty and staff. NLU is committed to fostering a diverse and inclusive community and strongly encourages all qualified individuals to apply.



Journalism: The University of Oregon School of Journalism and Communication (SOJC) seeks a leader who is dedicated to creating the future of journalism and civic engagement as the inaugural Chair in Journalism Innovation and Civic Engagement. Candidates should be committed to enhancing democracy, public knowledge and civic life while exploring new approaches to and pushing the boundaries of journalism and communication. The Chair will join a faculty in SOJC's Portland and Eugene locations. The Chair will play an integral role in the development and operation of SOJC's new Center for Journalism Innovation and Civic Engagement. The ideal candidate will be excellent at collaborating to generate and implement new ideas in an ever-changing media landscape. The candidate will be dedicated to developing and building strategic alliances for media innovation. The candidate should fully understand the process of creation, production, and distribution of knowledge in the public interest. Candidates will have a demonstrated knowledge of, and participation in, innovative initiatives in journalism and communication; the potential to successfully seek external funding for new initiatives; a commitment to working effectively with faculty, staff, and students as well as public and professional communities representing diverse backgrounds; and demonstrated potential for a program of scholarship or creative activity that fully engages in national and international discussions about the future of journalism and public engagement. Bachelor's degree with significant relevant experience required. Advanced degree preferred. In exceptional circumstances, extraordinary pro-

fessional experience in a relevant field may substitute for the required degree. Employment begins September 16, 2014 for a 1-to-3 year renewable contract. To ensure consideration, please submit application materials by April 9, 2014. The position will remain open until filled. Please submit a letter of interest, CV and contact information for three references to <https://academicjobsonline.org/ajob/jobs/3944>. The SOJC is the only accredited journalism program in the Pacific Northwest. With 2100 undergraduates and 115 graduate students, the school is one of six professional schools at UO. UO is a Research I member of the American Association of Universities. The school offers Ph.D. and M.A. degrees in Media Studies; professional M.A.s in Journalism, Multimedia Journalism and Strategic Communication; undergraduate majors in advertising, journalism, media studies, public relations; Honors Program; and Media Studies minor; and supports the interdisciplinary Cinema Studies major and Multimedia minor. The school began implementing an innovative undergraduate curriculum in 2009, moved into state-of-the-art facilities in January 2013 and will celebrate its 100th anniversary in 2016. The University of Oregon is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

Library: Academic Specialist - Bloomington, IN. The primary responsibility of this position is the original and copy cataloging of materials in Persian/Farsi, including: Assignment/eval-

uation of subject headings, assignment/evaluation of call numbers, assignment/evaluation of personal, corporate, conference, and series headings, determination of appropriate bibliographic description (title, publication information, edition, explanatory notes, etc.), input of Arabic script fields in bibliographic and authority records in Arabic script languages, completion of bibliographic records at the Program for Cooperative Cataloging (PCC) national level, creation of Name Authority Cooperative Project (NACO) authority records for personal, corporate, conference, and series headings, to be added to OCLC and other national databases; editing of existing NACO authority records, and creation/evaluation of vernacular scripts fields in the OCLC database. Requirements: Bachelors in Library Science, Information Science or a closely related field. 2 years study of or fluency in the Persian/Farsi language required. Please send letter of application, professional vita, and the names/addresses/telephone numbers of four references via e-mail to: Jennifer Chaffin, Director of Human Resources, Libraries Human Resources, Herman B Wells Library 201B, Indiana University, Bloomington, IN 47405, E-mail: libpers@indiana.edu. Indiana University is an equal employment opportunity/equal access/affirmative action employer and a provider of ADA services.

Library: Librarian II, (Okinawan Studies Librarian), University of Hawai'i Mānoa, full-time, tenure-track, available May 2014, subject to position clearance and availability of funds.



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. Currently, the University has six Colleges/Schools. Within the next two years, the University aims to recruit **100 more scholars** from all over the world in various disciplines, including **business, creative media, energy, engineering, environment, humanities, law, science, social sciences**, and other strategic growth areas, including **veterinary medicine**.

Applications and nominations are invited for:

Founding Dean of School of Veterinary Medicine [Ref. E/067/30]

The **School of Veterinary Medicine (SVM)** is being launched in spring 2014 in collaboration with Cornell University College of Veterinary Medicine. The SVM is the first in Hong Kong and is envisioned as a centre of excellence in animal health education, discovery, and clinical care in China and the Asia-Pacific region. A key part of CityU's Life Sciences Initiative, the initial focus of the School will be a postgraduate research program leading to interdisciplinary Master's and PhD degrees in Veterinary Medicine. The School plans to enroll its first cohort pursuing PhD degrees this fall 2014.

Reporting to the Provost, the Founding Dean will provide visionary, strategic leadership for the School, in alignment with the University's vision, mission and Strategic Plan. S/he will lead the rapid development of the SVM into a world-class academic unit, implement a vision of the School that leverages CityU's academic strength and the capabilities and reputation of Cornell's College of Veterinary Medicine, and guide the staffing of the SVM and prepare the infrastructure associated with it.

Qualifications

The individual shall possess strong academic and professional credentials in veterinary medicine – appropriate for appointment to both the CityU faculty and the faculty of the Cornell's College of Veterinary Medicine – with a distinguished record of teaching, research and scholarship, and substantial relevant experience in academic leadership roles. S/he must have the vision and capability to build a world-class School; outstanding management effectiveness; commitment to interdisciplinary collaborative teamwork; and strong communication and networking skills to build and nurture internal and external contacts to the benefit of the School and the University.

Salary and Conditions of Service

The appointee will be offered appointment to an academic rank commensurate with qualifications and experience. The Deanship appointment will be on a concurrent basis for an initial period of three years and renewable for another three years subject to mutual agreement. Remuneration package will be attractive and driven by market competitiveness and individual performance. Excellent fringe benefits include gratuity, leave, medical and dental schemes, and relocation assistance (where applicable). It is expected that the successful candidate will be jointly appointed at the Cornell University College of Veterinary Medicine.

Information and Application

Further information on the post 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 : deansvm@cityu.edu.hk/ Fax : (852) 2788 1154 or (852) 3442 0311]. Please send the nomination or application with a current curriculum vitae to the Human Resources Office. **Applications and nominations received before 11 April 2014 will receive full consideration.** The University's privacy policy is available on the homepage.

The University also offers a number of visiting positions through its "CityU International Transition Team" scheme for current graduate students, postdoctoral scholars, and for early-stage and established scholars, as described at http://www.cityu.edu.hk/provost/cityu_international_transition.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 the 4th among the world's top 50 universities under the age of 50 in the Quacquarelli Symonds 2014 survey
<http://www.cityu.edu.hk>

The University of Hawai'i at Manoa Library seeks an innovative, collaborative, and service-oriented librarian to join a team of library and information professionals. Under the general direction of the Head of the Asia Department, the Librarian for Okinawan Studies will work collaboratively to lead in collection development and management of all materials in all formats related to Okinawan studies, provide research assistance, and library instruction. In addition, the librarian will liaise with the Center for Okinawan Studies (COS) to initiate national and international resource sharing collaborations, international symposia, rare materials preservation, restoration and digitization, web site development, and fundraising and outreach with the Okinawan community. For complete duties and responsibilities, minimum qualifications and application information, visit the UH website: <http://workatuh.hawaii.edu/>. Continuous recruitment. Application review begins April 2, 2014. The University of Hawai'i is an EEO/AA institution.

Linguistics: The Department of Linguistics and Germanic, Slavic, Asian and African Languages at Michigan State University seeks to fill a one-year, fixed term faculty position in Linguistics at the Assistant Professor level (PhD required) or the Instructor level (ABD), beginning August 16, 2014. This is a nine-month, academic year position. Duties will include teaching Introduction to Cognitive Science, Child Language Acquisition, and multiple sections of Introduction to Linguistics. PhD preferred by time of appointment and demonstrated record of excellence in teaching and in research preferred. Review of applications will begin March

28, 2014, and will continue until the position is filled. For more information, contact Marc Morzycki, Chair of the Search Committee (email.morzycki@msu.edu). Applications must be submitted electronically to the Michigan State Human Resources web site (<http://jobs.msu.edu/#9172>). Applicants should submit a CV, a letter describing experience and interests for teaching and research, evidence of teaching effectiveness, as well as three letters of references. 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.

Management: Position Title: Assistant/Associate Professor in Management. Location: Belleville, Illinois. Start Date: August 18, 2014. Purpose of Position: The Division of Business and Entrepreneurship (ACBSP accredited) invites applications for an assistant or associate professor position in management. This position will primarily instruct undergraduate students in management courses, although other applicable courses may be included as needed by the Division of Business and Entrepreneurship. Duties & Responsibilities: Candidates must have a strong interest and the requisite skills in teaching undergraduate courses. Candidates must also demonstrate a commitment to continuous improvement of curriculum, professional development, and academic advising. Candidates must also show a strong desire to serve the university and the Division of Business and Entrepreneurship in a variety of ways (e.g. Open Enrollment Days, various committees, leading stu-

dent organizations, etc.). Additionally, we seek candidates who have a strong desire and a demonstrated ability to innovate, create, and initiate works and projects that grow the Division of Business and Entrepreneurship (both in terms of students and degree offerings). Candidates must be available to instruct day, evening, and online courses. Position Requirements: Strong interpersonal skills are essential, as are a passion for teaching and a commitment to growing and enhancing the department and University. Additionally, candidates must demonstrate a strong desire to work with students in various ways, as well as a commitment to advising students as needed. Education Requirements: Applicants should have an earned terminal degree in management or a related field. Candidates must have their terminal degrees conferred prior to August 18, 2014, the beginning date of employment for this position. Experience Requirements: This position seeks 5-plus years of professional and/or related management experience. Additionally, the candidate must demonstrate an ability to work with a diverse student body, as well as the ability to counsel and advise as needed. Hours/Days: The needs of the position are primarily Monday through Friday from 8 a.m. to 5 p.m., although occasional weekend responsibilities may arise. Exempt/non-exempt status: Exempt. Closing Date: Open until filled. How to Apply: Please submit curriculum vitae, letter of interest, statement of teaching philosophy, and 3 recent letters of recommendation to LUHR@lindenwood.edu. Lindenwood University is an equal opportunity employer.

Management: The College of Business at Iowa



DEAN, COLLEGE OF ENGINEERING & COMPUTER SCIENCE

A Premier Metropolitan University, the Campus of Choice for Students, Faculty, Staff and the Community

California State University, Sacramento (Sacramento State) invites applications and nominations for the position of Dean, College of Engineering & Computer Science. The University is seeking an accomplished scholar/educator and dynamic academic administrator to lead a thriving College of Engineering and Computer Science. Sacramento State is in the heart of Northern California, one of the most beautiful, diverse and rapidly growing areas in the country. The University has approximately 29,000 students and 1,400 full- and part-time faculty, of which more than 78 faculty and over 2,500 students are in the College of Engineering and Computer Science. All undergraduate programs of the College are accredited by either the Accreditation Board for Engineering and Technology (ABET) or the American Council for Construction Education (ACCE). The College offers Bachelor of Science degree programs in Civil Engineering, Computer Engineering, Computer Science, Construction Management, Electrical and Electronic Engineering, and Mechanical Engineering. Master of Science degree programs include: Civil Engineering, Computer Engineering, Computer Engineering, Computer Science, Electrical and Electronic Engineering, Mechanical Engineering, and Software Engineering. The College has a long tradition of leadership in the pursuit of educational diversity goals of the University and boasts an array of student support programs oriented toward serving the needs of ethnic minority and women students.

The full position announcement is available through the following link:
<http://www.storbeckpimentel.com/pd/CSUS/DeanECS.pdf>

Minimum Qualifications

- Possession of an earned doctorate or other equivalent terminal degree and eligibility for a senior faculty appointment within one of the departments of the College;
- Demonstrated administrative experience related to engineering, computer science, and/or construction management at progressive levels in a university or other complex organization;
- Evidence of successful fiscal resource management experience;
- Demonstrated ability to generate external funds;
- Strong interpersonal skills, including demonstrated skills in communication and interaction with diverse groups and populations;
- Effective written and oral communication skills;
- Demonstrated leadership ability among a diverse group of faculty members, including but not limited to: consensus building; making fair, timely, and clear decisions with appropriate faculty consultation;
- Substantial evidence of the capacity to provide leadership in engineering and computer science education with an open and collegial administrative style, including the ability to develop good working relationships within the College, on the campus, and in the community;
- Demonstrated record of scholarly contributions including university teaching and/or authorship of papers and/or major presentations in an engineering, computer science, or construction management discipline;
- Evidence of community involvement and leadership as it relates to student recruitment and fundraising.

Possession of the Following Qualifications are Highly Desirable

- 5 Years of Professional or Industrial experience in the United States relevant to one or more of the disciplines in the College of Engineering and Computer Science;
- Expressed commitment to STEM education and fostering partnerships with K-14;
- Experience managing a unionized workforce, subject to collective bargaining agreements;
- Ability to build on the existing strengths to create a vibrant vision for the future of the College;
- Experience supporting Community Engagement, Service Learning, and/or Global Education;
- Demonstrated understanding of the value of and support for the effective use of technology in all forms of instruction and research.

Appointment

The anticipated effective date of the appointment is negotiable but expected to be prior to the beginning of the Fall 2014 academic year. This position is defined in the Management Personnel Plan of the California State University. It is excluded from the collective bargaining process.

This position is exempt from the overtime provisions of the Fair Labor Standards Act.

Application Procedure

Letters of nomination will be accepted per search firm guidelines.

Priority review of applications will begin on April 14, 2014 and will continue until the position is filled. Finalists will be asked to furnish transcripts of the highest earned degree.

How to Apply or Make a Nomination

Applications (current CV, cover letter, and list of 5 references with contact information) and nominations should be sent to the following:

Sharon Tanabe, Partner
1111 Corporate Center Drive, Suite 106
Monterey Park, CA 91754
323.260.7889 (FAX)
Electronic submission preferred
Please submit to: stsearch@storbeckpimentel.com
CODE: CSUS ECS
For a confidential inquiry, contact
Ms. Tanabe at 323-260-5045



executive search consultants

State University is accepting applications for a chaired faculty position in Organizational Behavior/Human Resources. The successful candidate will be required to teach at the graduate and undergraduate levels, guide and chair doctoral student dissertation committees, and continually perform high quality research. The College of Business (<http://www.business.iastate.edu>) is an AACSB-accredited, doctoral-granting program that ranks in the top 50 undergraduate and top 40 graduate programs among public universities. Iowa State University is one of the nation's leading land-grant institutions and an AAU member. The Ames, Iowa community is ranked among the top small cities in America for its exceptional quality of life. To apply for this position, visit (https://www.iastatejobs.com/applicants/jsp/shared/search/SearchResults_css.jsp) please click on "Apply for this Vacancy (vacancy #140143) and complete the Employment Application. All applications must be submitted online. Please be prepared to enter or attach the following: (1) Resume/curriculum vitae; (2) Letter of application/cover letter; (3) Contact information for three references. For further information on this position, contact the search committee chair: James Werbel at jwerbel@iastate.edu.

edu. Iowa State University is an Equal Opportunity/Affirmative Action employer.

Management: The University of Oregon Applied Information Management Program is establishing a pool (#140204) of applicants for part-time, temporary, limited duration teaching appointments in various areas of information management. The AIM Program is taught fully online using asynchronous methods. Appointments may range from one to four terms per year, with the possibility of renewal for up to three years depending on need, funding, and performance. A master's degree with appropriate professional experience is required. A doctoral degree is preferred. In addition to teaching one or more online course(s), duties might include developing an online course, maintaining office hours, post-course debriefings and review, and joining an ongoing faculty forum. Details at <http://go.ougl/k6Sp5n>.

Mathematics Instructor: New Mexico Military Institute is accepting applications for a tenure

track junior college mathematics instructor beginning August 2014. Responsibilities include teaching a variety of mathematics courses, serving as a faculty advisor. Teaching assignment may include high school classes. Masters degree required or must be obtained by employment date; earned doctorate is preferred. Successful applicant must possess a commitment to teaching and working with students, as well as participate in the Assessment process. N.M.M.I. is a state supported college preparatory high school and transfer junior college operating within a conducive military environment. Ninety percent of graduates complete baccalaureate degrees. The military structure provides an excellent teaching environment including a small student to teacher ratio. Military experience is not a prerequisite. Excellent benefits available, to include state retirement and medical insurance. Competitive salary schedule dependent on education and experience. Send application letter, resume, transcripts, three letters of reference and a completed NMMI Employment Application Form (available at <https://www.nmmi.edu/humanResources/index.htm>) to New Mexico Military Institute, HR, 101 W College Blvd, Roswell NM 88201. NMMI is an EOE.

Mathematics: New Mexico Military Institute is accepting applications for a tenure-track high school instructor of mathematics beginning August 2014. Responsibilities include teaching a variety of mathematics courses. Masters degree and a secondary teaching certificate preferred, however, must be obtained within five (5) years of initial hire. Successful applicant must possess a commitment to teaching and working with students, as well as participate in the Assessment process. N.M.M.I. is a state supported college preparatory high school and transfer junior college operating within a conducive military environment. Ninety percent of graduates complete baccalaureate degrees. The military structure provides an excellent teaching environment including a small student to teacher ratio. Military experience is not a prerequisite. Excellent benefits available, to include state retirement and medical insurance. Competitive salary schedule dependent on education and experience. Send application letter, resume, transcripts, three letters of reference and a completed NMMI Employment Application Form (available at <https://www.nmmi.edu/humanResources/index.htm>) to New Mexico Military Institute, HR, 101 West College Blvd, Roswell NM 88201. NMMI is an EOE.

Mechanical Engineering: The Division of Mechanical Engineering at Indiana University-Purdue University Columbus (IUPUC) invites applications for a lecturer position with the principle duty of teaching. Mechanical Engineering course offerings at IUPUC support the Purdue University B.S. degree program in Mechanical Engineering awarded and administered by the Department of Mechanical Engineering in the Purdue School of Engineering and Technology at Indiana University-Purdue University Indianapolis (IUPUI). The teaching responsibilities for this position will be exclusively at the IUPUC campus located approximately one hour south of Indianapolis. The successful candidate



Dean, College of Arts, Social Sciences, and Humanities

The Dean of the College of Arts, Social Sciences, and Humanities (position #121350) will launch a new college consisting of 8 departments (Art, Communication Arts, English and World Languages, Government, History, Music, Philosophy, and Theatre) and the Division of Anthropology and Archaeology (Anthropology, Archaeology Institute, and the Florida Public Archaeology Network). The founding Dean will be responsible for all areas of college administration and operations, including but not limited to the coordination of academic programs, curricula, and accreditation; student recruitment, retention, and graduation; faculty and staff recruitment, retention, and evaluation; strategic budgeting and resource allocation; coordination of external fundraising, grants, and contracts; and management of facilities and equipment.

Rank: Professor

Responsible to: Provost

Required Qualifications:

- A terminal degree in one of the disciplines represented in the College
- A record of excellence in teaching, scholarship, and service to qualify for appointment at the rank of tenured full professor within the College
- Significant administrative and supervisory experience
- Demonstrated commitment to diversity and collegiality

Desired Qualifications:

- Strong leadership skills to address the challenges of a new performance-based funding model
- Experience with budget management and strategic planning
- Experience with professional program accreditation
- Experience with curriculum design, program assessment, and faculty development
- Experience with development and fundraising, with a proven ability to attract external support
- The ability to foster an open, creative, and collaborative environment within the College
- Commitment to active involvement and leadership in professional organizations at the local, state, and national level

Responsibilities:

Strategic and Policy Planning:

- Providing leadership in annual and long-term planning that is consistent with the University's Mission and the strategic goals and objectives of Academic Affairs
- Carrying out the policies of the University, Academic Affairs, and the College of Arts, Social Sciences, and Humanities

Budget and Fiscal Management

- Formulating budgetary needs for the College
- Ensuring the careful and effective management of resources for the College
- Allocating resources in support of teaching, research, service, and advising within the College
- Developing entrepreneurial fundraising initiatives to meet College objectives, which include the development of external grants and contracts and the procurement of gifts

College and Programmatic Leadership

- Maintaining an environment that fosters and encourages distinguished teaching, scholarly and creative activities, service, and advising
- Achieving and maintaining accreditation, as appropriate, for programs in the College
- Actively encouraging the efforts of chairpersons and their faculties in creating innovative programs and activities, including those that are interdisciplinary in nature
- Coordinating the development of academic programs within the College
- Promoting the effective assessment of programs and student learning outcomes and the use of assessment in improving teaching and learning

Faculty Recruitment, Development and Evaluation

- Enhancing the quality of the College through the effective recruitment, retention, professional development, and evaluation of faculty and staff
- Enhancing the quality of the College through the effective recruitment, retention, and graduation of students
- Ensuring that all hiring is consistent with national, state, and University EEO/AA policies and procedures; ensuring that all employment actions and all student program and activity actions are consistent with national, state, and University policies and procedures related to individuals with disabilities; ensuring that interactions between and among faculty and students are free from sexual and racial bias and harassment

Communications to Internal and External Audiences

- Acting as spokesperson and advocate for the College to community, professional, governmental, funding, accrediting, and other agencies, institutions, or persons outside the University
- Representing the views of faculty and chairperson within the College to Academic Affairs in matters relating to the College and University
- Representing the views of Academic Affairs to the Chairpersons and faculty of the College in matters relating to the College and University

The preferred application response date is Friday, April 11, 2014. The position will be opened until filled. For a full position description, qualifications and to apply: <https://jobs.uwf.edu>.

Applicants should be prepared to attach a cover letter, curriculum vita or resume and names and contact information for five professional references to the online application.

Salary: Commensurate with qualifications and experience.

The University of West Florida is located in Pensacola, the crown jewel of Florida's beautiful Emerald Coast, known worldwide for its pristine white-sand beaches. The area is famous for its pleasant climate and location on the Gulf of Mexico and enjoys comparatively low cost of living. The campus is situated on a 1,600 acre nature preserve where students enjoy the benefits of small classes and personal attention from their professors.

This position requires a criminal background screening. Any person who requires special accommodation to respond may contact ADA Compliance within the UWF Human Resources Department at 1-850-474-2694 (Voice) or 1-850-857-6114 (TTY). UWF is an Equal Opportunity/Access/Affirmative Action Employer.

Apply online at <https://jobs.uwf.edu>.

is expected to teach up to 12 credit hours per semester. Applicants must hold a Ph.D. degree in Mechanical Engineering or a closely related engineering field. Exceptional candidates with established teaching credentials (and industrial/practical experiences) will be considered for a senior lecturer position. The position will begin August 1, 2014. Applicants should apply with a clear statement of teaching interests, curriculum vitae summarizing educational and professional background, and at least three references. Review of the applications will begin immediately and will continue until the position is filled. Applications should be sent to: Chair of the Mechanical Engineering Search and Screen committee, Division of Mechanical Engineering, IUPUC, by applying online at: facmploy@iupuc.edu. Columbus, Indiana is known for its world class architecture, wonderful programs for young children, many parks, excellent philharmonic orchestra, and people trails. The IUPUC campus has a resident staff of 62 full-time faculty and enrolls nearly 2,000 students annually. For further information: <http://www.iupuc.edu>. IUPUC is an EEO/AA employer.

Microbiology: Contract Faculty Position/Microbiology Department of Biology Ball State University Muncie, Indiana Contract faculty position available August 15, 2014. Major responsibility: teaching microbiology for biology and pre-nursing students and introductory biology courses. For more information, please go to <http://www.bsue.edu/hrs/jobpostings>. Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

Philosophy/Religion: The University of Evansville's Department of Philosophy and Religion in Evansville, IN, invites applications for a tenure-track, assistant professor of philosophy position beginning August 2014. Teaching load of

7 courses per year. AOS: Ethics (including bioethics and environmental ethics); AOC: Legal, Social and Political Philosophy. Candidates must be willing to teach courses in the philosophy core and in University's First Year Seminar program. Requirements: Ph.D. by August 2014; scholarly agenda and strong interests in teaching at a private undergraduate university. Salary competitive. Review of applications begins immediately. Apply electronically to Dr. Tony Beavers at tb2@evansville.edu; cover letter; CV; teaching portfolio that includes statement of teaching philosophy, writing sample (unofficial) transcripts, three letter of recommendation.

Physics: Arkansas Tech University seeks applications for a full-time Assistant Professor of Physics tenure-track to begin August, 2014. Candidates must hold a Ph.D. in physics, astronomy or related field, have demonstrated quality teaching and have demonstrated quality research. Teaching duties include 12 credit hours/semester including undergraduate physics and physical science courses and laboratories in addition to other duties as assigned. Understanding of and ability to implement research-based best practices in physics education is preferred. Demonstrated ability to develop a successful research program that includes experiences for undergraduate students is preferred. Send a letter of application addressing your qualifications and record of effectiveness in the areas related to the qualifications and indicate your specific reasons for applying to this particular job at ATU, along with supporting evidence including current curriculum vitae, copies of transcripts showing degrees and contact information for at least three professional references to Dr. Jeff Robertson, Dean, College of Natural and Health Sciences, 1701 N. Boulder Ave., Arkansas Tech University, AR 72801. Closing date for accepting applications is March 31, 2014. This position is subject to a pre-employment criminal background check.

Reach. Attract. Achieve.

ChronicleVitae.com/jobs



Dean, College of Education and Professional Studies Position #111350

The Dean of the College of Education and Professional Studies (CoEPS) is responsible for leadership of the College including the advancement and support of programs in the departments of: Criminal Justice; Social Work; Applied Science, Technology & Administration; Hospitality, Resort and Recreation Management; Research & Advanced Studies; Instructional & Performance Technology; and Education, as well as the ROTC programs and several institutes and centers. The Dean also serves as the head of the unit for all teacher education and other school personnel preparation programs. The Dean will be responsible for all areas of college administration and operations, including but not limited to the coordination of academic programs, curricula, and accreditation; student recruitment, retention, and graduation; faculty and staff recruitment, retention, and evaluation; strategic budgeting and resource allocation; coordination of external fundraising, grants, and contracts; and management of facilities and equipment.

Rank: Professor

Responsible to: Provost

Required Qualifications:

- A terminal degree in one of the disciplines represented in the College
- A record of excellence in teaching, scholarship, and service to qualify for appointment at the rank of tenured full professor within the College
- Significant administrative and supervisory experience
- Demonstrated commitment to diversity and collegiality

Desired Qualifications:

- Strong leadership skills to address the challenges of a new performance-based funding model
- Experience with budget management and strategic planning
- Experience with professional program accreditation
- Experience with curriculum design, program assessment, and faculty development
- Experience with development and fundraising, with a proven ability to attract external support
- The ability to foster an open, creative, and collaborative environment within the College
- Commitment to active involvement and leadership in professional organizations at the local, state, and national level

Responsibilities:

Strategic and Policy Planning:

- Providing leadership in annual and long-term planning that is consistent with the University's Mission and the strategic goals and objectives of Academic Affairs
- Carrying out the policies of the University, Academic Affairs, and the College of Education and Professional Studies

Budget and Fiscal Management

- Formulating budgetary needs for the College
- Ensuring the careful and effective management of resources for the College
- Allocating resources in support of teaching, research, service, and advising within the College
- Developing entrepreneurial fundraising initiatives to meet College objectives, which include the development of external grants and contracts and the procurement of gifts

College and Programmatic Leadership

- Maintaining an environment that fosters and encourages distinguished teaching, scholarly and creative activities, service, and advising
- Achieving and maintaining accreditation, as appropriate, for programs in the College
- Actively encouraging the efforts of chairpersons and their faculties in creating innovative programs and activities, including those that are interdisciplinary in nature
- Coordinating the development of academic programs within the College
- Promoting the effective assessment of programs and student learning outcomes and the use of assessment in improving teaching and learning

Faculty Recruitment, Development and Evaluation

- Enhancing the quality of the College through the effective recruitment, retention, professional development, and evaluation of faculty and staff
- Enhancing the quality of the College through the effective recruitment, retention, and graduation of students
- Ensuring that all hiring is consistent with national, state, and University EEO/AA policies and procedures; ensuring that all employment actions and all student program and activity actions are consistent with national, state, and University policies and procedures related to individuals with disabilities; ensuring that interactions between and among faculty and students are free from sexual and racial bias and harassment

Communications to Internal and External Audiences

- Acting as spokesperson and advocate for the College to community, professional, governmental, funding, accrediting, and other agencies, institutions, or persons outside the University
- Representing the views of faculty and chairperson within the College to Academic Affairs in matters relating to the College and University
- Representing the views of Academic Affairs to the Chairpersons and faculty of the College in matters relating to the College and University

The preferred application response date is Friday, April 11, 2014. The position will be opened until filled. For a full position description, qualifications and to apply: <https://jobs.uwf.edu>.

Applicants should be prepared to attach a cover letter, curriculum vita or resume and names and contact information for five professional references to the online application.

Salary: Commensurate with qualifications and experience.

The University of West Florida is located in Pensacola, the crown jewel of Florida's beautiful Emerald Coast, known worldwide for its pristine white-sand beaches. The area is famous for its pleasant climate and location on the Gulf of Mexico and enjoys comparatively low cost of living. The campus is situated on a 1,600 acre nature preserve where students enjoy the benefits of small classes and personal attention from their professors.

This position requires a criminal background screening. Any person who requires special accommodation to respond may contact ADA Compliance within the UWF Human Resources Department at 1-850-474-2694 (Voice) or 1-850-857-6114 (TTY). UWF is an Equal Opportunity/Access/Affirmative Action Employer.

Apply online at <https://jobs.uwf.edu>.

nal background check. A criminal conviction or arrest pending adjudication alone shall not disqualify an applicant in the absence of a relationship to the requirements of the position. Background check information will be used in a confidential, non-discriminatory manner consistent with state and federal law. AA/EOE.

Psychology: Location: St. Charles, MO. Start Date: August 1, 2014. Purpose of Position: The School of Sciences, Department of Psychology, at Lindenwood University, invites applications for a full-time assistant or associate professor position in psychology. Duties & Responsibilities: Candidates must be available to instruct day, evening, and online courses. In addition, candidates must demonstrate a commitment to teaching, scholarship, continuous improvement of curriculum, professional development, and university service, as well as academic advising and committee membership. Position Requirements: We seek a social/experimental psychologist who is broadly trained and who has a strong commitment to classroom teaching, advising, and guiding undergraduate student research. The ideal candidate will be able to teach social psychology, motivation, and the introductory course, as well as health psychology and/or human sexuality. There may be opportunities to teach research methods and/or behavioral science statistics, depending on the candidate's interest. Education Requirements: Candidates must have conferred their doctoral degrees in psychology prior to August 1, 2014, which is the beginning date of employment for this position. Experience Requirements: Candidates must have a strong interest and requisite skills in teaching undergraduate courses, as well as mentoring undergraduate students. Experience with online teaching is preferred. Hours/Days: Full-time faculty. Exempt/nonexempt status: Exempt. Closing Date: April 15, 2014. How to Apply: Submit CV, statements of teaching philosophy and professional interests, unofficial transcripts, teaching evaluation summaries (preferred), and three recent letters of recommendation to LUHR@lindenwood.edu. With questions regarding this position, please contact: TRinconGallardo@lindenwood.edu.

Psychology/Neuroscience: Postdoctoral Position in Cognitive Neuroscience, University of Massachusetts Amherst. Applications are invited for a postdoctoral position in the Computational Memory and Perception Lab (<http://people.umass.edu/rcowell/>) in the Department of Psychology at the University of Massachusetts Amherst. We use fMRI, computational modeling and behavioral studies to examine face and object processing and the contribution of medial temporal lobe structures to declarative memory. Minimum Qualifications: The successful applicant will have a Ph.D. in cognitive neuroscience, psychology, statistics/mathematics, or computer science. Candidates with a solid grounding in fMRI research who wish to learn computational approaches - including the use and development of cutting-edge fMRI data analysis techniques and/or the development of computational models of cognition - are particularly encouraged to apply. Programming experience and excellent quantitative skills are required. Responsibilities will include research design and implementation, data analysis, writing manuscripts for peer-reviewed journals, and presentation of results at international conferences. The Computational Memory and Perception Lab, run by Dr. Rosie Cowell, works closely with the laboratory of Dr. David Huber. The successful applicant will have the opportunity to collaborate with both PIs, whose combined expertise includes a range of theoretical approaches (formal quantitative models) and experimental techniques (both behavioral and brain-based, including fMRI, MEG and EEG), applied to the study of memory, visual perception and perceptual dynamics. Initial appointment is for 2 years, renewable for 1 more year contingent upon excellent performance. Postdoctoral research associates at the University of Massachusetts are unionized and receive standard salary and benefits, depending on experience. Please apply online at <http://umass.interviewexchange.com/jobofferdetails.jsp?JOBID=47482> by submitting a cover letter, CV, research statement, up to three sample publications, and the contact details of three references. Review of applications will begin April 25, 2014, and continue until the position is filled. Please direct inquiries to Dr. Rosie Cowell by email (rcowell@psych.umass.edu). The University of Massachusetts Amherst is an Affirmative

Action/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.

Registrar: Old Dominion University's Office of the University Registrar invites qualified candidates to submit applications for the position of Associate University Registrar. The main campus is located in Norfolk, Virginia in the Hampton Roads Metropolitan area of coastal Virginia enrolling over 24,000 students. The Associate Registrar reports to the University Registrar and is responsible for daily operations within the Office of the University Registrar including areas such as customer service, registration, domicile classification, student records management, degree audits and graduation, enrollment and veteran's benefits certifications. In addition, the Associate Registrar will manage human resources, including recruiting and coaching of professional and classified staff. In addition, the Associate Registrar will assist with publications, preparation of analysis and reports as needed, and the continuing evaluation and implementation of innovative technical solutions, including web-based processes. This individual will assist the Registrar with setting office goals and implementing practices that contribute to the achievement of those goals, evaluation of outcomes and ensuring compliance with legal requirements. Campus contacts will include faculty, staff and administrative personnel as well as developers and programmers within the Information Technology Services department. External contacts will include families, private, state and federal agency personnel. The Associate Registrar will assume the duties of the University Registrar in his/her absence. Required qualifications: Master's degree with a preferred focus in higher education, administration or business; Several years' experience in higher education student records technology or related field and progressively responsible administrative experience in higher education in an area directly related to the functions of the Office of the University Registrar; Previous managerial/supervisory experience, effectively leading and developing a diverse staff; Must be detail oriented and have excellent communication skills including interpersonal, written, and oral presentation; Ability

to interpret and apply various policies and procedures including federal, state and university requirements. Preferred qualifications: Experience with Ellucian's Banner student system, enterprise reporting tools, and strong technical skills which would include proficiency in the suite of Microsoft Office products. Submit letter of application addressing position requirements, resume, and contact information for 3 references to Ms. Mary Crepeau, 116 Alfred B. Rollins, Jr. Hall, Norfolk, VA 23529 or mcrepeau@odu.edu. Review of applicants will begin April 4, 2014 and continue until the position is filled. Old Dominion University is an affirmative action, equal opportunity institution and requires compliance with the Immigration Reform and Control Act of 1986.

Science: Job Openings in STEM Teaching Fellowship Program. The Knowles Science Teaching Foundation (KSTF)--a private, operating foundation--was established in 1999 to improve math and science education in the United States. The foundation's signature program, the KSTF Teaching Fellowship, awards fellowships to early-career STEM teachers. KSTF is looking to fill multiple job openings within the Teaching Fellowship Program, including roles with leadership responsibilities. Please visit <http://www.kstf.org/careers/> to see available jobs and find information on how to apply.

Social Work: Chartered in 1785, the University of Georgia in Athens in a Carnegie Research University, and the state's flagship institution of higher education. The School of Social Work at the University of Georgia has been providing professional social work education since 1964 and has graduated more than 5,000 students across B.S.W., M.S.W., Ph.D., and Masters of Management in Non-profit Organization degree programs. The School has also established joint degree programs with the School of Law and the College of Public Health. The School is nationally and internationally known for excellence in teaching, research, public service, and international programs, as well as commitment to so-



Dean, College of Science, Engineering & Health Position #109230

The Dean of the College of Science, Engineering & Health (CoSEH) will lead a newly reorganized college consisting of the departments of Biology, Allied Health and Life Sciences, Chemistry, Computer Science, Electrical and Computer Engineering, Environmental Studies, Health and Exercise Science, Mathematics and Statistics, Nursing, Physics, and Psychology. The college also houses the Center on Aging and the Center for Environmental Diagnostics and Bioremediation.

At the appropriate time, it is intended that the Health components within CoSEH will be organized into a College of Health Sciences. While housed within the College of Science, Engineering & Health, the Health units will be administered as a semi-autonomous unit that reports to the dean.

The Dean will be responsible for all areas of college administration and operations, including but not limited to the coordination of academic programs, curricula, and accreditation; student recruitment, retention, and graduation; faculty and staff recruitment, retention, and evaluation; strategic budgeting and resource allocation; coordination of external fundraising, grants, and contracts; and management of facilities and equipment.

Rank: Professor

Responsible to: Provost

Required Qualifications:

- A terminal degree in one of the disciplines represented in the College
- A record of excellence in teaching, scholarship, and service to qualify for appointment at the rank of tenured full professor within the College
- Significant administrative and supervisory experience
- Demonstrated commitment to diversity and collegiality

Desired Qualifications:

- Strong leadership skills to address the challenges of a new performance-based funding model
- Experience with budget management and strategic planning
- Experience with professional program accreditation
- Experience with curriculum design, program assessment, and faculty development
- Experience with development and fundraising, with a proven ability to attract external support
- The ability to foster an open, creative, and collaborative environment within the College
- Commitment to active involvement and leadership in professional organizations at the local, state, and national level

Responsibilities:

Strategic and Policy Planning:

- Providing leadership in annual and long-term planning that is consistent with the University's Mission and the strategic goals and objectives of Academic Affairs
- Carrying out the policies of the University, Academic Affairs, and the College of Sciences, Engineering & Health

Budget and Fiscal Management

- Formulating budgetary needs for the College
- Ensuring the careful and effective management of resources for the College
- Allocating resources in support of teaching, research, service, and advising within the College
- Developing entrepreneurial fundraising initiatives to meet College objectives, which include the development of external grants and contracts and the procurement of gifts

College and Programmatic Leadership

- Maintaining an environment that fosters and encourages distinguished teaching, scholarly and creative activities, service, and advising
- Achieving and maintaining accreditation, as appropriate, for programs in the College
- Actively encouraging the efforts of chairpersons and their faculties in creating innovative programs and activities, including those that are interdisciplinary in nature
- Coordinating the development of academic programs within the College
- Promoting the effective assessment of programs and student learning outcomes and the use of assessment in improving teaching and learning

Faculty Recruitment, Development and Evaluation

- Enhancing the quality of the College through the effective recruitment, retention, professional development, and evaluation of faculty and staff
- Enhancing the quality of the College through the effective recruitment, retention, and graduation of students
- Ensuring that all hiring is consistent with national, state, and University EEO/AA policies and procedures; ensuring that all employment actions and all student program and activity actions are consistent with national, state, and University policies and procedures related to individuals with disabilities; ensuring that interactions between and among faculty and students are free from sexual and racial bias and harassment

Communications to Internal and External Audiences

- Acting as spokesperson and advocate for the College to community, professional, governmental, funding, accrediting, and other agencies, institutions, or persons outside the University
- Representing the views of faculty and chairperson within the College to Academic Affairs in matters relating to the College and University
- Representing the views of Academic Affairs to the Chairpersons and faculty of the College in matters relating to the College and University

The preferred application response date is Friday, April 11, 2014. The position will be opened until filled. For a full position description, qualifications and to apply: <https://jobs.uwf.edu>.

Applicants should be prepared to attach a cover letter, curriculum vita or resume and names and contact information for five professional references to the online application.

Salary: Commensurate with qualifications and experience.

The University of West Florida is located in Pensacola, the crown jewel of Florida's beautiful Emerald Coast, known worldwide for its pristine white-sand beaches. The area is famous for its pleasant climate and location on the Gulf of Mexico and enjoys comparatively low cost of living. The campus is situated on a 1,600 acre nature preserve where students enjoy the benefits of small classes and personal attention from their professors.

This position requires a criminal background screening. Any person who requires special accommodation to respond may contact ADA Compliance within the UWF Human Resources Department at 1-850-474-2694 (Voice) or 1-850-857-6114 (TTY). UWF is an Equal Opportunity/Access/Affirmative Action Employer.

Apply online at <https://jobs.uwf.edu>.

cial and economic justice. The School of Social Work is committed to hiring new faculty who work towards alleviating disparities and promoting social justice through teaching, scholarship/research, service and/or administrative responsibilities. Requirements for position: The School of Social Work is searching to fill an Academic Professional position for our Field Education office. This academic professional faculty position will have responsibilities on both the Athens campus and Gwinnett (Lawrenceville) campus. Responsibilities include recruitment and evaluation of appropriate field learning sites; placement of MSW students in practicum sites, liaison responsibilities; and teaching two courses per academic year. Extensive travel to field sites in both the Athens and metropolitan Atlanta areas is required. Applicants must have a MSW degree and a minimum of 3-5 years of post-graduate social work practice experience; LCSW preferred. Prior experiences in field education, administration, clinical practice, student supervision, and a working knowledge of the 2008 CSWE EPAS are desirable. Linkages, knowledge, and/or experiences in the professional social service community of metro Atlanta and Athens area are also strongly desired. Members of underrepresented groups are encouraged to apply. Salary and academic professional rank will be commensurate with background, experience, and record of achievement. Please send a cover letter, curriculum vitae, three names and addresses of references to Dr. Sandra Murphy, Chair, and Faculty Search Committee. All application materials must be submitted electronically directly to sswrch@uga.edu. Deadline for application is April 14, 2014 or until the position is filled. For further information, call 706-542-5419. The University of Georgia is an affirmative action/equal opportunity institution. The University of Georgia School of Social Work: "Advocates of Positive Social Change."

Social Work: Indiana University School of Social Work Field Instruction Coordinator; MSW Direct Program The Indiana University School of Social Work invites applications for the posi-

tion of Field Instruction Coordinator for its on-line MSW Direct program. This is a full-time twelve-month appointment classified as Academic Specialist (with non-tenure track faculty status). Anticipated start date may be as early as May, 2014. The Field Instruction Coordinator for MSW Direct has primary responsibility for developing, recruiting and assessing field placement agencies and field instructors in on-line student locations. This position is responsible for the field planning process which includes assigning students and faculty liaisons to specific field placements and acting as ongoing consultants to faculty liaisons, field instructors, agency directors and students. In addition to the coordination of all field education experiences, this position has instructional responsibilities of teaching 1-2 courses per calendar year and/or the equivalency of 1 course in doing field liaison for students. The Field Instruction Coordinator reports to the Director of the MSW Direct program in collaboration with the IUSSW Director of Field Education. Salary is competitive and commensurate with qualifications and experience. Essential qualifications: Candidates are required to have an MSW degree from a CSWE-accredited program plus a minimum of two years post-MSW full-time practice experience. Preference will be given to applicants with greater than two years practice experience with a range of responsibilities and populations, plus field coordination experience. Other requirements include practice experience that reflects an advanced generalist perspective; experience supervising MSW students as a field instructor; experience with information technology; ability to travel to field sites potentially throughout the United States; a sound familiarity with program evaluation, database management, training and development approaches, and social networking media; excellent interpersonal, oral and written communication skills; and, strong organizational and managerial skills. The Indiana University School of Social Work (IUSSW), headquartered in Indianapolis, has a long and distinguished history that began in 1911. IUSSW offers the BSW, MSW and PhD in Social Work and the AS and BS in Labor Studies. The School has approximately 70 full-time faculty members

on seven campuses. The School enrolls nearly 1,500 students in its programs statewide. Application materials can be sent electronically as pdf files to Dr. Cathy Pike, Interim Associate Dean, at melindop@iupui.edu and should include a signed letter of application detailing qualifications for this position, resume, and three letters of reference with original signatures. Official transcripts must be mailed to Dr. Cathy Pike, Interim Associate Dean, Indiana University School of Social Work, 902 W. New York St., ES 4138G, Indianapolis, IN 46202. Review of applications will begin March 15, 2014 and will continue until the position is filled. Indiana University is an equal employment opportunity, affirmative action employer with a commitment to recruiting and retaining a diverse faculty and staff by expanding employment opportunities for minorities, women and persons with disabilities.

Social Work: The University of Montevallo, a public liberal arts university of 3,200 students near Birmingham, Alabama, invites applications for a tenure-track position, Assistant Professor of Social Work, beginning Fall 2014. Responsibilities include teaching 12 credit hours each semester of undergraduate courses in social work practice, research, social policy, and HBSE; university and community service; academic advising; BSW recruitment; and peer-reviewed scholarship. Candidate is expected to have experience with and knowledge of CSWE standards. Applicants should hold a Ph. D. and a MSW from a CSWE-accredited institution and have experience teaching at the college level. Review of applications will begin immediately and continue until position is filled. Additional information and application guidelines may be found at <https://jobs.montevallo.edu>. For questions, contact Jason M. Newell, Ph.D., LCSW-PIP, Associate Professor and Director, at 205-665-6184 or jnewell2@montevallo.edu.

Spanish: University of Arkansas at Little Rock

Department of International and Second Language Studies Instructor - Spanish The University of Arkansas at Little Rock invites applications for the position of a nine-month, non-tenure track Spanish instructor (R97244) in the Department of International and Second Language Studies beginning August 2014. The successful candidate will have experience teaching Spanish in a college setting, a commitment to Spanish instruction for the professions, an interest in teaching online classes, and an interest in actively participating in departmental functions. Required Qualifications: M.A. in Spanish or a language-related field with an emphasis in Spanish and near-native fluency in Spanish and English is required. UALR is positioning itself for the future by emphasizing interdisciplinary collaboration, high impact learning experiences, community connections, and a campus-wide commitment to student success. The campus is currently undergoing an extensive administrative and academic reorganization in order to align its assets more effectively with these priorities. This is an exciting time to be at UALR. For more information visit the reorganization website at <http://ualr.edu/academics/restructure>. All applications must be submitted through the online application system. Additional information about this position and application requirements are available under the Jobs link on the Human Resources' website at <http://ualr.edu/human-resources/>. Incomplete applications will not be considered. This position is subject to a pre-employment criminal background and financial history check. A criminal conviction or arrest pending adjudication and/or adverse financial history information alone shall not disqualify an applicant in the absence of a relationship to the requirements of the position. Background check information will be used in a confidential, non-discriminatory manner consistent with state and federal law. The University of Arkansas at Little Rock is an equal opportunity, affirmative action employer and actively seeks the candidacy of minorities, women, veterans, and persons with disabilities. Under Arkansas law, all applications are subject to disclosure. Persons hired must have proof of legal authority to work in the United States.



PRESIDENTIAL SEARCH

The Board of Trustees of Bob Jones University invites expressions of interest in and applications for the position of president.

Now in its 87th year, Bob Jones University is a non-denominational Christian liberal arts university that focuses on educating the whole person to reflect and serve Jesus Christ. Our 3,000 students come to our Greenville, South Carolina campus from across the country and around the world to experience BJU's unique combination of rigorous academic programs, personal discipleship, and character and leadership development opportunities. BJU is committed to the absolute authority of Scripture and encourages students to excel in everything they do for the glory of God.

BJU primarily serves a constituency of Bible-believing Christians across the U.S. and abroad who generally are biblically and socially conservative. More than 91,000 graduates and former students around the globe are successful leaders in diverse ministries and vocations, as well as in their families, churches and communities.

BJU offers 70 undergraduate and graduate programs in five schools and one college: the School of Religion, School of Business, School of Education, School of Fine Arts and Communication, College of Arts and Science, and the Seminary and Graduate School of Religion. BJU is accredited by the Transnational Association of Christian Colleges and Schools, a national faith-based institutional accrediting association recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. Additionally, its engineering program is accredited by ABET, and its nursing program is approved by the South Carolina State Board of Nursing and its teacher education programs by the South Carolina Department of Education.

Bob Jones University's president is hired by and reports directly to the Board of Trustees and is the chief executive officer of the institution.

Applications may be submitted at go.bju.edu/president-search.

For additional information contact the Chief Human Resources Officer, Bob Jones University, 1700 Wade Hampton Blvd., Greenville, S.C. 29614.

BUILD FAITH. CHALLENGE POTENTIAL. FOLLOW CHRIST.



BOB JONES UNIVERSITY
GREENVILLE, SC • (800) 252-6363 • WWW.BJU.EDU

Sports Management: Location: Belleville, Illinois. Start Date: August 18, 2014. Purpose of Position: The Division of Business and Entrepreneurship (ACBSP-accredited) invites applications for an Assistant or Associate Professor position in sport management. This position will primarily instruct undergraduate students in sport management courses, although other applicable courses may be included as needed by the Division of Business and Entrepreneurship. Duties & Responsibilities: Candidates must have a strong interest and the requisite skills in teaching undergraduate courses. Candidates must also demonstrate a commitment to continuous improvement of curriculum, professional development, and academic advising. Candidates must also show a strong desire to serve the University and the Division of Business and Entrepreneurship in a variety of ways (e.g. open enrollment days, various committees, leading student organizations, etc.). Additionally, we seek candidates who have a strong desire and a demonstrated ability to innovate, create, and initiate works and projects that grow the Division of Business and Entrepreneurship (both in terms of students and degree offerings). Candidates must be available to instruct day, evening, and online courses. Position Requirements: Strong interpersonal skills are essential, as are a passion for teaching and a commitment to growing and enhancing the department and University. Additionally, candidates must demonstrate a strong desire to work with students in various ways, as well as a commitment to advising students as needed. Education Requirements: Applicants should have an earned terminal degree in sport management or a related field. Candidates must have their terminal degree conferred prior to August 18, 2014, the beginning date of employment for this position. Experience Requirements: This position seeks five or more years of professional and/or related sport management experience. Additionally, the candidate must demonstrate an ability to work with a diverse student body, as well as the ability to counsel and advise as needed. Hours/Days: The needs of the position are primarily Monday-Friday from 8 a.m.-5 p.m., although occasional weekend responsibilities may arise. Exempt/non-exempt status: Exempt. Closing Date: Open until filled. How to Apply: Please submit

curriculum vitae, letter of interest, statement of teaching philosophy, and three recent letters of recommendation to LUHR@lindenwood.edu. Lindenwood University is an equal opportunity employer.

Technology: Position Title: Assistant Professor of Information Technology, Location: Belleville, Ill. Start Date: 07/01/2014. Purpose of Position: Faculty advisor, full-time LCIE position, oversight of BS in IT program. Duties & Responsibilities: This position is a full-time 12-month faculty position. The individual will be responsible for advisement of LCIE undergraduate and graduate students across the disciplines. The individual will also be responsible for oversight (under direction of the Associate Dean of Academics) of the BS in Information Technology program within LCIE. The individual will also be responsible for teaching three clusters or 27 hours per academic year in the accelerated evening program. Position Requirements: Individual must be an excellent communicator with an eye for detail. He or she must have strong interpersonal skills and a passion for teaching as well as advising students. Individual must also be willing to work in concert with Admissions regarding new student recruitment and community outreach efforts to grow this new program. Education Requirements: PhD in information technology or closely related discipline. Those who have a minimum of a master's degree in information technology or closely related discipline with a PhD or other qualified doctorate in a different but related field and substantial work experience in information technology (more than 10 years) may also be considered. Experience Requirements: Individual must have a minimum of one year teaching experience in the classroom. Experience in the area of academically advising students would also be preferred. Hours/Days: 9 a.m.-6 p.m., Monday through Thursday and 8 a.m.-5 p.m. on Fridays (as well as one evening of teaching a week during three quarters per year). Exempt/nonexempt status: Exempt. Closing Date: Open until filled. How to Apply: Submit resume and three recent letters of recommendation to LUHR@lindenwood.edu. Lindenwood University is an equal opportunity employer.

EXECUTIVE

MONMOUTH UNIVERSITY

WHERE LEADERS LOOK *forward*

West Long Branch, NJ



Provost and Vice President for Academic Affairs

Monmouth University is an independent institution of higher education committed to excellence and integrity. Approximately 6,000 students are engaged at every level of higher education in liberal arts and professional programs. The University sits on a beautiful campus in a residential neighborhood less than one mile from the Shore; an hour from New York City.

The Provost and Vice President for Academic Affairs serves as the University's Chief Academic Officer and a key member of the President's Cabinet. This position reports directly to the President, and provides leadership in planning, developing, implementing, and assessing the academic activities of the University. The Provost has primary responsibility for a significant portion of the university's budget and provides overall leadership for all academic initiatives. S/he also supervises a large set of senior administrators and directs the divisions responsible for achieving established and emerging goals identified by university strategic planning and the President. A comprehensive discussion of the university's mission and core value, current program offerings, and areas of strategic emphasis can be found at www.monmouth.edu.

Qualifications of the Provost and Vice President for Academic Affairs should include:

- An earned doctorate with at least 10 years of experience in academe
- Record consistent with a tenured faculty member holding the rank of full professor, including having established a record as a distinguished scholar
- Experience in strategic planning, budgeting, personnel administration, and fundraising
- Excellent management, supervisory, interpersonal, communication and problem-solving skills
- Ability to bring individuals and groups with diverse perspectives to consensus and common action
- Commitment to shared governance
- Commitment to equity and inclusiveness

Monmouth University is deeply committed to the principles of equity, diversity, and inclusiveness and seeks to create a pluralistic community for all staff, faculty and students. Monmouth University is an Affirmative Action, Equal Opportunity Employer. Veterans, minorities, women and individuals with disabilities are encouraged to apply.

The university is targeting no later than the commencement of the 2014-15 academic year as the start date for the Provost and Vice President for Academic Affairs. Log in to <http://apptrkr.com/448193> to apply for this position no later than April 28, 2014.

AA/EOE

MISSOURI SOUTHERN STATE UNIVERSITY

PRESIDENT

The Board of Governors of Missouri Southern State University invites applications from candidates interested in the presidency of the university.

The next president of MSSU must possess visionary leadership that advances the mission of the university and engages students, faculty and staff in a collaborative effort. S/he must have a record of significant accomplishments in administration, financial management, fundraising, and collaborations with business leaders, elected officials, and educators. The new president must be a decisive individual who is well-versed in public higher education, including current challenges and opportunities, with knowledge of Missouri higher education preferred. Though open to backgrounds other than higher education, a terminal degree from an accredited institution and progressive management experience are strongly preferred. A minimum of seven years of public higher education experience at the vice presidential level or higher is also preferred.

Established in 1937, MSSU is a public institution offering bachelors and masters degrees. The university has a statewide mission in international education. Academic programs are organized in four schools – Arts & Sciences, Education, Business, and Health Sciences, in addition to divisions of Graduate Studies and Distance Learning.

MSSU serves almost 6,000 students in nearly 200 academic programs. Its outstanding NCAA Division II athletics programs and enriching cultural events create an engaging learning environment for students and citizens of the region. MSSU is located on historic Route 66 in Joplin, Missouri, at the "Crossroads of America". Joplin is a friendly city of more than 50,000 with a trade area of nearly 500,000 people.

Review of applications will continue until the position is filled. For best consideration, please submit applications by April 25, 2014. Qualified candidates must submit a cover letter summarizing interest and qualifications for the position, a current resume, unofficial transcripts, and contact information for at least five references. All applications will be held in strict confidence. Employment is contingent upon a successful complete background check. Missouri Southern is an EEO employer.

Materials should be sent in Word or PDF format to resumes@mssu.edu, with President in the subject line.

More information about the search, including a complete job description, presidential expectations, and the compensation package, can be found at <http://www.mssu.edu/presidential-search/>.



PRESIDENTIAL SEARCH

The Midlands Technical College Commission invites applications for the presidency of the college. Midlands Technical College (MTC) is nationally recognized for the quality of its educational programs and services and its collegial teaching and learning environment.

MTC, located in Columbia, South Carolina, has six regional campuses, annually serving more than 18,000 credit students in more than 100 programs of study. The college offers career education and the Associate in Arts and Associate in Science transfer programs. MTC also serves 30,000 individuals annually through corporate and continuing education programs. MTC is accredited by the Southern Association of Colleges and Schools (SACS), and received zero recommendations in its recent SACS self-study.

Presidential Responsibilities:

The president serves as the Chief Executive Officer of Midlands Technical College, is responsible for all aspects of the college's operations and for interpreting the mission of the college to external and internal constituencies. The president works with a professional staff and the MTC Commission to ensure that all resources are aligned to achieve the college's vision through strategic planning, innovation and the successful accomplishment of established goals. The president ensures that the college environment yields a productive learning community, and that the institution fulfills its commitment to regional economic development.

Required Qualifications:

- An earned doctorate degree from an accredited institution strongly preferred; an earned master's degree from an accredited institution required
- Proven record of executive leadership through ten years of progressively responsible experience in post-secondary education at the senior level, or in external corporate or professional organizations, and through active participation in the community. Prior community college and presidential experience preferred.

For additional information, including the application procedure and Presidential Profile, visit <http://www.midlandstech.edu/presidentsearch>

Completed applications requested by May 15, 2014

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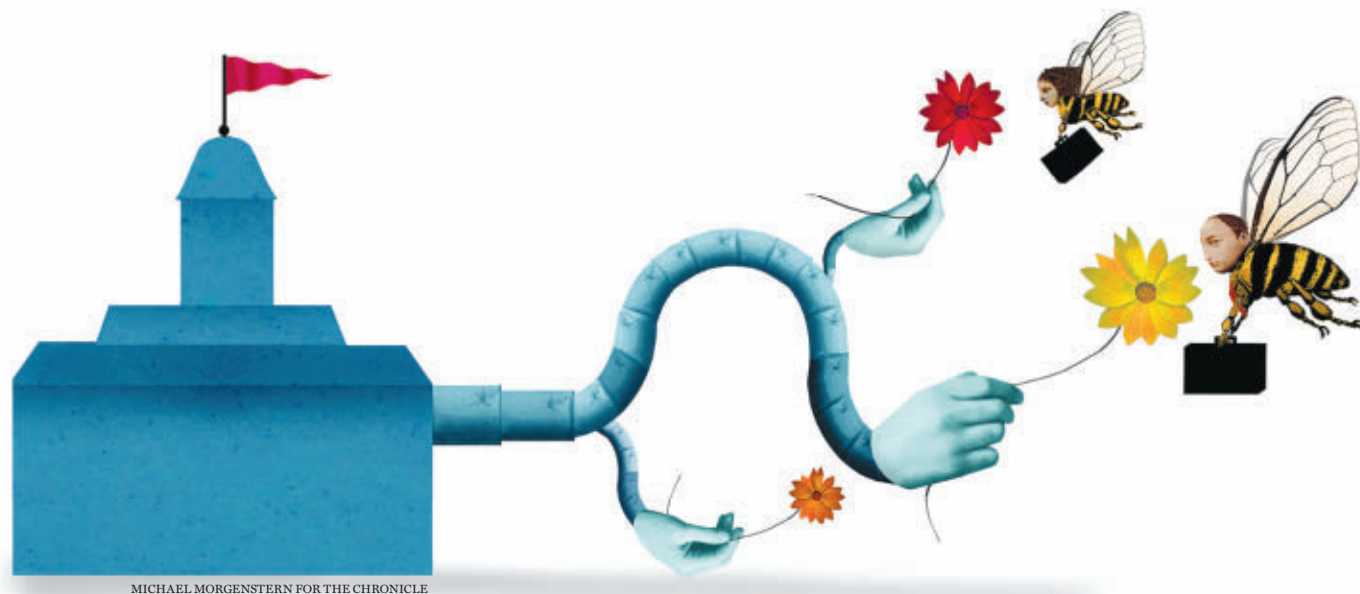
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MICHAEL MORGENSTERN FOR THE CHRONICLE

Trouble Recruiting Top Faculty? Promote Collaboration

AT THE GRADUATE CENTER of the City University of New York, the last week of February began with the announcement that Cathy N. Davidson and Ken Wissoker, from Duke and Duke University Press respectively, would be joining our faculty. It ended with the news that Paul Krugman, from Princeton University, would be doing the same. “One of the country’s academic power couples” is how *The Chronicle* described Davidson and Wissoker; she is arguably the most innovative contributor to debates about technology and education, and he the most influential commissioning editor in the humanities. Krugman, a Nobel laureate, *New York Times* columnist, and blogger who alternates barbs with graphs, has an unrivaled presence in American economic and political debate.

“How did you recruit them?”

I’ve lost track of how many times I’ve been asked the question, nearly always posed in a tone of incredulous wonderment. The fact is, we recruit from the Dukes and Princetons as a matter of course. Over the last five years, for example, we’ve welcomed faculty members from every Ivy League institution save Dartmouth and Columbia. But only academic insiders know this, and I freely concede that it’s a reasonable question. Opposite moves—from public to private—occasion no such surprise.

It is little wonder, I suppose. In wealth, compensation, and status, the data document clear disparities between private and most public research universities. There is also the familiar narrative of decline: Public education, one constantly reads, is “under siege,” “in crisis,” and “at the brink/tipping point.” In the market for rare talent, disparities in salaries and teaching conditions necessarily privilege wealthy private institutions, and the result is more or less one-way traffic from (presumptively) bootstrapping public to (manifestly) well-heeled private. That it should move in the opposite direction, at a time when states are reducing support for higher education, runs counter to the narrative.

It’s not that we outspend the competition; our budget is too tight for that. Nor is it location. New York City is a vortex of culture, capital, people, and ideas, but it actually cuts both ways, and not merely

because of prohibitive costs: Working in a city of this size and density is not to everyone’s taste. Some prefer college greens and ivy-covered walls. We have other constraints as well. We’re a small part of a huge university (CUNY has an enrollment of some 270,000 degree students), with an indistinct name. And although we’re located across the street from the Empire State Building, it’s really our neighbors in Morningside Heights and Greenwich Village who cast the longest shadows.

All universities have particular strengths, and for us the single most important is our focus upon graduate education, especially Ph.D. training. At least in the humanities and social sciences, research universities typically ask their faculty members to teach and mentor undergraduate, master’s, and Ph.D. students and to serve on committees that support those very different populations of students—and much more besides. Our faculty members work as hard as any, but our narrower mission allows them to integrate teaching and research more closely. We are also very fortunate to draw upon the enormous strength of CUNY colleges, and those faculty members are invaluable to our departments and students.

WE’RE SUCCESSFUL for two more reasons, and neither is unique to us.

The first is that we regard our public character as an asset to be trumpeted rather than a handicap to be overcome. Hire after hire has responded to the mission that the Graduate Center volubly affirms: to create and disseminate knowledge, through research, teaching, and public events, for the public good. At a time when private education is increasingly beyond the reach of many people, when average student debt among college seniors who borrow has reached nearly \$30,000, and, consequently, when education is seen as a private benefit, the mission resonates more than ever. Our faculty is justly proud to be involved in the gratifying venture of educating ambitious and diverse students in a university, such as CUNY, that maintains the public trust. In this respect, the public university’s scale is its ally: The teaching carried out in a small graduate seminar carries on in undergraduate classes taught by our graduate students as part of their training.

Second, we have learned that fortune is the residue of design. No one can predict when a prized scholar becomes free to move, but we have seen on numerous occasions that investment in areas of conspicuous promise delivers recruitment returns. The digital humanities, technology and education, and the interdisciplinary study of income inequality are cases in point; the theoretical sciences are another. It is in large measure because we have been cultivating those fields over the last few years that our new colleagues are joining us. We have built, and they have come.

That sounds trite, but it’s worth emphasizing that scholars respond to opportunity and, increasingly, to the promise of collaboration. Interdisciplinarity can be overhyped, but we have put in place structures that transcend and complement departmental organization, placing students, postdocs, and junior and senior faculty members together in research-driven seminars. So what we’ve been building are not buildings, but communities and partnerships. Last year a candidate for a position in the humanities was keen to meet with a recently hired computer scientist, who had been drawn to the Graduate Center a year earlier in part to work with a political scientist who had herself joined us two years earlier. The computer scientist is now co-teaching with the political scientist. And the humanities professor is now at the Graduate Center.

In sum, we have been heeding what might be called the Tao of LeBron. When LeBron James decided to leave Cleveland and enter the free-agent market, teams responded by maximizing payroll flexibility in order to offer the most generous terms. Why did he go to the Miami Heat, a relatively small-market team? The answer he gave at the time has since been proved correct twice: It was because in Miami he could find an assembly of complementary talent—the promise of collaboration—that maximized his chances for success.

Exceptionally talented academics also have choices, and they make them in ways that maximize their odds for success. The promise of both intellectual ferment and broad impact is one choice. Opportunities for substantive and interdisciplinary collaboration are another. ■

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POINT OF VIEW

CHASE F. ROBINSON