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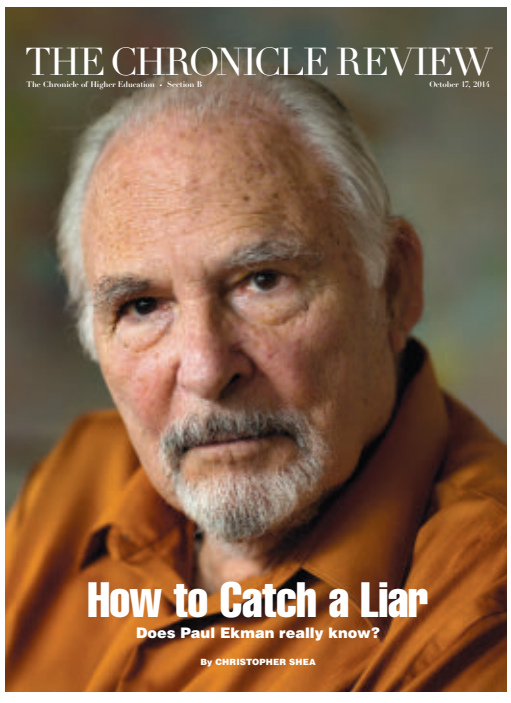
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PAID ADVERTISEMENT

When the lights go off:

Emergency financial preparedness for education institutions

Understanding your disaster plan

Virtually every higher education institution has a disaster plan, and for good reason. When disaster strikes, colleges and universities must protect people and property, secure the campus network, and implement effective disaster recovery and communications strategies. In addition, colleges and universities often make crucial contributions to broader recovery operations, including marshaling resources, contacting volunteers, providing meeting locations, and more. For these reasons and more, financial resiliency should be a core part of your disaster plan.

Planning for financial continuity

"Financial resiliency starts with liquidity," says John Lenckos, Senior Vice President, Bank of America. "In any disaster scenario, diversification of liquidity sources is paramount. We advise higher education clients to ensure they have access to the funds they may need, whether from operating or endowment funds, a credit line, or the most appropriate combination."

As with any broader disaster plan, your institution's financial continuity plan must be current, effective, continually tested, and, when necessary, updated.

Maintaining accounting functions

"In managing through a disaster, an ounce of prevention is worth a pound of cure," says Paula Reid, Senior Vice President, Client Manager, Bank of America. "Are you going to need cash? Are you going to need to meet payroll? Are you going to need to give people access to purchasing cards? We encourage clients to consider all their potential needs and talk to their client manager or treasury solutions officer early on."

The key to financial continuity in any disaster scenario is establishing a remote (or sister) site where data is stored and from which you can run accounting functions. Make sure all passwords and 800 numbers are on hand. Test the site regularly.

Payroll continuity

Advance planning and a full understanding of your payroll options will ensure employees are paid in a timely fashion after a natural disaster, even if people are dispersed and facilities are offline for several days or more.

"Many of the solutions that benefit clients in a disaster scenario are current best practices in an everyday scenario," says Kristin Harrison, Senior Vice President, Treasury Solutions Officer, Bank of America. "The more you embrace secure electronic solutions, the more prepared you are going to be for a disaster."

In the event of hurricanes or major snowstorms, your institution may have time to prepare, but that's not the case in the event of sudden disasters such as a tornadoes or earthquakes. "That's why we offer a variety of solutions to help public and private sector clients maintain payroll continuity through any eventuality," says Tino Aurigemma, Senior Vice President, Bank of America.

Keep your plan up-to-date

Every disaster teaches us new lessons. Every year brings new technology innovations and solutions. As a higher education institution, it's important to keep your knowledge of best practices current, especially when it comes to post-disaster continuity. We encourage you to include your bank in your preparedness planning, to both discuss your expected needs and to explore additional "what-ifs" and out-of-the-box scenarios.

Visit baml.com/education to read the full article.



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The Week

What you need to know about the past seven days

Lessons Learned

University presidents and PR people were apparently taking notes this past summer when bad press engulfed the National Football League, its commissioner, and the owner and managers of the Baltimore Ravens. From the PR point of view, it was the perfect storm: Not only did a video surface online that appeared to show Ray Rice, a Ravens running back, knocking his fiancée unconscious in an elevator and dragging her out the door, but the story dominated news cycle after news cycle as damning details continued to emerge about what the team and the league knew and when they knew it.

By contrast, the Universities of Florida and Kentucky demonstrated last week how quickly and capably they could **get out in front of the bad news** from their football programs. When a Florida quarterback, Treon Harris, was accused of sexually assaulting a female student in a residence hall, the university announced—just a day after the accusation—that he was being suspended from the team pending an investigation. And J. Bernard Machen, the university's president, announced that Florida had **"no tolerance for sexual assault."** A day later, the police charged a University of Kentucky defensive end, Lloyd Tubman, with rape, and he too was promptly suspended from the team. He has pleaded not guilty to the charge.

Investigations in both cases will go on for some time, and either player, or both, could be found innocent, in which case the suspensions could be seen as unfair. But the universities apparently see that as a reasonable risk. "An athlete has a right to a fair process," says Gene A. Marsh, a retired law professor at the University of Alabama at Tuscaloosa and former chair of the National Collegiate Athletic Association's Division I Committee on Infractions, "but any athlete who chooses to be in this kind of high-profile world has to accept the scrutiny that comes with it."

Victimhood, Revisited

Scripps College, meanwhile, **decided to get out in front of George Will,** who wrote a controversial column in June about "the supposed campus epidemic of rape, aka 'sexual assault.'" Mr. Will had been invited to speak during an annual forum meant to bring conservative viewpoints to the women's college, but that was before he wrote that on college campuses today, victimhood is "a coveted status that confers privileges." The column also questioned, in the college's words, "the validity of a specific sexual-assault case that reflects similar experiences reported by Scripps students."

"Sexual assault is not a conservative or liberal issue," wrote Lori Bettison-Varga, the college's president, in a letter explaining to the Scripps community why the invitation had been withdrawn. "And it is too important to be trivialized in a political debate or wrapped into a celebrity controversy."

In Protest

While much of the world was preoccupied with Ebola and ISIS, **pro-democracy demonstrations** sparked by students in Hong Kong swelled to astonishing proportions and then ebbed. The city's government seemed to be at pains to avoid a serious confrontation, and various groups of



demonstrators couldn't seem to agree on what their next steps should be. The most curious consequence, *The New York Times* reported last week, was that barricades the students had erected on major thoroughfares were left standing even after they were largely abandoned.

"The students insist they remain, while the government is afraid to touch them, fearing a backlash that will inflame and re-energize the protests," the *Times* account said. A "person involved in the government's decision-making" told the paper that the students "can call out people in a minute."

News about another group of student protesters was appalling, however. Mass graves gave up 28 burned bodies outside of Iguala, Mexico, a crime-ridden city where 43 students from a teachers college, the Ayotzinapa Normal School, have been **missing since a September 26 confrontation** with the police. The students were reportedly protesting government policies. Gang members in custody reportedly said local police had turned over 17 students from the teacher's college to the gang to kill.

The Devil's in the Details

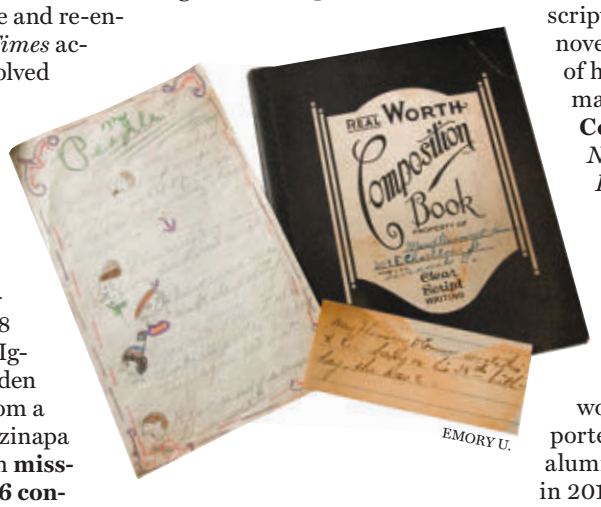
The Education Department has pledged to release the final version of its long-debated **"gainful-employment rule"** before the end of October, and a lot is riding on the rule's requirements.

The rule, in a nutshell, will tie programs' eligibility for federal student-aid programs to graduates' default rates and debt-to-earnings ratios. But the oh-so-crucial details are still unknown. Most worried are for-profit institutions whose business models appear to critics to be carefully calibrated to extract as much money from aid programs as possible, but many community colleges are nervous as well.

Elsewhere in the Education Department, officials are mulling over whether the department should **do its own debt collecting.** Debt collection is now handled by private companies, but a number of them have been accused of violating laws intended to protect consumers. The Internal Revenue Service, observers note, brought debt collection in-house in 2009 after a study showed that the agency could bring in more money by handling the work itself.

On Second Thought

The **University of Maryland University College,** a longtime provider of programs for nontraditional students, is considering whether it would do better as a private nonprofit than as an arm of the state-university system. ... **Princeton University's faculty** voted to scrap a 10-year-old, universitywide policy aimed at preventing grade inflation. Departments will set their own grading policies instead. ... **The University of Zimbabwe** is facing questions from the Zimbabwe National Students Union and others after the university awarded a Ph.D. in sociology to the country's first lady, **Grace Mugabe,** reportedly just two months after she registered at the institution. ... **Emory University** has acquired some 30 boxes of **Flannery O'Conner's papers** and personal items from her family. Manuscripts for her two novels and most of her stories remain at **Georgia College.** ... *U.S. News & World Report* has recalculated the rankings of **Lindenwood University** and **Rollins College.** Lindenwood had misreported how many alumni donated in 2012-13—2,411, not 12,411—while Rollins said it had admitted 2,783 students, not 2,233. Rollins's error didn't affect its ranking, but Lindenwood was reclassified as "unranked."



EMORY U.

Shmacked

But *U.S. News* rankings are, lets face it, for parents—grandparents, even. The founders of a company called I'm Shmacked say their wildly popular **videos of wild campus parties** can be recruiting tools for universities. The videos—good music, better bodies, lots of beer, beaches where available—are made in part at events the company organizes and sells tickets to. Administrators can do little more than put student-affairs offices and campus and local police on alert when they learn that one of the company's film crews is en route. As for recruiting, well, the videos may help draw members for rowdier fraternities, but it seems unlikely that Coastal Carolina University is thrilled when two young women are filmed chanting, "It's not college—it's Coastal."

—LAWRENCE BIEMILLER

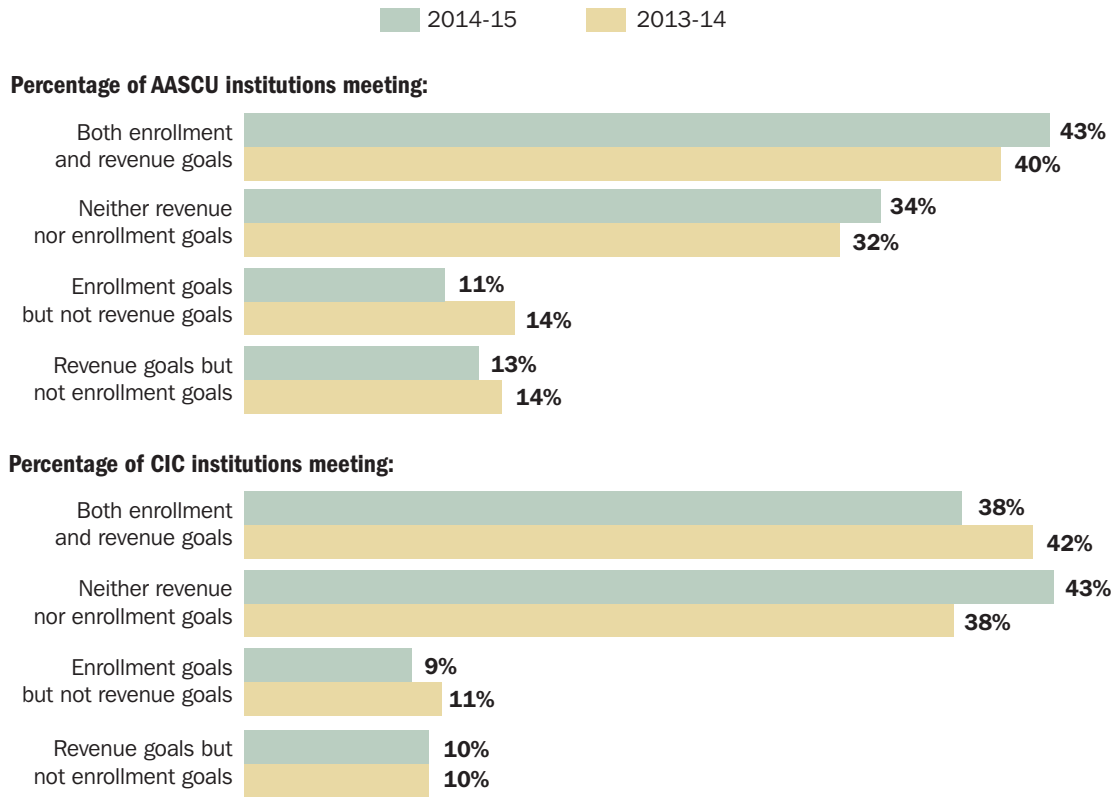
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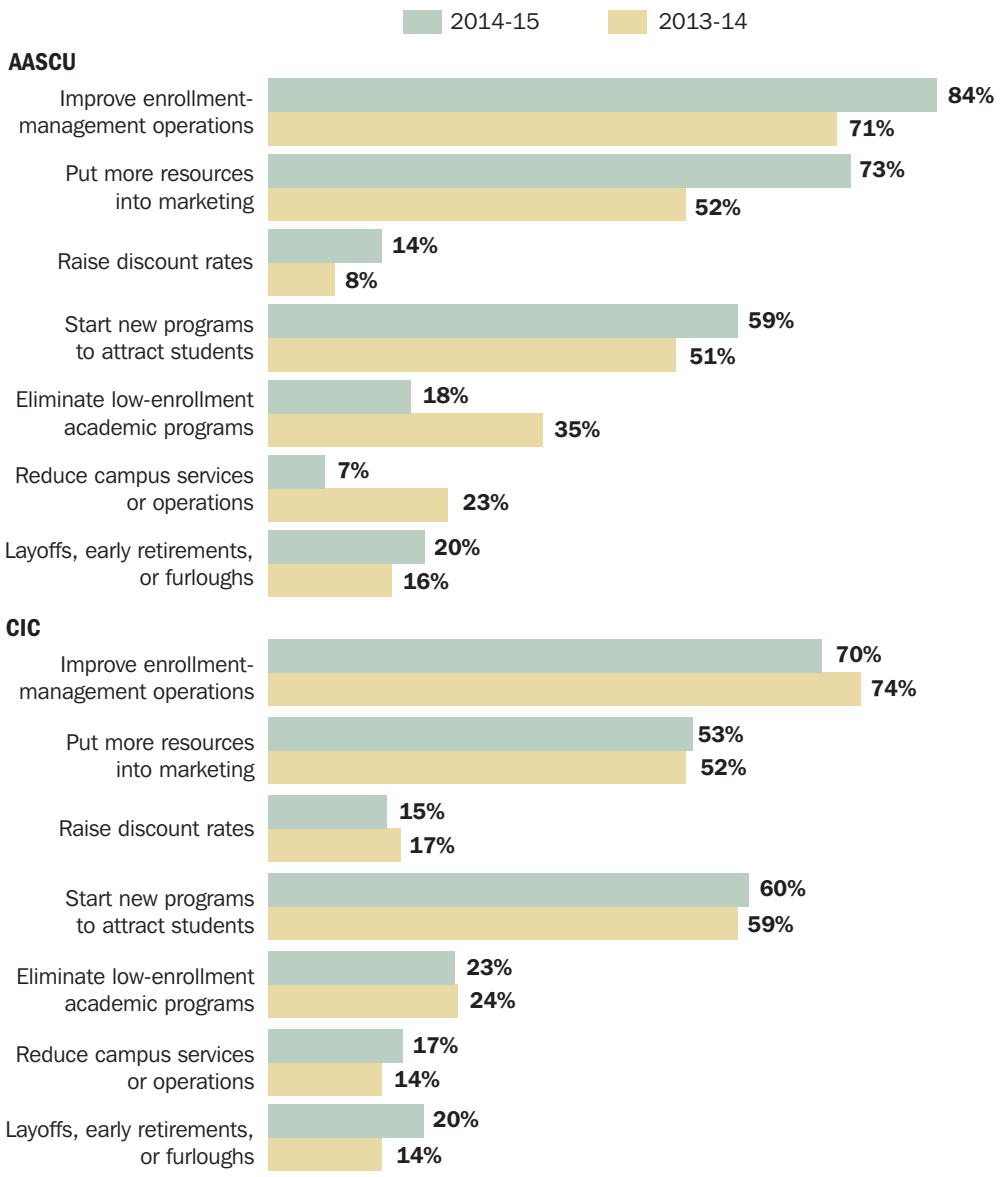
Colleges Report Successes and Shortfalls in Enrollment and Revenue

Significant proportions of members of the American Association of State Colleges and Universities and of the Council of Independent Colleges did meet their goals this year for freshman enrollment and net tuition revenue. But some had lowered those goals as the year progressed.



After Shortfalls, Then What?

Among institutions that missed their goals for freshman enrollment or tuition revenue, greater proportions this year than last were planning layoffs, early retirements, or furloughs.



Note: Based on information provided to *The Chronicle* from 114 members of the American Association of State Colleges and Universities and 254 members of the Council of Independent Colleges regarding their enrollment strategies for 2014-15. (The figures for 2013-14 are based on 144 members of The American Association of State Colleges and 291 members of the Council of Independent Colleges.) Some figures are for subsets of those surveyed, since not all colleges answered all questions.

Goals for Enrollment and Tuition Revenue Elude Many Colleges

By SCOTT CARLSON

As far back as January, Stevenson University's enrollment models and consultants were sending warning signals about the fall—that retention would go down, that students' family incomes were probably hurting, that the applications streaming in might not produce students in the flesh.

The signs turned out to be accurate. After its lowest-ever yield of accepted students, Stevenson missed its goals for enrollment and net tuition revenue this fall. That's a blow at a hard-charging institution, near Baltimore, that has significantly raised its enrollment and profile in the past decade. Administrators had budgeted for a decrease,

ENROLLMENT

but such thinking is "not part of the culture here," says Paul D. Lack, executive vice president for academic affairs. "You can get addicted to growth."

Stevenson has plenty of company. A new survey of 368 small private colleges and midsize state institutions shows that 38 percent met neither their goals for freshman enrollment nor their goals for net tuition revenue this fall. Even so, a similar share of the responding colleges met both enrollment and revenue goals, and significant minorities met one or the other—indicating that these segments of higher education are far from doomed, as some pundits have suggested.

The second annual survey, conducted by *The Chronicle* in partnership with the Council of Independent Colleges and the American Association of State Colleges and Universities, shows small private colleges faring slightly worse, compared with last year. More than half of the private colleges had trouble with enrollment and/or net-tuition goals, with the smallest colleges likeliest to struggle. Meanwhile, the enrollment picture for state colleges had improved slightly, and they had an easier time meeting their revenue goals.

Each institution faces situations and challenges of its own, but experts in recruitment and admissions say the findings fit what they see. After two decades of a steady supply of high-school graduates, projections indicate declining numbers nationally. Those numbers bottomed out this year, notes David A. Hawkins, director of public policy and research at the National Association for College Admission Counseling. With an improving economy, a number of colleges in the survey reported that some prospective students had gone to work instead. Other respondents sensed a general anxiety about college costs and job prospects for graduates. Those factors make for an unpredictable enrollment picture for most kinds of colleges.

"While we may settle down into new patterns, right now we are still in this phase where colleges are having a hard time figuring out what students are going to do," says Mr. Hawkins. It's not yet clear, he adds, "whether this is a sustained systemic challenge for higher education."

Despite striving for enrollment growth, mere stability may be an achievement for colleges these days. "Very few are up, and among those that I know that are up, it's on the heels of a bad year last year," says John T. Lawlor, founder of the Lawlor Group, a Minneapolis-based market-research firm in the private-college sector. Most colleges "are even or down," he says, "and there are some that are way down."

The credit-rating agency Moody's and other observers of higher education have raised concerns about the viability of the smallest colleges, and the survey seemed to validate that: Smaller colleges were generally worse off. Of private colleges with fewer than 1,500 students, nearly half missed their goals for both enrollment and tuition revenue. Many of them are not well known. Among public institutions that missed their goals, most have fewer than 5,000 students and don't stand out even within their state systems.

But experts also point out that while small size can have disadvantages, strong leadership and self-awareness can make all the difference. Institutions that thrive know whom they serve; offer attractive, relevant niche programs; and market themselves well. The survey's list of colleges that had hit or exceeded their targets included many that are relatively obscure, but have some combination of those qualities.

SHALLOW POOLS, NO-SHOWS

This year's survey found private colleges struggling a bit more than public institutions. About one in three private colleges missed their enrollment goals by more than 5 percent, compared with one in five public institutions. More than 40 percent of private colleges didn't meet their goals for freshman enrollment or for net tuition revenue, compared with 34 percent of public colleges.

Colleges that missed their goals reported where they saw the biggest drop-off in interest: at the inquiry, application, deposit, or enrollment stage. Among public colleges, 31 percent saw fewer applicants and 60 percent saw students fail to enroll. Private colleges reported applicants' disappearing when it was time to pay a deposit.

Participants in the survey were promised anonymity, but some elected to be contacted to discuss their experiences. One is Albion College, which didn't hit its goals and hasn't in some years. Mauri A. Ditzler, Albion's president for a few months, says that enrollment is up

4 percent over last year, but that the 1,300-student college needs stronger growth as it reaches for 1,600. "We would have liked to be up 10 percent," he says. "I suspect that there are a lot of people out there who said they met their goals but in fact didn't."

Recruitment in rural Michigan has been tough. In the past, says Mr. Ditzler, "we threw out a blanket recruiting statement and imagined that every name that we could get ahold of was a good prospect for Albion College, and in fact that is not the case."

At Jacksonville State University, in Alabama, stable enrollment came as a disappointment. "We were hoping for an increase, and we anticipated it, but we did not experience it," says Rebecca O. Turner, the provost. Like other administrators, she worried that enrollment was affected by students' ability to pay.

At Jacksonville State, where students are primarily from low-income backgrounds and the first in their families to go to college, tuition is just one burden. Rent, food, books, gas, and other costs have outpaced tuition, which the university has held steady for the past few years, says Ms. Turner. But financial aid can't cover it all. She sees students working two jobs while deferring classes, or dropping in and out, or "swirling" from one institution to another.

Some colleges in the survey commented on their situations generally, offering splashes of color amid the columns of numbers. A public college in the West said it faced steep challenges in demographics and competition from other state institutions and resorted to "brute-force tactics" in marketing and recruitment. It met its goals for enrollment and tuition revenue, but only after revising them down.

In the survey, 16 percent of private colleges and 10 percent of public institutions revised their goals downward once, and about 10 percent of the former and 8 percent of the latter did so more than once.

Some respondents couldn't hit their targets even after lowering them. One private college in the Midwest missed its goals for both enrollment and tuition by more than 5 percent after revising them downward more than once. "Tiny raises," an administrator at the college commented, were an "unfortunate result."

Other situations presented bad news and good. A private college in the Northeast missed both goals but had a very low discount rate, 21 percent. "We are actually somewhat better off than most of our local colleagues," an administrator wrote. "Demographics in the NE are brutal."

Discount rates—the average share of tuition covered by institutional aid—have reached all-time highs of 45 percent, on average, in recent years. That's a source of anxiety for colleges, leading some to slash their sticker prices to a figure closer to what students are actually paying.

Yet the survey showed that discount rates would probably climb: A quarter of public colleges and nearly half of private colleges reported raising their discount rates, a few of them by more than 10 percent.

BEYOND 'ONE-HIT WONDER'

More than a few institutions had good years—38 percent of private colleges and 43 percent of public ones met or exceeded their goals for freshman enrollment and tuition revenue. And successes came in parts of the country that one might not have expected.

Baldwin Wallace University, in suburban Cleveland, had record enrollment last year and raised its goal for freshmen to 730 this year. It fell short by only about 10, bringing in the class with a lower discount rate than administrators had expected, close to 40 percent.

Still, price was a key issue, particularly for the university's top-ranked music program, says Stephen D. Stahl, the provost: "We lost some people who went to places that were less well esteemed but less expensive." The college recruits heavily from northeast Ohio and wants to expand its reach. It has been able to sell itself on its personal touch, he says. "If we can get students to campus, they will experience a sense of community, and if we are at all the sort of place they're looking for, we do very, very well."

More than half of the private colleges in the survey had trouble with enrollment and/or net-tuition goals, with the smallest colleges likeliest to struggle.

Elsewhere, success was tempered by past shortfalls. Mount Ida College—an institution of 1,320 students in competitive, demographically challenged Massachusetts—saw a 20-percent increase in freshmen this fall, exceeding both enrollment and net-tuition goals. But in years prior, the college had weak enrollment.

Along with a new president in 2012, Mount Ida revamped its admissions strategy, focusing on students who are a good fit for the college both academically and financially, says Ronald Akie, the provost. It also added admissions staff, renovated several buildings, emphasized career outcomes, and added programs, particularly to its School of Design.

Mr. Akie is optimistic but cautious. "You can be a one-hit wonder and see it fall apart the next year," he says. "Our hope is that by staying focused and not diluting our efforts and getting sidetracked, we'll be able to continue the enrollment growth."

'MORE SELF-AWARE'

For colleges that missed their goals, the survey asked how they might decide to respond. Twenty percent of both public and private colleges said they would lay off employees; similar proportions planned to discontinue programs with low enrollment. Around 60 percent of both public and private institutions, meanwhile, said they would start new academic programs. Both strategies, observers noted after similar numbers in last year's survey, are unlikely to produce fast results.

This year public colleges in particular stretched outside their traditional geographical boundaries to find students: One in four of them enrolled 5 to 10 percent more out-of-state and international students, and one in eight increased that proportion by more than 10 percent.

Most of the respondents, like last year, said they would put more emphasis on improving enrollment-management operations. In this unpredictable environment, observers say, many colleges have come to see their enrollment officers as rainmakers, or even miracle workers.

At the annual meeting of the National Association for College Admission Counseling this fall, Mr. Hawkins "heard the word 'scapegoat' a lot," he says. "I tended to hear real concerns among those who worked at institutions where the administration has a philosophy of 'ever upwards'—that in order to survive, there has to be more of everything": inquiries, visits, applications, and students.

But the group's research director also heard encouraging stories from administrators who said their institutions were refocusing their energies on their best programs, planning budgets that could absorb declines, and including everyone on campus in solving enrollment challenges.

"That just seemed to be a little more self-aware," says Mr. Hawkins, "as opposed to these institutions that are driven by growth and prestige."

At Stevenson, administrators are regrouping, says Mr. Lack, the executive vice president for academic affairs. Because the college anticipated a decline, he says, its finances "have not been shaken to the roots."

The enrollment manager is sticking around, working with other administrators to rebound from the tough year, Mr. Lack adds. "Enrollment is everyone's responsibility here."

Stevenson has strengths, like its location near a major East Coast city and longtime focus on students' careers. This fall the university is putting more resources into campus visits, which tend to lead students to enroll.

No college should be a victim of demographic declines, or the economy, or the national conversation about the value of a degree, says Mr. Lack. "We have control over our own fate, and we are determined to do well in the future." ■

When Athletes Are Accused of Sexual Assault, Colleges Play Defense

By KATHERINE MANGAN

SEXUAL ASSAULT

When a star athlete is accused of sexual assault, teams of handlers typically swoop in to contain what can rapidly escalate into a public-relations crisis for a college or university.

Given the intense focus on sexual violence on campuses, the playbook today is more likely to call for public disclosures and swift suspensions of players than for sweeping the matter under the rug, as in the past.



MATT STAMEY, GAINESVILLE SUN/LANDOV

The U. of Florida announced last week that it had suspended Treon Harris, a freshman quarterback, from the Gators football team, pending an investigation of another student's accusation that he had sexually assaulted her.

But as both the University of Florida and the University of Kentucky responded last week to accusations against freshman football players, they walked a fine line, immediately and publicly denouncing sexual assault while stressing, at the same time, that they would be fair to the accused athletes, who had not convicted of any crime.

Mindful that their handling of such incidents could make or break their reputations, at least in the short term, universities are moving more swiftly to avoid the appearance of a cover-up and to show that they are taking the matter very seriously, several experts who advise colleges say.

On Monday, October 6, the University of Florida announced that

Continued on Following Page

Continued From Preceding Page

Treon Harris, a freshman quarterback, had been suspended indefinitely from the Gators football team pending an investigation of accusations that he sexually assaulted a female student in an on-campus residence hall.

The statement, released one day after the alleged incident, included an assertion by J. Bernard Machen, the university's president, that the institution has "no tolerance for sexual assault on this campus."

Then, on Tuesday, October 7, the University of Kentucky suspended a freshman defensive end, Lloyd Tubman, from all football activities, indefinitely, after he was charged with first-degree rape. A woman who said she was Mr. Tubman's former girlfriend told the police the incident had happened in an on-campus residence hall on October 2.

Mr. Tubman, who has pleaded not guilty to the criminal charge, could also be disciplined under the student code of conduct, university officials said.

'A RISK EITHER WAY'

Kentucky's head football coach, Mark Stoops, released a statement saying those affiliated with the team were "working extremely hard to develop quality young men on and off the field."

In a news conference on the day of the suspension, he told reporters, "We just feel for all parties involved, and we'll let the legal process go through its course."

While Florida and Kentucky moved swiftly to publicly disclose the actions they had taken against their accused players, that hasn't always been the case when universities' reputations have been at stake.

"American institutions are hard-wired to keep bad news contained and as a result have a hard time engaging outside experts to come audit their procedures and practices and investigate allegations of serious misconduct," said Dan Beebe, a former commissioner of the Big 12 Conference who is now a consultant to athletics departments.

When deciding whether to immediately suspend an accused player, "There's going to be a risk either way," said Mr. Beebe.

"Society says you're innocent until proven guilty," but if a preliminary investigation shows a reasonable likelihood the incident occurred, colleges should suspend the player until the matter is resolved, he said.

While there's always a risk that a quick, public response could sully the reputation of a student who turns out to be falsely accused, failing to take action would be worse, says Gene Marsh, a retired law professor at the University of Alabama and a former chair of the National Collegiate Athletic Association's Division I Committee on Infractions.

"An athlete has a right to a fair process, but any athlete who chooses to be in this kind of high-profile world has to accept the scrutiny that comes with it," said Mr. Marsh, who has helped colleges, including Pennsylvania State University, weather major scandals and has assisted coaches who have been accused of NCAA violations.

"People don't need to be reminded how incredibly intense the scrutiny of athletes is today, and that how you handle these matters reflects the ethic of the place. ... These matters used to go through one or two news cycles and disappear, but now they never go away."

2 RESPONSES IN FLORIDA

Some commentators have contrasted the University of Florida's speedy disclosure of the accusations against Mr. Harris with Florida State University's response two years ago after the quarterback Jameis Winston was accused of sexual assault. Mr. Winston, who remained on the team and was never charged with a crime, went on to win a Heisman Trophy and to lead Florida State to a national championship last season.

A Florida State spokeswoman released a statement last week saying it would be "irresponsible" to draw parallels between cases with different facts and circumstances.

"Factors such as the immediate identification of suspects and how complainants come forward within the university process make a significant difference in how both the criminal justice system and a university respond to a situation," the statement said.

Mr. Winston has contended that he had consensual sex with the alleged victim, who told authorities she was intoxicated, and the local prosecutor's office concluded last year that it didn't have enough evidence to prosecute.

Florida State has disputed the findings of a *New York Times* investigation that concluded that both the university and the local police dropped the ball on the investigation.

The climate surrounding sexual-assault allegations has also heated up considerably since 2012. Universities that might have waited for a preliminary investigation to take its course are more likely to immediately suspend a player suspected of abuse today.

"People don't need to be reminded how incredibly intense the scrutiny of athletes is today, and that how you handle these matters reflects the ethic of the place—at least that's how most people read it," Mr. Marsh said.

"These matters used to go through one or two news cycles and disappear, but now they never go away," he said. "It's important that you handle the matter exactly the way you would for any student, and that there's no special treatment for athletes."

FAIR FOR ALL STUDENTS

The explosion of social media has made it harder, and more important, for university officials to protect students' privacy and make unbiased decisions, said Teresa Valerio Parrot, a crisis consultant who worked at the University of Colorado system in the early 2000s, when football players there faced accusations of sexual assault.

"The reality is that institutions are working hard to implement processes that are fair for all students, which includes both the accused and the accuser," Ms. Valerio Parrot said in an email.

"It's far easier to judge an institution's response after the fact and nitpick their actions than it is to make real-time decisions as details and facts arise." ■

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Amid Partying at UVa, a Painful Note of Caution Intrudes

By REBECCA KOENIG



JUSTIN IDE FOR THE CHRONICLE

An appeal to "Bring Hannah Home" has replaced the usual lighthearted graffiti on Beta Bridge, in Charlottesville, Va., since the disappearance of Hannah Graham, a UVa student, in mid-September.

CHARLOTTESVILLE, VA.

It's another Friday night at the University of Virginia. Students play rugby on a broad, sunken field, fraternity brothers tend a grill outside their stately brick house, and people across the campus primp for a night at their favorite bars, whether at the Downtown Mall, a mile and a half away, or along the Corner, the retail row that abuts the university.

A few Fridays ago, on September 12, Hannah Graham disappeared into a night like this one.

CAMPUS SAFETY

The 18-year-old second-year student vanished from the Downtown Mall, after texting her friends that she was lost.

Jesse Matthew, a 32-year-old man with a history of sexual-assault allegations, was the last person seen with her. Mr. Matthew, charged with abduction with intent to defile, is in jail awaiting a hearing. Little specific evidence has been made public.

The outpouring of compassion in the days immediately following the disappearance was intense, as has been news coverage of the case ever since.

On the campus now, though, students say the initial shock has faded. A suspect is in custody. The police presence seems robust. Most students are simply exercising a little more caution.

"I think, for a lot of us, daily life has resumed" out of necessity, says Jalen Ross, president of the Student Council. "We've got exams, we've got school, we've got football games."

But students live their lives among the reminders of Ms. Graham's absence: an orange ribbon pinned to a lapel, a missing-person notice, a church notice welcoming all who seek peace.

Even before her disappearance, students were engaged in a campuswide dialogue about safety. This past summer, in reaction to a push by students and increased federal scrutiny, students and administrators created Not On Our Grounds, a campaign to prevent sexual assault. One of its efforts, #HoosGotYourBack, promotes bystander intervention, the idea that students can create a safer community by looking out for classmates' well-being.

Campus leaders have tried to involve local bars and merchants in the effort. After all, the ideals of Mr. Jefferson's "academical village" regularly intersect with the realities of the outside world. Students flow from the campus into coffee shops and stores, where the strangers they pass may not feel compelled to intercede in their best interests.

On one street, a shop advertises #HoosGotYourBack. On another, photographs of Ms. Graham and Mr. Matthew are juxtaposed on a storefront poster. Graffiti on nearby Beta Bridge implores, "Bring Hannah Home."

But one question quietly haunts the university: Who's got students' backs when they step off the campus?

'GET INVOLVED'

The University of Virginia's genteel idiosyncrasies are a source of pride among its students. They refer to their campus as "grounds," distinguish their progress in terms of years completed (freshmen are "first-years"; seniors, "fourth-years"), and reserve special reverence for the ideal of self-governance.

"For anything that happens, I just assume it's student-driven," says Rachel Carle, a third-year student who's involved in programs to prevent sexual violence. "The administration doesn't need to organize it, because the students will."

In a small cafe near the university's famous Lawn, Sara Surface explains the ways students are taught to intervene on behalf of their friends. A co-chair of the university's Sexual Violence Prevention Coalition, she wears a "Not On Our Grounds" T-shirt, having just come from a campus-safety event.

"It's not just a perpetrator and a victim," she says. "Everyone has more of a responsibility to get involved."

Ms. Graham's disappearance has captured media attention, but Ms. Surface and other student leaders are reluctant to discuss it in the context of #HoosGotYourBack. First, they point out, her case is still open, and few facts are known.

Second, the attention might obscure the point those students are trying to drive home: Most sexual assaults are committed by people the victims know, rather than, Mr. Ross says, "people lurking and preying on the university." An assault is more likely to be, say, a dorm-room encounter begun at a party than an abduction by a stranger.

Ms. Graham's disappearance doesn't fit easily into that narrative, which makes it especially unsettling to students, and effective in driving their attention to safety strategies. Women in particular report being more careful, and both men and women say they now take steps to prevent friends from walking home alone.

"I think the randomness of it is very frightening to people," says Nicole Eramo, associate dean of students and chair of the university's Sexual Misconduct Board.

'I NEED TO PARTY TONIGHT'

It's pouring on the Downtown Mall at 10:26 p.m., but passers-by are weathering the rain in high spirits. Hannah Graham was last seen near here, at Tempo, an upscale restaurant off a narrow street where people eat in black-and-white booths and drink at the bar under the glassy stare of a buffalo head wearing a fedora.

A horde of wet students jostles aboard the free trolley that connects downtown, the Corner, and the UVa grounds. They break into a chorus of "Sweet Caroline" as they settle into seats.

The university's SafeRide system doesn't start its Saturday-morning rounds until 2:30 a.m.

Four students sit in the back, plotting their next move: a food stop at the Corner, then on to the Sigma Pi fraternity house. They debate how much they've already had to drink, and they marvel that it's not yet 10:30 p.m. One young woman tells her companions, "I need to party tonight."

The trolley makes an unusually long stop, and just as the four friends start to get restless, a police officer climbs aboard. They freeze; one of the young men just mentioned that he's not yet 21. But the officer doesn't approach them. He exchanges words with one of the few middle-aged passengers, then escorts him off the bus for allegedly walking out of a restaurant without paying his bill.

The students laugh nervously. "Guys, we were just sitting next to a convict," one says.

This trolley had already ceased service for the night by the time Ms. Graham sent her last text message, at 1:06 a.m. on Saturday.

The university's SafeRide system, which offers free lifts to nonintoxicated students traveling alone, doesn't start its Saturday-morning rounds until 2:30 a.m.

Closing that gap in safe transportation is on the Student Council's agenda. One new service, Buddies on Call, enables students walking alone to request two volunteer escorts.

At seven minutes to midnight, the Virginian, a landmark bar on the Corner, is packed. The tall man checking IDs at the door wears a #HoosGotYourBack T-shirt. Inside the place, it's almost impossible to move. Women stand on top of tables and sing along to "Sweet Home Alabama," grabbing beer bottles passed to them over the heads of other patrons, some of whom are celebrating a 30th birthday.

Over at Boylan Heights, on 14th Street, a dance party is brewing in the large upstairs room. At the bar, a young woman pushes past a young man with dreadlocks. Perhaps with Mr. Matthew in mind, she whispers to a friend, "This guy looks so much like him, it's freaking me out."

Across the street, Two Guys Tacos serves munchies to a couple of students. "Be safe tonight! #hoosgotyourback," the restaurant tweets at 1 a.m.

Its front window bears a message: FIND Hannah Graham.

'TOO DRUNK TOO OFTEN'

Early on in the #HoosGotYourBack campaign, organizers handed out tip sheets on sexual-violence awareness and enlisted merchants on the Corner to participate in bystander-intervention training.

At Finch, a clothing store, employees wear the #HoosGotYourBack T-shirt. Robbie Stone, general manager at the Virginian, says the bar posted campaign videos on its staff Facebook page. On busy nights, at least one bartender will usually wear the T-shirt. "People who see it have asked questions, which proved to me it's a good idea," Mr. Stone says.

Beyond the Corner, the solution is less clear.

"We're about five blocks from the Charlottesville community," says Ms. Carle, one of the student activists. "It's a very clear divide between students and Charlottesville community members, and it creeps up fast."

Even on UVa's grounds, student leaders say, #HoosGotYourBack is not a panacea. Some students say they don't know about the campaign, although Ms. Graham did. At 2:12 a.m. on August 30, two weeks before she disappeared, she tweeted, "Got an alone drunk girl to a bus tonight #hoosgotyourback."

At times, acknowledges the Student Council president, bystander intervention may amount to "management of already-made bad decisions." Alcohol is not to blame for assaults, he says, but it plays a role.

"Too many people are too drunk too often," he says. "The most immediate, tangible change is better management of what I admit is probably the margins of the problem."

Abraham Axler, president of the second-year class, recalls a recent night when he and a friend were walking to their car and stopped to offer a ride to a woman they saw standing alone. Previously they may have simply continued on their way, he says. But this time, they backtracked to check on her. "We're walking back around," Mr. Axler says. "It's changed our consciousness."

At 2 a.m., students stream out of the bars at closing time. Some head to Littlejohn's deli; others go home or to other people's places. A couple kisses passionately in the middle of the street. A man urinates in a well-lit corner. Aided by police officers, a man lifts a thin woman from where she's lying on the ground and sets her gently into a taxi.

Students walk down 15th Street, alone and in throngs, shouting and texting and telling stories.

They amble across Beta Bridge, where a large message, left by friends who had studied abroad with Hannah Graham in Lyon, France, is scrawled beside the plea to bring her home.

Tu nous manques.

We miss you. ■

Sci-Fi Writers Urge Strapped Researchers to Keep Dreaming

By PAUL VOOSEN

WASHINGTON

It's a conservative, incremental time in science these days. Grants are elusive. Many researchers say that, to win financing, they have to almost know the results of their experiment before they conduct it. Forget moonshots; they just want to make it to next year with a full salary.

RESEARCH

Despite those headwinds, a group of science-fiction authors and researchers met this month to give a glad yell of support to those engineers, scientists, and entrepreneurs with big dreams. It's time to aim higher, they said—much higher.

The day was a roadshow, held here at the National Academies' Keck Center for a new book: *Hieroglyph: Stories and Visions for a Better Future*. An anthology of techno-optimistic science-fiction stories, the book is a product of Arizona State University's Center for Science and the Imagination, founded in 2012 to foster collaboration among writers, artists, and scientists.

The center spun out of an encounter between Neal Stephenson, the author of *Snow Crash* and *Cryptonomicon*, and Michael M. Crow, Arizona State's president. Mr. Stephenson, who grew up watching the Gemini and Apollo missions, had gone public with a complaint: Society has grown risk averse, reluctant to dream big. Mr. Crow turned the lament around: Maybe science-fiction writers weren't doing enough to inspire these dreams.

It was a pitch that hearkened back to a progressive view of the sciences that has long been out of fashion not just in academe, but also in science fiction. Dystopia is dominant. In novel after novel, humans have found infinite ways, enabled by technology, to fall prey to our basest impulses. Long gone are the dreams of Robert A. Heinlein, Arthur C. Clarke, and Isaac Asimov. Long gone, too, are the fans: Today's readers seem to prefer fantasy over science fiction: vampires, werewolves, and wizards over Mars colonists and robot butlers.

Mr. Stephenson took the bait, and alongside the center's director, Ed Finn, he charged 16 authors, including luminaries like Bruce Sterling and Cory Doctorow, to write stories of the near future that avoided "hyperspace, holocaust, and hackers." (Namely, implausible scientific advances, dystopias, and ragtag groups finding new uses for existing technology.) His own story describes the erection of a 20-kilometer-high steel tower above the Nevada desert. Drones and 3D printers come up frequently in the book.



HAYLEE BOLINGER, ARIZONA STATE U.

A 20-kilometer tower features in a new book of tech-positive stories.

ACCESSIBLE TECH

A few lessons emerged from the book, Mr. Stephenson said at the National Academies. First, "dystopia has its defenders," he said. Look no further than *1984*, which has been highly productive for society as a warning of what government surveillance could look like. Second, he said, the hacker narrative proved unkillable. More often than not, the stories' innovations came from outsiders, not institutions.

"That's all well and good, but I'll just point out that that's not where most actual innovation really occurs. It tends to occur in giant corporations and big government-funded labs," Mr. Stephenson said. Even in an optimistic book, he noted, "we're no longer looking toward big institutions as places where big creative technical thinking can occur." He had no answer why that was the case.

It was noteworthy, then, that some of the bigger ideas of the day came from government employees. Thomas Kalil, a deputy director in the White House's Office of Science and Technology Policy, made a pitch for mini-Apollo programs like NASA's mission to chart every potential hazardous asteroid. "This is something we have to worry about," he said. "It's not just science fiction."

Meanwhile, Daniel Kaufman, a director at the Defense Advanced Research Projects Agency, wanted to make technical knowledge less of an elite system.

"What if you could just talk to a computer and tell it what you want? We could articulate it at a high level and have it write its own code," he said. It would be revolutionary. "What if you didn't just have a robot babysitter"—the premise of one story—"but you could program your robot babysitter? And it could reflect your ideas and your mores?"

Often, talk veered from positive futures to present worries. Barton Gellman, a *Washington Post* reporter known for his coverage of Edward Snowden's leaks, sat on one panel. "We're inside this one-way mirror," he said, referring to the surveillance state. What does science fiction say to do about that?

It depends who's writing. One contributor to *Hieroglyph*, David Brin, has argued that surveillance technology is getting so cheap that its spread can't be stopped; instead we should ensure that everyone has access, to equalize its power. Another author, Peter Watts, argues that this presumes an equality of risk; in nature, when a bigger animal begins stalking a smaller animal, the smaller animal runs away.

Over all, the relationship between science and science fiction remains mysterious. Certainly, many nascent scientists read it. But rare is the author who anticipated a discovery, writes Lawrence M. Krauss, a physicist at Arizona State, in the book's foreword: "The imagination of the natural world far exceeds that of even the most gifted science-fiction writer."

There are small pockets of direct innovation, though, added the chief scientist of NASA, Ellen Stofan. For example, right now on the International Space Station there's a floating robotic orb directly inspired by Luke Skywalker's dueling partner in Star Wars. (The spheres are used to test the best algorithms for zero-gravity movement and docking.)

As it happened, even Mr. Stephenson had revised his views, after writing a "hard science" novel, including a dive into ways to escape the planet's atmosphere.

"What I found out pretty quickly is that so many brilliant people have been thinking about that exact problem for so long that it's almost a waste of time," he said. There's a zoo of ideas out there, many decades old. "It's less a problem of coming up with cool ideas, more a problem of how do you push those ideas forward."

In other words, it's about money. ■

Party-Promotion Company Leaves Colleges Feeling 'Shmacked'

By MARY BOWERMAN

Music blares while shots of colleges whirl by—the football stadium on game day, students chugging from a bottle of vodka, girls dancing on top of a car. The campuses are different, but the themes in the videos are the same.

The short films, which celebrate campus party scenes, are a "new way to scout colleges," says the tag line of I'm Shmacked, the party-promotion company that produces them.

The company's founders say their videos don't promote underage drinking. But their seasonal campus tours—the company sets up parties, sells tickets, and films the events, sometimes leading to flurries of underage-drinking arrests and other headaches for college officials—leave administrators grappling with what to do when the I'm Shmacked circus rolls into town.

I'm Shmacked events, now more than halfway through a 30-campus fall tour, are small concerts, complete with bands or DJs, that sell out off-campus clubs and other venues. Tickets are priced at $27 to $100. Before the events, crews show up at a college, using high-quality cameras to shoot well-known campus buildings and sports venues. They then film the off-campus parties.

In its wake, I'm Shmacked releases the videos; some have racked up a million YouTube views.

When I'm Shmacked made its debut video, highlighting Temple University, three years ago, the company's co-founders, Arya Toufanian, 22, and Jeffrie (Yofray) Ray, 21, were college students themselves—Mr. Toufanian at George Washington University and Mr. Ray at the School of Visual Arts.

The founders, like their brand, have generated their own share of controversy. Last month Mr. Ray posted on Facebook that, after recent questionable behavior on social media, including a tweet making light of rape, Mr. Toufanian was no longer part of the company. But Mr. Toufanian told *The Chronicle* in a recent interview that the duo remained intact and was refocusing on covering other aspects of campus life beyond partying.

Adam E. Barry, an associate professor of health education at Texas A&M University at College Station and chair of the American College Health Association's Alcohol, Tobacco, and Other Drugs Coalition, called I'm Shmacked "the social-media twist on Princeton Review top-party schools." The behavior in the videos flaunts a binge-drinking culture that Mr. Barry said campuses are still wrestling with.

STUDENTS

The kickoff event for I'm Shmacked's tour this fall, at Coastal Carolina University, resulted in 35 arrests, though it wasn't clear how many of those arrested were students.

Travis E. Overton, Coastal Carolina's dean of students, said that while most members of the student body make good decisions, the I'm Shmacked cameras seemed to bring out bad behavior.

So this year, when I'm Shmacked published its fall-tour dates, many colleges started prepping.

The College of Charleston started working with local partners—the City of Charleston police and local bars—to create awareness of the company's potential effect on underage drinking, according to Jeri O. Cabot, Charleston's interim executive vice president for student affairs.

At Florida State University, the mid-October I'm Shmacked event will most likely have a few less-rowdy guests than normal, said Ilese A. Weingarten, the university's coordinator of alcohol and other drug services. She said the university planned to send "peer educators" to the event to remind students that being on camera might be a mistake.

Ms. Cabot said her college also tried to remind students that one night of bad decisions can have a negative impact down the road.

"More and more entities are asking for student disciplinary records. It's not just law schools anymore, but study abroad, internships, graduate schools, government jobs," Ms. Cabot said. "Making good choices goes beyond one night."

SAFER THAN A HOUSE PARTY?

As views of the I'm Shmacked videos on YouTube reach the hundreds of thousands, there's been pushback from some students who worry that appearing in the videos could harm their reputations and future job prospects.

Student organizations are also wrestling with how to handle I'm Shmacked's arrival. Some members of Greek organizations at the University of Mississippi told *The Chronicle* that their leaders had instructed them not to attend an I'm Shmacked event. (A Mississippi spokesman said that the university never officially told students not to go.)

Mr. Toufanian said his company isn't creating a problem but simply documenting what already goes on.

"Our events are probably a safer venue to party in than a house party. We have security, people checking IDs. It's just called 'I'm Shmacked' so people make a big deal," he said.

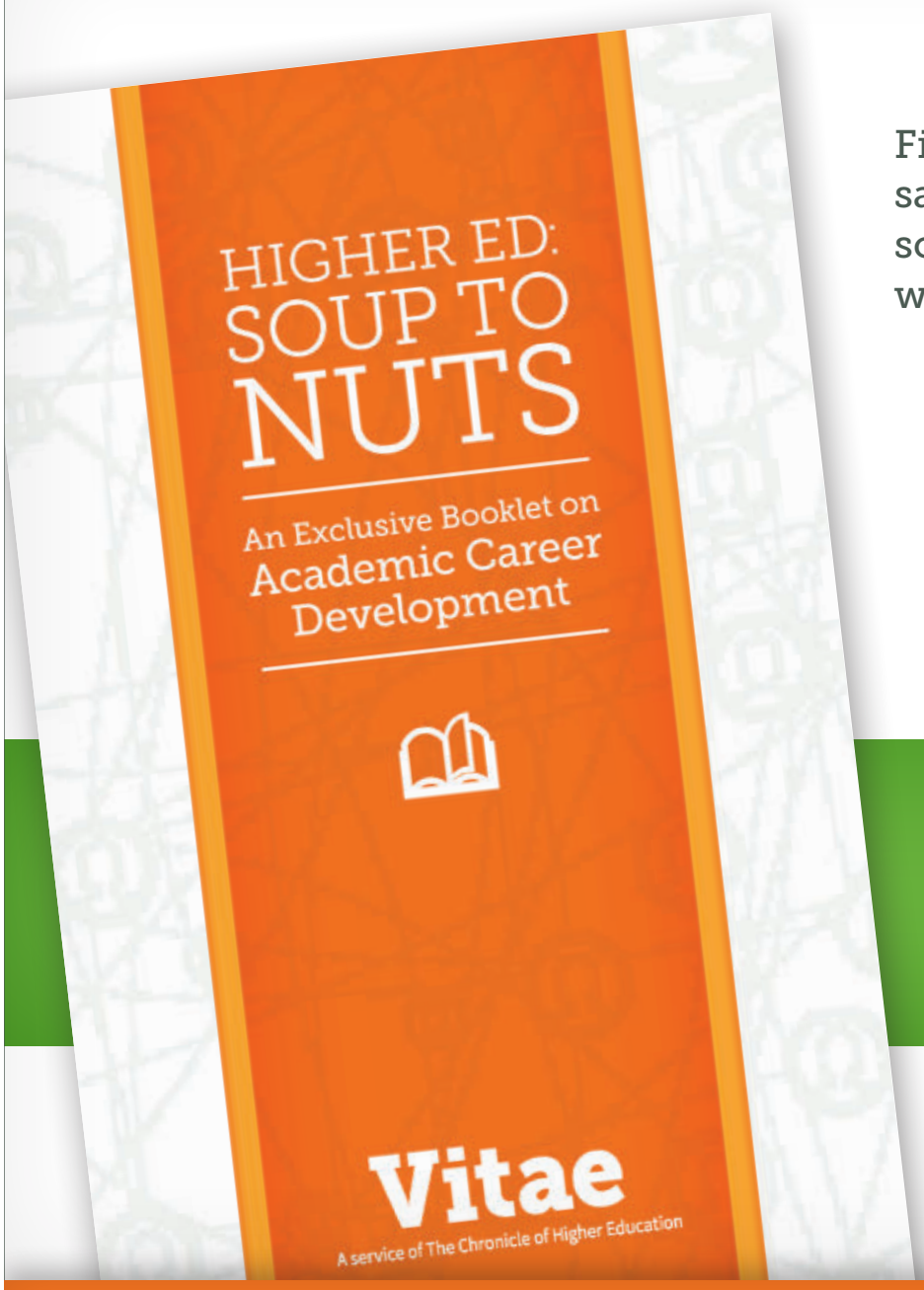
Simon G. Harris, a student at the College of Charleston, said many students questioned the game plan of administrators and student groups that condemn the activities rather than use them as an opportunity to further the conversation on drinking.

"People blow it out of proportion," he said. "It's college, people party. What happens when I'm Shmacked is here really isn't different than what happens on college campuses normally." ■

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On the Internet, Nobody Knows You're the 'Wrong' Professor

By STACEY PATTON



Karen McArthur says an online art course she developed at Austin Peay State U. was used, without her permission, by other instructors, who passed off the personal stories that peppered her lectures as their own.

From Vitae
A service of The Chronicle of Higher Education

It was right after supper on a Tuesday evening in November 2011, and Karen McArthur had just started to wind down for the night. Her three kids were in their pajamas, reading in front of the fireplace, and her husband, Jim, was cleaning up the kitchen.

Ms. McArthur, an adjunct professor of art history at Austin Peay State University, flipped open her laptop to see if any students had questions about their class assignments. Instead she saw an email from Alexandra Blau, a professor she'd never met.

Ms. Blau had written to ask if Ms. McArthur had designed a full-semester online class on art appreciation that she could copy. "I had a summer one I copied from someone else (it was your class)," she wrote, "but I thought it may be better to start from scratch with a normal semester-length class."

Ms. McArthur was shocked: Was Ms. Blau really teaching a course that Ms. McArthur had created? If so, why didn't she know about it? She had, in fact, spent two years developing and refining an art-appreciation curriculum, but she had never authorized other professors to use it. Was it possible that her colleagues were pretending to be her in other virtual classrooms?

For adjuncts like Ms. McArthur, those questions can be deeply troubling. Teaching is a core part of their academic identity—for many, it's the only thing they're evaluated and compensated for. Indeed, Ms. McArthur considered the creation of her courses to be an original, creative act, just like research.

But unlike scholarship, teaching isn't always protected by a widespread consensus on intellectual-property rights. And when it comes to teaching, some scholars say, there's a rich academic tradition in which professors borrow, trade, even steal content without attribution. As higher learning moves from bricks and mortar to cyberspace, and the use and reuse of "shell" courses grows more common, academics have reason to wonder which parts of creating and teaching online courses count as their own—and what, if any, recourse there is for lecturers who feel that their content is being used without permission or payment.

It's common for professors to borrow ideas without attribution, said James M. Lang, a professor of English and director of the Center for Teaching Excellence at Assumption College. But the advent of online courses taught by adjuncts has changed the situation. "We are going to have to think more carefully about what kinds of things can be borrowed from colleagues and what kinds of things should count as intellectual property," he said.

Karen McArthur first thought about those issues in 2004, a year after she began teaching at Austin Peay, in northern Tennessee, near the Fort Campbell military base.

Ms. McArthur, who was being paid about $2,000 per course, was asked by the art department's chair, Dixie Webb, now dean of the university's College of Arts and Letters, to develop a web-based art-appreciation "shell course"—a generic template that every instructor teaching that course could use.

A shell course needs to be adaptable to each professor's expertise. "If you're an art historian, you lean on history when you teach. If you're a painter, you might assign more art projects," Ms. McArthur said. "The chair asked me to develop this course because there were no other art historians in the department."

Ms. McArthur said Ms. Webb had offered to pay her about $2,500 to create the shell course. (Ms. Webb declined to comment.) The funds never materialized, though, and so the professor moved on and continued designing and teaching her course, which became the basis for a book project. "This course was my intellectual property. I signed a contract with a literary agent," Ms. McArthur said.

In 2008, Ms. McArthur heard from a learning-management specialist at Austin Peay, requesting permission to copy her course for a professor named Bruce Childs. "Professor Childs mentioned that he had been speaking with you about working together, and he thought you wouldn't mind if I copied your course," the specialist wrote in an email. "But I really felt the need to check with you to see if this is OK."

Ms. McArthur fired back an email with the subject line, "Do not copy!"

"No, he cannot use my course; no one has permission to use my course," she wrote. "I have never and will never give permission for other professors to use my course shell. Sounds harsh but that's that."

After that email exchange, Ms. McArthur said, she considered the matter closed, until she received Alex Blau's email years later.

COMMON PRACTICE

The day after Ms. McArthur received Ms. Blau's email, she drove to the campus to visit Danielle Dickson, a technologist who worked in the distance-education department. Ms. Dickson confirmed that Ms. Blau had copied the course from another adjunct professor, Robb Fladry, a former student of Ms. McArthur. He is now an assistant professor of graphic design and department chair at the Rocky Mountain College of Art and Design.

Ms. McArthur noticed that Ms. Blau and Mr. Fladry had used her course to teach 175 students in seven sections. "All they did was delete my name and email address and fill in the blanks with their own personal information," she said.

To Ms. McArthur, this was appalling. She felt that Ms. Blau and Mr. Fladry had passed off the personal stories that peppered her lectures as their own. There was the trip she took to the Tate Gallery, in London, in 1992, when she was a senior in college, which prompted her to change her mind and become an art historian instead of a lawyer. There was the trip to Rome, where she saw Gian Lorenzo Bernini's "The Ecstasy of Saint Teresa."

Ms. McArthur said she had included those stories because she wanted students to appreciate the difference between seeing a famous artwork in a book and in person.

In the screenshots that Ms. Dickson gathered, Ms. McArthur also saw some of Ms. Blau's and Mr. Fladry's students respond positively to her personal anecdotes. One student wrote of the lecture on "The Ecstasy of Saint Teresa": "The description given in the lecture ... made me really want to see it in person." Seeing the screenshots, Ms. McArthur worried that Ms. Blau and Mr. Fladry had never corrected any student's assumption that they had devised the course: "They pretended to be me in order to make a few thousand extra dollars."

Ms. Blau said her 2011 email to Ms. McArthur was a collegial attempt to get answers about the course she was given to teach from what she understood to be a template. The allegation that she was a knowing accomplice to plagiarism is "deeply upsetting," she said.

"I obviously had no idea that she had not given the OK to use it," Mr. Fladry said in an email. "I guess you can use that word 'plagiarize' for anything these days." He said he had notified students that Ms. McArthur developed the course content. "I made no claims that these were my experiences," he said.

Mr. Fladry said the department chair at Austin Peay had given him Ms. McArthur's shell course with the understanding that it's common practice for a "subject-matter expert" to develop the course material and projects, with another hired instructor facilitating, grading, and interacting with students.

At Austin Peay, as at other institutions with heavy online course loads, that is a standard practice. Bill Persinger, director of public relations and marketing, said in an email that it is common for faculty members who teach online courses to share content, though it is the university's practice to ask permission from the professor who developed the course.

"I have never and will never give permission for other professors to use my course shell," the adjunct wrote. "Sounds harsh but that's that."

In Ms. McArthur's case, that appears not to have happened. In February 2013, the university admitted wrongdoing. In a settlement agreement signed by Ms. McArthur and Austin Peay's president at the time, Timothy L. Hall, the university acknowledged that the online course materials Ms. McArthur had developed "were and are her intellectual property," and that the sections Ms. Blau and Mr. Fladry had taught were wrongfully used. The university compensated her with $17,200.

Mr. Hall said that he couldn't vividly recall all the details of the case, but that "it ought not to be the case that someone who has prepared a course should have their work taken over and distributed to other people."

DOES THE PERSON MATTER?

That should have settled the matter. But the relationship between Ms. McArthur and Austin Peay had soured. She said she found herself fighting for classes—going from teaching seven to 10 courses per academic year down to only two. After 12 years of teaching at Austin Peay, her contract was not renewed this semester. "I've been cut off," she said.

Mr. Persinger said that had nothing to do with the struggle over the shell course. Courses for adjuncts have been scarce, he said, since the university created new faculty lines—including two in the art department—to reduce dependence on part-time lecturers.

He said Ms. Blau was still teaching the art-appreciation course.

Ms. McArthur questioned why the university would have a copyist, instead of her, teach the class.

But in the eyes of some professors and education experts, authorship is almost beside the point. Mr. Fladry said he had not developed original content—and had not deleted Ms. McArthur's references to specific experiences—because every student taking an art-appreciation course at Austin Peay should get the same content, no matter whose class it is.

"Using the accepted course shell prevents any discrepancy in material," he said. "I didn't change the details because that would change the integrity of the class."

Susan Gautsch, director of online learning at the University of Southern California, said she wasn't surprised to hear about how Ms. McArthur's content and personal stories had been used. "If I was a student and had the option of an adjunct professor with very little experience or stories of their own to tell versus an adjunct professor who was able to reappropriate other people's experiences by pushing a button or copying and pasting it, I wouldn't care if the stories were theirs or not."

"Was I entertained and captivated? Did this course keep me engaged?" she continued. "I don't care about the person. I care about my learning around these stories."

Both Ms. Gautsch and Mr. Lang, of Assumption College, noted that shell courses—and adjuncts teaching others' material—have become commonplace. But Mr. Lang issued a warning about the practice.

"That's a potential trend in online education that we have to be wary of," he said. "It depersonalizes everything. In the Austin Peay situation, the depersonalization process seemed to reach its nadir."

A template course, he said, can all too frequently end up being taught by a professor without real expertise in the topic at hand.

To some students, at least, expertise still matters. Richard McLain, whom Mr. Fladry taught using Ms. McArthur's shell, said he enjoyed taking the course while he was deployed in Afghanistan. Mr. Fladry was responsive to his questions, he said, unlike online professors who sometimes take up to a week to respond to students.

Still, Mr. McLain said, he was disappointed to learn that Mr. Fladry had used another professor's content. "I'm upset. I'd like to know the professor who developed the class. She sounds really passionate about art, and you get that from the course content."

"I'm no special snowflake in class," he said, "but I think that a professor who takes the time to develop and perfect a class ought to be the one giving it." ■

For Adjunct Professors, a Lot Is Riding on Student Evaluations

By MAX LEWONTIN

In February 2012, Miranda Merklein received the email that many adjunct professors dread.

"I am sorry to inform you that we cannot extend an employment offer to you at this time," wrote the chair of the department of liberal arts at the Santa Fe University of Art and Design, where Ms. Merklein had been teaching English and writing courses as an adjunct. "A review of your course evaluations, coupled with concerns filed by students and other contributing faculty, resulted in the decision to remove your application from the liberal-arts adjunct pool."

At first, Ms. Merklein recalled, she was shocked. "I'm not a terribly hard teacher," she said. "Most students say that I'm cool, fun. I get really positive feedback."

Then she got angry. A former journalist and literary-magazine editor with a Ph.D. in English, she had been teaching regularly for four years as an adjunct. She came to feel that her crime at Santa Fe was expecting students to regularly attend and participate in her classes.

In the email, the department chair offered to provide copies of the student course evaluations, but Ms. Merklein said she had never been able to obtain them. She still has no idea what specific complaints resulted in her dismissal. An administrative assistant in the college's liberal-arts department declined to comment on whether Ms. Merklein had ever received the complaints from the department, referring a reporter to the university's human-resources office.

The experience left Ms. Merklein feeling that, as long as she was an adjunct, she was only a couple of dissatisfied students away from losing her job. Among adjuncts, that feeling is not uncommon.

For most tenure-track and tenured professors, course evaluations are used as guidance or feedback, a way to tweak their courses based on student concerns. But for adjuncts, student evaluations often carry much more weight. In a way, that makes sense: Most adjuncts are, after all, hired to teach. But in the absence of other metrics or methods, many colleges use them as a key means—or the only means—of determining whether to renew a contingent professor's contract.

The evaluations, of course, can be deeply flawed. And while poor course evaluations can result in losing a teaching position, several adjuncts say, positive evaluations carry no benefit at all: They don't lead to pay raises, office space, or equipment.

All of which has left adjuncts and observers wondering: Is there a better way to assess how well lecturers are doing their jobs?

EVALUATING THE EVALUATORS

Mary G. Gainer, who teaches writing at several colleges near Pittsburgh, has seen her evaluations vary widely. At Point Park University, the evaluation process involved classroom observation by a department administrator—a much more useful approach than the generic "bubble sheet" student evaluations used by a community college where she previously taught.

But even at Point Park, the process was far from perfect, she said, partly because the administrator saw only a tiny slice of Ms. Gainer's classroom teaching.

"I don't mind them," Ms. Gainer said of the evaluations, "but I don't think they're an effective means of measuring performance for any professor."

There are plenty of reasons why.

First and foremost, there are the people doing the evaluating. Students aren't experts in course subject matter or in pedagogical approaches, said Robert C. Baum, a former adjunct professor at several colleges in New Hampshire and southern Vermont. With course evaluations, "content is not respected, expertise is not respected," said Mr. Baum, who taught courses in philosophy, history, and media studies.

Then there's the fact that the evaluations are anonymous, inviting students to make sometimes inappropriate comments about a professor's teaching style, demeanor, or even personal appearance.

"'I like your boots,' that's a really nice compliment—but it doesn't belong on an evaluation," said one adjunct, who asked to remain unnamed because she is still teaching at several colleges in Illinois and Wisconsin.

For many adjuncts, fear of angry evaluations can quickly turn into fear of honest grading, said Natalie M. Dorfeld, a former adjunct who landed a full-time position after teaching for several years at four different institutions.

As a newly minted assistant professor of English at an institution in northwestern Pennsylvania, she was put in charge of evaluating adjunct professors, including some former colleagues.

Because of their contingent status, Ms. Dorfeld said, some adjuncts felt increasing pressure to lower their academic standards so they would not receive many negative student evaluations.

"I think we set up all adjuncts to fail," she said. "They are the backbone of many departments, and yet they are expected to not rock the boat. Smile. Nod. Give Johnny a C, so he can play football." ■

ASKING THE QUESTION
ALCOHOLICS: BORN OR MADE?



Binghamton University's Distinguished Professor Linda Spear regularly delves into the vicious cycle of alcohol abuse. What has she found? That adolescents differ in their sensitivity to alcohol from adults in ways that lead to lasting effects on the brain, cognition and behavior, including higher probability of elevated alcohol use as adults.

Her research, supported by a recent five-year $8.2 million National Institutes of Health Center grant, examines the consequences of exposure to alcohol prenatally and in adolescence.

Spear joins with her colleagues at Binghamton University and SUNY Upstate Medical University to continue their work into the developing brain and how alcohol use and abuse can alter it.

Learn more about the research Spear and her colleagues are conducting in the Developmental Exposure Alcohol Research Center at Binghamton.edu/dearc.

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Challenged by Upstarts, Online Giant May Go Private

By GOLDIE BLUMENSTYK

ADELPHI, MD.

The University of Maryland University College, fearing that it has lost its mojo as a dominant player in online education and suffering from recent enrollment declines, is considering converting itself into a private nonprofit institution.

Backers of the privatization plan, which would entail some level of independence from the University System of Maryland, say it would give the institution, known as UMUC, more flexibility in marketing and personnel, and help it compete with up-and-comers like Southern New Hampshire University and Arizona State University.

While many in the university question the need for such a radical move—last month UMUC wrapped up the last of eight meetings where faculty and staff members were invited to air their concerns before the university's president recommends next steps—a close look at the data illustrates why some at the distance-education powerhouse fear for its future.

UMUC built its reputation as an affordable institution that served military personnel overseas. For more than four decades those enrollments helped it to flourish. That identity is evident at the university's headquarters, where three clocks hanging prominently in the lobby are labeled "Europe," "Asia," and "Adelphi, Maryland."

"Until the end of the Cold War, we were an overseas institution with a Maryland component," says Javier Miyares, its president.

Then, in the latter half of the 1990s, as the United States was drawing down its troops overseas, UMUC became one of the first major universities outside the for-profit sector to embrace online education. As quickly as its overseas headcount was falling—quicker, actually—its domestic enrollments took off.

"Now we're a stateside university with an overseas component," says Mr. Miyares.

That shift did not come painlessly. From August 2012 to August of this year, UMUC consolidated managerial operations overseas and laid off more than half of its administrators in Europe and Asia, bringing the number to 99 from 205. It cut full-time faculty members at almost the same rate, from 199 to 114. Perhaps just as telling for a univer-

ONLINE EDUCATION

sity where most courses are taught by adjunct professors, the number of those instructors based overseas who teach face-to-face and hybrid classes has shrunk over the past five years, even as the overall number of adjuncts has increased.

But in fact, even domestically, UMUC is still pretty reliant on its military and military-related enrollments. And while the university has long been seen as a major player in distance education—it ranked 11th nationally in the number of exclusively online students, according to the latest available data from the U.S. Department of Education—it actually doesn't have much of a national reach. In the fall of 2013, of its 39,557 stateside students—both online and face-to-face—only 4,342 were nonmilitary (not veterans, active-duty service members, or their spouses) or from outside the state of Maryland.

"The reality is, when you are growing, you become complacent," says Mr. Miyares.

Meanwhile, other distance-education providers have been raising their profiles—not only for-profit colleges like the University of Phoenix and American Military University but also private and public nonprofits like Arizona State, the University of Florida, and Southern New Hampshire, with its College for America competency-based degree programs. In 2009, American Military, part of the American Public University System Inc., surpassed UMUC as the largest military-serving university.

The rise of competitors hasn't gone unnoticed at UMUC, where an advertisement promoting the recently announced deal between Arizona State and Starbucks sits on a conference table. Mr. Miyares picked it up at his local Starbucks. "It's a reminder," he says. UMUC was among the universities that lost out on that deal.

UMUC does have other arrangements that could prove just as promising—most notably a deal, signed in April with the U.S. Office of Personnel Management, that offers 25-percent discounts on courses to millions of federal employees and their families. But so far that deal hasn't caught fire. University officials say a website for the program has received more than 20,000 visits, but only about 1,000 people have enrolled for the discounted courses.

Arizona State says that in just four months nearly 4,000 Starbucks employees applied, 1,800 were accepted, and more than 1,000 have enrolled for the mid-October start of the next semester. (UMUC has open admissions.) At Southern New Hampshire, online enrollment has grown from about 3,000 to more than 44,000 over the past 10 years.

Maryland is a small state, the military market is shrinking, and the university depends on growth in enrollments to fuel innovation, says Mr. Miyares. It has also been "way behind the curve" in forging enrollment relationships with corporations, he says, and its lag in using its alumni base to help current students and new graduates in job networking is "almost embarrassing." He's worried about momentum.

An administrator at UMUC since 2001, Mr. Miyares became acting president in early 2012, after the sudden and still-unexplained resignation of Susan C. Aldridge. He was named permanent president a few months later. "In this business there are shiny objects," says Mr. Miyares, and "today the shiny objects are Southern New Hampshire and Arizona State. We are not the shiny objects."



UMUC

Javier Miyares, president of the U. of Maryland University College: "In this business there are shiny objects. Today the shiny objects are Southern New Hampshire and Arizona State. We are not the shiny objects."

MAKING ADJUSTMENTS

But UMUC is looking to gain some sheen. In the past few years, it has shifted to shorter course terms, which can be more attractive to adult students; instituted larger classes, which are more economical to offer; and pushed toward full reliance on free, open educational resources, rather than textbooks, to create a more-affordable program for students (by next fall, it aims to use 100-percent open materials). UMUC is also making greater use of data analytics to improve student retention and planning its first two competency-based degree programs.

So why the need to go private?

No faculty members sat on the committee that proposed the change, and more than a few are wondering just that.

UMUC "has an incredible history," and what attracts students is its connection to the University System of Maryland, says Betty Jo Mayeske, an adjunct professor of history who has been teaching part time at UMUC for 35 years. "Why would you want to be anything other than a state university?"

The proposal to break away from the university system was revealed this past summer with the publication of what the committee called an "Ideation Study for UMUC: A Future Proposition." The study cited several areas in which UMUC is at risk because of changing market conditions, and concluded that "the level of efficiency and agility" that UMUC needed to compete "is simply not possible operating as a government entity."

As a private nonprofit, the committee said, the university would be "liberated" from requirements like public-records, open-meetings, and financial-disclosure laws, which cover salaries that "some great talent finds unnecessarily intrusive."

Mr. Miyares says a different governance system could also make it easier to explore new business models, such as offering degrees in collaboration with other universities. Or at the very least, he says, he could imagine UMUC's providing the technology and marketing expertise to other institutions offering online courses, much as a company like Pearson's Embanet now does, and then sharing in the tuition revenue.

Mr. Miyares has said he will make a recommendation to the system's Board of Regents by the end of October so it could be considered by the regents' finance committee in November, the full board in December, and, if necessary, the state legislature in 2015.

Still, there's at least one big factor that could keep UMUC from walking away from the Maryland system: a $216-million fund that it has contributed to the system over the years from the "profits" it has made on its operations.

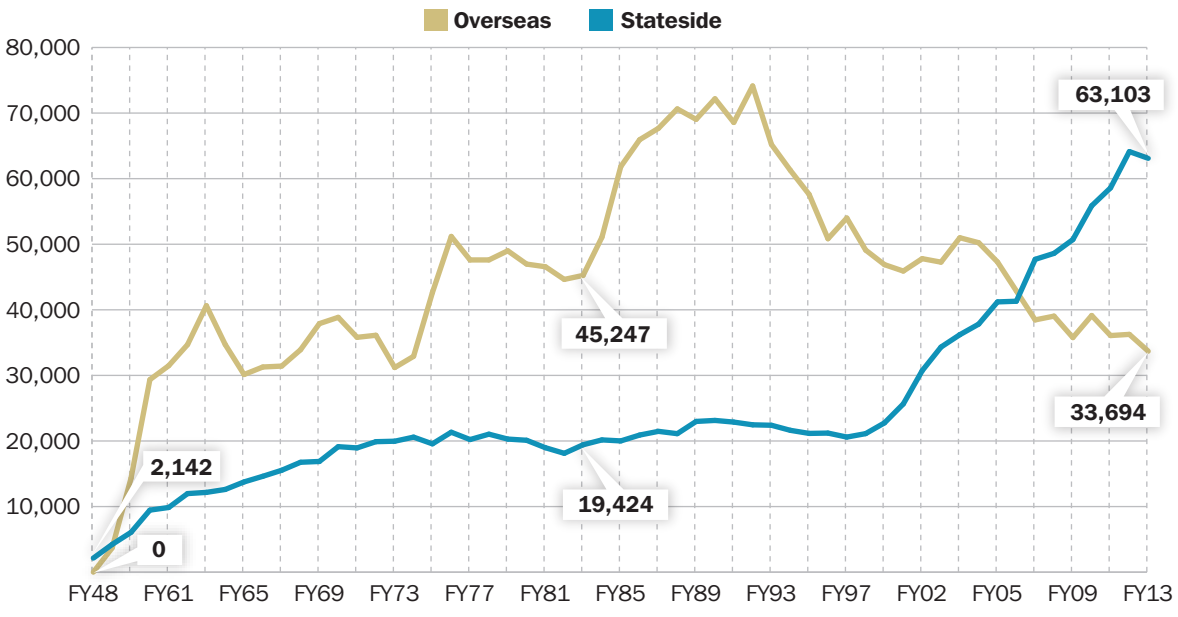
The fund strengthens the university's credit rating, allowing it to borrow at low interest rates. UMUC's profit margin was just 2 percent in the 2014 fiscal year, but it was 11 percent in 2013 and a record 17 percent in 2012.

In any decision about UMUC's future, the fate of that fund will certainly be part of the equation. "I don't want to be the president who walks away from that money," says Mr. Miyares.

At the same time, he says, there's urgency to act. In distance education, "the market will end up, like any maturing market, with some big players" and many also-rans, says Mr. Miyares. And when that happens, "we want UMUC to be one of those standing." ■

Shifting Enrollments

UMUC's growth was once fueled by military students overseas, but that's no longer the case.



SOURCE: UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

People

Departing Columbus State Chief to Organize Business Schools Abroad

By PETER MONAGHAN

Now is the time for change, says **Timothy S. Mescon,** both for himself and for AACSB International: the Association to Advance Collegiate Schools of Business, which he is joining.

Convinced that business-school leaders in many parts of the world are eager to embrace the methods and ethos of American business schools, he has agreed to become the association's first senior vice president and chief officer for Europe, the Middle East, and Africa, beginning in January. His challenge, he says, is that in those regions "there hasn't been an enormous amount of traction" in the 98-year-old association's efforts to bring business schools into its fold.

AACSB, which offers accreditation and other services, has some 1,400 member institutions in 89 countries and territories.

Of the more than 3,700 institutions within Mr. Mescon's new region that award business degrees, only 8 percent are AACSB members and 3 percent AACSB accredited.

Mr. Mescon will wrap up six years as president of Columbus State University, in Georgia, in December.

If he succeeds in his new job, he says, "the drum will beat more loudly as the association delivers more focused programming, seminars, and workshops, and that will enhance the organization's overall visibility and presence."

The association, intent on emulating the progress it has made in Asia since it set up a regional office in Singapore in 2009, has asked Mr. Mescon to head a new office in Amsterdam. From there he will adopt a feet-on-the-ground approach and head out far and wide. "For making introductions, meeting deans, and making a compelling case," he says, "being there resounds very positively."

Mr. Mescon, whose numerous publications include his co-written book *Entrepreneurship: Venture Initiation, Management, and Development,* is a well-traveled veteran of 36 years in business education. He speaks most fondly of the 18 years before coming to Columbus State, when he served as dean of business at Kennesaw State University, just north of Atlanta, the city of his childhood. He started there close to the same time that



COLUMBUS STATE U.

Timothy S. Mescon

his father, **Michael H. Mescon**—"a fantastic role model"—retired from long service as Georgia State University's business dean.

He welcomed AACSB's job offer, convinced that, with his 60th birthday approaching, "I really felt that if I was ever going to redirect my energies to something I find very compelling and important, this was the time."

Earlier this year, he was an unsuccessful finalist for the presidency of Eastern Washington University. But then **John J. Fernandes,** president of the business-schools association, called. He and its governing board had determined to open up new avenues to its accreditation for business schools in Europe, the Middle East, and Africa, so they looked around for someone with the experience and skills to lead that endeavor, Mr. Fernandes explains.

They looked no further than Mr. Mescon. He had taken the Kennesaw State business school, "a peripheral school in a new global city, and made it a big player in that region," Mr. Fernandes says. He was also a 25-year volunteer on AACSB committees and was known for his teaching about entrepreneurship. And he was, as Mr. Fernandes puts it, "a world-deployable person."

Last year the association put in place new accreditation standards that allow schools in Asia and in Mr. Mescon's territory to demonstrate composite capability based on three measures: teaching innovation, engagement with business and government, and benefit to their communities through, for example, placement of graduates or microfinance projects.

"That acknowledgment of the idiosyncratic missions of business schools, I would suggest, is a positive reflection on the association," says Mr. Mescon.

This month, in conjunction with attending a large AACSB conference in Grenoble, France, Mr. Mescon and his wife will scout for housing in Amsterdam. He says he approaches his new position mindful of lessons he learned in 2010, when 62 percent of Columbus State faculty members voted no confidence in his presidency.

The Georgia Board of Regents quickly and unanimously renewed his contract, and his supporters cited a long list of accomplishments at the institution. "I had learned to lead as a dean in the hypercompetitive environment of a business school," Mr. Mescon reflects, "but that might not have been an appropriate leadership style for comprehensive public universities." The faculty's thumbs-down provided "an important developmental exercise for me."

Wiser, he heads to Amsterdam with enormous enthusiasm, he says. With friends in business schools across the globe, "already I've been inundated with emails from deans in those parts of the world offering to help." ■

A President's Mission: Changing a College That Wasn't 'Good Enough'

Michael J. Sorrell, president of Paul Quinn College, talked with *The Chronicle*'s Eric Kelderman about bringing the small historically black college, in Dallas, back from the brink of extinction. Below is an edited excerpt of the online video interview.

Q. You were educated at Oberlin College and Duke University, where you got your law degree. How did you even find out about Paul Quinn, and why did you want to lead it?

A. I had moved to Dallas to work as a securities lawyer for a big law firm and didn't know anyone except the people at the firm. A lot of the people at the gym where I played basketball had played for Paul Quinn College. Those guys were incredibly nice to me.

I'm one of those people that believes if you're ever kind to me or my issues, I will say thank you. I

ON LEADERSHIP

would give money to their college. I would speak on campus. I'd just try to be an asset. And that—long story short—turned into being president.

Q. Not long after you became president, the college was placed on probation. You did things then that were completely the opposite of what college presidents would do. You kicked out a lot of students. You tore down a bunch of buildings. You dismantled the football program and turned the football field into a big garden space both for the college and the community. Why was all of that necessary?

A. We weren't good enough. I didn't need an accreditor to tell me that. I know what academic rigor and outstanding institutions are supposed to look like. So we made decisions based upon the long-term play.

We implemented a more-selective admissions policy. But during that time—during the years that we were 200, 225 students—we still managed to have six- and seven-figure surpluses. So we know how to run a business.



JULIA SCHMALZ

Michael J. Sorrell

Our students are starting to get jobs in the types of places that you'd expect students from academically rigorous institutions to show up.

So it was highly unconventional. But it's also been highly effective. And the best part of it is, we're just warming up. We haven't even taken our great stuff off the shelf yet.

Q. Is Paul Quinn sustainable?

A. We're going to be sustainable because we represent the new urban college model. We're in a food desert, so we're creating an urban food-distribution network. We're in a partnership that will result in the first environmental charter school in the state of Texas. We have created an economic-rigor model that allows us to economically support our students but also teach work-force habits. So it gives them a competitive advantage in the marketplace. ■

TRANSITIONS

PEOPLE IN ACADEME

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

JOB MOVES

■ **S. Abu Turab Rizvi,** a professor of economics and former dean of the Honors College at the University of Vermont, will become provost at Lafayette College on January 20.

■ **Cesar D. Fermin,** a professor of biology who was dean of graduate studies and research at Tuskegee University, has been named provost and vice president for academic affairs.

■ **Roderick L. Smothers,** vice president for advancement at Huston-Tillotson University, in Texas, will become president of Philander Smith College, in Arkansas, in January.



U. OF FLORIDA

■ **Jeannie Cimiotti,** who was an associate professor in Rutgers University's College of Nursing and executive director of its New Jersey Collaborating Center for Nursing, has been named a professor and co-director of the Florida Blue Center for Health Care Access, Patient Safety and Quality Outcomes at the University of Florida's College of Nursing.

■ **Lorraine J. Haricombe,** dean of libraries at the University of Kansas, will become vice provost and director of libraries at the University of Texas at Austin on February 1.

DEPARTURES

■ **Alejandro Zaera-Polo** has resigned as dean of Princeton University's School of Architecture, after just over two years in the job. **Stanley T. Allen,** a professor at Princeton whom he had succeeded as dean, will be acting dean. Mr. Zaera-Polo, who will remain on the faculty, wants to "devote greater attention to his research and other professional activities," a university news release says.



U. OF ST. JOSEPH

■ **Pamela Trotman Reid** says she will retire as president of the University of Saint Joseph, in Connecticut, at the end of this academic year, after more than seven years at the helm. During her tenure, she introduced the university's first professional doctoral program, the School of Pharmacy.

■ **Michael E. Brown,** dean of the Elliott School of International Affairs at George Washington University since 2005, says he plans to step down at the end of this academic year. He expects to stay on as a faculty member.

DEATHS

■ **Martin L. Perl,** a professor emeritus of physics at Stanford University and its SLAM National Accelerator Laboratory, died September 30. He was 87. He joined what was then the Stanford Linear Accelerator Center in 1963 and shared the 1995 Nobel Prize in Physics for his discovery of the tau lepton.

■ **Carolyn Rovee-Collier,** a longtime psychology professor at Rutgers University whose research shifted thinking about how soon infants can learn and remember, died of breast cancer on October 2. She was 72. She was director of the Rutgers Early Learning Project.

Wynton Marsalis Leads Juilliard's Jazz Program

By PETER MONAGHAN



NAN MELVILLE

Wynton Marsalis

WYNTON MARSALIS, the trumpeter, has a new role that is likely to expand his influence on the direction and public perception of jazz: director of the jazz-studies program at Juilliard School of Music.

In July Mr. Marsalis replaced **Carl Allen,** a drummer, as leader of the program at his alma mater. His appointment marked the fruition of a long association, says **Joseph W. Polisi,** Juilliard's president since 1984. He says that he and Mr. Marsalis, "one of our most distinguished graduates," collaborated extensively between 1998 and 2001, when the jazz program began, "so he has always been a part of jazz at Juilliard."

A native of New Orleans, Mr. Marsalis became a rising star in New York jazz circles as soon as he enrolled at Juilliard in 1979. Now 53, with more than 70 jazz and classical-music albums to his credit, he holds honorary doctorates from more than 30 American universities along with a 1997 Pulitzer Prize for his jazz oratorio *Blood on the Fields* and nine Grammy Awards.

Did Juilliard recruit the trumpeter? "I don't think anyone recruits Wynton," Mr. Polisi says with a chuckle. "We began talking about the directorship a year and a half ago, when he said he was finding that he had more time, and wanted to devote himself more to jazz education. So it was a natural fit. We feel enormously honored."

While overseeing Juilliard's jazz hopefuls, Mr. Marsalis remains managing and artistic director of Jazz at Lincoln Center, the high-profile, well-financed jazz organization that he and his colleagues started in 1987 as a three-concert series and that in 1996 became a constituent member of Lincoln Center alongside the Metropolitan Opera and other organizations. Jazz at Lincoln Center is credited with bringing the musical form to a much larger audience, though some critics regard its programming, and Mr. Marsalis's conception of jazz, as too conservative.

Mr. Marsalis, who continues his busy performance schedule, has been on a three-week, 17-city tour with the Jazz at Lincoln Center Orchestra that ends this week. He said through the Lincoln Center press office that his schedule was so full that he could not spare time for an interview.

Among Mr. Marsalis's immediate tasks is to increase opportunities for Juilliard jazz students to perform and receive professional-development training at Jazz at Lincoln Center. Students will learn there how to expand audiences with social media, digital marketing, and webcasting. The partnership will give Juilliard's aspiring jazz professionals "an effective way to incorporate a leading arts institution into their academic life," says Mr. Polisi.

Aaron Flagg, who as associate director of Juilliard jazz will handle day-to-day operations whenever Mr. Marsalis cannot, says the new director has qualities any jazz program would welcome: "the clarity and comprehensive educational vision of Wynton Marsalis." ■

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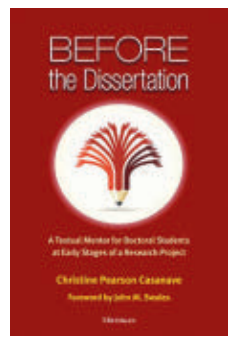


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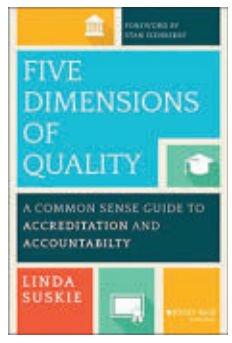
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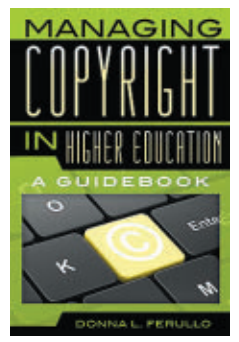
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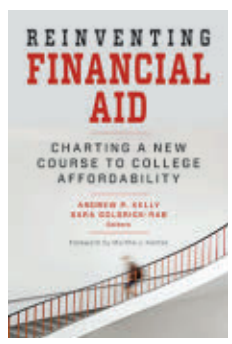
Before the Dissertation: A Textual Mentor for Doctoral Students at Early Stages of a Research Project, by Christine Pearson Casanave (University of Michigan Press; 176 pages; $23). A guide for students in the social sciences who are beginning doctoral study or considering entering a program; includes advice for both first- and second-language users of English.



Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability, by Linda Suskie (Jossey-Bass; 282 pages; $45). Draws on the author's experience as a former vice president of a major regional accreditor, the Middle States Commission on Higher Education.



Managing Copyright in Higher Education: A Guidebook, by Donna L. Ferullo (Rowman & Littlefield; 206 pages; $45). Offers advice on the establishment of a copyright office on campus, and copyright services for faculty members, librarians, administrators, and students.



Reinventing Financial Aid: Charting a New Course to College Affordability, edited by Andrew P. Kelly and Sara Goldrick-Rab (Harvard Education Press; 278 pages; $61.95 cloth, $29.95 paperback). Essays on varied approaches to reform, including incentive-based grants to improve academic success, and linking all federal student-loan repayments to future earnings.

In Brief

Data Point
Behind the Numbers in the News

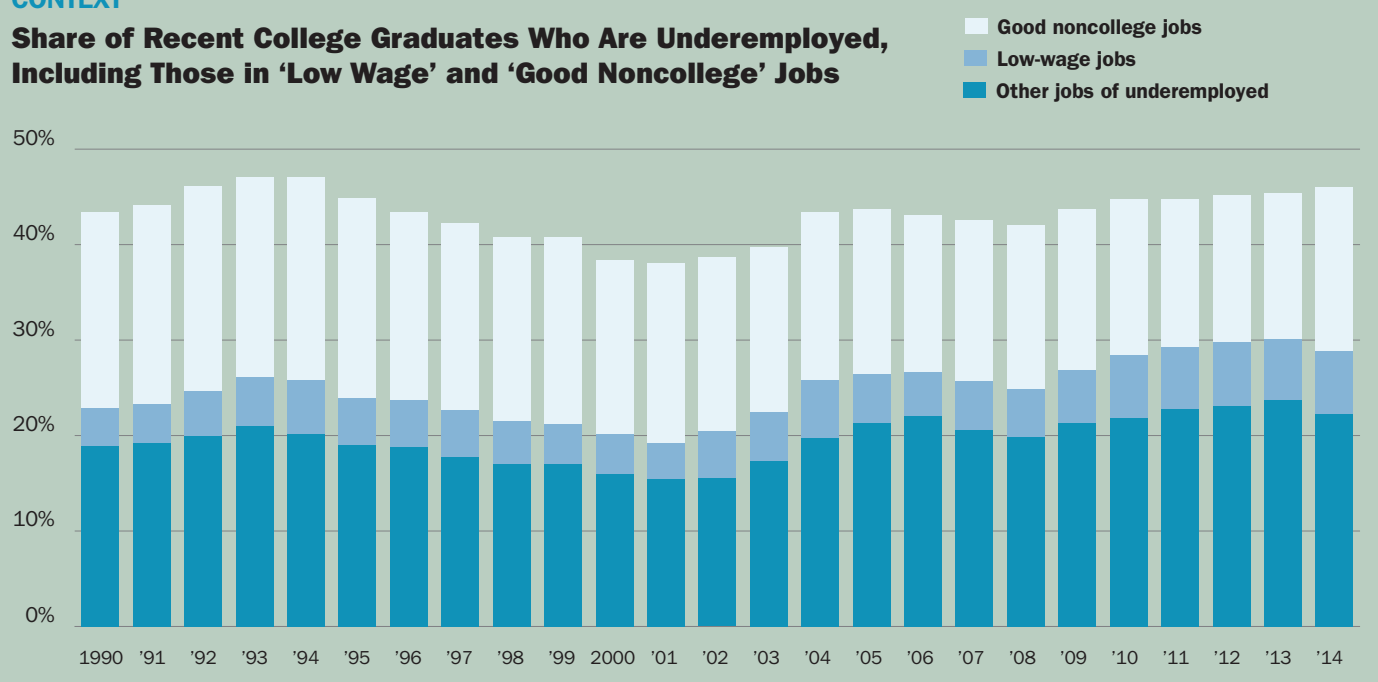
46% of recent graduates are underemployed

BACK STORY

The percentage of recent college graduates in jobs that require no college degree is approaching a 20-year high, according to data from the Federal Reserve Bank of New York. A growing share of them earn less than $25,000 a year in "low wage" jobs like retail clerk or waiter. The share of graduates in "good noncollege jobs," like electrician or mechanic, earning at least $45,000 a year, is at a 10-year high. The researchers studied workers ages 22 to 27 with a bachelor's degree or higher.

CONTEXT

Share of Recent College Graduates Who Are Underemployed, Including Those in 'Low Wage' and 'Good Noncollege' Jobs



SOURCE: FEDERAL RESERVE BANK OF NEW YORK

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

STUDENTS

What Keeps Women Out of Elite Colleges? SAT Scores

Admissions offices' reliance on SAT scores has created "de facto institutional preferences for men" at the nation's most-competitive colleges, according to a longitudinal study to be published in *Research in Higher Education*. In 2004, for instance, women made up more than half of undergraduates attending all types of four-year colleges except the most selective ones.

"It's perplexing," says Michael Bastedo, an associate professor of education at the University of Michigan at Ann Arbor and one of the authors of a report on the study. "You would think that women's advantages nationally, with their higher high-school grades, would translate into larger advantages at elite colleges."

Mr. Bastedo and his fellow researchers sought to explain why that hadn't happened. After testing various hypotheses, they found evidence for one explanation: gender disparities in standardized measures of academic ability that colleges value highly.

On average, men outperform women on the SAT. That, combined with the importance attributed to test scores in admissions offices, they wrote, creates preferences for men "that drive women's underenrollment in these institutions."

FREE SPEECH

College Disinvites George Will After Controversial Rape Column

Scripps College, a women's institution in California, canceled a speaking invitation to the *Washington Post* columnist George F. Will after he wrote a column that called victimhood on campuses "a coveted status." The column, published in June, drew the ire of activists, social-media users, even U.S. senators.

A statement to the Scripps community from the college's president, Lori Bettison-Varga, read, in part: "Sexual assault is not a conservative or liberal issue. And it is too important to be trivialized in a political debate or wrapped into a celebrity controversy. For that reason, after Mr. Will authored a column questioning the validity of a specific sexual-assault case that reflects similar experiences reported by Scripps students, we decided not to finalize the speaker agreement."

The college had invited Mr. Will to speak as part of its Elizabeth Hubert Malott Public Affairs Program, an annual speech that has featured other conservative figures.

FACULTY

Clash Between Chicago State U. and Faculty Redefines Hardball

Many higher-education institutions experience internal fights over governance, but Chicago State University's administration and its Faculty Senate are going at each other in ways that their counterparts elsewhere have not thought of before.

Among the innovations spawned by the escalation of their long-running war: Chicago State's administration has sought to use Illinois's open-records law to extract from the Faculty Senate details of a faculty vote this year on changes in the senate's constitution. The records request—an attempt to find evidence that faculty members had been disenfranchised in the voting process—puts the public university in the unusual position of asking state lawyers to try to pry information from one of its own advisory bodies.

Citing the senate's refusal to voluntarily provide administrators with the election information they sought, the university's Board of Trustees last month took the drastic step of denying recognition to the Faculty Senate and declaring recent changes in its constitution to be void.

Faculty leaders accuse the trustees of having an ulterior motive for their recognition denial: a desire to silence the senate, which has been a thorn in the administration's side.

CAMPUS CUTS

50 Faculty Posts to Be Eliminated at U. of Southern Maine

The University of Southern Maine will cut 50 faculty positions and two academic programs to try to close a $16-million budget deficit, the *Portland Press Herald* reported. The changes, expected to save $6-million, are the first of three steps to reduce expenses at Southern Maine.

The university will cut its master's program in applied medical sciences, which has five faculty members, and the undergraduate French program, which has three faculty members.

In an email to the faculty, the provost, Joseph McDonnell, said neither program was producing enough graduates to justify its continued existence. Many other programs will be combined.

The University of Maine system's Board of Trustees voted last month to cut three other programs at Southern Maine.

Keep up with the latest news at **chronicle.com**

Corrections

- An article about a push for scrutiny of American colleges' overseas ties (*The Chronicle,* October 3) reported incorrectly that a Wellesley College professor, Thomas Cushman, had accused a colleague, Charles Bu, of being a spy for the Communist Party of China. Mr. Cushman in fact said Mr. Bu was promoting the agenda of the Communist Party of China.
- An article about an online magazine of Middle East studies (*The Chronicle,* October 3) misstated Ziad Abu-Rish's position. He is no longer a doctoral candidate at the University of California at Los Angeles, but is now an assistant professor of Middle East history at Ohio University.



Students gather in a reconstructed medieval chapel at Marquette U. for a nighttime Mass. Even students who aren't Catholic appreciate the open discussion of spirituality that can take place at Catholic colleges, faculty members say.

Key Moments in Roman Catholic Higher Education

1789: The first Catholic college, Georgetown, is founded by the first head of the Roman Catholic Church in America, John Carroll.

1962: The Second Vatican Council convenes in Rome, beginning a period of modernization of the Catholic Church. Vatican II indirectly lays the groundwork for change in Catholic higher education, too, by supporting intellectual exploration, encouraging dialogue with other religions, and promoting lay leadership.

1967: Two years after Vatican II ends, American Catholic-college leaders meet to discuss its implications for higher education. They release a document, known as Land O'Lakes, declaring that "institutional autonomy and academic freedom are essential conditions" for Catholic colleges, paving the way for universities to create legal and financial structures separate from the religious orders that founded them.

1789 1962 1963 1964 1965 1966 1967 1968



DARREN HAUCK FOR THE CHRONICLE

Catholic Colleges Greet an Unchurched Generation

By BETH MCMURTRIE

MILWAUKEE

KAREN ROBINSON is preparing her first-year nursing students to navigate the world just beyond the borders of Marquette University's pristine campus. She presses them to imagine the lives of their future patients here in one of the nation's poorest cities, people who will often be struggling with poverty and limited education. That is the Ignatian way, she tells them: Understand the whole person, discern what is important, take time to reflect, avoid superficial answers.

In Focus
RELIGION

Her class, "Nursing and Health in the Jesuit Tradition," required for all nursing majors, is just one example of how Catholic colleges are working to keep their mission alive in an increasingly secular society.

Continued on Following Page

1990: Pope John Paul II issues *Ex corde Ecclesiae,* defining his vision of Catholic higher education as a place where the search for truth and the reflection of faith can coexist.

2001: A controversial plan for applying *Ex corde* to U.S Catholic colleges goes into effect. It calls for the president and a majority of faculty members and trustees to be Catholic and asks that theologians who teach Catholic doctrine seek approval from their bishops. It carries no legal weight, however.

2001: Georgetown U. appoints its first lay president. It is the most prominent Catholic university to date not to be led by a member of the clergy.

2013: Pope Francis becomes head of the Roman Catholic Church. He calls for increased emphasis on social justice and service.

1990 2000 2002 2004 2006 2008 2010 2012 2014

Continued From Preceding Page

Lay presidents, a minority until a decade ago, now outnumber members of the clergy at the helm of the nation's 225 Roman Catholic colleges. Catholic students, who once dominated these campuses, now make up just half of undergraduates. The pipeline that once fed Catholic colleges is shrinking: Catholic secondary-school enrollments have dropped 42 percent since 1970. Americans, including many who are nominally Catholic, increasingly identify themselves as spiritual but not religious. And 20 percent of adults, including a third of those under 30, have no religious preference at all, according to the Pew Research Center.

Yet Catholic colleges are finding some of their most ardent supporters, faculty and students alike, among this crowd. That's because these institutions are defining themselves in ways that focus not on traditional measures of Catholicity, such as the number of theology classes they offer or daily mass attendance. Instead, they are connecting their religious mission to topics of broad interest, like developing a meaningful philosophy of life or pursuing social justice.

Catholic colleges may be uniquely positioned, too, to appeal to the spiritual-but-not-religious crowd. They are able to explicitly encourage conversations about faith in ways that public institutions cannot. When asked whether colleges should be concerned with facilitating students' spiritual development, just 18 percent of faculty members at public universities agreed, compared with 62 percent at Catholic colleges, according to the Higher Education Research Institute at UCLA. That meshes well with what students want: Four out of five say they have an interest in spirituality.

At the same time, professors don't need to hew to any particular doctrine. Unlike some evangelical Christian colleges, most Catholic institutions do not require statements of faith from their faculty members. They've also long been welcoming of students and professors of other religions, and, more recently, of lesbian and gay students. Pope Francis, in many ways, embodies these changes in Catholic life, urging the faithful to worry less about rules and orthodoxy and more about economic inequality and social injustice.

CATHOLIC COLLEGES make up a small part of the higher-education landscape, enrolling under one million students. But they often have outsized impact.

A number of the nation's most-prominent research universities are Catholic, including Notre Dame, Boston College, and Georgetown. Unlike many of their Protestant counterparts, including Harvard and Yale, they have maintained their religious character even after legally separating from their religious founders.

Marquette, which opened its doors in the heavily Catholic and working-class city of Milwaukee in 1881, embodies the evolution of Catholic higher education in the United States. Until 1970 the university and the Marquette Jesuit community were a single legal entity. Today its board of trustees is made up mostly of laypeople, and this year it hired its first lay president. About two-thirds of its freshmen and fewer than half of its faculty and staff are Catholic.

Marquette is also an example of how many of these institutions, large and small, are reorienting themselves to try to meet the needs



DARREN HAUCK FOR THE CHRONICLE

Sheila Connelly, a sophomore at Marquette U., helps serve a free lunch at Redeemer Lutheran Church in Milwaukee. Like many Catholic colleges, Marquette emphasizes learning though service.

What's Working?

Many Catholic colleges are taking steps to focus and promote their religious missions in an increasingly secular society.

Being Explicitly Catholic

Like many small Catholic colleges, **Walsh University,** in North Canton, Ohio, was founded to educate local working-class families. Almost one-third of its students live at or below the poverty line; nearly half are the first in their family to attend college. Needless to say, it has never been a wealthy campus. When Richard Jusseaume became president in 2002, one of his first goals was to make Walsh more explicitly Catholic. His reasoning: the stronger the mission, the stronger the college. He had a prayer garden built, taught incoming faculty members about the college's traditions, opened a campus near Rome, and focused on programs that fit Walsh's emphasis on service, such as education, nursing, and counseling. Enrollment jumped from about 1,650 to 3,000, and not just among Catholics. A recent student-government president, Mr. Jusseaume proudly notes, was a Muslim from Afghanistan. "A few people advised me to take it easy with the Catholic stuff," he says. "It's almost as if it's not cool to identify yourself too much. I'm saying identify yourself and welcome everyone."

of the unchurched generation while still fulfilling their historic mission. Over the past 15 years or so, Marquette has added a slew of programs and positions to strengthen its Jesuit character, reaching into classrooms and offices to engage faculty, staff, and students in shaping and continuing the college's Catholic legacy.

Once a week, in a spacious conference room just steps from the president's office, a small group of Marquette employees meets to discuss the evolution and meaning of Jesuit education. The conversation is led by two senior administrators from the office of mission and ministry, one of whom is a Jesuit priest.

One afternoon this fall, people who work in special events, advancement, and marketing engaged in a lively discussion about the role of reflection in learning. They talked about the poverty and crime in nearby neighborhoods and the service projects they are involved in. They asked whether Marquette does enough to get students to care about the world around them. Some have worked for Marquette just a short while; others are longtime employees. All were selected by their departments for this group, which meets through the fall semester.

The Marquette Colleagues' Program, modeled on a national program for senior administrators at Jesuit institutions, is part of the system Catholic colleges have put in place to impart their values to the next generation of leaders. Laypeople run most operations at Marquette, just as they do at most, if not all, Catholic colleges. With nearly 12,000 students and just 50 Jesuits in residence, that's inevitable. So the university has spread its mission-focused programming to many parts of campus.

"So much of our effort has to go to giving people the vocabulary for a tradition that has lasted more than 450 years," says Susan Mountin, who runs the Manresa project at Marquette. It began more than a decade ago to help professors incorporate Ignatian and other contemplative pedagogies into their classes, and it is named after a Spanish town where St. Ignatius spent a year praying about his vocation. Most of the faculty members Ms. Mountin encounters in her courses have no faith background at all.

Other colleges are also revamping their curricula to connect it more directly with their mission and providing classes for faculty and staff members who want to dive more deeply into the Catholic intellectual tradition.

Fontbonne University, in Missouri, retooled its curriculum to put more emphasis on understanding other cultures, social justice, and diversity. Regis University, in Colorado, requires all new professors to go through a three-year formation program that includes reading assignments, a retreat, and wide-ranging discussions about how their teaching and research mesh with the Jesuit intellectual traditions of the university.

"We have more work to do to explain really basic elements of our religious tradition and religious spirituality," says Tom Reynolds, Regis's vice president for mission. "But there's a real openness. We're not having people resist these conversations."

Christopher Stockdale, an associate professor of physics, is the kind of person these programs are reaching. The tattooed 44-year-old physicist was initially hesitant to work for a religiously affiliated institution, worried that he might be asked to sign a statement of faith or see his research and teaching interfered with. Instead, he found a freedom on campus, enough so that he decided to explore Ignatian pedagogy a few years into his teaching career. He was prompted in part by questions students brought to him during office hours: Could you reconcile the Bible's teaching with the world of quantum mechanics and theoretical physics?

"When I was a grad student at Oklahoma and a student came into my office and asked a question about religion and science, I didn't want to say anything," he recalls. "I was worried they were going to go home and tell their parents, and they'd call their state representative, and then we'd get a call asking us, What were we doing with taxpayer money? Here, we're able to engage in those conversations and be a lot freer with our students."

Marquette's leaders directly support many of these mission-focused programs. Michael R. Lovell says there is pressure on him as Marquette's first lay president to ensure the college's legacy continues. "We're not going to stray from our Catholic Jesuit identity," says Mr. Lovell, a devout Catholic who stepped down as chancellor of the University of Wisconsin at Milwaukee to take the position. "It's our brand. It's who we are."

This celebration of Catholic identity would have been hard to imagine just 15 years ago, when Catholic college leaders went toe-to-toe with their bishops and Pope John Paul II over the question at the very core of their existence: What makes a Catholic college Catholic?

In 1990 the pope released *Ex corde Ecclesiae,* outlining his vision for Catholic higher education. He praised universities as places where the search for truth and the reflection of faith can coexist and championed institutional autonomy, academic freedom, and intellectual exploration.

But when it came time in the late 1990s to establish guidelines, university leaders balked. Church officials wanted college's faculties and boards of trustees to be majority Catholic. The guidelines also said professors who teach Catholic theology should receive approval from their local bishop.

This idea of a litmus test stung college leaders, who had spent the past three decades working to distinguish their institutions from the church. Once owned and operated by their founding orders—Dominican, Franciscan, Jesuit—virtually all had broken those legal ties by the early 1970s, allowing them to modernize and grow. Mission and ministry took a back seat to the pursuit of academic excellence.

Still, *Ex corde* began a national conversation among college leaders about Catholic identity.

"For a while there was a tendency to hire people who had what you might call the most respected credential. 'Oh, he graduated from Yale,' rather than people who were particularly interested in what your school set out to do," recalls the Rev. Michael J. Sheeran, president of the Association of Jesuit Colleges and Universities. "What we ended up with were people who were fine in their fields but didn't develop a sense of meaning."

Today many leaders in Catholic higher education look back at that time as a turning point for Catholic colleges: If they didn't actively promote their mission, they risked losing their unique identity and rich history. "When I look at Catholic higher education now, it's working a lot more consciously to develop its identity than it was 20 years ago," says Thomas M. Landy, a sociologist and director of the McFarland Center for Religion, Ethics and Culture at the College of the Holy Cross. "I have no doubt about that."

Aside from the shuffling of feet and the rustling of paper, Jame Schaefer's introductory theology class is quiet. Heads hover closely over Bibles as she takes 40 freshmen through the Gospel of Mark.

This course, required of all students, traces its roots to Marquette's earliest days, when young men received an education based on the Ratio Studiorum, or plan of studies central to Jesuit education, which included Christian doctrine, Latin, Greek, and philosophy.

Although two-thirds of Marquette freshmen are Catholic, it's anyone's guess how much religious education they've received before arriving on campus. Ms. Schaefer surveyed all of her students at the beginning of the semester and found that half of them did not have any.

Some of her students don't believe in God, she says, some hold faiths other than Catholicism, and some have only a shallow understanding of Christianity. To address this wide range of experience and views, she teaches her class as if no one walked in with any knowledge of Christian doctrine.

Many at Marquette, Mr. Lovell among them, worry about the rise of the "nones," as those with no religion are often called. "It's harder for us to draw people who feel less of an affiliation" with Catholicism, he says. But, he adds, "even if they don't necessarily know what it means, they can relate to the values."

That is certainly true when it comes to Catholic social teachings, which campus-

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Educating the Underserved

About 40 percent of Roman Catholics in the United States today are Hispanic, but they make up only 9 percent of students enrolled at Catholic colleges. Part of the problem is a geographic mismatch: The colleges are often in areas where Hispanics aren't. Some institutions are working with Cristo Rey, a network of 28 Catholic high schools, to widen the pipeline of underrepresented students to their campuses. **Dominican University,** in suburban Chicago, is one such partner, even though it is already pretty diverse. Nearly 60 percent of its freshman class is Latino, says Claire Noonan, vice president for mission and ministry. Outreach is a big factor in its success. In addition to serving the local Hispanic community, Dominican has made a name for itself admitting and supporting undocumented students. "It is part of our heritage to be educating immigrant families," says Ms. Noonan.

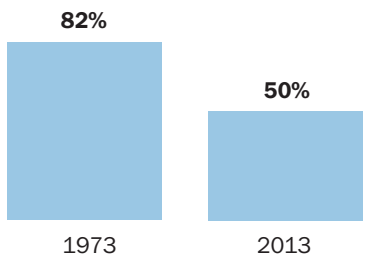
Combining Study and Service

The Pulse Program for Service Learning at **Boston College** has been teaching students since 1969 about social responsibility through study and service work. The yearlong program fulfills students' theology and philosophy requirements, while a companion volunteer placement allows them to deepen their understanding of the world around them. In class the students, mostly sophomores, study the works of Plato, Aristotle, Aquinas, Augustine, biblical writers, and modern-day philosophers and theologians. They also spend 10 to 12 hours a week in places like health clinics, after-school programs, and homeless shelters. The program is so popular, says Meghan T. Sweeney, its director, that it fills 14 sections and still has a wait list. Because students commit to volunteer for a year at one place, they "have a chance to develop relationships with people," she says. "That really gets into their minds and hearts."

A Generation of Change at Catholic Colleges

Catholic colleges are enrolling fewer students who identify themselves as Catholic.

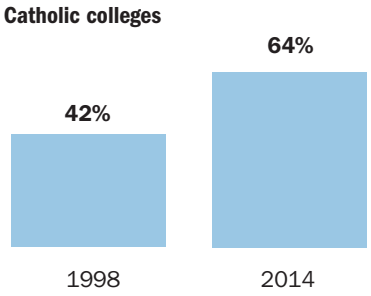
Percent of first-time, full-time freshmen at Catholic baccalaureate institutions who said they were Catholic



SOURCE: HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA, 1971-2013 CIRP FRESHMAN SURVEY TRENDS

Close to two-thirds of Catholic colleges are now led by lay presidents.

Percent of lay presidents at Catholic colleges

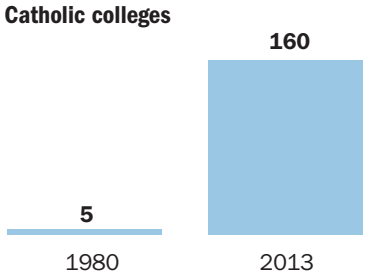


Note: These data exclude seminaries, free-standing schools of theology, and most hospital-affiliated health-profession schools.

SOURCE: ASSOCIATION OF CATHOLIC COLLEGES AND UNIVERSITIES

Administrative positions devoted specifically to strengthening mission are becoming more common at Catholic colleges.

Number of senior mission positions at Catholic colleges



SOURCE: MICHAEL J. JAMES, BOSTON COLLEGE

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es have increasingly emphasized, inside the classroom and out, over the last 15 years or so. Service learning, for example, which has become a cornerstone of campus life at many Catholic colleges, is pervasive at Marquette, engaging more than 1,000 students each semester, 10 times the number it drew 20 years ago. Students in a biomedical-engineering class create devices to improve mobility for disabled patients at the Milwaukee Center for Independence. Computer programmers help nonprofit groups build databases.

"This is a big Jesuit tradition and what Marquette stresses a lot," says A. Martina Ibáñez-Baldor, editor in chief of the student-run *Marquette Journal*. Like many undergraduates, Ms. Ibáñez-Baldor is not particularly religious. She enrolled because her father works here, but what makes her feel like she belongs is Marquette's emphasis on engaging with other cultures and embracing diversity, including religion, race, ethnicity, and sexual orientation. "Marquette is a very open place," she says.

To be sure, Marquette carries on many Catholic college traditions, including displaying crosses in classrooms and holding daily Mass. A $15-million Jesuit Residence is being built at the center of campus to replace an aging facility for Marquette's Jesuit community.

The spiritual heart of Marquette is St. Joan of Arc Chapel, a reconstructed 15th-century French Gothic oratory where popular, casual weeknight Masses are held, complete with upbeat singing and friendly homilies. On a recent Tuesday, Mr. Lovell sat with his wife in the corner as Father Nicky, one of the many Jesuits who live in the student residence halls, grabbed a guitar. Students crammed into the tiny space, sitting cross-legged on the floor, and sang along with the chorus: "Thank you, Lord, for making me me."

Stephanie Russell is Marquette's vice president for mission and ministry. Her job is to oversee the many programs on campus that help explain and carry forward the university's Catholic identity. Yes, she says, this unchurched generation presents a creative challenge for her office. Don't attend Mass? How about a spiritual book group instead? Longing for somewhere to belong, but not sure where? There's a place on campus to go for that.

"We want to create a lot of portals and expose them to a tradition that values them as a person," she says.

Sure, people on campus may pick and choose what they want to take from the church—"cafeteria Catholics," as they are sometimes known. "But the converse," she says, "is that you're spoon-fed something you don't really believe."

For professors who want to learn more about the university's religious mission and intellectual traditions, Marquette offers training and support programs. In addition to the Marquette Colleagues' Program and Manresa, the university is part of Collegium, a 22-year-old program for academics at Catholic colleges interested in exploring faith and intellectual life. "Over the years it's shifted so that most of the people who come are not religious," says Mr. Landy, the sociologist, who runs the program. "They'll read this stuff and say, 'I'm not a believer, but this is really interesting.'"

On a more personal level, faculty members wrestling with questions of purpose and meaning can find support at Marquette's Faber Center for Ignatian Spirituality, which opened in 2006 with a gift from the Jesuit community.

The center offers retreats, one-on-one counseling, and lunchtime meetings on topics like work-life balance. Michael P. Dante, its director, says that people with no particular religious affiliation are as interested as their more-devout colleagues in exploring these questions. "In some regards that's an exciting group to work with," he says, "because they're so open and seeking."

Despite the progress Catholic colleges have made in engaging their campuses in thinking about mission, the question of what it means to be a Catholic college, and how to best promote that identity, is far from settled. The challenges are both internal and external.

For the institutions themselves, the tension between defending their institutional autonomy and remaining true to church teachings, particularly around issues of sexuality, is very real. Many Catholic colleges have debated whether to recognize gay and lesbian groups, offer birth control and sex education, or invite speakers or stage productions with views contradictory to the church. Marquette is no exception. In 2010, Marquette's former president withdrew a job offer to a lesbian sociologist who was to become the next dean of the College of Arts and Sciences. Although his reasons were never made entirely clear, the suggestion was that some of her scholarly work on sexuality was at odds with the college's Catholic identity.

The ensuing uproar among students and faculty members led the campus to ask tough questions about its attitudes toward homosexuality. Two years later, it began offering domestic-partner benefits. It has since established a Gender and Sexuality Resource Center.

Meanwhile, traditionalists worry that Catholic colleges have already lost their unique character. "There used to be a distinctive Catholic higher-education culture at Marquette," says John C. McAdams, an associate professor of political science who has taught here since 1977. "The English department tended to emphasize Catholic writers and literature, and the philosophy department stressed Aquinas and Augustine."

Marquette says it hires for mission, adds Mr. McAdams, but when you use terms like social justice, support of the humanities, and educating the whole person, who would flunk that test?

Catholic colleges also continue to wrestle with their larger place in the world. Where do spiritual exercises, promotion of social justice, or Catholic pedagogy fit in a society focused on skills-based training and getting students to graduate quickly? Is it possible to play by society's rules as well as their own? Can they attract people who do stellar teaching and research, yet also dedicate themselves to spiritual and moral development?

"That is one of the biggest challenges to Catholic universities," says Edward J. Peck, vice president for university mission and identity at John Carroll University. "We're simultaneously wanting our faculty to engage the distinctiveness of our mission while getting fully credentialed in the academy."

Back inside Ms. Robinson's classroom, students have been given their next assignment. They are to walk around the neighborhoods bordering Marquette and study what they see. Are there parks for children to play in? Does the local market sell fresh vegetables? Do the homes look safe?

She knows that her students, most of whom grew up in the suburbs, will be shocked at what they find. "There's something wrong there, and you should be upset about it," she says of the conditions in which Milwaukee's poorest people live.

Ms. Robinson herself isn't Catholic, but what has kept her at Marquette—where she has earned three degrees and has worked since 2006—are the views on social justice that she shares with the church.

The Ignatian tradition has always been active at Marquette, she says. "I think we're just defining it better." ■

Views

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Fictionalizing Your Scholarship

Writing a novel is hard to do well, but it can serve as a powerful way to share your research with a wider audience

DAVID M. PERRY

How does writing a novel fit into an otherwise standard scholarly career? For Bruce Holsinger and Lucy Pick, scholars in medieval studies, the answer is: pretty well, actually. Not only does their scholarship serve their fiction writing, but the reverse is true as well.

Both Pick, director of undergraduate studies and a senior lecturer at the University of Chicago's Divinity School, and Holsinger, a professor of English at the University of Virginia, have published significant scholarly works. But this year, they added first novels to their CVs.

Pick's novel, *Pilgrimage* (Cuidono Press), involves a journey from Northern Europe to Santiago de Compostela. The main character, Gebirga of Flanders, is mostly fictional, but she becomes involved in the production of a very real book, the *Codex Calixtinus*.

A Burnable Book (HarperCollins), by Holsinger, also focuses on a manuscript, the *Liber de Mortibus Regum Anglorum* (*Book on the Death of English Kings*). While Pick offered a fictional character and a real book, Holsinger does the reverse: The *Liber de Mortibus* is fictional, while his protagonist is the very real and famous author John Gower.

The literary world is filled with unemployed and underemployed Ph.D.'s who have found themselves as novelists instead of as professors. Meanwhile, lots of academics have unpublished novels buried in their desk drawers or computers. But it's relatively rare for working professors to publish novels, under their own names, related to their academic expertise.

Writing fiction is hard to do well, but it can serve as a powerful way for scholars to share their research and engage with a broader audience.

I spoke with both Pick and Holsinger and asked them about the process of becoming novelists while holding down academic jobs.

Pick's decision to write fiction began not long after she published her first monograph, *Conflict and Coexistence: Archbishop Rodrigo and the Muslims and Jews of Medieval Spain* (University of Michigan Press, 2004). Like most academic books, Pick noted dryly, it did not leap to the top of the best-seller list or find a wide popular audience. She hadn't expected that it would, but the experience left her thinking about all the knowledge she had accumulated about medieval Spain and medieval culture and what else she might do with it. She had all these wonderful stories and wanted to tell them in a form that might reach more people.

So she wrote a novel. And she couldn't find a publisher for it. So she wrote a second novel. It, too, didn't attract a publisher, but in the process, her first novel suddenly found a buyer. Cuidono Press put out *Pilgrimage* this past summer.

Unlike Pick, who always wanted to set her fiction in medieval times, Holsinger never wanted to do that. After he finished his first scholarly book, he wrote a modern military thriller linked to the Kosovo crisis (which does, of course, have medieval echoes). The novel was terrible, he said. Next he wrote a literary thriller about a lost play by Sir Thomas More. That manuscript landed him an agent but not a publisher. The agent suggested that perhaps he could write something set in the time peri-

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TIM FOLEY FOR THE CHRONICLE

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od he studies.

Despite having spent years studying the literary world of medieval London, Holsinger felt he lacked the knowledge to set a novel there. That's an important perspective: Scholarship, in many ways, requires less holistic knowledge than does historical fiction. In research, you can avoid asking questions about aspects of a society that you aren't studying. I'm not saying a historical novel requires more research than a monograph does. Rather, as academics, we should recognize the degree of difficulty of what both Holsinger and Pick have done in achieving breadth of knowledge in a field after years of dedicating their professional lives to depth in a particular subfield.

Scholarship, in many ways, requires less holistic knowledge than does historical fiction. In research, you can avoid asking questions about aspects of a society that you aren't studying.

Each of the two novels offers a distinct vision of medieval life. Both authors carefully deploy both invention and fact to erode myths about medieval people and society.

Pick describes the Middle Ages as "modernity's closet," an imagined past from which we distance ourselves. For her, too many depictions of the period rely on horror and savagery or else depict a simplistic golden age of pure faith and chivalry. In *Pilgrimage,* she presents a textured view of medieval religion, explores the opportunities and limitations for women in that era, and filters it all through the experience of a character who is blind. Gebirga, the main character, leads the reader through the sounds, smells, tastes, and sensations of the medieval world. Pick's novel dabbles in magical realism, letting the miraculous and sacred pierce through to the mundane and political. It isn't fantasy, but an attempt to describe the whole of the medieval world, especially for pilgrims, as they would have believed it to be.

In contrast, Holsinger believes in grit. His London is a city of blood, semen, and savage realpolitik, with crowded bureaucracies and an angry church. In the halls of power, those who aren't corrupt are compromised. It all seems terribly modern, and that is Holsinger's point. We believe that complex political infighting, lawyers, and bureaucracy are aspects of the modern—or at least Renaissance—world. That's a perception based on myth rather than historical truth. He gives us killers, lawyers, and manipulative bastards all shaped by their historical period, but who are also fully complex humans. He wants to break down the centuries of mythmaking about the Dark Ages. If those ages were dark, the novel suggests, so is today, and so is every era in which humans murder and betray for profit and power.

These novels are clearly a form of academic public engagement. The role of public engagement and the nature of the modern public intellectual have been subjects of debate in recent months, both here in *The Chronicle* and much more broadly. Novels, culturally accepted as serious works, provide an interesting case study in how scholars can reach a wider audience.

Both Holsinger and Pick have received ample support from their universities for their fictional endeavors. Pick's position requires scholarly production, but her dean was more than willing to count her novel as a component of her professional portfolio. That was an easy decision, in part because her novels emerge from, and link back to, her scholarly work. Pick told me that she has clear plans for her next novel, but that she needs to write another monograph first, so that she has the scholarly background for her fictional world.

Holsinger, too, has found the shift into his new identity as academic novelist seamless. But then, as he points out, he belongs to an English department with a creative-writing program. His department is packed with scholars who already valorize novels, as, indeed, does academic culture more generally. He has a second late-medieval novel, *The Invention of Fire,* on gunpowder and murder, coming out next year, even as he works on a scholarly project involving liturgy and literature.

And that's the point. As academics, we don't have to choose. We can pursue our curiosity, a phrase that Pick used to describe the culture of her institution, without abandoning our identities as scholars. In fact, through making it possible to engage the broadest possible audience, we might even find ways to reinforce support for traditional scholarship and teaching. After all, both *Pilgrimage* and *A Burnable Book,* based on deep research and scholarly expertise, have the potential to reach people on a scale that is unthinkable for more overtly academic publications.

Then some of those readers may end up in our classrooms, ready to learn more. ■

David M. Perry is an associate professor of history at Dominican University, in Illinois. His blog is How Did We Get Into This Mess? He writes on occasion for The Chronicle *and* Vitae. *Follow him on Twitter @lollardfish.*

Wikipedia, a Professor's Best Friend

DARIUSZ JEMIELNIAK

Michael Gorman, a former president of the American Library Association, wrote some years ago that "a professor who encourages the use of Wikipedia is the intellectual equivalent of a dietitian who recommends a steady diet of Big Macs with everything." If that is true, I must be an intellectual fast-food vendor.

I am a professor who not only recommends that my students use Wikipedia but also encourages them to edit and develop it. However, I am in the clear minority in academia. Most professors treat Wikipedia with suspicion and contempt, if not open hatred.

Helping Wikipedia grow will make professors' lives easier, make student work more challenging, and produce something useful for society.

Some of my colleagues' negative feelings may be explained by the natural conservatism of academic circles or by their simply not understanding how Wikipedia works. Admittedly, many of their doubts are justified. Even though as early as 2005, Wikipedia was recognized as not having significantly more errors than the *Encyclopaedia Britannica,* and although since then Wikipedia has significantly grown and improved, every now and then a spectacular blunder or an academic study shows that it is still far from perfect.

However, the real reasons for the general dislike of Wikipedia among scholars reach deeper. For one, academics used to have the monopoly on knowledge production. Now a bunch of digital Maoists create and manage knowledge without any remuneration or even asking for obvious credit. There has to be at least a little aversion to a project that is so effective in providing free what academics are paid to provide.

Second, Wikipedia spawns jealousy because it is one of the Internet's most visited websites and has the type of readership of which any academic can only dream.

Finally, as we are all aware, students plagiarize liberally from Wikipedia. Even though it does not encourage plagiarism, many professors will find it guilty by association.

In spite of those reasons, academics should not hold a grudge against Wikipedia. Rather, they should engage more with the site as authors, editors, and coordinators of their students' work, for the common benefit.

Fortunately, the first signs of a closer collaboration between academia and Wikipedia are already taking place: Both the American Sociological Association and the American Psychological Association have started initiatives aimed at encouraging scholars and students to help develop the site.

We need more of that, because there are many good reasons to increase the use of Wikipedia at colleges. Writing a Wikipedia article is actually an excellent academic assignment: It requires synthesizing facts, teaches how to properly use third-party sources, and (as many students have learned the hard way) is resilient to plagiarism. Wikipedians, more watchful for signs of plagiarism than many journalists are, mercilessly delete quotations that can't be verified.

Finding a topic that is not yet covered on Wikipedia is also a useful lesson in reviewing sources and a good exercise for finding research gaps. Such an assignment, instead of going to the shredder after being graded, stays online and remains useful for others, even if just as a starting point for a good article to be developed in the future. As a bonus, students take assignments with real-world impact more seriously. Even better, new articles on Wikipedia will often be reviewed by Wikipedians, reducing the amount of work for the professor.

One more point is worth considering. I believe that helping Wikipedia grow, as well as fostering its development, is a moral duty of all those privileged enough to attend college. Sharing knowledge with those who do not have easy access to it is the least we can do. The ethical obligation is even greater on the professoriate than on students themselves: After all, it is the professors whose engagement can make the crucial difference in student participation in a Wikipedia project.

Professors have tremendous resources at their disposal: hundreds of hours of students' intellectual labor that would otherwise go toward projects that are socially unproductive and would become irrelevant after grading. Let's have the courage to make Wikipedia development one of the default methods of college assignments. It will make our lives easier, make student work more challenging and interesting, and produce something useful for society. ■

Dariusz Jemielniak is a professor of management at Kozminski University, in Poland, a Wikimedia activist, and author of Common Knowledge? An Ethnography of Wikipedia *(2014, Stanford University Press).*

Gazette

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APPOINTMENTS

R. Scott Appleby, professor of history, to dean of the School of Global Affairs at University of Notre Dame.

Mahesh Banavar, assistant research professor at Arizona State University, to assistant professor of electrical and computer engineering at Clarkson University.

Aureliano Bombarely, research associate in the department of plant biology and postdoctoral research associate in the Boyce Thompson Institute at Cornell University, to assistant professor of horticulture at Virginia Tech.

Thomas Brockelman, professor of philosophy, to interim provost and vice president for academic affairs at Le Moyne College.

Josephine Burri, director of development at the Wistar Institute, to vice president for advancement at University of the Arts.

Douglas Christiansen, vice provost for enrollment and dean of admissions, to vice provost for university enrollment affairs and dean of admissions and financial aid at Vanderbilt University.

Daniel Cole, associate professor of mechanical engineering and materials science, to director of the nuclear engineering program at University of Pittsburgh.

Sunita Cooke, president of Grossmont College, to president and superintendent of the MiraCosta Community College District.

Emile David, staff architect and interim director of the office of architecture and planning at University of Tennessee system, to associate vice chancellor of facilities administration at University of Tennessee Health Science Center.

Cliff Davis, vice chancellor of advancement, student affairs, and strategic planning, and executive director of the foundation, to president of Ozarks Technical Community College - Table Rock Campus.

John Decker, partner at Braun Kendrick, to associate vice president and general counsel at Saginaw Valley State University.

Randall Deike, vice president for enrollment management at New York University, to senior vice president for enrollment management and student success at Drexel University.

Cesar Fermin, dean of graduate studies and research, to provost and vice president for academic affairs at Tuskegee University.

Michael Fleming, managing director at Deutsche Bank, to chief government, military, and community relations officer at Jacksonville University.

Linda Gates Black, vice chancellor of student success, to vice chancellor of academic affairs and student success at Tarrant County College.

Jennifer Grandis, vice chair of research for the otolaryngology department and professor of otolaryngology and pharmacology and chemical biology at University of Pittsburgh, to associate vice chancellor of clinical and translational research and professor of otolaryngology-head and neck surgery at University of California at San Francisco.

Shenyang Guo, professor of social work research, to vice chancellor of international affairs for Greater China at Washington University in St. Louis.

Jessica Guzmán-Rea, academic program coordinator and counselor in the office of minority student affairs, to director of the Intercultural Center at University of Rochester.

Steven Hairston, strategic planning manager for the North Carolina Department of Public Safety, to vice president for institutional advancement and chief operating officer at Saint Augustine's University.

Kevin Hall, assistant professor of theology and ministry and coordinator of the director of Christian education program, to dean of the College of Business and Organizational Leadership at Concordia University at St. Paul.

Lorraine Haricombe, dean of libraries at University of Kansas, to vice provost and director of libraries at University of Texas at Austin.

Michael Howard, former vice president for finance at the Massachusetts Institute of Technology, to vice president for finance and administration at Smith College.

Chris Jenkins, deputy director and music instructor at Fundación Barenboim-Said in Ramallah, to assistant dean of academic support for the Conservatory of Music at Oberlin College.

Earle Lingle, director of the master's program in the School of Pharmacy at South University (SC), to associate dean of student and professional affairs at High Point University.

Lisa M. Lynch, dean of the School for Social Policy and Management, to provost and senior vice president for academic affairs at Brandeis University.

Mohamed Mekhaimer, teaching and research assistant in the College of Business at Economics at University of Memphis, to assistant professor of finance at Clarkson University.

Amir Mousavian, graduate research assistant at Auburn University, to assistant professor of engineering and management at Clarkson University.

Bill Ortman, director of campus safety at Caldwell University, to associate vice president for public safety at Berkeley College.

Nekisha Quinney, athletic events and facilities coordinator at Southwestern University (Tex.), to assistant director of athletics at Skidmore College.

Peter Reinhart, head of corporate development and new products at Alzehon, to founding director of the Institute for Applied Life Sciences at University of Massachusetts at Amherst.

S. Abu Turab Rizvi, former dean of the Honors College and professor of economics at University of Vermont, to provost at Lafayette College.

Paula Sakey, director of development at University of Massachusetts at Amherst, to vice president for institutional advancement at the Wentworth Institute of Technology.

Martha Saunders, provost, to executive vice president at University of West Florida.

Roderick Smothers, vice president for advancement at Huston-Tillotson University, to president of Philander Smith College.

Danielle Staggers, assistant director of the North MS Center and College Counselor at Education Services Foundation Get2College Center, to assistant director of the Bridges to a Brighter Future program at Furman University.

NEW CHIEF EXECUTIVES

- **Sunita Cooke,** MiraCosta Community College District
- **Cliff Davis,** Ozarks Technical Community College - Table Rock Campus
- **Roderick Smothers,** Philander Smith College

David Stevenson, vice dean, to senior associate dean of maternal and child health at Stanford University.

David Unruh, senior vice president at Grenzebach Glier and Associates, to senior vice president for institutional advancement at Drexel University.

William Walsh III, captain for the campus police, to interim chief of police at University of Tennessee Health Science Center.

John Warren, associate professor of information systems and cyber security, to associate dean of recruiting for the College of Business at University of Texas at San Antonio.

Gautam Yadama, professor of social work, to assistant vice chancellor of international affairs for India at Washington University in St. Louis.

Linying Zhou, teaching assistant at University of Texas at Arlington, to assistant professor of accounting at Clarkson University.

RESIGNATIONS

Michael Brown, dean of the School of International Affairs at George Washington University.

Alejandro Zaera-Polo, dean of the School of Architecture at Princeton University.

RETIREMENTS

Ron J. Erickson, president of Hocking College.

Pamela Trotman Reid, president of University of Saint Joseph.

DEATHS

Henry Breitrose, 78, professor emeritus of communication and founder of the graduate program in documentary filmmaking at Stanford University, October 2, in Stanford, Calif.

Joseph Cohen, 88, former associate dean of the Newcomb College and professor of English at Tulane University, September 25, in New Orleans.

Harriet Herta Forster, 97, professor emerita of physics and astronomy at University of Southern California, September 28, in Los Angeles.

Jane Gentry Vance, 73, professor emerita of English at University of Kentucky, October 2, in Versailles, Ky.

Rolland Knight, 86, former professor of mechanical engineering at Iowa State University, October 4, in Ames, Iowa.

Stuart McComas, 82, professor emeritus of aerospace and mechanical engineering at University of Notre Dame, October 4, in Mishawaka, Ind.

Ronald I. McKinnon, 79, professor emeritus of economics at Stanford University, October 1, in Burlingame, Calif.

Martin Perl, 87, professor emeritus of physics at Stanford University, September 30, in Palo Alto, Calif.

Grant H. Turnwald, 71, professor emeritus at the Virginia-Maryland College of Veterinary Medicine, September 27, in Blacksburg, Va.

PRIVATE GIVING

AXA Foundation
1290 Avenue of the Americas, 12th Floor
New York, N.Y. 10104
http://www.axa-equitable.com/axa-foundation/about.html
Admissions. For a nationwide series of free college fairs that enable students to learn about postsecondary institutions: $100,000 to the National Association for College Admission Counseling (Arlington, Va.).

ExxonMobil Corporation
5959 La Colinas Boulevard
Irving, Tex. 75039
http://www.exxon.mobil.com
Cancer. For the Moon Shots Program, a research effort that focuses on eight cancers: $10-million to the U.of Texas MD Anderson Cancer Center (Houston, Tex.).
Medical research. For cardiovascular research: $5-million to the Texas Heart Institute (Houston, Tex.).

GE Foundation
3135 Easton Turnpike
Fairfield, Conn. 06828
http://www.gefoundation.com
Employment and training. To train students to work at the Sewerage & Water Board of New Orleans: $1.5-million to Delgado Community College (New Orleans, La.).

Gordon and Betty Moore Foundation
1661 Page Mill Road
Palo Alto, Calif. 94304
http://www.moore.org
Science. For big data projects in astronomy, ecology, and microscopy: $4.5-million to U. of California at Berkeley, to support the work of Laura Waller, Laurel Larsen, and Joshua Bloom (Berkeley, Calif.).

Continued on Following Page

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

2015 FELLOWSHIPS
Linda Hall Library of Science, Engineering & Technology

Resident fellowships up to $3,500 per month are offered for the duration of 1 to 9 months in support of research projects in science, engineering, and technology; in the history of science, engineering, and technology; or in interdisciplinary topics that link science or technology to the broader culture.

Doctorate-seeking scholars, post-doctorate scholars, and independent scholars who can demonstrate similar professional or academic experience are eligible to apply.

***Please see our website for application instructions and for information on the Library's collections*: www.lindahall.org/fellowships**
Application deadline: January 5, 2015
Contact: fellowships@lindahall.org
Fellowship Program, Linda Hall Library
5109 Cherry St., Kansas City MO 64110

Continued From Preceding Page

Bernard Osher Foundation
1 Ferry Building, Suite 255
San Francisco, Calif. 94111
http://www.osherfoundation.org

Scholarships. To establish the Osher Re-Entry Scholarship program for older students who are completing college degrees: $1-million to U. of New Mexico (Albuquerque, N.M.).

Richard E. and Deborah L. Tarrant Foundation
20 Winooski Falls Way, Suite 450
Winooski, Vt. 05404
http://tarrantfoundation.org

Technology and education. To help teachers use technology to educate middle-school students in Vermont: $5-million to U. of Vermont Foundation (Burlington, Vt.).

Toyota USA Foundation
601 Lexington Avenue, 49th Floor
New York, N.Y. 10022
http://www.toyota.com/foundation

Science and education. For online workshops, mentoring, and equipment for science teachers: $184,475 over three years to the Institute for Earth Science Research and Education (Eagleville, Pa.).

—To help academically talented, low-income minority students get into college and study science, technology, engineering, and math: $750,500 over three years to the Johns Hopkins U. Center for Talented Youth (Baltimore, Md.).

—To support hands-on education in science, technology, engineering, and math through real-world scenarios and space simulation: $200,000 to San Antonio College (San Antonio, Tex.).

GIFTS & BEQUESTS

Arizona State University, Sandra Day O'Connor School of Law. $10-million from Leo and Annette Beus for its Center for Law and Society, due to open in 2016. Mr. Beus is co-founder of Beus Gilbert, a law firm in Phoenix.

California State University at Fresno. Pledged artworks worth an estimated $2.2-million from the Pickford family for the Henry Madden Library's Special Collection Research Center. The donors are the family of the late artist, Rollin Pickford, whose works they are giving to the university.

California State University at San Marcos. $1-million from Esther and Jan Stearns. Esther Stearns have announced plans to donate $1 million to name and endow the Center for ACE Scholars, which provides financial assistance to former foster youths. Esther Stearns is the former chief executive officer of NestWise, a personal financial-advising company, and a board member of the university's foundation.

Canisius College. $1-million bequest from Philip Lombardo to renovate its library. Mr. Lombardo graduated from the college in 1948. He died in 2013.

Carnegie Mellon University. $5-million from Henry L. Hillman, an investor, for its BrainHub Initiative, which develops technology to study the links between the brain and behavior.

College of William and Mary. $1-million pledge from Michael Tang, vice chairman of Tang Industries and chief executive of National Material, a metal company in Las Vegas, to create a professorship in economics. Mr. Tang earned a bachelor's degree in economics from the college in 1976. His daughter also graduated from the college, in 2013.

Cornell University. $50-million pledge over 10 years from the Einhorn Family Charitable Trust (David and Cheryl Strauss Einhorn) to connect classroom learning to real-world experiences and encourage community engagement. Mr. Einhorn is founder and president of Greenlight Capital, a hedge fund in New York. The couple both graduated from Cornell in 1991.

Georgetown University. $1-million from Roy Hibbert, center for the Indiana Pacers, to construct the John R. Thompson Jr. Intercollegiate Athletics Center. Mr. Gibbert was a member of the university's basketball team and graduated in 2008.

—$3.3-million from David B. Falk and Rhonda S. Falk and Patrick Ewing to construct the John R. Thompson Jr. Intercollegiate Athletics Center. Mr. Falk is founder and chief executive officer of Falk Associates Management Enterprises, a Washington company that represents professional athletes. Mr. Ewing was center for the New York Knicks and played on the university's basketball team. He graduated in 1985. Mr. Falk was his agent.

—$10-million from Jon and Patricia Baker to create the Baker Center for Leadership and Governance. Mr. Baker is the founder and chief executive of International Planning Group, a life-insurance company. He graduated from the university in 1964 and the couple's three children are also Georgetown alumni.

Harvard University. $10-million from Rupert H. Johnson Jr. and Maryellie Johnson to be evenly split between the Radcliffe Institute for Advanced Study and the Faculty of Arts and Sciences. Mr. Johnson is vice chairman of Franklin Resources, the parent company of Franklin Templeton Investments, in San Mateo, Calif. Ms. Johnson graduated from the university in 1957.

Hastings College. $1.7-million from Sarah Leer, who graduated from the college in 1946. She died in April 2014.

High Point University. $1-million from Michael and Laura Baur, parents of a current student, to construct the Center for Student Success. Mr. Baur is co-founder and the chief executive officer of ScanSource, a distributor of specialty technology products, in Greenville, S.C.

Johns Hopkins University, School of Medicine. $15-million pledge from Huntington (Skip) Sheldon for its Institute for Basic Biomedical Sciences. Dr. Sheldon graduated from the medical school in 1956.

King University. $1-million bequest from Frances Frazier Caldwell to endow scholarships. Her late husband, David, co-founded Bivins & Caldwell, an electronic engineering and measurements company. She died in February 2014.

McLennan Community College. $1.8-million bequest from Victor and Iris Jeffress to endow scholarships for students studying business, nursing, and allied health. Ms. Jeffress died in January 2014 and Mr. Jeffress died in 2010.

Mt. Hood Community College Foundation. $1-million gift from Junki and Linda Yoshida. Mr. Yoshida is owner of the Yoshida Group, a holding company with interests in food and beverage and property management.

North Carolina State University. $2-million from Joe and Gail Dunn to establish the Adolph Warren Leadership Program Fund and Endowment, a one-year program for sophomore, junior, and senior students in the College of Agriculture and Life Sciences who are interested in leadership in agriculture or public service. The program is named after Ms. Dunn's father, who graduated from the university in 1952. Mr. Dunn is chief executive of DunnWell, a fire-protection and kitchen exhaust company in Durham, N.C.

North Georgia College & State University. $5.2-million bequest of property from Lewis (Jack) Peevy, an army colonel, to establish a fund to support the Corps of Cadets, students who are in the Army's full-time ROTC program. Mr. Peevy graduated from the university in 1964 and died in January 2014.

Northern Kentucky University. $1-million from an anonymous donor for Cintrifuse, which invests in local startup companies.

Ripon College. $1-million from Robert and Joan Murray to establish an endowed professorship in economics. Mr. Murray's father, Jack, was an alumnus and trustee of the college. Jack Murray was vice president for consumer products at McGraw Edison, a manufacturer of electrical equipment, in Elgin, Ill. He died in 2007.

St. Francis University (Pa.). $1.5-million pledge from an anonymous donor to construct a new facility for its School of Business.

University of Arkansas at Fayetteville. $1-million from Richard Greene, a real-estate developer in Lowell, Ark., to endow scholarships for high-achieving, needy Arkansas students. Mr. Greene is an alumnus of the university.

University of California at Riverside. $4.9-million bequest from Jay Kay Klein for its Eaton Collection of Science Fiction and Fantasy. The gift includes $3.5-million from his estate and a photography collection worth approximately $1.4-million. Mr. Klein worked in advertising at General Electric Corp. and Carrier Corp. He died in 2012.

University of Illinois Foundation. $3-million bequest from Tony Petullo, founder and former president of Olsten Staffing Services, in Milwaukee, to provide scholarships to business students. He graduated from the university in 1961.

—$1.5-million pledge from Sarah Pascoe Valpredo to provide scholarships to engineering students. Her late husband, William, founded Pascoe Metal Buildings, and graduated from the university with a bachelor's degree in engineering in 1940.

—$1-million pledge from Edward Koval and his family to establish the Anna Mae Koval Scholarship in the Graduate School of Library and Information Science, named after Mr. Koval's wife, who was a librarian. The need-based scholarship will benefit students who have a research interest in youth services and literature. Mr. Koval was a vice president of A. E. Staley Manufacturing Co., a corn processor in Decatur, Ill. He earned his master's and doctoral degrees in chemical engineering and an MBA at Illinois, and his sons Paul and David, as well as his daughter-in-law Jenni, hold degrees from the university.

—$1-million gift from Thomas and Julie Scott to provide need-based scholarships to students in the College of Business studying accounting, finance, or entrepreneurship. Mr. Scott is founder and chief executive of CA Ventures, a real-estate firm in Chicago. Ms. Scott is founder and CEO of CTS Holdings, a business advisory firm. They both earned bachelor's degrees in accounting from the university in 1983 and 1985, respectively.

—$2-million from Jerrold Fiddler and Melissa Alden for student and faculty interdisciplinary research programs through the Illinois Emerging Digital Research and Education in Arts Media Institute at the National Center for Supercomputing Applications. The gift also provides annual undergraduate and graduate fellowships. Mr. Fiddler earned two degrees at Illinois, a bachelor's degree in 1974 and a master's in computer science in 1977. He is principal of Zygote Ventures, a venture capital fund that invests early in technology companies.

University of Missouri at Kansas City Foundation. $3-million from an anonymous donor to endow scholarships in the Conservatory of Music and Dance.

University of New Hampshire. $10-million from Dana Hamel to provide scholarships for in-state students. Mr. Hamel is co-founder of the Penn Corporation, a consumer-products company that was sold in 1987.

University of Notre Dame. $35-million from Tracy Winfree McCourtney and Ted McCourtney to build a research facility that will be named after them. Mr. McCourtney is a general partner of Saw Mill Partners, a private investment company in Katonah, N.Y. He is an alumnus of the university.

—$10-million from Thomas Crotty Jr. and Shari Crotty to build a research facility. Mr. Crotty, an alumnus of the university, is a senior adviser at Battery Ventures, a venture-capital firm in Boston.

—$50-million from Donald and Marilyn Keough to create the Donald R. Keough School of Global Affairs. Mr. Keough is former president of the Coca-Cola Company and has been a trustee of Notre Dame since 1978. All five of the couple's children graduated from the university.

University of Rochester. $1.5-million from Laurence and Cindy Bloch to endow its chief fund-raiser position. Mr. Bloch is a private investor and chairman of Diversified Global Graphic Group, a provider of print and graphic communications services. He graduated from the university in 1975 with a bachelor's degree in political science and is a trustee.

University of Tennessee at Knoxville. $50-million from the Haslam family for the College of Business Administration, which will be renamed after the family's patriarch, James, who founded Pilot Flying J, a chain of rest stops headquartered in Knoxville, Tenn. His son, Jimmy, is its chief executive. James graduated from the university in 1952; his son in 1976.

University of Texas at Austin, Blanton Museum of Art. $10-mil-

RARE BOOK SCHOOL
AT THE UNIVERSITY OF VIRGINIA

ANDREW W. MELLON FELLOWSHIP OF SCHOLARS IN CRITICAL BIBLIOGRAPHY

Rare Book School (RBS) at the University of Virginia invites doctoral candidates, postdoctoral fellows, and junior faculty in the humanities to tender applications for its Mellon Fellowships in Critical Bibliography, which enable a select group of scholars to receive advanced, intensive training in the analysis of textual artifacts. RBS awarded its first forty Mellon Fellowships in 2013 and 2014, and will admit an additional twenty fellows to the program in the spring of 2015.

Led by a distinguished faculty drawn from the bibliographical community and professionals in allied fields, fellows attend annual weeklong seminars at RBS and at major special collections libraries nationwide. Fellows also receive stipends to support research-related travel during their three-year tenure, and additional funds to host academic symposia at their home institutions.

APPLICATION DEADLINE 1 DECEMBER 2014

www.rarebookschool.org/fellowships/mellon

The 2015-16 Frederick Douglass Institute Fellowship Program at the University of Rochester

The Frederick Douglass Institute for African and African-American Studies at the University of Rochester brings together scholars working in the humanities and social sciences in the area of Africa and the African diasporas. Its mission is to further undergraduate and graduate education, faculty research, and intellectual exchange within the University community. FDI sponsors two residential fellowships annually to help support that mission.

The **Postdoctoral Fellowship** is awarded to scholars who hold a Ph.D. degree in a field that contributes to African and African-American Studies. It carries an annual stipend of $40,000 and a $3,000 fund for research-related activities.

The **Predoctoral Fellowship** is awarded to a graduate student at any university whose degree contributes to the scholarship in the field of African and African-American Studies. The award carries an annual stipend of $26,000, and the Institute offers research funds to support the fellow's research

Applications to the two programs are accepted from September 1, 2014 to December 31, 2014. For additional details, to apply online, or to download application, visit **http://rochester.edu/College/AAS/fellowships/**

For additional details, contact the Frederick Douglass Institute for African and African-American Studies, University of Rochester, RC Box 270440, 302 Morey Hall, Rochester, NY 14627-0440 U.S.A. Tel: 585-276-5744; Fax: (585) 256-2594; E-mail: FDI@mail.rochester.edu

lion in artworks and cash from Charles and Judy Tate. The couple is giving 120 modern and contemporary Latin American artworks, as well as $1-million to endow a curatorial position in Latin American art. Mr. Tate is the founder of Capital Royalty, a health-care investment firm in Houston. He graduated from the university with a bachelor's degree in business administration in 1968.

University of Wisconsin, Law School. $3-million from Sheldon B. and Marianne Lubar to endow a research chair in law. Mr. Lubar is founder and chairman of Lubar & Company, a private investment firm in Milwaukee. He graduated from the law school in 1953.

Washburn University. $1-million from an anonymous donor for a new recital hall.

DEADLINES

AWARDS AND PRIZES

October 24: Academic affairs. Each year, the Jon C. Dalton Institute on College Student Values recognizes both an outstanding practice and an outstanding doctoral dissertation relevant to the field of college student character and values development. Both awards will be presented at the 25th annual conference, February 5-7, in Tallahassee, Fla. Dissertation entrants must have completed their dissertation and had their degree conferred between September 1, 2013 and August 31, 2014. Nominations for the Best Practices Award must provide evidence of a program or practice that has contributed significantly to the field of college student character and values development. Winners of both awards receive complimentary conference registration, recognition, and a $500 award. Visit the institute's website for more information and submission forms. Contact: Jon C. Dalton Institute on College Student Values; (850) 644-1180; values@admin.fsu.edu; http://studentvalues.fsu.edu/Annual-Awards

November 1: Humanities. The Organization of American Historians is accepting submissions for the Mary Jurich Nickliss Prize, which is given for the most original book in U.S. women's and/or gender history. The OAH defines the most original book as one that is a path-breaking work or challenges and/or changes widely accepted scholarly interpretations in the field. If no book submitted for the prize meets this criterion, the award shall be given for the best book in U.S. women's and/or gender history. The best book recognizes the ideas and originality of the significant historical scholarship being done by historians of U.S. women's and/or gender history and makes a significant contribution to the understanding of U.S. women's and/or gender history. Each entry must be published during the calendar year preceding that in which the award is given (January 1 through December 1, 2014). The award will be presented at the 2015 OAH Annual Meeting in St. Louis on April 16-19. The winner will receive a $1,000 cash award and a plaque. Visit the organization's website for more details. Contact: Organization of American Historians; http://www.oah.org/programs/awards/mary-jurich-nickliss-prize

November 3: Academic affairs. Baylor University is accepting nominations for the 2016 Cherry Award. The award program is designed to honor great teachers, to stimulate discussion in the academy about the value of teaching, and to encourage departments and institutions to value their own great teachers. The recipient of the award will receive a $250,000 prize and will teach in residence at Baylor University during the 2015 fall or 2016 spring semester; travel expenses and a furnished apartment will be provided. The recipient's home department will receive a monetary award as well. Three finalists will be chosen from the field of nominees. Nominations should correspond with academic units engaged in undergraduate teaching at Baylor. Each finalist will receive a monetary award and will be invited to present a series of lectures at Baylor University in the fall of 2015. The home department of the finalists will receive a monetary award as well. Visit the university's website for more details. Contact: (254) 710-2923; Cherry_Award@baylor.edu; http://www.baylor.edu/cherry_awards

November 15: Science, technology, and math. The American Association of Hispanics in Higher Education (AAHHE), in partnership with Texas A&M University-Corpus Christi (TAMUCC), present the Outstanding Thesis in Food and Agricultural Sciences Competition. The competition is open to any U.S. citizen or permanent resident Hispanic who has completed a thesis that focuses on food and agricultural sciences, between December 2012 and August 1, 2014. Theses are eligible if they are in domains related to the USDA priority areas. Winners receive $3,000, $2,000, and $1,000 for first, second, and third place prizes, respectively. They will also be invited and sponsored to attend the 10th Annual AAHHE National Conference, which will be held on March 12-14 in Dallas, Tex., to present their theses and receive their award, as well as participate in a Career Preparation Institute. Visit AAHHE's website for more details. Contact: JoAnn Canales; joann.canales@tamucc.edu; http://aahhe.org/ThesisCompetition/ThesisCompetition.aspx

December 1: Education. *IMPACT: The Journal of the Center for Interdisciplinary Teaching & Learning* is a bi-annual, online, peer-reviewed journal on teaching, learning, and interdisciplinary thinking. Those interested may submit scholarly and creative non-fiction essays between 500 and 5,000 words on any aspect of interdisciplinary teaching or research. Essays should be readable to a general, educated audience, and they should follow the documentation style most prevalent in the author's disciplinary field. The author of the winning essay will receive a $250 award and publication in the journal. Contact: Megan Sullivan, the Center for Interdisciplinary Thinking and Learning; (617) 353-0180; msullvan@bu.edu; http://sites.bu.edu/impact

January 15: Academic affairs. AAUA-American Association of University Administrators solicits nominations for its annual recognition awards for exemplary college/university programs and for outstanding leadership service in higher education. Of particular note is a new award initiated this year to recognize outstanding service as a college or university trustee. Nominations may be made on behalf of another person, program, or institution; or they may be submitted as self-nominations. Complete information is available on the association's website. Contact: American Association of University Administrators; http://www.aaua.org

FELLOWSHIPS

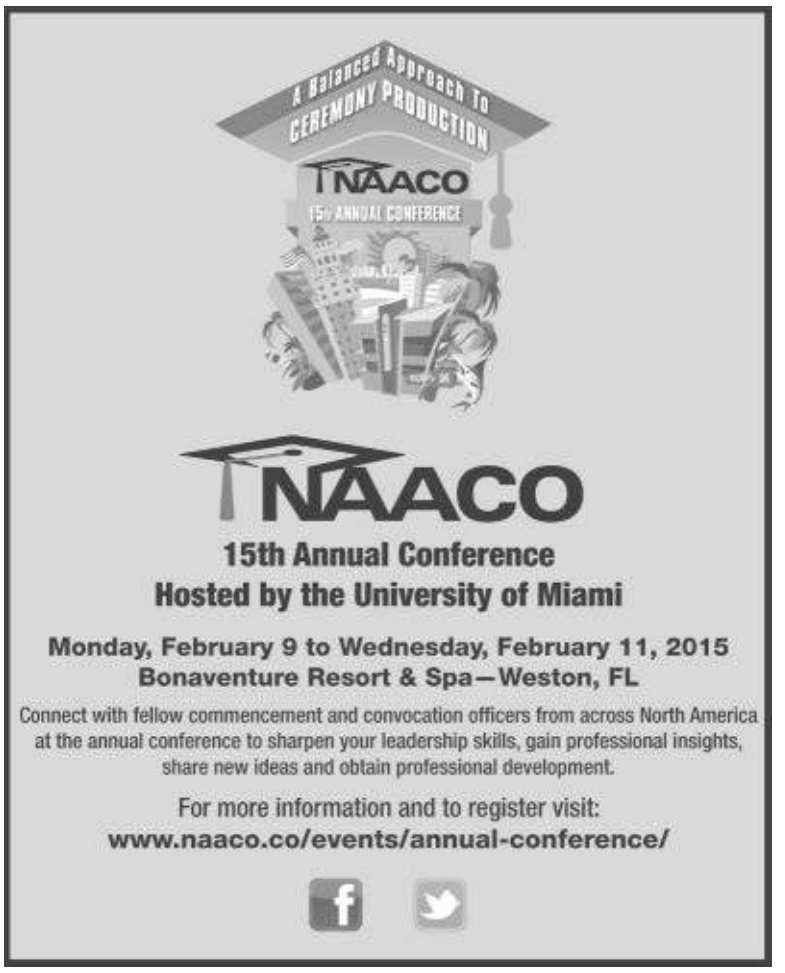
October 22: Arts. The American Council of Learned Societies invites applications for the Henry Luce Foundation/ACLS Dissertation Fellowships in American Art. The fellowships are designated for graduate students in any stage of Ph.D. dissertation research or writing. The fellowships may be carried out in residence at the fellow's home institution, abroad, or at another appropriate site for the research. The fellowships are for one year and carry a stipend of $25,000, plus $2,000 for travel allowance. Applicants must be Ph.D. candidates in a department of art history in the United States. A student with an appropriate project whose degree will be granted by another department is eligible only if the principal dissertation advisor is in a department of art history. Applicants must have a dissertation focused on a topic in the history of the visual arts of the U.S. and all requirements for the Ph.D. must be completed except the dissertation before the beginning of the fellowship. Applicants must be U.S. citizens or permanent residents. Visit the organization's website for more details. Contact: American Council of Learned Societies; http://www.acls.org/programs/american-art

October 22: Humanities. The American Academy of Arts & Sciences is accepting applications for its Visiting Scholars Program, which provides residential fellowships for junior faculty members and postdoctoral scholars in the humanities and social sciences. The program offers scholars a year for research and writing free from teaching and administrative duties, a collaborative work environment, and the opportunity to interact with academy members. It also creates a national network for these scholars, assisting them in their research and professional development. The academy seeks proposals in the humanities and social sciences relating to American history, culture, and public policy from the founding period to the present. Preference will be given to untenured faculty; postdoctoral scholars are also eligible. Candidates who are completing scholarly manuscripts are especially welcome. Junior faculty members receive up to $65,000 for the academic year (usually the equivalent of one-half salary); postdoctoral students receive up to $45,000. Visit the academy's website for more details. Contact: (617) 576-5002; vsp@amacad.org; https://www.amacad.org/content/about/about.aspx?d=363&t=4&s=0

October 22: Humanities. The Robert H. N. Ho Family Foundation Collaborative Research Fellowships in Buddhist Studies supports work that may be interdisciplinary or transdisciplinary. International and multilingual projects are encouraged. Especially welcome are projects that relate different Buddhist traditions to each other or that relate scholarship on the broad Buddhist tradition to contemporary concerns in other academic fields. Fellowship periods vary according to the project needs, but they should be planned for between one and two years' duration. An award of up to $200,000 will be provided. It is preferred that fellows devote time to the project that is free from teaching during the academic year. Teams may consist of two or more fellows, preferably not from the same institution. Every fellow must hold a Ph.D. conferred by an accredited, degree-granting university. However, an established scholar who can demonstrate the equivalent of the Ph.D. in publications and professional experience may also qualify. There are no residence or citizenship requirements and the application must be written in English by the project coordinator. Every fellow must be released from teaching for a minimum of three months per year of the fellowship period and, although fellows may alternate their periods of release from teaching, at least three months must be spent by all fellows in one location for joint research, study, analysis, or writing. The team must propose a jointly authored, research-based scholarly product, such as a book or digital resource, to be written in any language. Visit ACLS's website for more details. Contact: American Council of Learned Societies; BuddhistStudies@acls.org; http://www.acls.org/programs/buddhist-studies/#diss

October 22: Humanities. The American Council of Learned Societies invites applications for the Mellon/ACLS Dissertation Completion Fellowships, which support a year of research and writing to help advanced graduate students in the humanities and related social sciences in the last year of Ph.D. dissertation writing. The fellowship tenure may be carried out in residence at the fellow's home institution, abroad, or at another appropriate site for the research. These fellowships may not be held concurrently with any other fellowship or grant. A stipend of $30,000 will be provided plus up to $3,000 for research costs and up to $5,000 for university fees. Applicants must have completed all requirements for the Ph.D. except the dissertation by the application deadline. The program is restricted to graduate students who, at the time of application, have progressed no further than the sixth year of the degree program. (This includes time for a master's degree obtained en route to the Ph.D.) Graduate students who currently hold or have previously held a dissertation completion fellowship are not eligible.

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Visit the organization's website for more details. Contact: American Council of Learned Societies; http://www.acls.org/programs/dcf

October 22: Humanities. The Robert H. N. Ho Family Foundation Dissertation Fellowship program in Buddhist Studies provides one-year stipends for Ph.D. candidates to devote full time to preparing dissertations. The fellowship period may be used for fieldwork, archival research, analysis of findings, or for writing after research is complete. The fellowship is for 10 consecutive months. No other employment is permitted. A stipend of $30,000 will be provided. Applicants must be enrolled in a Ph.D. program at an accredited, degree-granting university. There are no residence or citizenship requirements. Applications must be written in English by the applicant. Visit ACLS's website for more details. Contact: American Council of Learned Societies; BuddhistStudies@acls.org; http://www.acls.org/programs/buddhist-studies/#diss

October 22: Humanities. The Robert H. N. Ho Family Foundation Postdoctoral Fellowship program in Buddhist Studies provides funding to recent Ph.D. recipients for residence at a university for revising the dissertation into a publishable manuscript, or for beginning the first new project after completion of the Ph.D. degree. Fellows will be encouraged to teach one course per year. Priority will be given to residence at universities or colleges providing a collegial atmosphere and working conditions enabling the postdoctoral fellow's entry into an academic career in Buddhist studies. The fellowship is for two academic years and provides a stipend of $55,000. If required, a $5,000 allowance for relocation costs is available. Applicants must have the Ph.D. officially conferred by an accredited, degree-granting university no earlier than January 1, 2011. The Ph.D. must be completed by October 22 (including defense and revisions) and conferred by May 31, 2015. A scholarly product must be proposed, such as a book or digital resource, to be written in any language. Collections of materials and databases are not eligible. There are no residence or citizenship requirements and the application must be written in English by the applicant. The fellowship-in-residence may be proposed at any university or college except at the institution granting the applicant's Ph.D. or the institution of current employment. Visit ACLS's website for more details. Contact: American Council of Learned Societies; BuddhistStudies@acls.org; http://www.acls.org/programs/buddhist-studies/#diss

October 29: Education. The Knowles Science Teaching Foundation is accepting applications for its 2015 Teaching Fellowships. This is a five-year program that is awarded to early-career science, technology, engineering, and mathematics teachers. The fellowships are awarded based on three criteria: the potential to develop the content knowledge needed for teaching, the potential to develop exemplary teaching practices, and the potential to develop the qualities of a teacher leader. Applicants must demonstrate the ability to develop in each of these areas in order to be selected. Fellows receive stipends, grants, and professional development. Visit the foundation's website for more details. Contact: Knowles Science Teaching Foundation; teachers@kstf.org; http://www.kstf.org/fellowships

November 1: Humanities. Opportunities for scholars at the Institute for Advanced Study for the 2015-16 academic year: Members pursue their own research in a community of scholars focused on intellectual inquiry, for a semester or an academic year. Stipends are provided if appropriate. Extensive resources include offices, libraries, restaurant, housing facilities, and support services. Applicants in all fields of historical research may apply. The institute encourages social scientific work with an historical and humanistic bent and also entertains applications in history, philosophy, literary criticism, literature, and linguistics. Each year there is a general thematic focus that provides common ground for roughly half the scholars; for 2015-2016 the focus will be "Borders and Boundaries." Residence in Princeton is required. Members' only other obligation is to pursue their own research. Scholars must have attained the Ph.D. or equivalent at the time of application and a substantial record of publication. Candidates of any nationality may apply. Scholars are not required to have a current institutional affiliation. Visit the institute's website for more details. Contact: Marian Zelazny; mzelazny@ias.edu; http://www.hs.ias.edu/mem_announcement

November 1: Humanities. The George A. and Eliza Gardner Howard Foundation is accepting applications for its fellowships for the 2015-16 year. Fellowships are awarded to early mid-career individuals, those who have achieved recognition for at least one major project, to complete independent projects in the following fields: creative writing (fiction and poetry) and philosophy. Approximately ten fellowships of $33,000 will be awarded. The fellowships are intended primarily to provide artists, scholars, and writers with time to complete their work. They are not intended for publication subsidies, equipment purchase, preparation of exhibits, or to support institutional programs. Candidates establish their eligibility for a Howard Fellowship by answering a series of questions as part of the application process. Visit the foundation's website for more details. Contact: Howard Foundation; (401) 863-2640; Howard_Foundation@brown.edu; http://www.brown.edu/initiatives/howard-foundation

November 7: Education. The National Academy of Education is accepting applications for the Spencer Postdoctoral Fellowship program in education research. The program supports early-career scholars working in critical areas of educational scholarship. Fellows will receive $55,000 for one academic year of research, or $27,500 for each of two contiguous years, working half time. Fellows will also attend professional development retreats and receive mentorship from NAEd members and other senior scholars in their field. Applicants must have had their Ph.D., Ed.D., or equivalent research degree conferred between January 1, 2009, and December 31, 2013, and should have a demonstrated record of research experience in education. This fellowship is non-residential, and applications from all disciplines are encouraged. Non-U.S. citizens are welcome to apply. Visit the academy's website for more details. Contact: National Academy of Education; info@naeducation.org; http://www.naeducation.org/NAED_080201.htm

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In Search of an Academic Wife

ELIZABETH KEENAN

From Vitae
A service of The Chronicle of Higher Education

Wanted: One academic wife. Duties include cooking meals; cleaning house; entering sources into my bibliography; doing some light copy-editing, proofreading, and research; and talking employer off the ledge when deadlines loom. Pay includes the usual spousal support, book dedications, and occasional co-authorship, but mostly the honor of being in the presence of a hotshot academic on the rise.

Some days, as Judy Syfers observed in 1971 in the inaugural issue of *Ms.* magazine, I want a wife. No, make that most days. Like when my husband and I are cleaning the house, but I'm thinking about the valuable time I could be spending revising an article that's overdue. Or when I'm dreading the grocery store after an afternoon class, and hoping that we have enough in the budget for take-out so that I can spend an hour on my writing instead of cooking. Or on the days when I'm working on other people's academic books—as a freelance researcher, indexer, and Zotero/Endnote/program-of-your-choice bibliographer.

Especially on those days when I'm elbows-deep in someone else's scholarship, I get a little pang of what could have been if I'd had a wife. I want someone to take care of all the extraneous details so that I can do my research, so that I can focus on that chapter of my book for which I finally have a good outline and a stack of archive notes and interview transcriptions, so that I can actually do work that might get me a chance (however long the odds) at a tenure-track job. (Note: I'm no longer looking for tenure-track positions, so think of this as a struggle where I've already waved the white flag.)

Then I realized: For my scholar-clients, I *am* an academic wife. Sure, they pay me, but it's sometimes not much more than what they would pay a graduate-student researcher. However, the service I'm really providing them with is time, which you can't really put a price on. I'm doing the kind of work that frees them up to think big thoughts, or at least to finish writing their book. While I'm copy-editing one chapter, they can work on another. While I'm transferring their MS Word-based bibliography into whatever database technology they choose, they can respond to the edits that their reviewers sent. While I'm working on their footnotes, they can think about the structural changes that their editor requires.

And here's another thing: I've *never* had a married male academic hire me for editing or research work. I've had plenty of married male clients hire me to do editing work in other employment sectors, but not in academe, which makes me wonder how much it has truly changed from the old days.

The tradition of the academic wife is a long one, still relatively entrenched despite the feminist movement and the increased presence of women in the academy. In grad school, I knew many men whose wives and girlfriends did much of the work I do for my clients, only they did it for free, in order to be "supportive." To be fair, one of those men I knew did pay his girlfriend to transcribe interviews; to be fairer, other men I knew did not use their partners as unpaid assistants. But those who did are, to a man, well on their way to tenure (if not tenured already).

If the wives and girlfriends of my peers are anything like a typical woman in the United States, they are more likely to do a greater share of the housework, leaving more leisure time for men—or, in the case of men in academe, more time for writing and research. I'm not blaming these guys for taking advantage of a free reader. After all, I have forced my sister into that role numerous times over the past 15 years, starting with my grad-school applications. But all of that time freed up for work? It adds up.

Mary Ann Mason, Marc Goulden, and Nicholas H. Wolfinger's research shows that men with wives (and children) are more likely to achieve tenure than women, whether those women are married or single. Although Vitae addressed the issue of women with children in its series on motherhood, discrimination against women with children on the tenure track is only one part of the problem.

Women *without* children also have a lower rate of tenure than their male counterparts. As Mary Ann Mason notes, "women professors have higher divorce rates, lower marriage rates, and fewer children than male professors. Among tenured faculty, 70 percent of men are married with children, compared with 44 percent of women."

Further, women occupy the ranks of contingent faculty at a higher rate than men. Mason points out that "a good proportion" of these women get jobs on the tenure track. But the women who get those jobs at the highest rate (not quite as high as the rate of married fathers) are single and childless. If I were to guess, both single women and married men are more likely to be perceived as candidates who will move anywhere for a job: single women because they have no family ties, and married men because they need to be good providers.

The most depressing thing, though, is that even if I had all that time I want, the odds are still stacked against me as a woman. In a study presented at the American Sociological Association meeting last August, Stanford graduate student Kate Weisshaar found that, even controlling for productivity, men were significantly more likely than women to earn tenure in sociology and computer science. (Weisshaar also looked at English, where men were slightly, but not statistically significantly, more likely to earn tenure.)

Weisshaar's study shows that women don't need to be as productive as men: They need to be *more* productive, since they're usually doing far more service work than men, too.

Maybe I shouldn't wish for a wife. Maybe I should wish for an entire staff to take over my housework, my freelance work, and my adjuncting. At this point, in order to get off the adjunct track, I would need an army of clones.

Of course, my clients—mostly women, mostly close to tenure—probably wish for the same thing. They're the ones facing the high bar for research, while I'm the one exiting academe for an alternate career. And, in fact, because I know that they face that high bar, I'm always aware of how much my work for them matters and I'm very much dedicated to helping them succeed. It's just that sometimes I wish I could have had that opportunity myself. ■

Elizabeth Keenan is an adjunct instructor at Fordham University.

Comment from Fake Name: Sorry women, it's 2014. If you're agreeing to do extra unpaid work that you don't want to do, whether it be housework or editing, then that's on you. No one is forcing you to do this work or to marry apparently bad men.

Comment from Claire Mays: I appreciate the evocative details of what kind of work an "academic wife" can do in the first half of the article. I read it as a genderless story. A woman wanting a wife (in this context) alerts us that she is talking about wanting a devoted faceless assistant. That surely doesn't have to be a woman, or a man. It can be anyone who sees the "greater good" aspects of the tasks, and/or who hasn't the power (for whatever psychological, sociological, political, or practical reasons) to refuse the tasks.

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THE CHRONICLE OF HIGHER EDUCATION
Careers

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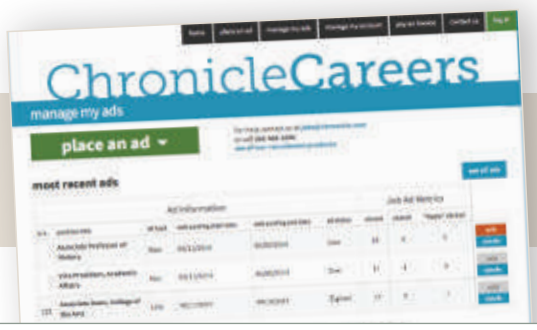
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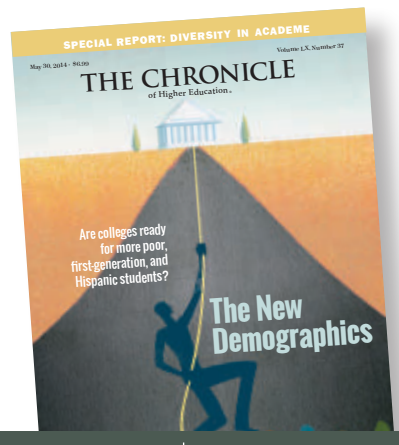
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UNMATCHED
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Diversity in Academe
A Special Report



ISSUE DATE: **October 31** | JOBS AD DEADLINE: **October 20**

Attract a Diverse Talent Pool of Faculty and Administrators

The **Diversity in Academe** special report will feature exclusive data and insights on diversity, equity, and inclusion.

Reach top talent with a job ad in the October 31 careers section that will accompany this highly anticipated special report.

Contact us for information on advertising:
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Get an inside look at
the biggest diversity issues on campus

Check out The Chronicle's latest knowledge resource, where you'll find news, data, reports, and other valuable resources offering deeper insights into diversity in higher education.

Chronicle.com/Diversity



Client Success Stories

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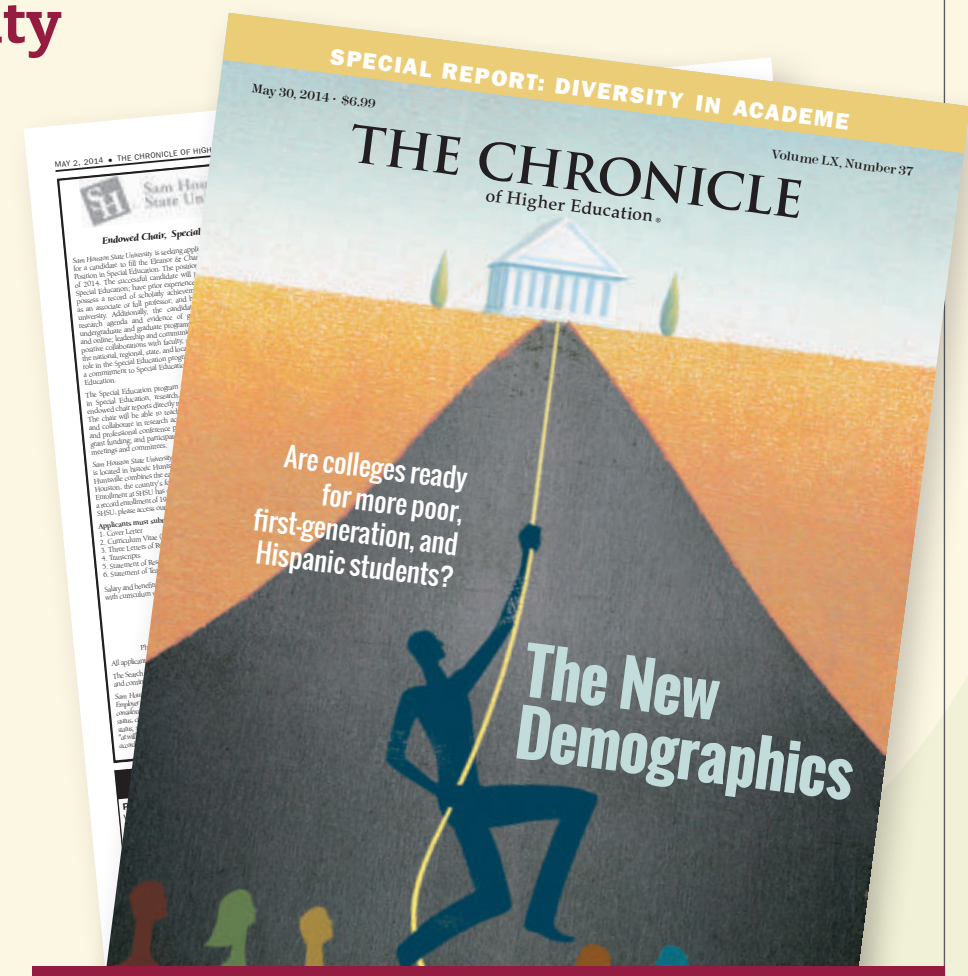
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Marketing and Communications Director
Vanderbilt University's Peabody College

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- Multimedia exposure for your ads
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DIVERSITY IN ACADEME
A Special Report

AD DEADLINE: OCTOBER 20 | **ISSUE DATE:** OCTOBER 31

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UCF

The University of Central Florida is hiring 200 faculty members for its 12 colleges.

Located in Orlando, UCF is the nation's second-largest university. Our 12 colleges provide opportunities to 60,000 students, offering 177 bachelor's and master's degrees and 30 doctoral programs. *Kiplinger's* and The Princeton Review ranked a UCF education as one of the nation's best values. *U.S. News & World Report* placed UCF No.3 on its annual "Up-and-Coming" list. The Carnegie Foundation for the Advancement of Teaching named UCF a "Curricular Engagement and Outreach & Partnerships University" and a university with "very high research activity." And in a ranking by the National Academy of Inventors and the Intellectual Property Owners Association, UCF ranked among the top 25 universities in the world for the number of patents awarded.

Will you join us?
Visit **www.ucf.edu/jobs**.

Lecturer, assistant, associate and full professor positions available in the following disciplines:

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- Ethics in Digital Technology
- Game Design
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- Theatre
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- Business Analytics
- Finance
- Management
- Marketing and Sports Marketing

ENGINEERING AND COMPUTER SCIENCE
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- Data Analytics and Statistics
- Mechanical and Aerospace Engineering
- Sensors, Sensor Networks and Sensor Systems

EDUCATION AND HUMAN PERFORMANCE
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- Elementary/Secondary Education
- English Language Arts Education
- Higher Education and Policy
- Reading Education
- Science Education
- Sport and Exercise Science

HEALTH AND PUBLIC AFFAIRS
- Communication Sciences and Disorders
- Criminal Justice
- Legal Studies
- Physical Therapy
- Public and Nonprofit Management
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- Hospitality Services
- Tourism and Events

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- Autoimmune Diseases
- Diet and Nutrition
- Immunobiology
- Metabolic Diseases

NURSING
- Adult/Gerontology
- Clinical Faculty
- Clinical Nurse Specialists
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- Biophotonics
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SCIENCES
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- Attosecond Physics
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- Communications
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- Geospatial Analysis
- Mathematics
- Physics
- Psychology
- Strategic Communication

UCF is an equal opportunity/affirmative action employer. All qualified applicants are encouraged to apply, including minorities, women, veterans and individuals with disabilities. As a Florida public university, UCF makes all application materials and selection procedures available to the public upon request.

Think **UCF.**

California State University DOMINGUEZ HILLS

California State University, Dominquez Hills (CSUDH) invites applications and for the following positions:

Dean of the College of Arts and Humanities

Associate Dean, College of Health, Human Services and Nursing

Associate Dean, International Education, College of Extended and International Education

CSU Dominguez Hills, an urban university in the 23-campus California State University system is located in Carson, in the South Bay region of Los Angeles County. With an enrollment exceeding 14,000 students, CSUDH is a federally recognized Minority-Serving Institution as well as a Hispanic Serving Institution and is among the most ethnically diverse universities in the nation.

CSUDH is fully accredited by WASC Senior College and University Commission and offers 45 baccalaureate degrees and 24 master's degrees, and a number of certificate and credential programs. While continuing to emphasize the liberal arts and sciences, the University offers professional programs at both the undergraduate and graduate levels.

The Executive Search Profiles, which include information on these positions and application procedures, may be viewed at: **http://apptrkr.com/527762**

For further information on the Dean of the College of Arts and Humanities, and the Associate Dean, College of Health, Human Services and Nursing, contact: **Mr. Neil A. Stein, Vice President, at (202) 965-6464**

For further information on the Associate Dean, International Education, College of Extended and International Education, contact **Dr. Toni Murdock, Senior Consultant at (206) 795-7252**

CSUDH is an equal employment opportunity employer, and is strongly committed to achieving excellence through a diverse workforce. The University actively encourages applications from all qualified individuals.

R.H PERRY & ASSOCIATES
SEARCH COUNSEL TO HIGHER EDUCATION

Accounting: Rice University - Jones Graduate School of Business. Faculty Position in Accounting. The Jones Graduate School of Business at Rice University invites applications for one tenure-track/tenured faculty position in accounting effective Fall 2015. Applicants at the rank of associate or full professor with research and teaching interests in financial or managerial accounting will be considered. JOB Qualifications: Applicants at the associate or full level must have a Ph.D. and an established record of excellence in scholarly research and teaching. Application Procedure: Applicants should send their curriculum vitae, three letters of reference, and copies of recent research and teaching evaluations to: Contact: Marcie Carlson, Jones Graduate School of Business, Rice University, P.O. Box 2932, Houston, TX 77252-2932, accountingrecruit@rice.edu. Review of applications will begin early fall. Applications should be received by December 1, 2014, but will be accepted until the positions are filled. Equal Opportunity Employer - Females/Minorities/Veterans/Disabled/ Sexual Orientation/ Gender Identity.

Admissions: Associate Director of Admissions (STEM Recruitment)Coordinate outreach, selection and recruitment initiatives for Science, Technology, Engineering, and Mathematics (STEM) students. Supervise STEM Assistant Directors and student workers. Liaise with STEM faculty. Analyze admissions data using Excel. Send applications to: J. Quinlan, Office of Undergraduate Admissions, Yale University, 38 Hillhouse Avenue, New Haven, CT 06511.

Architecture: Florida Atlantic University's School of Architecture, in Fort Lauderdale, FL is seeking an Associate Professor in to teach required and elective architecture courses and design studios at both the undergraduate and graduate level. Also expected to participate in assigned service activities and to maintain and be actively involved in research and/or scholarly creative activity. Position requires a Master's in Architecture (foreign equivalent acceptable) as well as six years of teaching experience. To apply, please send cover letter, curriculum vitae, and three letters of recommendation to Gerard Clinton (clinton@fau.edu). Assistant Dean in the College for Design and Social Inquiry, Florida Atlantic University, 777 Glades Road, Building 44, Boca Raton, FL 33431. FAU is an Equal Opportunity Employer.

Art Education: Murray State University, full-time, tenure track position to begin August 2015. Ph.D. or Ed.D. in Art Education or MFA in Visual Arts with extensive K-12 art and design teaching experience required. ABDs with a documented plan of completion by appointment date will be considered. The qualified candidate must have teaching experience in the K-12 classroom in the art and design area, along with a working knowledge of NCATE accreditation; evidence of a strong regional and emerging national record in publication and/or exhibition record; evidence of professional activity in a studio discipline; experience with curriculum development; strong interpersonal and communication skills; ability to work with the College of Education; and active participation with state/national professional organizations. Successful college/ university teaching experience and knowledge of national standards and K-12 educational system are preferred. Will teach courses in art education as well as art materials and techniques for the classroom teacher; engage in student teaching observations and assessment; continue an active creative/ scholarly activity/research agenda, and engage in university/professional service. Application Deadline: November 30, 2014. To apply: http://www.murraystatejobs.com/postings/3724. Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

Art: The Department of Art in the Division of Fine Arts and Humanities at Xavier University of LA, a Historically Black and Catholic University located in New Orleans, invites applications for a tenure-track Art Historian position who will also serve as the Director of African American and Diaspora Studies Program (AADS) starting Fall 2015. Minimum Qualifications: Ph.D. in Art History with primary focus in African Diaspora or African Visual culture and secondary area(s) of interest such as Contemporary and/or Race and Identity Studies. At least three years of college-level teaching experience beyond the teaching assistantship level and experience in higher education program management or administration are required.To apply, log into the online system at: https://jobs.xula.edu. Attach letter of application, CV, transcripts and 3 letters of recommendations with appropriate contact information addressed to Dr. Paul Schafer. Review of applications will begin October 20, 2014. Applications received before December 1, 2014 are assured full consideration. Minorities and women are encouraged to apply. EOE/AA.

Athletic Training: Location: Lindenwood University-Belleville. Start Date: January of 2015. 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 as well as familiarity with CAATE. 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: Assistant Professors. Tenure track. August 2015. Francis Marion University. Areas of specialization: Plant Biology, Microbiology, or Anatomy & Physiology. Ph.D. strongly preferred; ABD nearing completion considered; teaching experience preferred. Position descriptions and support services at http://www.fmarion.edu/about/positions. EOE/AA.

Biology: The Department of Biology at the University of West Georgia invites applications for a full-time, tenure-track assistant professor position beginning in August 2015. We are particularly interested in candidates with experience in population biology, ecology or evolutionary biology utilizing field-based and/or bioinformatics/computational techniques. Teaching responsibilities will include general biology courses as well as development of undergraduate and graduate courses in the candidate's area of expertise. The successful candidate will also be expected to establish a productive research program involving both undergraduate and graduate students. The University of West Georgia (http://www.westga.edu/) is a comprehensive university of approximately 12,000 students located on a 644-acre wooded campus in Carrollton, Georgia with a satellite campus in Newnan, Georgia. The Department of Biology is a growing program that consists of 16 tenure-track faculty with over 500 undergraduate majors and a M.S. program. Applicants must have a Ph.D. degree in biology or a related field and postdoctoral experience is preferred. To apply, please email a PDF consisting of a cover letter, teaching philosophy, research statement and copies of transcripts to biosearch@westga.edu. Also arrange for three letters of recommendation to be emailed to the same address from the writers' institutional email address. Review of applications will begin November 15 and continue until position is filled. The University of West Georgia is an Affirmative Action/Equal Opportunity Institution.

Business: Assistant Professor - Will teach marketing and other business courses, maintain an active research agenda, advise students and engage in faculty service. Ph.D. Business or related field; ABD's also considered. Excellent teaching and research abilities. Submit application, resume and transcripts to: Mona Foroughi, University of Alabama in Huntsville, 301 Sparkman Drive, Huntsville, AL 35899. Must respond within 30 days and refer to Job #13233.UAH is an Affirmative Action/ Equal Opportunity Institution. We encourage applications from women and minority candidates.

University of Nebraska Kearney

Biology Faculty Positions

The Biology Department at the *University of Nebraska at Kearney*, a primarily undergraduate institution with a large online master's program, invites applicants for the following full-time tenure-track positions as **Assistant or Associate Professor** to begin in August 2015.

Bio-Medical Sciences - The successful applicant will be a broadly trained biomedical scientist in areas such as Molecular Biology, Microbiology, Anatomy/Physiology, Neurobiology, Parasitology , or related field.

Sustainability and Environmental Studies - The successful applicant will be a broadly trained natural scientist in areas such as water resources, natural resources, soil science, invertebrate biology, agronomy, aquatic ecosystems, sustainable systems, or related field.

Public Health - The successful applicant is expected to take the lead in both on campus and off campus promotion and development of an academic major in Public Health, as well as coordinate and advise the existing Public Health minor. Duties include development of an academic Public Health major for which reassigned time will be provided, as well as teaching of applicable Public Health courses (Epidemiology, Introduction to Public Health, and Global Public Health), interfacing with appropriate health delivery agencies, advising in the minor, and teaching both on campus undergraduate courses and online graduate courses in area of expertise.

Application review will begin on **October 30, 2014** and will continue until positions are filled. To apply for these positions the online application process at **http://unkemployment.unk.edu** is required. Candidates should attach a letter of application, curriculum vitae/resume, copies of all transcripts, and 3 references to the online application. Applicants needing accommodation under ADA should contact the Director of AA/EO at **(308) 865-8655**.

Valparaiso University

Valparaiso University seeks qualified applicants for the following faculty positions beginning Fall 2015. Full details about each opening and application instructions can be found at ***http://www.valpo.edu/provost*** - select link for Faculty and Administration Openings.

Accounting - Assistant Professor
Chemistry - Assistant Professor
Civil Engineering - Department Chair
Civil Engineering - Assistant Professor
Communication - Assistant Professor
Education - Assistant Professor
Electrical and Computer Engineering (2)-Assistant Professor
Management - Assistant Professor
Political Science & International Relations-Assistant Professor
Psychology (2) - Assistant Professor

Read more about Valpo and its programs at http***://www.valpo.edu***. Candidates should be interested in working at a university engaged in issues in Christian higher education in the Lutheran tradition.

Valparaiso University does not unlawfully discriminate and aims to employ persons of various backgrounds and experiences to help constitute a diverse community. Its entire EOE policy can be found at ***http://www.valpo.edu/equalopportunity/index.php.***

Successful applicants will demonstrate a commitment to cultural diversity and the ability to work with individuals or groups from diverse backgrounds. In addition to strong academic qualifications and excellence in teaching, the University highly values experience in working across cultural and other significant differences.

Mary Baldwin College

Mary Baldwin College seeks candidates with enthusiasm for the environment of a small, residential liberal arts college for women and for online teaching in a vibrant regional program for adults.

- Both positions are at the Assistant Professor level and tenure track. August 2015 start date.
- Send materials, including cv, cover letter, three letters of recommendation, and statement of teaching philosophy to the dean of the college at *doc@mbc.edu.* Ph.D. required; advanced ABD considered.
- Review of applications will begin November 15, 2014 and continue until positions are filled.

BIOLOGY
Teacher-scholar with commitment to teaching, advising, and research. Expertise in Botany and Environmental Biology; ability to teach a variety of lab-based major courses and general-education courses such as Introductory Biology, Conservation Biology, and a field-oriented course; and interest in developing and mentoring undergraduate research projects as part of capstone experience.

CRIMINAL JUSTICE/SOCIOLOGY
Teaching duties include Criminology, Criminal Justice theory, and CJ senior seminar. Additional courses in individual's area of specialization; needs include Prisons and Punishment and Juvenile Delinquency. Degree in Criminology, Sociology, or related social science discipline.

The main campus of Mary Baldwin College is located in the historic town of Staunton, Virginia in the beautiful Shenandoah Valley. MBC provides personalized, transformative education in the Residential College for Women and coed adult and graduate programs.

In keeping with its commitment to diversity, Mary Baldwin College encourages minorities and women to apply.

> www.mbc.edu **boldlybaldwin**

Five College Consortium

Fellowship Program

FIVE COLLEGE FELLOWSHIPS offer year-long residencies for doctoral students completing dissertations. The program supports scholars from underrepresented groups, and/or scholars with unique interests and histories, whose engagement in the Academy will enrich scholarship and teaching. Applications are welcome from students in any field of the Humanities, Fine Arts or Social Sciences. Normally, four fellowships are awarded each year.

Each Fellow is hosted within an appropriate department or program at Amherst College, Hampshire College, Mount Holyoke College or Smith College. (At Smith, recipients hold a Mendenhall Fellowship.) Application is to the Program, not a specific hosting campus.

This is a residential fellowship. Fellows are provided research and teaching mentors and connected through the consortial office to resources and scholars across the five campuses, which include UMass Amherst. The office also supports meetings of the Fellows throughout the year.

The fellowship includes a $30,000 stipend, a research grant, health benefits, office space, housing or housing assistance, and library privileges at all five campuses.

While the award places primary emphasis on completion of the dissertation, most Fellows teach at their hosting institution, but never more than a single one-semester course.

Date of Fellowship: August 31, 2015 to May 31, 2016 (non-renewable)
Stipend: $30,000
Review of applications begins: January 5, 2015
Awards announced in March, 2015.

Apply at http://apply.interfolio.com/26922

Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst are members of the Five College consortium, which supports extensive academic and administrative collaboration among the campuses. The five campuses are located in western Massachusetts, each within 12 miles of the others.

Further information, including a link to the online application and an FAQ guide, is available at:

www.fivecolleges.edu/faculty/fellowships

AUB American University of Beirut

Multiple Positions

The Faculty of Arts and Sciences at the *American University of Beirut* houses twenty-nine academic departments, programs, and centers in three major areas of study: the humanities, the social sciences, and the sciences. It offers undergraduate programs leading to bachelor's degrees as well as graduate education leading to master's degrees in most fields. It also offers PhD degrees in Arabic Language and Literature, Cell and Molecular Biology, Arab and Middle Eastern History, and Theoretical Physics. We invite you to share our mission by joining our faculty in one of our dynamic departments:

Department of Arabic and Near Eastern Languages
Modern Arabic literature and literary theory
Medieval Arabic literature

Department of Biology
Non-Medical Virology; Environmental Bacteriology

Civilization Sequence Program
History of ideas; Comparative literature; and/or Arab/Islamic studies

Department of Computer Science
All areas, of particular interest: high performance computing and/or cloud computing; digital imaging and video processing; natural language processing (NLP) with expertise in machine learning and/or data mining; big data analytics

Department of Economics
Macroeconomics; Financial Economics; International Economics; Applied Microecomics

Department of Fine Arts and Art History
Theater Arts; Studio Arts

Department of Geology
Carbonate Sedimentology, Petroleum Geology

Department of Mathematics
Analysis; Numerical Analysis and Computing; Algebra and Number Theory

Department of Psychology
Cognitive Neuroscience

POSITIONS TO BEGIN **SEPTEMBER 1, 2015**

For more information visit **http://www.aub.edu.lb/fas**

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University of South Carolina Aiken

Situated on 453 acres in Aiken, SC and serving more than 3,200 students, USC Aiken is a comprehensive liberal arts institution committed to active learning through excellence in teaching, research, scholarship, and civic engagement. USC Aiken has consistently ranked among the top three public baccalaureate colleges in the South by U.S. News & World Report's guide "America's Best Colleges," and is also a recipient of The Chronicle of Higher Education's "Best Place to Work" designation, with top honors for collaborative governance. Visit: **http://www.usca.edu** for additional information about USC Aiken (471 University Parkway; Aiken, SC 29801). USC Aiken invites applications for the following faculty positions (tenure-track). Start date: August 16, 2015. **Visit referenced websites for complete advertisements and application guidelines.**

Assistant Professor of Biology (Vertebrate Biology)

Required: Ph.D. in vertebrate biology, or similar (herpetology, mammalogy, or ornithology).
Apply at: https://uscjobs.sc.edu/applicants/Central?quickFind=74907.
Review of applications begins **October 30, 2014**; continues until filled.

Assistant Professor of Chemistry (Biochemistry)

Required: Ph.D. in chemistry or biochemistry.
Apply at: https://uscjobs.sc.edu/applicants/Central?quickFind=74983.
Review of completed applications begins **November 7, 2014**; continues until filled.

Assistant Professor of Communication

Required: Ph.D. at time of appointment.
Apply at: https://uscjobs.sc.edu/applicants/Central?quickFind=74985.
Review of applications begins **November 15, 2014**; continues until filled.

Assistant Professor of English

Required: Ph.D. in English; expertise/teaching in early American Literature.
Apply at: https://uscjobs.sc.edu/applicants/Central?quickFind=74918.
Deadline for receipt of completed applications is **November 15, 2014**.

Assistant Professor of Psychology (Social Psychology)

Required: Ph.D. by time of appointment; specialization: social psychology.
Apply at: https://uscjobs.sc.edu/applicants/Central?quickFind=74917.
Review of applications begins **October 24, 2014**; continues until filled.

Women and minority candidates are encouraged to apply. AA/EOE.

Business: Penn State Harrisburg's School of Business Administration invites applications for a tenure-track Assistant Professor of Management in its AACSB-accredited program effective Fall 2015. Candidates will teach undergraduate and graduate (MBA) courses in business strategy with a secondary area in organizational behavior. Candidates will also engage in scholarship in the areas of curriculum development, active research, and quality service. It is expected that the successful candidate will possess an earned doctorate in management or a related field from an AACSB-accredited college of business. ABDs who expect to earn their doctorate by summer 2015 will be considered. For more information about the College and School, please visit our website at http://harrisburg.psu.edu/business-administration. Review of applications will begin immediately and continue until the position is filled. A representative will be attending the AOM annual meeting in Philadelphia. Applicants should upload a cover letter, curriculum vitae, and contact information for four references using the link below, job number 52376. Supplemental materials, including reference letters, transcripts, syllabi, teaching philosophy, etc., should be mailed to ATTN: Assistant Professor of Management, Job # 52376, Penn State Harrisburg, School of Business Administration, E355 Olmsted, Middletown, PA 17057.Campus Security Crime Statistics: For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to http://www.police.psu.edu/clery/ , which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

Business: Penn State Harrisburg's School of Business Administration invites applications for two tenure-track Assistant Professor of Accounting positions in its AACSB-accredited program starting Fall 2015. Doctorate in Accounting or related discipline from AACSB-accredited school preferred; ABDs completing doctorate by August 2015 will be considered. Faculty members are expected to pursue active research, teach 3/2 load first two years, then 3/3 load. Position 1: Ability to teach graduate/undergraduate courses in auditing is required. Position 2: Ability to teach graduate/undergraduate courses in accounting information systems is preferred; a financial accounting specialty will also be considered. For both positions, a secondary area of expertise is a plus. For both positions, some online course delivery is likely. Strong commitment to effective teaching and publication is required. Professional certification (CPA, CMA) and prior teaching, research, professional experience preferred. Compensation is AACSB competitive. For additional details, please visit our website at hbg.psu.edu.Review of applications will begin immediately and continue until the position is filled. A representative will be attending the AAA annual meeting in Atlanta. Applicants should upload a cover letter, curriculum vitae, and contact information for four references. In addition to the uploaded materials, supplemental materials (reference letters, transcripts, syllabi, etc.) should be mailed to ATTN: Assistant Professor of Accounting, Job # 51870, Penn State Harrisburg, School of Business Administration, E355 Olmsted, Middletown, PA 17057. Campus Security Crime Statistics: For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to http://www.police.psu.edu/clery/,which will also provide you with detail on how to request a hard copy of the Annual Security Report.Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

Business: School of Public and Environmental Affairs. Indiana University-Bloomington Campus. Tenure Track Position in Public Budgeting, Financial Management, and Governmental Accounting. The School of Public and Environmental Affairs (SPEA) at Indiana University-Bloomington seeks applications for one or more anticipated tenure-track position in the general field of public budgeting and finance, broadly defined to include: budgeting, financial management, public debt and capital markets, government treasury operations, capital budgeting, and public pension policy and management. Exceptionally qualified candidates at the associate or full professor rank will also be considered. Multiple hires are possible. For appointment at the assistant, associate (tenure-track) or full professor rank, an active record of scholarship in budgeting and financial management is the primary qualification. The successful applicant should present evidence of high quality research and an ambitious research program, an interest in applied work, and a strong commitment to teaching. The Ph.D. or an equivalent terminal degree by August 1, 2015 in a related field (e.g., public administration, public affairs, economics, political science, public policy, finance or accounting) is required. Professional certifications (e.g., CPA, CMA, CFA, CPFM) are desirable. Other desirable qualifications

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11TH FASTEST-GROWING public doctoral granting institution in the U.S. between 2002 and 2012 *—Chronicle of Higher Education Almanac 2014-2015.*

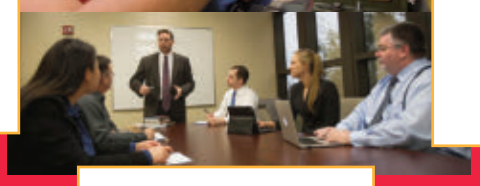


Ranked **1ST IN THE NATION** for graduating Hispanic master's degree students in education for the second consecutive year—*Diverse: Issues in Higher Education*.





5TH MOST POPULAR engineering school in the nation for international students—*US News & World Report.*



Ranked as one of the **MOST DIVERSE** ethnically and economically universities in the country.

Lamar University's growing and diverse climate encourages active learning and unique opportunities for faculty and students alike.

68% enrollment increase during the past 10 years

With outstanding, nationally recognized programs – top-ranked in many areas – around campus and online, Lamar University seeks to add talented faculty and administrators as we advance into the future.

The University is located in Beaumont, Texas, a city of approximately 120,000 located about 30 miles from the Gulf of Mexico, 90 miles from Houston, and 40 miles from the Louisiana border. It serves the entire area as the focus for government, education, business, health care, entertainment, and culture, and is also the gateway to the Big Thicket National Preserve, a national eco-tourism treasure. Lamar University, a member of the Texas State University System, has experienced a tremendous re-birth over the past decade, with enrollment steadily increasing to more than 15,000. It has been recognized nationally for its general education core curriculum, leadership in online education, being one of the 100 most diverse campuses in the country, and selection as a member of the Honor Roll of the Chronicle of Higher Education's "Great Colleges to Work For." Additional information about the university and the colleges is available at: **http://www.lamar.edu**.

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS



The Provost and Vice President for Academic Affairs serves as the university's chief academic officer, exercising broad academic leadership and having administrative responsibility for academic personnel, programs, facilities, and services. Additional responsibilities include planning, development, evaluation, policy initiation and implementation, and budgeting within the Division of Academic Affairs. The successful candidate will possess an earned doctorate a record of teaching, scholarship, and service sufficient for appointment as a full professor with tenure and be able to demonstrate a commitment to shared governance and enhancing cultural diversity among students, faculty and staff. Experience in the areas of strategic planning, fundraising, curriculum development and accreditation is preferred. Evidence of facilitation/collaboration with specific focus on cross disciplinary teaching and research initiatives is desired.

LU offers more than 100 programs of study leading to bachelor's, master's, and doctoral degrees. The university has been nationally recognized for the quality of its core curriculum and the diversity of its student body. Small class sizes and a low student-to-faculty ratio allow students to build meaningful relationships with expert faculty who truly care about their success. LU stresses academic achievement by emphasizing hands-on learning at all levels, providing ample opportunities for undergraduate research and supporting an excellent Honors Program. The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Several LU colleges and programs hold additional specialized certifications recognizing their quality and expertise. For more information please visit:

http://facultystaff.lamar.edu/academic-affairs/

DEAN, COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

The Dean is the chief executive officer of the College, budgetary and programmatic authority, and academic leader of the College, a member of the Academic Council of Deans, and a direct report to the Provost and Vice President for Academic Affairs. The successful candidate will possess an earned doctorate, a record of teaching, scholarship, and service sufficient for appointment as a full professor with tenure. Pre K-12 experience with knowledge of and experience with CAEP accreditation is preferred. Evidence of successful, progressive and entrepreneurial leadership at the level of department chair or above is desired. Experience in strategic planning, fundraising, online education and also demonstrate effectiveness in building and sustaining degree and certificate offerings using this mode of delivery. Each candidate will be expected to demonstrate commitment to shared governance, to enhancing cultural diversity among students, faculty and staff and to an environment supportive of collaborative and application-oriented learning by engaging in a balance of discipline and practice-based knowledge and skills. Evidence of strong interpersonal, communication, and facilitation/collaboration skills (with specific focus on cross disciplinary teaching and research initiatives) is desired. The Dean will also demonstrate commitment to involvement in the community.

The College is composed of five departments: Counseling and Special Populations, Educational Leadership, Teacher Education, Family and Consumer Sciences, and Health and Kinesiology. The programs offered through the college are educator preparation, school and clinical mental health counseling, health and exercise science, family studies, nutrition/dietetics, hospitality/culinary arts, and fashion retailing and merchandising. The M.Ed. in Educational Administration, delivered online in cooperation with Academic Partnerships, was the first and still is the largest fully online graduate program at LU. The elementary teacher preparation program (aka disciplinary studies) has been nationally recognized by the Association for Children's Education International (ACEI) for 7 years. In addition, several programs in the college have been designated by the State as well as by the university community as initiatives of excellence. For more information please visit:

http://education.lamar.edu/index.html

DEAN, COLLEGE OF ENGINEERING

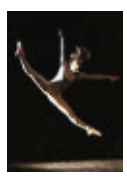


The Dean of the College of Engineering will hold the endowed Charles and Eleanor Garrett Chair in Engineering and is the chief executive officer of the College, budgetary and programmatic authority, and academic leader of the College, a member of the Academic Council of Deans, and a direct report to the Provost and Vice President for Academic Affairs. The College has been central to the major transformation of the institution over the past decade, and seeks a dynamic and visionary leader experienced in the development and nurturing of undergraduate and graduate programs of excellence, providing effective support to faculty for the conduct of research and the attraction of funding to support it from a variety of agencies and industries. In addition, experience in the creation of entrepreneurial and fundraising activities, development of centers of excellence, and the management of a complex academic unit underpinned by collegiality and inclusiveness is also expected.

The College contains five academic departments (Chemical, Civil, Electrical, Industrial and Mechanical Engineering), has 38 full-time faculty, 15 full-time staff, more than 800 undergraduate majors and 300 graduate students, and attracts approximately $3.5 million annually in external funding. Programs in the College have been designated by the State as well as by the University community as initiatives of excellence. The College of Engineering has 10 research centers under its authority. These are coordinated under the Texas Centers for Technology Incubation (TCTI). The College also participates in the Texas Space Grant Consortium, which sponsors research on space based technologies. The College of Engineering and Beaumont recently ranked 2nd in the U.S. among the "Best Cities for Chemical Engineers" and 11th for "Top ROI Schools for Engineering Majors." The College is accredited by the Engineering Accreditation Commission of ABET. For more information please visit:

http://engineering.lamar.edu/index.html

DEAN, COLLEGE OF FINE ARTS AND COMMUNICATION



The College seeks a dynamic and visionary leader experienced in the development and nurturing of undergraduate and graduate programs of excellence, and providing effective support to faculty for the conduct of research and creative activity. The College of Fine Arts and Communication nurtures professionals who will be prepared to meet the challenges of a dynamic, global environment while upholding ethical and artistic values and social responsibility. The Dean is the chief executive officer, budgetary and programmatic authority, and academic leader of the College, serves as a member of the Academic Council of Deans, and is a direct report to the Provost and Vice President for Academic Affairs. Working with the Division of Advancement, the Dean also has major responsibilities for fund raising and donor and alumni relations.

The College is comprised of six departments (Art, Communication, Deaf Studies & Deaf Education, Speech & Hearing Sciences, Mary Morgan Moore Department of Music, and Theater & Dance), the Dishman Art Museum, the KVLU Public Radio Station, and the LUTV Studio. The Department of Deaf Studies and Deaf Education has been designated as a Center of Excellence by the Texas Legislature and has been recognized by the Texas Higher Education Coordinating Board with the Incentive Award as a Program of Nationally Recognized Excellence. The College is home to 835 undergraduate majors, 160 graduate students, and 73 faculty FTE (42 full time). For more information please visit:

http://fineartscomm.lamar.edu/

Greenwood/Asher & Associates is assisting Lamar University with the above listed searches. Initial screening of applications will begin immediately and will continue until appointments are made. Individuals who wish to nominate a candidate should submit a letter of nomination including contact information for the nominee. Application materials should include a letter addressing how the candidate's experiences match the specific position requirements, a curriculum vitae or resume and five references. Submission of materials as PDF is strongly encouraged. Confidential inquiries, nominations and application materials should be directed to: Jan Greenwood, Betty Turner Asher, Partners, Greenwood/Asher and Associates, Inc., 42 Business Center Drive, Suite 206, Miramar Beach, Florida 32550, Phone: 850-650-2277 / Fax: 850-650-2272. Email: **jangreenwood@greenwoodsearch.com,** Email: **bettyasher@greenwoodsearch.com**.

Lamar University is an equal opportunity/affirmative action educational institution. Lamar.edu

NKU NORTHERN KENTUCKY UNIVERSITY

HIGHLAND HEIGHTS, KY

VICE PROVOST FOR GRADUATE EDUCATION, RESEARCH, AND OUTREACH

Northern Kentucky University (NKU) seeks an academic advocate and transformative leader to serve as Vice Provost for Graduate Education, Research and Outreach. The three distinct, yet complementary, areas under the Vice Provost's purview come together to create a synergistic portfolio with unrealized potential. The next Vice Provost will champion each of these critical functions while deepening connections, seeing new possibilities, and helping launch new initiatives.

NKU is at a pivotal moment in its history with new visionary leadership at the administrations' highest levels; tremendous growth in the student body and academic programs; recent entry into Division I athletics; an ambitious strategic plan; an unprecedented state grant of $97 million to establish a Health Innovation Center; and a 50th anniversary on the horizon. Today's NKU is fast-paced, high energy, and forward thinking.

This is an exceptional opportunity to join the ambitious and creative leadership team of a University with great momentum that continues to be on the move. The Vice Provost will be responsible for directing, advocating for, and strengthening education, research and outreach, and for imagining and pursuing new ways in which these critical functions can concomitantly contribute to the University's mission. As a key member of the Academic Affairs leadership team, the Vice Provost will influence University-wide initiatives as a key thought leader and a driver of transformational initiatives in the University and in the region.

Please direct all inquiries, expressions of interest, and nominations in confidence electronically to: **Nanette Blandin or Talia Greenwald at Isaacson, Miller: www.imsearch.com/5213**.

DEAN, COLLEGE OF HEALTH PROFESSIONS

Northern Kentucky University (NKU) seeks a dynamic and innovative leader to serve as the Dean of the College of Health Professions (CHP). The next dean will join NKU at an exciting time, with a recently completed strategic plan, an exceptional leadership team, and plans for the construction of a revolutionary Health Innovation Center (HIC). The goal of the HIC is to improve the region's health care through innovative academic and community initiatives. The new dean will play an integral role in the academic leadership of the university and its efforts to transform education as well as health care locally and nationally.

The fastest growing public university in Kentucky, NKU is committed to instilling a passion in its students that will lead them to fulfilling careers, community engagement, and meaningful lives. This commitment has been a driving force as the university has expanded academic offerings, grown its enrollment, and advanced new opportunities for experiential learning for its students. The NKU community can look back at the past decade with pride at the founding of two new colleges, the construction of several new buildings on campus, and a successful transition to Division I athletics.

The dean will report to the provost and partner closely with the president as a member of his leadership team. He or she will also work closely with chairs of the three departments (Allied Health, Advanced Nursing Studies, and Nursing) in the college and with the deans of NKU's other five colleges. The successful candidate will be responsible for strengthening and expanding the college's academic enterprise, recruiting and retaining outstanding faculty and staff, and identifying partnerships and efficiencies that lead to a thriving future for the college and university. The HIC represents unprecedented investment from the state in the health of the region and the next CHP dean will be heavily involved with this significant initiative, playing a vital role in translating the ambitious concept into a tangible reality.

Please direct all inquiries, expressions of interest, and nominations in confidence electronically to: **Ponneh Varho or Natalie Leonhard at Isaacson, Miller: www.imsearch.com/5214**

Northern Kentucky University is an affirmative action/equal opportunity employer.

ISAACSON, MILLER

include comparative and/or international experience or research interests, research or instructional capabilities in nonprofit finance, and professional experience in government or public affairs. SPEA-Bloomington is a world leader in public affairs education, and is among the largest schools of public administration and public policy in the United States. In the 2012 "Best Graduate Schools" reported by U.S. News & World Report, SPEA-Bloomington ranks second, making it the nation's highest-ranked professional graduate program in public affairs at a public institution. Four of its specialty programs are ranked in the top-three listings. SPEA's doctoral programs in public affairs and public policy are ranked by the National Academy of Science as among the very best in the country. Review of applications will begin December 1, 2014 and continue until the position is filled. Please submit a letter of application, current vita, complete contact information, and names and address of three persons who could provide letters of recommendation through our online application system https://indiana.peopleadmin.com by November 30, 2014. If there are any questions, please submit to: David Reingold. Executive Associate Dean for Bloomington. SPEA Room 300, 1315 E. Tenth Street, Indiana University, Bloomington, IN 47405-1701. For more information see: http://www.indiana.edu/~spea. Inquiries or questions about this job announcement can be forwarded to Robert Kravchuk, chairperson of this search committee, at kravchuk@indiana.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status.

Business: School of Public and Environmental Affairs. Indiana University-Bloomington Campus. Non-Tenure Track Position in Public Budgeting, Financial Management, and Governmental Accounting, The School of Public and Environmental Affairs (SPEA) at Indiana University-Bloomington seeks applications from accomplished professionals from the practitioner ranks, for one or more anticipated non-tenure-track positions in the general field of public budgeting and finance, broadly defined to include: budgeting, financial management, public debt and capital markets, government treasury operations, capital budgeting, and public pension policy and management. Appointments are open rank as either clinical professor or lecturer positions, commensurate with the successful applicant's experience. The ability to teach complex budgeting, accounting and financial management concepts and techniques at the graduate and undergraduate levels is essential. Minimum educational qualifications for practitioners include the Master's degree or an equivalent terminal degree in a related field (e.g., public administration, public affairs, business administration, accounting, political science, public policy), and 10+ years of public sector experience. Professional certifications (e.g., CPA, CMA, CFA, CPFM) are highly desirable. SPEA-Bloomington is a world leader in public affairs education, and is among the largest schools of public administration and public policy in the United States. In the 2012 "Best Graduate Schools" reported by U.S. News & World Report, SPEA-Bloomington ranks second, making it the nation's highest-ranked professional graduate program in public affairs at a public institution. Four of its specialty programs are ranked in the top-three listings. SPEA's doctoral programs in public affairs and public policy are ranked by the National Academy of Science as among the very best in the country. Review of applications will begin December 1, 2014 and continue until the position is filled. Please submit a letter of application, current vita, complete contact information, and names and address of three persons who could provide letters of recommendation through our online application system https://indiana.peopleadmin.com by November 30, 2014. If there are any questions, please submit to: David Reingold. Executive Associate Dean for Bloomington. SPEA Room 300, 1315 E. Tenth Street, Indiana University, Bloomington, IN 47405-1701. For more information see: http://www.indiana.edu/~spea. Inquiries or questions about this job announcement can be forwarded to Robert Kravchuk, chairperson of this search

PURDUE UNIVERSITY

COLLEGE OF EDUCATION

Department of Curriculum and Instruction

Three Positions Available

Applications are invited for two full-time, academic year, tenure-track positions and one clinical faculty position. Clinical appointments are non-tenure track with two-year contractual terms, to begin August 2015. Visit our website for more complete descriptions at: **http://www.edci.purdue.edu/about/employment.html**

Jean Adamson Stanley Professor in Literacy

The Jean Adamson Stanley Professor in Literacy supports nationally recognized research in literacy education focused on early support of vulnerable readers. Included are start-up funds and an annual budget to support the named chair's research and teaching. We invite applications from full professors and advanced associate professors with a demonstrated record of scholarship, teaching and engagement in literacy education at the elementary level. An earned doctorate in literacy education with an emphasis in elementary reading is required. Candidates must have an established and active program of research and scholarship that informs theory and practice in literacy education; evidence of obtaining and leading externally funded projects; recognized leadership at the national level; and a record of successful undergraduate and graduate teaching in K-6 reading and language arts. Responsibilities include, teaching undergraduate and graduate literacy and language courses; recruiting, advising and mentoring graduate students; and seeking external funding in support of that scholarship, and collaborating on learning, discovery, and engagement activities within the College of Education, across the university and with K-12 schools.

We prefer a candidate with a commitment to teacher education with experience in undergraduate and graduate program development and coordination; three years of successful K-6 teaching experience in US schools or equivalent school-based/outreach experience; ability to work collaboratively within the department, college, and university as well as with practicing professionals in K-12 schools; expertise in literacy assessment and instruction with a focus on multiliteracies and sociocultural theories of literacy and literacy learning for elementary age students; and commitment to outreach with marginalized communities.

Review of applications will begin on November 10, 2014 and will continue until the position is filled. Applicants may apply electronically by sending the following as a Word or PDF file to **hainesg@purdue.edu**: (1) letter of application outlining qualifications and experience, (2) statement of research activity, (3) reprints of three publications that highlight research, (4) current curriculum vitae, and (5) a list of three references with complete contact information (mailing address, phone, and email). Inquiries about the position may be directed to: Professor Carol J. Hopkins, Search Committee Chair.

Assistant Professor in Literacy and Language Education (ELL Emphasis)

We seek an assistant professor of literacy and language education with an emphasis on English language learners (ELL). Responsibilities include, teaching undergraduate and graduate literacy and language courses and online graduate courses in an ELL K-12 Licensure Program; recruiting, advising and mentoring graduate students; develop a strong area of research and scholarship that informs theory and effective practice in teaching ELLs, and seeks external funding in support of that scholarship, and collaborating on learning, discovery, and engagement activities within the College of Education, across the university, and with K-12 schools.

The successful candidate must have an earned doctorate in Literacy and Language Education; Culture, Literacy, and Language, Applied Linguistics/TESOL, Educational Linguistics, Second Language Acquisition, or other relevant discipline; and demonstrated scholarship in language and education, including ELL education K-12 or related teaching experience.

Preferred candidates would have experience in teaching undergraduate courses in literacy and language methods for the primary and/or intermediate grades, teaching online courses, teaching ELL students in U.S. K-12 schools, teaching English as a Foreign Language (EFL) in K-12 international contexts, proficiency in a language other than English, experience in advising graduate students, and in obtaining external funding.

Review of applications will begin on November 1, 2014 and will continue until the position is filled. Applicants can apply electronically by sending the following as a Word or PDF file to **hainesg@purdue.edu**. Applications must include: (1) letter of application, (2) vita, (3) two to three writing samples, such as published articles or book chapters, (4) statement of teaching philosophy, (5) statement of research interests, and (6) three to four letters of reference. Candidates may also include evidence of teaching excellence if available. Inquiries about the position may be directed to: Professors Susan Britsch and Wayne E. Wright, Search Committee Co-Chairs.

Clinical Assistant Professor in Family and Consumer Science Education

This FCSE Clinical Assistant Professor position is a full-time, academic-year position beginning in August 2015. It is a two-year appointment with the possibility of re-appointment. The position is non-tenure track with full faculty status, benefits, and opportunities for promotion. The (FCSE) program is a collaboration between the College of Education (CoE) and Health and Human Sciences (HHS). The program focuses on undergraduate teacher-education; students matriculate and receive their B.S. degree from the Department of Human Development and Family Studies (HDFS) within HHS. Curriculum approval and student advising are through HDFS, while program administration, pedagogical instruction, and student teaching supervision are by FCSE staff in the Department of Curriculum and Instruction (EDCI) within the CoE.

The successful applicant will serve as FCSE Program Convener. Responsibilities include: providing overall leadership, management, and implementation for the FCSE Program; coordinating FCSE Program design and implementation in alignment with standards for Indiana teacher licensure and program accreditation; and, teaching and/or overseeing FCSE-specific teacher-education courses. This position serves as the head university supervisor for FCSE student teaching. They will select and supervise additional staff as needed; develop and lead student-recruitment initiatives in collaboration with recruiters for Purdue Teacher Education and the College of Health and Human Sciences, and with FCSE leaders with the Indiana Department of Education, other higher-education institutions, and professional organizations. They will provide academic advising and support for FCSE post-baccalaureate licensure students, in collaboration with the Indiana Department of Education and other higher-education institutions; collaborate with faculty and undergraduate academic advisors in HDFS; and, serve as advisor for the Purdue Student Unit of the American Association of Family and Consumer Sciences, Indiana Affiliate. The successful applicant will facilitate linkages with professional organizations and with the Family, Career, and Community Leaders of America student organization. They are also expected to demonstrate a commitment to diversity and equity in education through their scholarship, teaching, and/or engagement. A Master's degree and three years teaching experience in Family and Consumer Sciences required. A record of leadership experience and professional involvement strongly preferred. Holding a PhD is a plus.

Review of applications begins November 17, 2014 and continues until the position is filled. Submit the following by email to **hainesg@purdue.edu**: (1) letter of application outlining qualifications and interest, (2) current vita/resume, (3) representative samples of professional publications and/or documents, and (4) three letters of recommendation. Items (1) and (2) should be submitted in order as a single file. Item (3) can be included in the single file or uploaded as separate PDF file(s). Item (4) letters should be emailed directly from the recommenders. Inquiries can be directed to: Dr. Wanda S. Fox, Search Committee Chair.

Successful candidates for all positions are expected to demonstrate a commitment to diversity and equity in education through their scholarship, teaching, and/or engagement. A background check will be required for employment in these positions.

PURDUE UNIVERSITY IS AN EEO/AA EMPLOYER FULLY COMMITTED TO ACHIEVING A DIVERSE WORKFORCE. ALL INDIVIDUALS, INCLUDING MINORITIES, WOMEN, INDIVIDUALS WITH DISABILITIES, AND PROTECTED VETERANS ARE ENCOURAGED TO APPLY.

FITCHBURG STATE UNIVERSITY

Fitchburg State University, located in Fitchburg, Massachusetts, is a public institution dedicated to integrating high-quality professional programs with strong liberal arts and sciences studies. Founded in 1894, the university now has more than 30 undergraduate programs and 22 master's degree programs, and 7,000 full and part-time students with 203 full-time faculty. Fitchburg, Massachusetts, a city of 40,000 is located in the north central part of the state, about one hour's drive from Boston.

Fitchburg State University is seeking to hire dynamic faculty who are committed to providing an exceptional educational experience to a diverse student body in its undergraduate day programs while preparing students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. The university provides leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth.

Positions may include graduate-level teaching responsibilities with opportunities to teach summer and winter sessions, online, and undergraduate and graduate evening courses.

Tenure Track Faculty Positions
Beginning September 1, 2015

Behavioral Sciences (4)
Human Services
Criminal Justice
Psychology
Sociology

Biology/Chemistry (2)
Inorganic Chemist
Biology

Business Administration (1)
Accounting

Education (3)
Early Childhood and Special Education
Special Education
English as a Second Language

English Studies (2)
Secondary Education

Exercise and Sports Science (1)

Communications Media (1)
Digital Design

Economics, History & Political Science (2)
Economists

Mathematics (2)

Nursing (2)
Adult Health

Industrial Technology (1)
Construction Technology

Members of underrepresented groups and those committed to working in a diverse cultural environment are encouraged to apply. For detailed job descriptions and to apply, please visit the human resources job site at **https://jobs.fitchburgstate.edu**. Application reviews will begin immediately and continue until positions are filled. **All positions are contingent upon funding for 2015 – 2016.** Questions regarding specific positions should be addressed to the Office of Human Resources by phone (978) 665-3172 or by email at **humanresources@fitchburgstate.edu**.

Fitchburg State University is actively building a diverse academic community that fosters an inclusive environment and therefore encourages a broad spectrum of candidates including women, minorities, veterans and persons with disabilities to apply. An Equal Opportunity, Affirmative Action Employer.

Georgia Gwinnett COLLEGE

Faculty Ad
Academic Year 2015-2016

Founded in 2005, Georgia Gwinnett College (GGC) is the 31st member of the University System of Georgia. GGC is a premier 21st century liberal arts institution accredited by the Southern Association of Colleges and Schools Commission on Colleges. With a current enrollment of almost 11,000 students, enrollment is projected to exceed 13,000 students within three years, including both residential and commuter students. Located in the greater Atlanta metropolitan area, GGC provides a student centered, technology-enriched learning environment. Gwinnett County (pop. 850,000+) is home to a variety of businesses, including organizations involved in health care, education and information technology.

GGC seeks applications for assistant, associate and full professor faculty positions to begin Fall Semester 2015. GGC is an institution that values and encourages innovative teaching. In addition to teaching, applicants are expected to actively participate in scholarly activities, extensive student engagement and to contribute in the area of service to the college and community. Advising and mentoring are expected of all faculty. In accordance with the Board of Regents Policy governing GGC faculty, successful applicants will be eligible to receive five or three year renewable appointments or one year Traditional appointments may also be approved. For more information about our college, please visit our website at **www.ggc.edu**.

Areas of interest include:

Science and Technology: Biology (Cell, Molecular, Organismal & Environmental Biology), Biochemistry, Chemistry (Organic, Physical, Analytical, Inorganic, Environmental, & Polymer), Information Technology (including Computer Science & Computer Information Systems), Mathematics (including Applied Mathematics and Mathematics Education), and Exercise Science.

Liberal Arts: Anthropology, Criminal Justice/Criminology, Film Studies (MFA acceptable), English (Composition/Rhetoric: first-year writing instruction/ developmental writing and English education), History, Music, Sociology, Spanish, Political Science, Psychology (Clinical, Developmental, Biological, Cognitive, or Social), and Religion (Unless otherwise stated, Ph.D. required for all positions.)

Education: Curriculum and Instruction, Special Education, Teacher Education (Clinical and Field Experiences), and Early Childhood Education.

Business: Accounting (to teach courses in at least two of the following areas of interest: Financial Accounting and Reporting, Auditing, Taxation, Managerial and/or Accounting Information Systems); Economics (to teach courses in the following areas of interest: Microeconomics, Macroeconomics, and International Economics); Management Information Systems and Decision Sciences (to teach courses in the following areas: MIS, Operations Management, Statistics, Project Management, Data Analytics/Data Mining, and Systems Analysis and Design); and Management (to teach courses in the following areas of interest: Principles of Management, Ethics and Corporate Social Responsibility, and/or other areas as needed).

To Apply: We accept applications using an on line system. For a direct link, go to **https://jobs.ggc.edu** or go to **www.ggc.edu** and follow the link to employment at the bottom of our GGC homepage.

Due to the volume of applications, applicants may not receive a reply from the College unless an applicant is selected for an interview. Review of applications will continue until positions are filled. Hiring is contingent upon eligibility to work in the United States and proof of eligibility will be contemporaneously required upon acceptance of an employment offer. Any resulting employment offers are contingent upon successful completion of a background investigation, as determined by Georgia Gwinnett College in its sole discretion.

Georgia Gwinnett College, a unit of the University System of Georgia, is an Affirmative Action/Equal Opportunity employer and does not discriminate on the basis of race, color, gender, national origin, veteran status, age, disability or religion. Georgia is an open records state.

Clark University announces the following openings for full-time faculty positions (tenure-track with the expectation of an Assistant Professor rank) starting fall semester 2015. A more detailed posting including responsibilities, expectation and a list of required application materials can be found at **http://clarku.edu/hr**.

CLARK UNIVERSITY

Economics	**Physics**
Human Geographer	**Protein Biochemist**
Math and Computer Science	**Screen Studies**
Philosophy	**Sociology**

Clark University is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community.

Founded in 1887 as the first all-graduate-studies institution in the country, Clark University is a renowned liberal-arts-based research university with a distinguished research pedigree. Our small size affords not only an environment supportive of student learning, but also unique opportunities for interdisciplinary research. Clark's support of faculty research exceeds that typically found at commonly sized institutions and supports exceptional opportunities for student research at the graduate and undergraduate levels. Located in the heart of New England, Worcester, Massachusetts, Clark enrolls approximately 2,200 undergraduate and 1,100 graduate students.

Clark is an Affirmative Action/Equal Opportunity Employer. Minorities and women are strongly encouraged to apply.

committee, at kravchuk@indiana.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status.

Communications: The School of Journalism and Electronic Media in the University of Tennessee Knoxville's (UTK) College of Communication and Information (CCI) is conducting a search for an outstanding scholar with a distinguished record of accomplishment to be the first holder of the Howard Distinguished Professorship in Broadcasting/Electronic Media Management and Law. A Ph.D. in communication or a terminal degree in a related field (e.g. J.D.) is required for this 9-month position. The successful applicant will hold the rank of Associate or Full Professor and be eligible for tenure upon hire. The salary is competitive and based on experience and academic credentials. Candidates must have a strong record of research, teaching and service and a proven national/international scholarly reputation with a research agenda that promises continued growth and enhancement of his/her standing in the field. It is also desirable for candidates to have professional media management and/or media public policy experience, a strong track record as a teacher and mentor to graduate students, and a history of successful grant writing. The professorship is named for Dr. Herb Howard, an emeritus professor in CCI's School of Journalism and Electronic Media, where he taught for 40 years and served as the first full-time faculty member in the Department of Broadcasting. Dr. Larry Patrick (MS/Communications ,??73), managing partner of Patrick Communications LLC and a highly successful media entrepreneur, endowed the professorship in 2013 in honor of Dr. Howard. The School: The ACEJMC-accredited School of Journalism and Electronic Media's (http://jem.cci.utk.edu/) faculty members are highly engaged scholars in a diverse array of research areas, supported by focus group facilities, several laboratories equipped to carry out a wide range of research activities, a professional staff to assist with sponsored research, and extensive web-based research capability. The School has approximately 400 undergraduate, MS and Ph.D. students and houses a variety of student media: Scoop Magazine (http://issuu.com/scoop), WUTK-90.3 FM (http://www.wutkradio.com/), TVC-The Volunteer Channel (http://volchannel.com), and the Tennessee Journalist (http://tnjn.com), a student-run news website. The successful candidate will join a converged journalism program with specialties in news, magazines, media management, science communication, visual communication and sports journalism. Individuals interested in applying for the position should send, via email, (1) a letter of application, (2) a current curriculum vitae, and (3) a list of references to: Howard Distinguished Professor Search Committee at dnd330@utk.edu. Or send hard copies of these materials to School of Journalism and Electronic Media, 333 Communications Building, 1345 Circle Park Drive, University of Tennessee, Knoxville, TN 37996-0333. Review of applicants will begin January 1, 2015 and continue until the position is filled. The Knoxville campus of The University of Tennessee is seeking candidates who have the ability to contribute in meaningful ways to the diversity and intercultural goals of the University. The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services. All qualified applicants will receive equal consideration for employment without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, age, physical or mental disability, or covered veteran status.

Communication: The Department of Communication and Theatre Arts seeks an Assistant Professor (tenure track) whose research and teaching focuses on social media (e.g., mobile, web, and gaming) and communication industries (e.g., media, public relations, journalism, creative industries). The department welcomes applications from candidates employing critical-cultural and/or social scientific approaches that examine social media in health, political, entertainment arenas, or other areas of emerging societal interest. Interest in researching how communication varies among groups and organizations across their lifespans/duration is desirable. The Communication and Theatre Department has established a distinctive M.A. program in Lifespan and Digital Communication; candidates would be expected to teach, supervise, and mentor graduate students. In addition, the department is committed to quality online learning and provides one of the largest online bachelor's programs at the university; candidates who have experience or strong desire to become involved with online education are preferred. Qualified candidates must have completed a Ph.D. in Communication, or a communication-related field, by September 2015. Candidates should send a letter of application that describes: 1) evidence of an active research agenda, (including methods and topics concerning social media research) and 2) teaching approaches. Candidates should also provide a scholarly writing sample, a curriculum vitae, evidence of teaching effectiveness, and the names and contact information of three references to: https://jobs.odu.edu/ . The search committee may ask for more materials as needed. Review of applications will begin on November 15, 2014 and will continue until the position is filled. Old Dominion University is an equal opportunity, affirmative action institution. Minorities, women, veterans and individuals with disabilities are strongly encouraged to apply.

Gateway Community College

POSITION OPENINGS

FULL-TIME LECTURER / ASSISTANT PROFESSOR OF NURSING
Qualifications Include: Master's degree in Nursing and two (2) years collegiate teaching experience and four (4) years of current nursing experience in medical surgical nursing required. Eligibility for or current CT licensure required. **Starting Salary:** $61,876 approximate annual, plus excellent State supported fringe benefits.

ASSISTANT PROFESSOR/PROGRAM COORDINATOR, COMPUTER ENGINEERING TECHNOLOGY
Qualifications Include: Master's degree in Computer Engineering and four (4) years teaching experience required. **Starting Salary:** $54,658 approximate annual, plus excellent State supported fringe benefits.

INSTRUCTOR, DEVELOPMENTAL ENGLISH
Qualifications Include: Master's Degree in English. **Starting Salary:** $50,610 approximate annual, plus excellent State supported fringe benefits.

COORDINATOR, PUBLICATION SERVICES
Qualifications Include: Bachelor's degree in Communications, Graphic Arts or a relevant field. Experience with current digital printing and production equipment and software, and graphic design and layout; and strong customer service skills required. **Starting Salary:** $44,453 approximate annual, plus excellent State supported fringe benefits.

To Apply: Submit a cover letter, resume, BOR Application and three (3) letters of reference to: **Gateway Community College, Human Resources Office, 20 Church Street, New Haven, CT 06510.** Faxed applications will also be accepted 203-285-2539. Applications must be submitted before the close of business (5:00pm) on October 20, 2014. *Incomplete or late application packages may be discarded. The online posting notices and job descriptions provide full and complete statements of the minimum and preferred qualifications, as well as complete lists of job duties. A BOR application can be found on our website at **http://www.gatewayct.edu/Offices-Departments/Human-Resources**

Gateway Community College is an affirmative action/equal opportunity employer, M/F. Protected group members are strongly encouraged to apply.

Computer Science: The Department of Computer Science and Engineering at the University of Minnesota-Twin Cities invites applications for multiple tenure-track faculty positions in support of a University-wide initiative (MnDRIVE) on robotics, sensors, and advanced manufacturing (http://cse.umn.edu/mndrive). Specific topics of interest for the positions include manipulation, locomotion, sensing and estimation, distributed decision making, machine learning, computer vision, robot design, algorithmic

HUMANITIES

The Paschal P. Vacca Chair of Liberal Arts

UNIVERSITY of MONTEVALLO

Applications are invited from distinguished professors of African American Studies for the Vacca Chair of Liberal Arts at the University of Montevallo. The Vacca Chair was the first "Eminent Scholar" Chair established in public higher education in Alabama and is intended to promote direct exchange between University of Montevallo undergraduates and eminent teacher-scholars in the liberal arts. The appointment is for Spring Semester 2015 or Fall Semester 2015 and will involve teaching two undergraduate courses in some field of African American Studies, delivering a series of public presentations, and serving as a consultant for faculty colleagues and a mentor to students. Individuals whose orientation is interdisciplinary or cross-disciplinary are especially encouraged to apply.

The University of Montevallo is the designated public liberal arts university in Alabama. With an enrollment of approximately 3,200 students, UM offers baccalaureate, master's, and education specialist degrees with an emphasis on innovative teaching and a student-oriented environment. Thirty-five miles south of Birmingham, Montevallo provides attractive living in a moderate climate with ready access to metropolitan and recreational resources.

Campus housing and an office will be provided for the Vacca scholar. Salary will be commensurate with qualifications. Position will remain open until filled. For full consideration, candidates should apply by October 24, 2014. Additional information and application may be found at **https://jobs.montevallo.edu**

UM is an Equal Opportunity employer.

Northern Michigan University — Marquette • Upper Peninsula

Foundations Coordinator & Art History

Position type: Assistant Professor/Tenure Track
Department: School of Art & Design
Description/Requirements: Visit employMe.nmu.edu
Annual Salary: Competitive
Application deadline: October 24, 2014

NMU is an EOE including protected veterans and individuals with disabilities

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1866 AUB American University of Beirut الجامعة الأميركية في بيروت

Director, The Alwaleed Bin Talal Center for American Studies and Research

The Alwaleed Bin Talal Center for American Studies and Research (CASAR) at the *American University of Beirut* is searching for a new director to begin September 1, 2015.

CASAR is an interdisciplinary research and academic center that offers an undergraduate minor and a new MA in Transnational American Studies. The new director should have an established record of academic excellence commensurate with the rank of Associate or Full professor.

For best consideration, please submit materials by **January 15, 2015.**

For more information please visit **http://www.aub.edu.lb/fas/pages/academic-employment.aspx**

The American University of Beirut is an Equal Opportunity Employer.

DIVISION OF HUMANITIES
ASSISTANT PROFESSOR OF WRITING

The Division of Humanities invites applications for a tenure-track position at the rank of **Assistant Professor of Writing** to begin in August 2015. The division seeks a dynamic faculty member with a passion for undergraduate education. Should have a Ph.D. in Rhetoric and Composition or related field; ABD considered.

Deadline for applications: December 1, 2014.

Bloomfield College

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

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Oakton serves the near northern suburbs of Chicago with campuses in Des Plaines and Skokie.

Individuals with a commitment to working in a culturally competent environment and who reflect the increasing diversity of Oakton's student body and community are sought for full time tenure track faculty openings in **Philosophy.**



• Philosophy Faculty

The anticipated start date is ***January 12, 2015.***
Priority consideration deadline is ***October 31, 2014.***
Full consideration deadline is ***November 3, 2014.***

To learn more about this position, the full consideration deadline, and to complete an online application, visit our Web site at:
www.oakton.edu
Click on "employment"

Oakton Community College

Oakton Community College is an equal opportunity employer.

Chair of History



The College of Humanities and Fine Arts seeks applicants for the Chair of the Department of History. This is a full-time twelve-month tenure-track position that begins July 1, 2015.

The candidate must possess an earned doctorate in any area of History. In addition, a record of successful teaching, research/scholarly productivity, and professional service commensurate with the rank of Associate or Full Professor is required. Preference will be given to candidates with a demonstrated record of effective leadership and administrative experience.

Responsibilities include a 6-hour teaching load each semester and providing the department leadership and vision for a variety of functions including instruction, department governance, faculty development, program assessment, curriculum development, budget management, and fundraising.

Application Deadline: November 3, 2014

To apply please visit: http://www.murraystatejobs.com/postings/3605

Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

FULL-TIME FACULTY
Liberal Studies
Arts and Science

Liberal Studies at New York University invites applications for full-time non-tenure track faculty positions to begin September 1, 2015, pending administrative and budgetary approval.

Liberal Studies is an interdisciplinary program, and we welcome applicants from a broad range of backgrounds in the Humanities and Social Sciences. Liberal Studies offers the Bachelor of Arts in Global Liberal Studies, which is establishing itself among NYU's range of premier liberal arts degrees, and an innovative, two-year global core curriculum program whose students may complete their degrees in any of NYU's liberal arts programs.

We seek colleagues in the following areas who will, as needed, teach both advanced classes in the fields of specialization listed and courses in the global core (note that successful candidates must be capable of teaching at least two core courses; e. g., Cultural Foundations I and II, Social Foundations III and East Asian Cultures, etc):

- **East Asian Studies, with an emphasis on China**
  PhD in East Asian Studies, or (with a focus on East Asia) Politics, History, or Sociology
- **Global Studies**
  PhD in Global Studies (strongly preferred); PhDs in other fields considered, but must demonstrate commitment to and expertise in Global Studies theory
- **Visual Arts, with an emphasis on contemporary global arts**
  PhD in Art, Gallery/Museum Studies, or related field; MFA in Film Production or related field.
- **Rhetoric and Writing Studies**
  PhD in Rhetoric and Writing Studies; secondary expertise in literary journalism or magazine writing/publication welcome

Minimum qualifications: a Ph.D. or other appropriate terminal degree in hand by the date of appointment; three years of college-level teaching experience; and demonstrated excellence in teaching. Publications or other evidences of outstanding scholarship and relevant professional activity are strongly preferred.

All Liberal Studies full-time faculty hold renewable term contracts, initially three years, and later potentially five years in duration. There is no limit to the number of times a contract may be renewed, contingent upon satisfactory performance. Faculty normally teach three classes per semester. Faculty also are expected to remain engaged in their fields of expertise, to advise undergraduates, and to contribute service to the program and to the University.

Applications consisting ONLY of a cover letter and a current c.v. should be submitted by **November 17, 2014**. Applications submitted after this date will not be considered. Full instructions for submitting an application and additional information about these positions and about the program may be found in an extended position description at: **http://www.nyu.edu/projects/mediamosaic/1415LSJobs/**

NEW YORK UNIVERSITY

EOE/Minorities/Females/Vet/Disabled

KOREAN LANGUAGE LECTURER
Department of East Asian Studies
Arts and Science

The Department of East Asian Studies at New York University invites applications for a full-time non tenure-track appointment as Korean Language Lecturer beginning September 1, 2015, pending budgetary and administrative approval. The initial appointment is for a minimum of one year with the possibility of multi-year renewals contingent on successful reviews. The program is seeking an instructor who has excellent command of both English and Korean, and who, at a minimum, holds an MA degree in Korean linguistics, applied linguistics, language pedagogy, Korean studies, or related field. Course load: three classes per semester.

The application must include cover letter, resume, a personal statement on teaching philosophy (as it applies to courses from the introductory to advanced level), and three letters of recommendation. Please note that shortlisted candidates will be asked to provide a teaching video at a later date. *The deadline is* ***November 21, 2014****, but we will continue to accept applications 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*".

NEW YORK UNIVERSITY

EOE/Minorities/Females/Vet/Disabled

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foundations, and embedded systems. Applicants from other areas will be considered as long as they address how their work fits into the MnDRIVE theme. Senior applicants will also be considered. We encourage applications from women and under-represented minorities. Candidates should have a Ph.D. in Computer Science or a closely related discipline at the time of appointment. The positions are open until filled, but for full consideration apply at http://www.cs.umn.edu/employment/faculty [http://www.cs.umn.edu by December 15, 2014. The University of Minnesota is an equal opportunity employer and educator.

Counseling: The Division of Education and Counseling at Xavier University of LA, a Historically Black and Catholic University located in New Orleans, invites applications for tenure-track position(s) in Counseling starting fall 2015. Candidates must have a doctoral degree in Counselor Education and Supervision from a CACREP-accredited program, or have been employed as a full-time faculty member in a counselor education program for a minimum of one full academic year before July 1, 2014. Additional requirements include proficiency in teaching with technology and excellent communication skills. Review of applications will begin October 27, 2014. All applications received before December 1, 2014 are assured consideration. To apply, log into online system at: https://jobs.xula.edu. Attach a letter of application, curriculum vitae which lists contact information for three references, teaching philosophy and future research plans. Letter of application should be addressed to: Judith Miranti. Women and minorities are encouraged to apply. AA/EOE.

Criminal Justice: Location: Lindenwood University Belleville. Start Date: January of 2015. Purpose of Position: This position calls for full-time instruction and advisement within Criminal Justice Department. Duties & Responsibilities: This position requires face-to-face teaching, commitment to collegiality, participation in departmental service activities, involvement in recruitment and retention activities, profes-

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UNIVERSITY of VIRGINIA

Professor or Associate Professor of English, Creative Writing, Fiction

The Department of English, Creative Writing, at the University of Virginia, Charlottesville, VA, invites applications from distinguished fiction writers of national and/or international reputation for tenured Associate/Full Professor in English (half time or full time), depending on the applicant's qualifications, experience, and interest. The appointment will begin on August 25, 2015 for the fall semester or January 10, 2016 for the spring semester. At least three books of fiction from major publishers or presses are required for applicants at the associate level; for a more senior appointment a correspondingly larger body of work is expected. The Committee is especially interested in fiction writers who have worked in nonfiction genres as well, with equivalent distinction. A strong background in contemporary fiction and in the canon is required; along with a proven teaching record. An MFA or equivalent graduate degree is preferred, with a Bachelor's degree required. The department seeks candidates whose work and whose profile is of the stature to contribute to the growing global orientation of the University of Virginia, and to the concomitant goals of diversity and excellence held by its academic community.

Teaching responsibilities will be 2 courses per term, and will include graduate and undergraduate fiction workshops, graduate and undergraduate nonfiction workshops if apposite, graduate and undergraduate courses in theory and form of literature. The successful candidate must demonstrate promise of continued creative momentum, a commitment to teaching, and readiness to assume a full share of service responsibilities within the Creative Writing Program.

To apply, candidates must submit a Candidate Profile through Jobs@UVa (**https://jobs.virginia.edu**), search on posting number 0615089 and electronically attach the following: a cover letter describing the candidate's literary interests and plans, curriculum vitae, and a statement of teaching experience and interests. Initial review of applications will begin November 3, 2014. Work samples and reference letters will be requested after review of application materials.

Questions regarding the duties, expectations, and opportunities in this position should be directed to: **CWsearchfiction@virginia.edu.** Questions regarding the application process in JOBS@UVa should be directed to: June Webb **jep6p@virginia.edu.** The University will perform background checks on all new faculty hires prior to making a final offer of employment.

The University of Virginia is an equal opportunity/affirmative action employer. Women, minorities, veterans and persons with disabilities are encouraged to apply.

CHINESE LANGUAGE LECTURER
Department of East Asian Studies
Arts and Science

The Department of East Asian Studies at New York University seeks to fill a full-time, non tenure-track Chinese Language Lecturer position with appointment beginning on September 1, 2015, pending budgetary and administrative approval. The initial appointment is for a minimum of one year with the possibility of renewal and promotion. Minimum Qualifications: MA in linguistics, applied linguistics, Chinese language and literature, language pedagogy, or related field; native/near-native proficiency in Chinese and English. Duties include three courses per semester and active involvement in program development.

Interested candidates should send a cover letter, current CV, statement on teaching philosophy (as it applies to courses from the introductory to advanced level), and three references. *Materials received by* ***November 21, 2014,*** *will receive full consideration, and will continue to be accepted until the position is filled.* To apply, please 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*".

NEW YORK UNIVERSITY

EOE/Minorities/Females/Vet/Disabled

1866 AUB American University of Beirut الجامعة الأميركية في بيروت

The Edward Said Chair of American Studies

The Alwaleed Bin Talal Center for American Studies and Research (CASAR) at the *American University of Beirut* is searching for the 2015-2016 Edward Said Chair of American Studies to begin September 1, 2015. The Said Chair should have a distinguished scholarly reputation in American Studies and its related fields.

For best consideration, please submit materials by **December 1, 2014**.

For more information please visit **http://www.aub.edu.lb/fas/pages/academic-employment.aspx**

The American University of Beirut is an Equal Opportunity Employer.



TWO ENDOWED CHAIRS IN LATIN AMERICAN SOCIAL SCIENCES

Tulane University invites nominations and applications for two (2) newly created, endowed Chairs in the social sciences with a focus on Latin America. Although the searches for these two positions will be conducted concurrently, the positions are separate from one another and related only in that they both seek to strengthen Tulane's presence in social science research and teaching with regard to Latin America. There is no restriction or preference as to discipline or specialty outside of the requirement that the persons nominated or applying work in the social sciences. For purposes of this search, "social science" is a term that should be interpreted broadly, including not only traditional areas of Latin American social sciences work at Tulane such as anthropology, economics, history, political science and sociology, but also professional and graduate schools with significant social science overlap, including, for instance, business and law.

The Chairs will join a distinguished cohort of faculty and staff across the university who work primarily in Latin American studies. Indeed, centers of excellence such as the Stone Center for Latin American Studies, the Center for Inter-American Policy and Research, the Cuban and Caribbean Studies Institute, the Latin American Library and the Middle American Research Institute serve to create environments at Tulane where cross-disciplinary teaching, research and academic programming is not only encouraged but also celebrated.

Ideal candidates will exhibit a mix of talents and abilities that can seize upon existing opportunities for Latin American work at Tulane and build upon them in innovative and creative ways. Candidates should be accomplished classroom teachers and student mentors. They should also demonstrate a strong international scholarly reputation and present a successful record of obtaining external funding. In addition, candidates with records as successful developers of distinctive academic programming and research will be especially welcome. Candidates should demonstrate an ability not only to work across disciplinary boundaries at Tulane and in the United States but also should show potential to strengthen Tulane's ties with academic and research institutions across Latin America.

Both Chairs will report to the Dean of the School that is their disciplinary home. At this stage of the search, joint appointments between two Schools or Departments are welcome and possible. Candidates should have a PhD or comparable terminal degree for their discipline. Potential nominees or applicants should possess the rank of Associate Professor or above. Both Chairs will be granted academic tenure for their position upon selection; salary, rank and other benefits will be commensurate with experience.

The search for both positions will continue until successful completion. Nominations and expressions of interest will be considered until the Senior Vice President for Academic Affairs and Provost receives a select list of candidates for final consideration. The search committee will initiate the screening of candidates upon receipt of information.

Tulane University is an equal employment opportunity/affirmative action/persons with disabilities/veterans employer committed to excellence through diversity. Tulane will not discriminate against individuals with disabilities or veterans. All eligible candidates are encouraged to apply. Nominations should be sent electronically to: **Dr. Ana López, Associate Provost for Faculty Affairs: lopez@tulane.edu. Applications should be completed via Interfolio at this link: apply.interfolio.com/26888**

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SOCIAL & BEHAVIORAL SCIENCES

Professor and Department Chair
Department of Anthropology, Sociology, and Languages

The Department of Anthropology, Sociology and Languages at the University of Missouri-St. Louis invites applications for a tenured position at the Full Professor level to begin in the Fall of 2015. The successful candidate will serve a three-year, renewable term as Department Chair, and must provide evidence of leadership skills and three years of experience in college or university administration. Preferred experience includes curriculum design, program-building, and outreach.

The successful applicant will have a Ph.D. in a discipline related to one or more of the programs in the department, a record of outstanding scholarship and excellence in undergraduate teaching, and a tenured position at a comparable institution. We are searching for a candidate with an interdisciplinary vision that will facilitate integration between the department's programs and enhance the department's existing strengths.

Teaching responsibilities will include undergraduate courses at all levels of the curriculum in one or more of the department's major fields of study, as well as in the applicant's area of specialization.

The Department of Anthropology, Sociology and Languages offers undergraduate majors in anthropology, sociology, Spanish, French, Japanese, and German, as well as minors/certificates in those disciplines along with archaeology and classical studies. It houses two endowed professors who direct programs in Japanese Studies and Greek Studies. A third endowed professor heads the M.A. in Museum Studies. To learn more about the department, visit **http://www.umsl.edu/~asl/**.

Applicants should submit the following:

* Letter of application,
* Vision statement for future of the department,
* Curriculum Vitae, and
* Complete contact information for three referees.

Applications should be submitted electronically to **www.umsl.jobs**

Review of applications will begin on November 1, 2014 and will continue until the position is filled.

The University Missouri-St. Louis is a premier metropolitan public research university and is a university of choice for undergraduate, graduate and professional students. We welcome applicants from all backgrounds who can contribute to our educational mission. The University of Missouri-St. Louis is an Affirmative Action, Equal Opportunity employer committed to excellence through diversity.

Assistant Professor
Counseling Psychology

University of Kansas. Nine-month position beginning August 18, 2015, with the opportunity of summer employment. Minimum Qualifications: (a) earned doctorate in Counseling Psychology or a related field, (b) licensed or license-eligible as a psychologist in the State of Kansas. For further information and to apply on-line, go to **https://employment.ku.edu/academic/1932BR**. Special consideration will be given to applicants committed to excellence who can contribute to the University's innovative, collaborative, and multidisciplinary initiatives to educate leaders, build healthy communities, and make discoveries that will change the world. See **www.provost.ku.edu/strategic-plan/initiatives**.

The University of Kansas is an EO/AAE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy), age, national origin, disability, genetic information or protected Veteran status.

U.S. AIR FORCE ACADEMY

The Military & Strategic Studies Department (DFMI) anticipates hiring a full-time Assistant Professor (#15-04DFMI) to begin on **March 9, 2015**. This initial appointment terminates June 30, 2017. Successive appointments of up to four years long are possible. The person hired may teach DFMI's core courses. A Ph.D. in the history of technology/science, history, military & strategic studies, security studies, or political science is required as well as a record of publication in military technology & innovation. Regardless of qualifying degree, preference will be given to applicants with a record of peer-reviewed research & publication that relates the principles of strategy/technology/innovation to contemporary applications of air/space/cyberspace power. **To Apply:** Go to **www.usajobs.gov**. Type in "USAF Academy" in the "Where" box and click on "Search Jobs." Then scroll down until you locate this position. **Applications must be received by December 1, 2014.** For additional information: http://www.usafa.edu/df/dfmi/?catname=dean%20of%20faculty. U.S. citizenship is required.

University of Cincinnati

Online Profile

School of Education
University of Cincinnati

The School of Education at the University of Cincinnati is located in the College of Education, Criminal Justice, and Human Services. Set in a vibrant, urban-based, Research I institution, the School of Education has more than 60 full-time faculty members and serves approximately 1600 undergraduate and 700 graduate students in classrooms both on campus and online. The School of Education's graduate programs in education are ranked 18th among on-line master's programs in education and 62nd among the nation's top graduate schools of education according to US News & World Report. Our innovative undergraduate and graduate programs attract students regionally, nationally, and internationally. For more information about the School of Education and its degree programs please see: http://cech.uc.edu/education.html

The School of Education is seeking applicants with established records of scholarship for the following tenure track faculty positions for fall 2015:

- **Curriculum and Instruction/Secondary Education:** Assistant/Associate Professor with expertise in Secondary Education-English Education and Adult Literacy . **(Position #214UC9506)**
- **Curriculum and Instruction/eLearning:** Assistant/Associate Professor with expertise in eLearning/Instructional Design and Technology with emphasis on application in and support of k-12 blended and online education. **(Position #214UC9538)**
- **Early Childhood Education/Primary (K-3):** Assistant/Associate Professor with expertise in assessment of young children. Expertise and a research focus in science education also are preferred. **(Position #214UC9484)**
- **Educational Leadership/Higher Education (2 positions):**
  - o Assistant/Associate Professor with expertise in P-12 leadership. **(Position # 214UC9483)**
  - o Assistant/Associate Professor with expertise in Higher Education. **(Position # 214UC9483)**
- **Literacy and Second Language Studies (2 positions):**
  - o Assistant/Associate Professor with expertise in applied linguistics, technology and computer-assisted language learning, and/or sociolinguistics. **(Position # 214UC9496)**
  - o Assistant/Associate Professor with expertise in computational linguistics, corpus linguistics, discourse analysis, sociolinguistics, or systemic functional linguistics. **(Position #214UC9511)**

For more information on individual positions go to: https://www.jobsatuc.com and use the position numbers noted above to find individual positions. Interested applicants may apply online at https://www.jobsatuc.com

For general information please contact:
Mary Boat, Ph.D., Interim Director, School of Education
University of Cincinnati
Mary.Boat@uc.edu; 513-556-3817

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

UNIVERSITY OF Cincinnati

TEXAS STATE UNIVERSITY
The rising STAR of Texas

Assistant Professor

Texas State University, a Hispanic-Serving Institution (HSI) and Emerging Research institution, is located in San Marcos, the jewel of Central Texas nestled between Austin and San Antonio. The Department of Curriculum and Instruction, itself a collaborative and cross-disciplinary environment, seeks applicants for a tenure-track **Assistant Professor position in Talent Development**. We seek candidates who reflect our departmental faculty's commitment to social justice and our passion about both teaching and research. We are especially interested in candidates who demonstrate a conceptualization of education, talent development, and gifted education beyond dominant contemporary paradigms.

For further information, qualifications, and application procedures, see **http://facultyrecords.provost.txstate.edu/faculty-employment/faculty-employment/2015-41.html .**

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sional and scholarly development activities, and community involvement. Position Requirements: As a minimum, each candidate should be prepared to teach introductory courses in the areas of criminal justice and criminology. Upper level classes will be assigned based on departmental need and candidates' areas of specialization. Education Requirements: This position requires a PhD in criminal justice, criminology, or a closely related field. Experience Requirements: Preference will be given to applicants with teaching experience, expertise, and/or field experience. Hours/Days: Salaried. Exempt/nonexempt status: Exempt. Closing Date: Open until filled. How to Apply: Submit resume, cover letter, and three recent letters of recommendation to LUHR@lindenwood.edu. Lindenwood University is an equal opportunity employer.

Criminology: The Department of Criminology invites applications for a full-time tenure-track appointment, beginning August 2015. Only online applications will be accepted. To view the full description and apply for this position, please visit http://www.iup.edu/employment. IUP is an equal opportunity employer M/F/H/V and is a member of the Pennsylvania State System of Higher Education.

Economics: The Department of Economics anticipates one opening as Assistant Professor (tenure-track) or Associate or Full Professor (tenured), in one of the fields listed (Microeconomics, Macroeconomics, Mathematical & Quantitative Economics (Econometrics), International Economics, Industrial Organization, Labor Economics, Public Economics, Economic Development) beginning August 2015. Assistant Professors require Ph.D. prior to the start of the appointment. Assistant Professor applicants must show evidence for excellence in scholarly research and teaching at the undergraduate and graduate levels leading to promotion with tenure. Record of excellence in research, as well as distinguished teaching at the undergraduate and the graduate levels, required for tenured appointment. Provide service to the department, college, university, and academic community nationally or internationally. To ensure full consideration, applications must be received by November 26, 2014. To apply, candidates should register and respond to ad at https://econjobmarket.org/. Unless confidentiality is requested in writing, the names of applicants must be released upon request. Finalists cannot be guaranteed confidentiality. In the case where there are fewer than five finalists, the names of the five most qualified candidates must be released upon request. The University of Wisconsin-Madison is an Equal Opportunity/Affirmative Action employer. Women and minorities are encouraged to apply. Employment will require a criminal background check.

Economics: The University of Michigan, Department of Economics solicits tenure track applications in any field. The Department expects to have multiple positions at all ranks, including the Allen Sinai Professorship of Macroeconomics and Gail R. Wilensky Joint Professorship in Applied Economics and Public Policy, subject to budgetary approval and all positions are expected to begin September 1, 2015, for a university-year appointment. Research capacity and teaching ability serve as the primary criteria for selection. Ph.D. and strong research orientation are required, with Ph.D. expected by August 2015 for junior applicants. Junior applicants must submit curriculum vitae, three reference letters, a statement of teaching philosophy and experience, a statement of current and future research plans, evidence of teaching excellence and completed research papers to the most relevant job posting(Any Field and Japan Area Studies) on EconJobMarket at https://www.econjobmarket.org by November 17, 2014. Senior applicants (including Any Field, Japan Area Studies, the Allen Sinai Professorship of Macroeconomics and the Gail R. Wilensky Joint Professorship in Applied Economics and Public Policy) must submit curriculum vitae, a statement of teaching philosophy and experience, a statement of current and future research plans, and evidence of teaching excellence to Associate Chair for Recruiting, Department of Economics, University of Michigan, 611 Tappan Street, 238 Lorch Hall, Ann Arbor, MI 48109-1220. The University of Michigan is supportive of the needs of dual career couples and is an equal opportunity/affirmative action employer. Women and underrepresented minorities are encouraged to apply.

Education: Open Rank (Assistant, Associate, or Full) Professor of Counselor Education (tenure line). The Department of Educational Psychology, Counseling and Special Education is seeking to hire an Open Rank Professor of Counselor Education and is particularly interested in identifying candidates with interests and expertise in either clinical mental health counseling in schools and communities, career counseling, or school counseling. This is a tenure track, 36-week appointment with possibility of supplementary summer appointments in research and/or teaching. Full University benefits apply. Applicants should have a record promising success in teaching, super-



College of Education

UNC Charlotte is North Carolina's urban research university serving over 26,000 students. The University has seen remarkable growth in recent decades and continues to need additional faculty. The College of Education at UNC Charlotte seeks multiple new faculty members to join the already large, highly productive, collaborative College with strong undergraduate and graduate programs, including four doctoral degree programs. The College prepares professionals who will contribute to the positive development of persons, to the development of effective schools for all children and youth, and to the alleviation and prevention of many of today's educational problems and challenges, especially in urban schools. The College of Education strives for equity and to provide all students with a deep understanding of and respect for diversity. The following positions are available, beginning August 15, 2015.

Assistant Professor, Middle Grades - The successful candidate will teach undergraduate and graduate courses in one or more middle or secondary education topics, including mathematics methodology; supervise student teachers and graduate interns; serve on Master's and doctoral committees; utilize appropriate technology in courses; maintain scholarly productivity in research, publications, and presentations at professional meetings; obtain external funding to support research; provide service to the field and profession at the local, state, and national levels, and participate in program, department, college, and university governance.

Assistant Professor of Reading Education - The Reading Education Program in the Department of Reading and Elementary Education at The University of North Carolina at Charlotte invites applications for a tenure-eligible position at the rank of Assistant Professor. The successful candidate will have earned a doctorate in Reading Education or related field from an accredited university; a commitment to and experience with working with diverse student populations; a required minimum of three years of successful elementary public school teaching experience; teaching experience in K-6 reading (with experience teaching K-3 preferred); and experience with reading assessments and data-driven instruction for students who struggle with reading are required. The successful candidate will teach undergraduate/initial licensure and graduate reading education courses with an emphasis in urban education. Salary and benefits are competitive and commensurate with qualifications.

Lecturer or Clinical Assistant Professor in Reading and Elementary Education -The successful candidate will be expected to teach undergraduate and graduate courses in elementary education in the areas of research and analysis of teaching, integrating curriculum for elementary school learners, and modifying instruction for diverse learners. The successful candidate will also serve on committees and assist with other department activities such as school partnerships. Applicants for the Lecturer position should hold Master's degree in elementary education or closely related field. For consideration at the level of Clinical Assistant Professor, the applicant must hold a doctoral degree in an appropriate field (or demonstrate progress toward a doctoral degree). Candidates should have at least three years of successful teaching experience at the elementary level.

Assistant Professor, School Counseling - The successful candidate will teach, advise, and mentor students in the MA and PhD counseling program, with a school counseling focus; actively contribute to the continuous development and assessment of the overall school counseling program; engage in research and other scholarly activities in counselor education, with an emphasis on issues involving school counseling preferred. We prefer candidates with experience as a school counselor; teaching experience at the university level; interest in contributing to play therapy program; and experience working with diverse populations.

Assistant Professor, Clinical Mental Health/Addiction - The successful candidate will teach, advise, and mentor students in the MA and PhD counseling program, with an addiction counseling focus; actively contribute to the continuous development and assessment of the overall addiction counseling program and substance abuse certificate program; engage in research and other scholarly activities in counselor education, with an emphasis on issues involving mental health and addiction counseling. We prefer candidates with experience as an addiction counselor; teaching experience at the university level; and experience working with diverse populations.

Graduate Research Assistant. The Charlotte-Mecklenburg, North Carolina community is embarking on a community-wide literacy project to raise elementary reading proficiency. This research assistantship will begin in August 2015 and provide an opportunity for a graduate student to work with the region's philanthropic leaders while studying for a doctorate in education. Preference will be given to graduate students interested in assessment, research, policy, and/or reading/literacy. Enrollment in one of UNC Charlotte's education doctoral programs is required. (See **uncc.edu** for more about UNC Charlotte, descriptions of education doctoral programs, and admissions criteria/deadlines.) Funding includes tuition and $24K annual stipend for 20 hours work per week for 12 months. Funding will be guaranteed for three years pending successful academic standing and work. For more information, write Kathie Goldman at **Kathie.Goldman@uncc.edu**. Deadline for applications will be March 1, 2015.

General qualifications for faculty positions in the College of Education: Earned doctorate (or ABD) in appropriate field; successful experience in schools or related agencies; eligibility for North Carolina licensure in teaching/leadership field; demonstrated research ability; successful college teaching experience preferred; ability to contribute to the College's multicultural and diversity goals.

Setting: UNC Charlotte, North Carolina's urban research university offers 27,000 culturally diverse students a wide range of undergraduate and graduate degree programs. The University is a rapidly growing institution located in one of the New South's most beautiful cities. With a population of over 1.8 million in its metropolitan region, there is a vast array of cultural and recreational activities and outstanding medical and community services to meet the interests and needs of a diverse population. Charlotte, known for its beautiful canopies of stately oaks, is two hours from the Blue Ridge Mountains and three and a half from the lovely Carolina beaches. The climate is generally moderate with four seasons. The University is within the bounds of Charlotte-Mecklenburg Schools, one of the largest urban school districts in the country, serving over 135,000 economically and racially diverse pupils. Charlotte-Mecklenburg Schools receives widespread recognition as one of America's best school districts.

With NCATE accreditation and a full-time faculty of 117, the College of Education serves more than 3,000 students through undergraduate and graduate programs, including four doctoral programs, and is one of the largest teacher education programs in the state.

Application: For complete job descriptions and application procedures, see **https://jobs.uncc.edu**. Review of applications will begin **November 15, 2014.**

As an EOE/AA employer and an ADVANCE Institution that strives to create an academic climate in which the dignity of all individuals is respected and maintained, the University of North Carolina at Charlotte encourages applications from all underrepresented groups. All finalists are subject to criminal background checks.

POINT PARK
UNIVERSITY



Assistant Professor of Special Education

About the University:
Point Park University, a private coeducational institution located in downtown Pittsburgh, has an enrollment of approximately 4000 full- and part-time students in more than 50 majors and concentrations. Founded in 1960 as Point Park College, it is known for providing its students with an experience that combines the liberal arts with career education. The University offers Associate's, Bachelor's, and Master's degrees through its four academic schools. To learn more about Point Park University, visit its web page at **http://www.pointpark.edu.**

The Position:
The Undergraduate and Graduate Program in Special Education at Point Park University, Department of Education announces a full-time, tenure track faculty position in Special Education beginning September 2015. Our preference is to hire at the assistant professor level, but consideration will be given to established scholars at the rank of associate professor, if the candidate's qualifications are particularly well matched to our needs.

Qualifications include (a) a preference for an earned doctoral degree in special education or closely related field (or defense of dissertation completed by employment start date), (b) established record, or evidence of potential for research and scholarship in a variety of content areas in Special Education, (c) preference for a candidate with experience in college teaching at both the undergraduate and graduate levels, (d) membership and leadership activities in professional organizations pertaining to individuals with disabilities, (e) experience in supervising undergraduate and graduate candidates in field placements, (f) a minimum of three years of demonstrated excellence in teaching and leadership in special education settings, grades K-12, and (g) established record or evidence of successful recruitment efforts with respect to graduate level candidates.

Responsibilities include (a) provide guidance and leadership in the Undergraduate and Graduate Program in Special Education through close collaboration with the Program Director of Special Education and the Department of Education Chairperson, (b) teach both graduate and some undergraduate courses in special education, (c) advise, mentor, and provide research supervision to graduate students, including the supervision of graduate students in selected field experiences and practicum, (d) contribute to department, school, and college governance, (e) aid with the recruitment efforts of graduate students in Special Education, and (f) develop partnerships and work collaboratively with local school districts and community agencies. Some teaching through on-line instruction may be required.

Application Procedure:
Please submit a letter of application, curriculum vitae, and names and contact information for three references to Dr. Darlene Marnich, Chair, Education Department, Point Park University, 201 Wood Street, Pittsburgh, PA 15222, **tcolonie@pointpark.edu**. Electronic submission of materials in Adobe Acrobat (.pdf) or Microsoft Word (.docx) form is required. Please note that the subject line of the email should state the position for which you are applying.

Point Park University is an Equal Opportunity Employer.

www.pointpark.edu

Troy University – is a comprehensive public institution serving more than 30,000 students worldwide - 4 campuses in Alabama, locations in 8 states, 12 foreign countries, and 1 U.S. territory.

Troy University is currently accepting applications for the following position:

Lecturer/Assistant/Associate/Full Professor – Psychology (Global Campus and Montgomery Campus):
Doctorate required

Please go to **www.troyuniversityjobs.com** for further details and information on how to apply.

Troy University is an EEO and AA employer.

vision, and research, along with a primary professional identity as a counselor educator (graduate of a CACREP-accredited doctoral program strongly preferred). Applicants seeking appointment at the Full Professor or Associate Professor ranks should have demonstrated competence in the aforementioned areas. Responsibilities include teaching courses in Counselor Education graduate program and, where appropriate, courses in the Rehabilitation and Human Services (RHS) undergraduate major and advise students. Developing and conducting a systematic program of research and lead or participate in efforts to secure external grant funding. Take leadership roles in Counselor Education. Serve on Department, College, and University Committees. Required qualifications include an earned doctorate in counselor education or a closely related field. Eligibility for appropriate Counselor license and/or certification. Evidence of commitment to excellence in teaching and advising including a willingness to consider teaching in online environments, where appropriate, along with an interest in the use of modern technology, commensurate with experience. Evidence of commitment to the conduct of high quality scholarship relevant to counselor education issues. Demonstrated commitment to excellence in teaching and advising students, including through the use of modern distance education technologies. Demonstrated commitment to working with diverse populations. Demonstrated commitment to collegiality and collaboration. Demonstrated professional leadership, commensurate with experience. Desired qualifications include experience advising and teaching in higher education and experience in securing external funding. Applicants must submit a letter of application documenting their qualifications for the position; a current curriculum vitae; published papers (juried articles, book chapters) representative of one's scholarship (no more than five) should be submitted as one continuous document); and at least three names, mail and email addresses, and telephone numbers of academic references. More information may be requested of potential finalists. Applicants may apply to job # 53979 at http://apptrkr.com/527854. Applications received by October 31, 2014 are assured full consideration; however, applications will be received until the position is filled. For inquiries about this position, email Richard Hazler, Search Chair at rjh29@psu.edu. Campus Security Crime Statistics: For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to http://www.police.psu.edu/clery/, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

Education: The Division of Education and Counseling at Xavier University of LA, a Historically Black and Catholic University located in New Orleans, invites applications for a tenure-track position in Educational Leadership starting Fall 2015. The position requires an earned doctorate from a regionally accredited institution in Educational Leadership or Educational Administration; experience as a faculty member in master's and doctoral level programs; evidence of successful teaching in higher education, Prekindergarten-12 teaching, public or private P-12 schools administrative experience; a strong record of community outreach and engagement; and experience in building and teaching online courses. Review of applications will begin October 27, 2014. All applications received before December 1, 2014 are assured consideration. To apply, log into online system at: https://jobs.xula.edu. Attach a letter of application, curriculum vitae which lists contact information for three references, teaching philosophy and future research plans. Letter of application should be addressed to: Rosalind P. Hale. Women and minorities are encouraged to apply. AA/EOE.

Engineering: University of Illinois at Urbana-Champaign (UIUC). The Department of Civil and Environmental Engineering (CEE) at the University of Illinois at Urbana-Champaign invites applications for four full-time tenured or tenure-track faculty positions; all ranks will be considered. The Department seeks to expand its expertise in emerging interdisciplinary areas that are critical in addressing global challenges through innovative education and research. Desired areas of expertise are: (1) Geotechnical Engineering, including Rock Mechanics and Rock Engineering. This area addresses infrastructure development and renewal in urban environment; extreme natural geohazards including earthquakes and massive landslides; engineered excavations for resilient underground space; and energy applications, including mining, hydraulic fracturing, geothermal sources, carbon sequestration, and nuclear waste disposal. (2) Environmental Fluid Mechanics. This area addresses understanding how coupled energy and air/water flows interact with biogeochemical processes across watersheds, rivers, ecosystems, and the built environment; and study of physical interfaces (e.g. land surface-atmosphere, environmental boundary-layer flows, hyporheic zone, ecohydraulics, lake-atmosphere, coastal zones and estuaries, tsunami dynamics). (3) Microbiomes of the Natural and Built Environment. This area addresses microbiome research in the natural and built environment, with applications to public and environmental health, food and water security, resource recovery, zoonotic diseases, host-pathogen interactions, and toxicology. (4) Multifunctional Materials for Energy and Environmental Sustainability. This area focuses on materials development and synthesis for resource recovery, energy production, enhanced environmental sensing, biomimicry, green chemistry, and pollution control and treatment in air, water, and soil. (5) Urban Infrastructure Resilience to Extreme Events. This area addresses resilience of structures and infrastructure systems to water, wind and fire-related hazards. The area includes analytical, numerical, and experimental research that aims at developing a better understanding of these hazards and their effects, as well as developing rigorous design approaches that will mitigate these hazards and contribute to the broad goal of societal risk management. The successful candidates are expected to develop and maintain an internationally recognized research program, to contribute fully to teaching of undergraduate and graduate courses, and to provide service to the profession. The successful candidates are also expected to develop interactions with faculty across the department, college and campus. Opportunities exist to participate in related CEE and campus-wide communities, such as the Micro and Nanotechnology Laboratory, Prairie Research Institute, Illinois Center for Transportation, MAE Center (Creating a Multi-hazard Approach to Engineering), and the Network for Earthquake Engineering Simulation (NEES) site, the National Rail Transportation Center, the Information Trust Institute, the National Center for Supercomputing Applications, the Institute of Genomic Biology, the Safe Global Water Institute, as well as nine other Engineering Departments. Applicants must hold an earned doctorate in an appropriate field. Salary and rank will be commensurate with qualifications. Qualified candidates may be considered as Blue Waters Professors, where substantial computing resources will be available on one of the most powerful computers in the world (http://engineering.illinois.edu/bluewaters). Opportunities exist for tenured full professors suited to the Grainger Engineering Breakthroughs Initiative, a $100-million endowment from the Grainger Foundation (http://graingerinitiative.engineering.illinois.edu). To ensure full consideration, create your candidate profile through https://jobs.illinois.edu and upload your application cover letter (addressed to Professor Benito J. Marias, Interim Head, Department of Civil and Environmental Engineering, 1114 Newmark Civil Engineering Laboratory, 205 North Mathews Avenue, Urbana, IL 61801. Telephone: 217-333-6961), curriculum vitae, a concise summary of past research accomplishments and any teaching experience, a statement of future research and teaching plans, and complete contact information of at least three references by December 1, 2014. Only complete applications will be considered. The starting date is negotiable, but is preferred to be August 16, 2015. Information about the department may be found at our website at http://cee.illinois.edu/. Urbana-Champaign offers the residential advantages of a medium-sized university city, excellent cultural opportunities, and a high quality of life as reflected by its ranking as one of the Great Neighborhoods in America by the American Planning Association: http://www.planning.org/greatplaces/neighborhoods/2007/westurbana.htm. Illinois is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, age, status as a protected veteran, or status as a qualified individual with a disability. Illinois welcomes individuals with diverse backgrounds, experiences,

SCIENCE, TECHNOLOGY, & MATHEMATICS

Cleveland State University
engagedlearning

Assistant Professor Position in Innovative Manufacturing and Design

Department of Mechanical Engineering (MCE)

The Department of Mechanical Engineering at Cleveland State University invites applications for an Assistant Professor position in the area of Innovative Manufacturing and Design, to begin in August of 2015. Applicants should possess a Ph.D. in Mechanical Engineering or a related field.

We particularly seek candidates with strong backgrounds and research interests related to smart and innovative manufacturing techniques and design. Specialties may include but are not limited to Additive Manufacturing, Biomedical Devices, Nano Scale Fabrication of Structures and Devices, and Smart Factory Automation and Control Systems. A successful candidate is expected to build a strong, externally-funded research program, and enhance the College's Center for Innovative Manufacturing.

The successful candidate is also expected to have a marked interest in teaching both undergraduate and graduate students. The department has a student body of over 300 undergraduates and 80 graduate students. Current research areas include: Additive Manufacturing, Combustion Engineering, Human Motion and Control, Mechatronics, Nano Composite Metals, Robotics, Rotor Dynamics. We expect faculty to engage students at all levels in their research.

The Department of Mechanical Engineering has a long tradition of engagement with local industrial and government partners. North Eastern Ohio has traditionally been, and continues to be, a manufacturing center. The Cleveland Metropolitan area is home to many fortune 500 Companies - such as Parker Hannifin, Eaton, Materion, Ferro, Rockwell Automation - along with the NASA-Glenn Research Center.

About Washkewicz College of Engineering: Washkewicz College of Engineering traces its roots back to 1923 as Fenn College and has since maintained its reputation for excellence in engineering education and research. The College consists of the departments of Chemical & Biomedical Engineering, Civil & Environmental Engineering, Electrical & Computer Engineering, Engineering Technology and Mechanical Engineering and offers B.S., M.S. and Doctor of Engineering degrees. Previously known as Fenn College of Engineering, the college was renamed in 2013 to Washkewicz College of Engineering in honor of the transformative gift form Donald and Pamela Washkewicz and the Parker Hannifin Foundation.

Offer of employment is contingent on satisfactory completion of the University's verification of credentials and other information required by law and/or University policies or practices, including but not limited to a criminal background check. Hiring is contingent on maintaining existing levels of funding from the state of Ohio.

50 1964 – 2014

For full consideration, candidates must submit a cover letter, curriculum vitae (including names of at least three professional references), a statement of interests in teaching, and a research plan through the Human Resources website: **https://hrjobs.csuohio.edu/applicants/Central?quickFind=53483.** Review of applications will begin November 3, 2014.

Cleveland State University is committed to nondiscrimination on the basis of race, color, religion, national origin, sex, age, handicap or disability, sexual orientation, disabled veteran or Vietnam era veteran status, and to equal access in education. Cleveland State University is an affirmative action, equal opportunity employer and especially encourages applications from minorities and women, persons with handicaps or disabilities, and disabled and Vietnam era veterans.

UMBC
AN HONORS UNIVERSITY IN MARYLAND

University of Maryland Baltimore County
Information Systems Department

Tenure Track Position on Data Science / Big Data

The Information Systems (IS) Department at UMBC invites applications for a **tenure-track** faculty position at the Assistant Professor level starting August 2015. We are searching for a candidate with research interests and experience in Data Science, a research area with high growth and impact in environmental sciences, health care, security, and many others. The ideal candidate will have expertise in conducting large-scale data science research, such as extracting knowledge from data of increasing sizes, velocity, and variety to improve decision making in one or more application domains closely relevant to active research areas in the IS department. The research areas in the department are: Artificial Intelligence/Knowledge Management, Databases and Data Mining, Human Centered Computing, Software Engineering, and Health Information Technology. Candidates must have earned a PhD in Information Systems or a related field no later than August 2015.

Candidates should be engaged in research that fosters collaboration with at least one of the areas. Preference will be given to those who can collaborate with current faculty. Candidates should have a strong potential for excellence in research, the ability to develop and sustain an externally funded research program, and the ability to contribute to our graduate and undergraduate teaching mission.

The Department offers undergraduate degrees in Information Systems and Business Technology Administration. Graduate degree programs, MS and PhD, are offered in both Information Systems and Human-Centered Computing, including an innovative online MS in IS program. Consistent with the UMBC vision, the Department has excellent teaching facilities, state-of-the-art laboratories, and outstanding technical support. UMBC's Technology Center, Research Park, and Center for Entrepreneurship are major indicators of active research and outreach. Further details on our research, academic programs, and faculty can be found at **http://www.is.umbc.edu/**. Members of under-represented groups including women and minorities are especially encouraged to apply.

Electronic submission of application is required at **http://apply.interfolio.com/25741**. All applications must be submitted as PDF Files, which include a cover letter, CV, a one-page statement of teaching interests, a one-page statement of research interests and names and contact information for at least three references. For inquiries, please contact Barbara Morris at (410) 455-3795 or **bmorris@umbc.edu**. Review of applications will begin immediately and will continue until the position is filled. This position is subject to the availability of funds.

UMBC is an Affirmative Action/Equal Opportunity Employer and welcomes applications from minorities, women, veterans and individuals with disabilities.

Millersville University

FULL-TIME, TENURE-TRACK POSITION STRUCTURAL GEOLOGY

Millersville University welcomes applications for a full-time, tenure-track faculty position in Structural Geology. Highly regarded for its instructional quality and strong commitment to diversity, Millersville University is a learner-focused institution located in historic Lancaster County, known for its excellent schools and vibrant arts community, and close to Baltimore, Philadelphia, Washington, and NYC. MU enrolls about 8,500 undergraduate and graduate students. We seek individuals who embrace our public mission and value exploration, professionalism, integrity and compassion. The Department of Earth Sciences offers a traditional BS-Geology degree, plus a BA in Earth Sciences with an option in environmental geology. Additional information about the program can be found at **www.millersville.edu/esci/**. For a complete description of the position and qualifications and to apply, go to **http://jobs.millersville.edu/postings/1231** and create a faculty application. Full consideration given to applications received by **January 16, 2015**.

An EO/AA institution. www.millersville.edu

UMASS AMHERST

Endowed Chair in Renewable Energy

The Department of Mechanical and Industrial Engineering (MIE) at the University of Massachusetts Amherst invites applications for an Endowed Chair in Renewable Energy. All areas of specialization will be given serious consideration. Applicants with research experience in fields relevant to wind energy are especially encouraged as are applicants with research experience in solar energy or energy storage technologies. The Department is home to two nationally and internationally recognized centers of excellence upon which an Endowed Chair could draw for resources and to which an Endowed Chair could contribute and provide essential leadership. These include the Wind Energy Center and the Center for Energy Efficiency and Renewable Energy. The Department is also the home to a prestigious National Science Foundation funded Integrative Graduate Education and Research Traineeship (IGERT) program in the area of offshore wind energy.

The position is open to individuals with qualifications that allow them to be appointed at the rank of associate or full professor. Faculty members are expected to teach both undergraduate and graduate courses, supervise graduate students and postdoctoral fellows, contribute significantly to the advance of basic science and engineering as evidenced by scholarly publications, and sustain a nationally recognized program of sponsored research. In addition, where appropriate, the Endowed Chair will participate in the development of new graduate programs within the College of Engineering.

The Department of Mechanical and Industrial Engineering has 28 full-time faculty members, over 130 graduate students, and over 740 undergraduates. Research expenditures exceeded $4.7M in the last fiscal year. A number of programs, institutes and centers provide outstanding opportunities for collaboration, including the above-mentioned offshore wind energy IGERT, the Wind Energy Center, and the Center for Energy Efficiency and Renewable Energy as well as the NSF Center for e-Design, also in the Department, along with the Center on Polymer-Based Materials for Harvesting Solar Energy, the NSF Center for Hierarchical Manufacturing, and the Institute for Massachusetts Biofuels Research.

The University of Massachusetts is situated 90 miles west of Boston in the vicinity of four liberal arts colleges offering exceptional and diverse cultural and recreational opportunities. The Commonwealth itself is ranked number two in the nation in clean tech leadership, providing additional opportunities for outreach and collaboration.

Applicants must have a PhD in mechanical engineering or a closely related field. Candidates should provide the following in their application package: 1) Statement of interest, including teaching and research qualifications, description of research and teaching goals, and a discussion of how the candidate's experience would add to existing departmental and university strengths; 2) Current curriculum vitae; 3) Representative recent original research articles; and 4) Full contact information for at least four references. Review of applications will begin on October 22, 2014, and continue until a suitable candidate is identified.

Please apply online at:
http://umass.interviewexchange.com/jobofferdetails.jsp?JOBID=53619

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

The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer. The Department, College, and University have a strong commitment to diversity. Women and Members of Minority Groups are encouraged to Apply.

(Revised October 9, 2014)

U.S. AIR FORCE ACADEMY

Assistant Professor of Physics (#15-06DFP)

The Department of Physics anticipates filling an Assistant Professor position beginning June 29, 2015. The initial appointment will be for three years, terminating on June 30, 2018. Successive reappointments of up to four years in length are possible. Responsibilities include: teaching undergraduate physics courses, fulfilling associated departmental duties including evaluation of newly established courses; and engaging in research activities with cadets. A Ph.D. in a Physics specialty or a letter signifying degree completion is required by the start date. Preference will be given to recent Ph.D. graduates (within the last 5 years) who have demonstrated excellence and innovation in undergraduate research and teaching.

To Apply: Go to **www.usajobs.gov**. Type in "USAF Academy" in the "Where" box and click on "Search Jobs." Then scroll down until you locate this position. Applications must be received by November 24, 2014. U.S. citizenship required.

and ideas who embrace and value diversity and inclusivity (http://www.inclusiveillinois.illinois.edu). We have an active and successful dual career partner placement program and a strong commitment to work-life balance and family friendly programs for faculty and staff (http://provost.illinois.edu/worklife/index.html).

English: Arkansas Tech University invites applications for a tenure-track Assistant Professor of English beginning mid-August 2015. Ph.D. preferred, ABD required. Any area of specialization will be considered, but preference may be given to candidates prepared to teach TESOL, technical writing, applied linguistics, or film studies. Candidates must demonstrate commitment to general education instruction, including composition. Closing date is November 14, 2014. Send letter of application, resume, copies of transcripts and three letters of recommendation to: Dr. Carl Brucker, Chair, Search Committee, Department of English and World Languages, Witherspoon 142, Arkansas Tech University, Russellville, AR 72801. Electronic submissions may be sent to engl@atu.edu. Review of applications will begin immediately after the application deadline. This position is subject to a pre-employment criminal 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.

English Education: The Department of Education, in the Gevirtz Graduate School of Education at the University of California, Santa Barbara, seeks applications for a full-time career lecturer position with potential for security of employment in the area of secondary English education and composition/writing. This person will have primary teaching responsibilities in the secondary English credential program with additional opportunities to teach in the Department's undergraduate and doctoral programs. This person will also coordinate the Single Subject Teaching Credential Program (the program prepares approximately 50 teachers annually in 5 credential areas, see http://www.education/tep.edu for more information about the program). Additionally, this faculty member will be expected to collaborate with colleagues in both research and outreach to English and writing teachers in the broader community. Minimum qualifications: Earned doctorate in English Education, Rhetoric/Writing, or related fields. The successful candidate must have demonstrated excellence in teacher education and in grade 7-12 teaching. Administrative experience is desired. The department is especially interested in candidates who can contribute to the diversity & excellence of the academic community through research, teaching, & service. To apply, submit a letter of interest outlining experiences and qualifications, a curriculum vitae, & three letters of reference to the application site: https://recruit.ap.ucsb.edu/apply/JPF00376. For more information, please contact Dr. Susan Johnson, chair of the search committee, at sjohnson@education.ucsb.edu. Review of applications will begin December 3, 2014; however, applications will be accepted until the position is filled. The department is especially interested in candidates who can contribute to the diversity and excellence of the academic community through research, teaching and service. The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, or any other characteristic protected by law including protected Veterans and individuals with disabilities.

English: Murray State University. Position to begin August 2015. Ph.D. in English required, with an emphasis in Medieval literature. Ability to teach German courses required (graduate coursework in German). Ability to teach composition required. Evidence of good teaching and scholarly potential required. Interest in/experience with Digital Humanities or teaching online preferred. Will teach 12 hours per semester in composition, humanities, German (one course per semester), and areas of expertise (Medieval literature, early British surveys, history of English language); conduct scholarly research sufficient for tenure and advancement; engage in appropriate service. Application Deadline: December 1, 2014. To apply: http://www.murraystatejobs.com/postings/3724 Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

English: The English Department at Iowa State University is seeking applications for an Assistant Professor of Film Studies with specialization in American and/or British film within a global context. The applicant will teach undergraduate and graduate courses in areas of specialization; surveys of American, British or World Literature; and introductory courses. Of particular interest will be candidates whose research engages such areas as technological innovation, science fiction, intermediality, public humanities, and/or environmental humanities. Iowa State University is located in Ames, Iowa. For more information and to apply for this position, please visit http://www.iastatejobs.com Posting #400035 or http://www.iastatejobs.com/postings/7753. Review of applications will begin November 4, 2014 and will continue until position is filled, or until May 31, 2015. Iowa State University is an EO/AA employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected Vets status.

English: The University of North Carolina at Charlotte invites applications for the position of assistant professor of English specializing in creative writing (fiction), beginning

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Dartmouth

Dartmouth seeks to hire several new science faculty who are dedicated to leading-edge research and both graduate and undergraduate teaching. This year Dartmouth has active searches in Applied or Computational Mathematics, Computer Science, Computational Molecular & Cell Biology, Ecology, Geobiology, Materials Chemistry, Psychological and Brain Sciences, and a chaired position in Computational Science. For information on these and all other faculty searches underway, visit **dartgo.org/facjobs**. Dartmouth scientists are also actively seeking ambitious postdoctoral scholars and motivated graduate students to join our research programs.

To create an atmosphere supportive of research, Dartmouth offers new faculty members grants for research-related expenses, a quarter of sabbatical leave for each three academic years in residence, and flexible scheduling of teaching responsibilities.

Dartmouth College, a member of the Ivy League, is located in Hanover, New Hampshire. Dartmouth's beautiful, historic campus is located in a scenic area with ample recreational and cultural activities. With an even distribution of male and female students and over one third of the undergraduate student population members of minority groups, Dartmouth is deeply committed to diversity among its student body and its faculty.

Dartmouth is an equal opportunity/affirmative action employer with a strong commitment to diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women, persons of color, persons with disabilities, veterans or any other legally protected group.

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
DEPARTMENT OF MATHEMATICS

Assistant/Associate Professor Position in Actuarial Science

Applications are invited for a full-time faculty position in actuarial science to commence approximately August 16, 2015 at the tenure-track (assistant professor) level. In exceptional cases the department will consider a tenured appointment (associate professor). Successful candidates are expected to teach effectively at both the undergraduate and graduate levels, establish and maintain an active an independent research program, and provide service to the department, the university and the profession. Salary and teaching load are competitive.

We are interested in candidates whose research and other qualities will help us to maintain and enhance our status as a Center of Actuarial Excellence (CAE). Applicants must have completed a Ph.D. (or equivalent) in actuarial science or related areas such as risk management and insurance, finance, or another subject appropriate for actuarial science, by the time the appointment begins. Preference will be given to applicants who are Associates or Fellows of one of the professional actuarial societies, or who have made exam progress toward membership. A strong commitment to teaching is essential. To be considered for a tenured appointment, the applicant must present a documented record of leadership in research and excellence in teaching.

Applications should be submitted electronically through **http://mathjobs.org/**. A complete application must include the AMS Standard Cover Sheet for Academic Employment, curriculum vitae including email address, a publication list, a research statement, and the names and contact information for three professional references. An additional reference addressing teaching is strongly recommended. It is strongly suggested that the reference letters are uploaded before the deadline. Reference letter writers should submit their letters online through **http://mathjobs.org/**. If they are unable to do so, they may send their letters to the following address: Search, Department of Mathematics, University of Illinois at Urbana-Champaign, 1409 West Green Street, Urbana, IL 61801, USA; tel: (217) 333-3351; **search@math.uiuc.edu**.

Complete applications must be received by December 1, 2014. Late applications cannot be considered. Applicants may be interviewed before the closing date; however, no hiring decision will be made until after the **closing date of December 1, 2014**.

The University of Illinois has an active and successful dual-career program for academic couples.

Illinois is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, age, status as a protected veteran, or status as a qualified individual with a disability. Illinois welcomes individuals with diverse backgrounds, experiences, and ideas who embrace and value diversity and inclusivity. ***(www.inclusiveillinois.illinois.edu)***

August 2015. The appointment is a 9-month tenure-track position. Required qualifications: Ph.D. or MFA in creative writing with a specialization in fiction; evidence of success as a published writer including at least one book published or under contract; evidence of experience in successful university teaching; a commitment to continued creative activity; and a commitment to promoting diversity in the department and college. Teaching for this position will include graduate and undergraduate courses in creative writing (fiction). The successful candidate will be interested in working closely with students, and participating in and developing a thriving creative writing program. Evidence of a global perspective, including interests in transnational and diverse literatures, and/or experience with digital humanities is desired but not required. The University of North Carolina at Charlotte is a dynamic, research-intensive university, located in a growing metropolitan area, with a student population of 27,000+ and more than 900 full-time faculty. The Department of English, with 34 tenure-line faculty and more than 400 majors and more than 80 graduate students, offers BA and MA degrees with area emphases in Creative Writing, Literature, Children's Literature, Linguistics, and Professional/Technical Writing. For consideration, please apply online at https://jobs.uncc.edu with a letter of application, curriculum vitae, unofficial transcript, and a statement of teaching philosophy. Screening of applicants will begin October 25, 2014, and will continue until the position is filled. Please direct inquiries to the chair of the search committee, Professor Christopher Davis (dcdavis@uncc.edu). UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status. In compliance with North Carolina law, applicants are subject to criminal background checks. AA/EOE.

Finance: Elon University. Martha and Spencer Love School of Business. Department of Finance. The Department of Finance in the Martha and Spencer Love School of Business invites applications for an assistant professor position in finance. The position will begin in fall of 2015. Applicants should demonstrate evidence of effective undergraduate teaching, a promising research agenda, and an interest in mentoring undergraduate students. Teaching will include courses in Elon's General Studies program as well as courses in the Finance program. Previous industry experience is also desirable. Only candidates with an earned doctorate in finance from an accredited university or ABDs who expect to complete a doctorate in finance at an accredited institution by August 2015 will be considered. About the School: The AACSB-accredited Martha and Spencer Love School of Business is housed in the Koury Business Center, which features state-of-the-art classrooms, multiple student engagement areas, the LaRose Digital Theatre, the Reed Finance Center, the Doherty Center for Entrepreneurial Leadership, the Chandler Family Professional Sales Center, and the Porter Family Professional Development Center. In 2014, Bloomberg BusinessWeek ranked the school's undergraduate program #45 in the nation. In 2013, BusinessWeek ranked the part-time MBA program #1 in the south and #5 in the nation. Our diverse faculties thrive in Elon's collegial and supportive environment. About the University: Elon University is a dynamic private, co-educational, comprehensive institution that is a national model for actively engaging faculty and students in teaching and learning. The university is situated on an idyllic 600 acre campus in north-central North Carolina, east of Greensboro, and northwest of Raleigh/Durham. With an enrollment approaching 6000, Elon University benefits from highly talented students, a growing physical plant, and an expanding endowment. U.S. News & World Report ranks Elon second among southern master's-level universities and #1 among schools "focused on their undergraduates," and the Fiske Guide to Colleges ranks Elon one of the 25 "best buy" private universities. Elon University is proud of its strengths in the liberal arts, its strong sense of community, and its progress in incorporating technology and internationalization into classroom instruction. To Apply: To learn more about Elon, please visit the University web site at http://www.elon.edu. Review of candidates for this position will begin immediately and continue until the position is filled. To apply, email or send a letter of interest, curriculum vita, evidence of teaching experience and evaluations, and a list of three references to: Faculty Search Committee, Department of Finance, Martha and Spencer Love School of Business, 2075 Campus Box, Elon University, Elon, NC 27244, or to finchair@elon.edu. Elon University is an equal opportunity employer committed to a diverse faculty, staff and student body and welcomes all applicants.

Geology: Arkansas Tech University invites applications for a full-time 9-month tenure-track Assistant Professor beginning in August 2015. The successful candidate will have a Ph.D. (or ABD) in geology or related field and a demonstrated ability to teach Mineralogy, Petrology, introductory geology courses and courses in the applicant's specialty. Applicants from any specialty area will be considered. The successful candidate should demonstrate excellence in teaching, the ability to develop a vibrant research program and provide service to the University and community. Send letter of application addressing evidence of excellence in teaching, service and scholarship, including CV, official transcripts, teaching philosophy, reference letters from three sources and a description of research interests and goals that involve undergraduates to Dr. Jeff Robertson, Dean of the College of Natural & Health Sciences, PHSC@atu.edu (http://www.atu.edu/nhs). Closing date for accepting applications is November 21, 2014. This position is subject to a pre-employment criminal 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.

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, DC

Faculty Positions in Computational Biology and Bioinformatics

The newly established Computational Biology Institute at the George Washington University seeks founding faculty members to establish externally funded, internationally recognized, and interdisciplinary research programs in bioinformatics and/or computational biology. There are two open tenure-track faculty positions at any academic level, and we seek applicants concentrating in the areas of genome analysis, biodiversity informatics, translational medicine, and systems biology developing methods to address 'big data' issues from a computational perspective.

Basic Qualifications: Applicants must have an MD or PhD in Bioinformatics, Computational Biology, Computer Science, Mathematics, Genomics, or related discipline, with postdoctoral research experience, evidence of success in obtaining extramural funding, and a solid publication track record.

Successful candidates will enjoy joint appointments at the CBI and an affiliated academic department (e.g., Biochemistry, Biological Sciences, Biophysics, CASHP, Computer Engineering, Computer Science, Integrated Systems Biology, Mathematics, Microbiology, Statistics, etc.) upon approval and have opportunities to establish partnerships with regional research centers of excellence, including Children's National Medical Center, NIST, Janelia Farm, INOVA hospital system, Naval Research Laboratory, the Smithsonian, and the NIH intramural research program.

Application Procedure: Applicants should submit an electronic application, and upload a cover letter emphasizing specific qualifications, a curriculum vitae, a description of research interests, and names and contact information of 3 references at: **http://www.gwu.jobs/postings/24171.**

Review of applications will begin on November 19, 2014 and will continue until positions are filled. Only complete applications will be considered. For further information about the Computational Biology Institute at George Washington University, please see **http://cbi.gwu.**edu. Employment offers are contingent on the satisfactory outcome of a standard background screening. For questions relating to this opportunity, please contact Keith Crandall, Director, Computational Biology Institute, The George Washington University, **kcrandall@gwu.edu.**

The university is an Equal Employment Opportunity/Affirmative Action employer that does not unlawfully discriminate in any of its programs or activities on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or expression, or on any other basis prohibited by applicable law.

Health Care Policy: Department of Political Science/Virginia Tech/Blacksburg, VA. The Department of Political Science invites applications for a tenure-track position at the rank of Assistant Professor in the field of Health Care Policy with special emphasis on health policy and politics in the USA. Those making comparative analyses or tak-

UMBC
AN HONORS UNIVERSITY IN MARYLAND

University of Maryland Baltimore County

Information Systems Department

The Information Systems Department at UMBC invites applications for a tenure-track faculty position at the Assistant Professor level in the area of human-centered computing starting August 2015. Candidates must have earned a PhD in a related field no later than August 2015. Outstanding candidates in all areas of human-centered computing research are encouraged to apply. Ideal candidates will be engaged in research that spans several areas with preference given to those who can collaborate with the current faculty. Candidates should have a strong potential for excellence in research, the ability to develop and sustain an externally funded research program, and the capacity to contribute to our graduate and undergraduate teaching mission.

The Department offers undergraduate degrees in Information Systems and Business Technology Administration. Graduate degree programs, MS and PhD, are offered in both Information Systems and Human-Centered Computing, including an innovative online MS in IS program. Consistent with the UMBC vision, the Department has excellent teaching facilities, state-of-the-art laboratories, and outstanding technical support. UMBC's Technology Center, Research Park, and Center for Entrepreneurship are major indicators of active research and outreach. Further details on our research, academic programs, and faculty can be found at http://www.is.umbc.edu/. Members of under-represented groups including women and minorities are especially encouraged to apply.

Electronic submission of application is required at **http://apply.interfolio.com/25742**. All applications must be submitted as PDF Files, which include a cover letter, CV, a one-page statement of teaching interests, a one-page statement of research interests and names and contact information for at least three references. For inquiries, please contact Barbara Morris at (410) 455-3795 or **bmorris@umbc.edu**. Review of applications will begin immediately and will continue until the position is filled. This position is subject to the availability of funds.

UMBC is an Affirmative Action/Equal Opportunity Employer and welcomes applications from minorities, women, veterans and individuals with disabilities.

UMBC
AN HONORS UNIVERSITY IN MARYLAND

University of Maryland Baltimore County

Information Systems Department

The Information Systems Department at UMBC invites applications for a tenure-track faculty position at the Assistant Professor level in the area of software engineering starting August 2015. Outstanding candidates in other areas will also be considered.

Candidates must have an earned PhD in Information Systems or a related field no later than August 2015. Individuals engaged in software engineering research with emphasis on empirical research, process and quality improvement, and healthcare IT are especially encouraged to apply. Candidates should have a strong potential for excellence in research, the ability to develop and sustain an externally funded research program, and the ability to contribute to our graduate and undergraduate teaching mission.

The Department offers undergraduate degrees in Information Systems and Business Technology Administration as well as both the MS and PhD in Information Systems. In addition, the Department offers an MS and PhD in Human-Centered Computing. Consistent with the UMBC vision, the Department has excellent technical support and teaching facilities as well as outstanding laboratory space and state of the art technology. UMBC's Technology Center, Research Park, and Center for Entrepreneurship are major indicators of active research and outreach. Further details on our research, academic programs, and faculty can be found at http://www.is.umbc.edu/. Under-represented groups including women and minorities are especially encouraged to apply.

Electronic submission of application is required at **http://apply.interfolio.com/26424**. All applications must be submitted as PDF Files, which include a cover letter, CV, a one-page statement of teaching interests, a one-page statement of research interests and names and contact information for at least three references. For inquiries, please contact Barbara Morris at (410) 455-3795 or **bmorris@umbc.edu**. Review of applications will begin immediately and will continue until the position is filled. This position is subject to the availability of funds.

UMBC is an Affirmative Action/Equal Opportunity Employer and welcomes applications from minorities, women, veterans, and individuals with disabilities.

UNIVERSITY OF CALIFORNIA
UC RIVERSIDE

MULTIPLE FACULTY POSITIONS
BOURNS COLLEGE OF ENGINEERING

The Bourns College of Engineering at the *University of California, Riverside* invites applications for up to nine tenure-track and tenured faculty positions beginning the 2015/2016 academic year. Specific areas of interest are provided at **www.engr.ucr.edu/facultysearch/**. The College has five departments - Bioengineering, Chemical and Environmental Engineering, Computer Science and Engineering, Electrical and Computer Engineering, and Mechanical Engineering, and a college-wide interdepartmental Materials Science and Engineering program, and Computer Engineering offered jointly with ECE and CSE.

We seek applicants who will complement the highly motivated and entrepreneurial spirit of the College faculty, and who will contribute meaningfully to the success of future teaching, research, and service accomplishments. Incumbents are expected to initiate and sustain strong sponsored research and graduate training programs.

The Bourns College of Engineering is proud of its faculty's accomplishments and rapid growth. The College currently has 96 faculty members, 2,400 undergraduates, 620 graduate students, and more than $32 million in annual research expenditures. The College is home to eight interdisciplinary and multidisciplinary research centers: The Center for Bioengineering Research (CBR), the Center for Environmental Research and Technology (CE-CERT), the Center for Research in Intelligent Systems (CRIS), the Center for Nanoscale Science and Engineering (CNSE), the Center for Ubiquitous Communications by Light (UC-Light), the Winston Chung Global Energy Center (WCGEC), the Center for Phonon Optimized-Engineered Materials (POEM), and the Southern California Research Initiative for Solar Energy (SC-Rise).

Full Consideration will be given to applications received beginning as early as **November 25, 2014**. Applications will continue to be received until the positions are filled. To apply please register through the weblink at **www.engr.ucr.edu/facultysearch/**. For inquiries and questions please refer to the contact email address under the specific recruitment on the online applicant site.

The University of California, Riverside is an Equal Opportunity/ Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, disability, protected veteran status, or any other characteristic protected by law.

UNIVERSITY OF CENTRAL ARKANSAS • 1907 •

Tenure-Track Positions in Applied Statistics and Mathematics Education

The Department of Mathematics at the University of Central Arkansas is seeking to fill two tenure-track assistant professor positions, one in applied statistics and the other in mathematics education, beginning August 2015. Currently, the Department has 19 full-time faculty members and 15 graduate assistants. Undergraduate degrees in applied mathematics and mathematics as well as master's degrees in applied mathematics and mathematics education are offered. UCA is one of three state universities in Arkansas that offers a mathematics education program replicating the prestigious UTeach Program.

Applied Statistics Position: Requires a doctorate or equivalent, though any area of applied statistics will be considered, preference will be given to candidates in Bayesian statistics. Duties include teaching undergraduate and graduate courses and conducting research. A strong commitment to and proven ability in undergraduate teaching is required. Regular teaching load is 12 credit hours per semester. Course reduction for research is available.

Mathematics Education Position: Requires a doctorate in mathematics education or equivalent. Preference will be given to candidates with specialty in middle or secondary level education. Duties include teaching undergraduate and graduate courses and conducting research. Regular teaching load is 12 credit hours per semester, some of which can be supervising student teachers. Course reduction for research is available.

Applicants should submit: letter of application, current vita, copies of graduate transcripts, statements of teaching and research philosophy, and three letters of reference. Review of applications begin December 8, 2014 and will continue until positions are filled. Additional information and application instructions are available at **www.uca.edu/math/positions**. Questions may be sent to chair of department at **rameshg@uca.edu**. UCA is an EO/AA Employer.

Conway is a growing city of over 58,000 with two private colleges and various industries in addition to UCA. Residents enjoy easy access to Little Rock, a large urban center, and pristine wildlife areas: the Buffalo National River and the Ozark and Ouachita Mountains.

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The Department of Mechanical Science and Engineering at the University of Illinois at Urbana-Champaign invites applications for multiple faculty positions at the ranks of assistant, associate and full professor. While excellent candidates will be considered in all relevant areas, emphasis will be placed on: manufacturing and materials processing; experimental fluids; mechatronics and robotics; and computational sciences.

A doctoral degree is required, and salary is commensurate with qualifications and experience. Full consideration will be given to applications received by **December 31, 2014** with an earliest start date of January 2015.

A full position description and information on how to apply can be found at the online jobsite **http://jobs.illinois.edu**. Questions regarding application procedures may be addressed to: **mechse-facultyrecruiting@illinois.edu**.

Illinois is an EOE employer/Vet/Disabled.
www.inclusiveillinois.illinois.edu

ing critical perspectives on health, aging, and family policies in the USA as well as other national and sub-national health systems are particularly welcome. The teaching requirements for this position will be four courses per academic year and there will be occasional travel to attend professional conferences and meetings. This position will begin August 10, 2015. Earned doctorate in political science or a closely related field at the time of application or degree in hand by August 10, 2015. Interested persons should apply at http://www.jobs.vt.edu posting #TR0140116 to submit a cover letter that addresses how they position their work in relation to national health policy and politics, current curriculum vitae, recent writing sample, teaching evaluations, a statement about their current and future research agendas, and an overview of their teaching experience in this area to demonstrate their potential for excellence in research, teaching, and service. Three academic references can be submitted directly to Kim Hedge (khedge@vt.edu). Screening of applications will begin on January 12, 2015, and will continue until the position is filled. Employment conditions: Must have a criminal background check. Individuals desiring assistance/accommodation in the application/interview process should contact us at (540) 231-8477 voice or (540) 231-7227 TDD. For further information on the department, see http://www.psci.vt.edu. Virginia Tech is an equal opportunity/affirmative action institution.

Health: Lecturer, full-time non-tenure-track position. Duties include teaching undergraduate courses in health and physical education pedagogy. Content specific courses may include personal and community health, nutrition, fitness, motor learning, adapted physical education, and teaching methods in team sports, individual sports, and dance. Additional responsibilities may include advising students, scheduling undergraduate classes, administrative duties relating to the undergraduate program and working with the HPE Majors' Club. The undergraduate physical and health education program has a minimum 2.75 GPA for admission to teacher education. Starting Date: July 25, 2015. Required Qualifications: The successful applicant must have an earned master's degree in physical education or closely related field from an accredited institution, the ability to model effective teaching practices, and willingness to serve the university, college, department, profession and community. Preferred Qualifications: Doctorate in physical education, K-12 teaching experience in physical education, experience teaching physical education at the college/university level or other adult venue, experience with clubs or student organizations, and strong organizational skills. The Department of Human Movement Sciences (HMS), http://www.odu.edu/hms) is one of six departments in the Darden College of Education (http://www.odu.edu/education and offers on-campus baccalaureate and master's degree programs in exercise science, health and physical education teacher preparation, park, recreation and tourism studies and sport management. The PhD in Education, concentration in Human Movement Science, includes emphasis areas in applied kinesiology and sport and recreation management. HMS currently has 20 full-time faculty; approximately 50 adjunct faculty members; 12 department-funded graduate assistants; two administrative support employees; over 1100 undergraduate majors; and approximately 100 graduate majors. The department is housed in the Student Recreation Center, which includes state-of-the-art instructional and research facilities. Submit a letter of application, curriculum vitae, samples of scholarly work, and the names, addresses and phone numbers of three references to: https://jobs.odu.edu/ . Review of applicants will begin November 15, 2014 and continue until the position is filled. Old Dominion University is an equal opportunity, affirmative action institution. Minorities, women, veterans and individuals with disabilities are strongly encouraged to apply.

UMKC

Assistant/Associate Professors (Job 14479)

The School of Biological Sciences at the University of Missouri-Kansas City invites applications for two, tenure-track positions for candidates using biochemical, genetic, or model systems in neuroscience or computational modeling studies. Information available at **http://apptrkr.com/527776**

Equal Opportunity Employer

History: Assistant Professor in Colonial Latin American History: The Department of History at the University of Illinois at Urbana-Champaign invites applications for a full-time tenure-track position at the rank of Assistant Professor in colonial Latin American history. All specializations welcome. Successful candidates are expected to teach effectively at both the undergraduate and graduate levels, establish and maintain an active and independent research program, and provide service to the department, the university and the profession. The target starting date is August 16, 2015. A PhD is required at time of appointment. Salary competitive. To apply, create your candidate profile through https://jobs.illinois.edu and submit your application materials: application letter, curriculum vitae, a representative sample of written scholarly work (article, book chapter, or dissertation chapter), teaching materials, and contact information for three professional references. Referees will be contacted electronically upon submission of the application. To ensure full consideration, all required application materials must be submitted by December 1, 2014. Applicants are highly encouraged to submit applications early to ensure that referees have enough time to submit letters of recommendation. For information about Illinois, visit our webpage at http://www.history.illinois.edu. For questions about this search, contact Rhondda Chase at rrchase@illinois.edu. The Department of History is committed to academic freedom and to the free expression and exchange of ideas. Illinois is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, age, status as a protected veteran, or status as a qualified individual with a disability. Illinois welcomes individuals with diverse backgrounds, experiences, and ideas who embrace and value diversity and inclusivity. (http://www.inclusiveillinois.illinois.edu).

History: US Colonial through Early Republic. The Department of History at Central Michigan University invites applications for a tenure-track assistant professor in US History, Colonial through Early Republic. The successful candidate will teach a three-course load each semester, including the first half of the US survey and upper level courses in your areas of expertise. The position begins in August 2015. The

PROFESSIONAL

FACULTY POSITIONS IN ACCOUNTING

MIT Sloan School of Management

The MIT Sloan School's Accounting Group is seeking faculty at the junior level, effective **July 1, 2015**, or as soon thereafter as possible. We stress high research potential or achievement; faculty responsibilities include teaching financial accounting at graduate and undergraduate level. Applicants must have, or be near completing, a PhD in Accounting or a related field by the start of employment. MIT is an equal opportunity employer committed to building a culturally diverse intellectual community and strongly encourages applications from women and minorities. Applications must include a cover letter, curriculum vitae, writing sample, and three letters of recommendation. Please submit your application electronically by **November 28, 2014**.

Applications should be addressed to:
Professor John Core
Chair, Accounting Group Search Committee
MIT Sloan School of Management
100 Main Street, E62-670
Cambridge, MA 02142

To submit an application, please visit:

http://sloanfacultysearches.mit.edu/accounting

Faculty Position in Finance

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

Position Description: The School of Hotel Administration at Cornell University is seeking exceptional candidates for a tenure-track position in finance at either the Assistant Professor or Associate Professor level who can perform research and teach at a quality level that is consistent with the school's pre-eminent status. The ideal candidate can effectively interact with students and faculty and enrich the intellectual capital of the school through their research and teaching activities. Research should have the potential to influence both academics and practitioners. A Ph.D. degree in finance or a related discipline is required.

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

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

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

Start Date: July 2015.

Application: Consideration of candidates will begin immediately and will continue until the position is filled. We will be interviewing at the AFA meetings. Please send a cover letter indicating research and teaching interests, curriculum vitae, three letters of recommendation, publications and working papers, syllabi for two recent courses taught, and corresponding teaching evaluations to:

Dr. Steven A. Carvell
Associate Dean for Academic Affairs
Finance Search
146 Statler Hall
School of Hotel Administration
Cornell University
Ithaca, NY 14853
Phone: 607 255 3692
Sac20@cornell.edu

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

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

ASSISTANT PROFESSOR

Arthur L. Carter Journalism Institute

Arts and Science

The Arthur L. Carter Journalism Institute at New York University invites applications for a full-time tenure-track faculty position at the rank of Assistant Professor, pending budgetary and administrative approval. The Department seeks an accomplished, innovative, and extensively published journalist or educator with considerable professional experience. Teaching experience is desirable. An MA or PhD is helpful but not required. The Institute has particular interest in candidates with a background in investigative reporting, global affairs, and data and digital journalism. Start date is September 1, 2015. *Application deadline is* ***December 15, 2014***. We are requesting a cover letter, resume or curriculum vitae and two samples of your work. Please visit our website to apply online: **http://journalism.nyu.edu/faculty-position.**

NEW YORK UNIVERSITY

EOE/Minorities/Females/Vet/Disabled

THE UNIVERSITY of NORTH CAROLINA GREENSBORO

Kinesiology

Seeking an associate/full professor and innovative scholar in Kinesiology to provide leadership in a new online Ed.D. program. Position 999399 announcement at **http://jobsearch.uncg.edu/**.

EOE AA/M/F/D/V

UNIVERSITY OF MIAMI
SCHOOL of BUSINESS ADMINISTRATION

The Department of Management at the University of Miami's School of Business Administration is recruiting for a tenure-track Assistant Professor in the area of Operations Management for August 2015. Appropriate candidates should have completed their doctorate from an AACSB –accredited research institution, demonstrated potential for top quality research and excellence in the classroom (both undergraduate and graduate course in OM). Salary and research funding are competitive, including summer research. Qualified applicants may send their curriculum vitae to **facultyaffairs@bus.miami.edu**. Please do not send reference letters at this time.

The University of Miami is an Equal Opportunity/Affirmative Action, and a drug-free/smoke-free workplace.

department offers the opportunity to work with graduate students in its Joint Doctoral Program in Transnational and Comparative History. Ph.D. in History required by time of appointment. The successful applicant must demonstrate potential for excellence in both teaching and scholarship. To apply, go to http://www.jobs.cmich.edu. The position is open until filled, but priority consideration will be given to applications completed by December 1, 2014. Questions may be addressed to Dr. Mitchell Hall, department chair, at (989) 774-3374 or hall1mk@cmich.edu. CMU is an AA/EO institution, providing equal opportunity to all persons, including minorities, females, veterans, and individuals with disabilities (see http://www.cmich.edu/ocrie).

Humanities: Penn State Harrisburg's School of Humanities is accepting applications for a tenure-track Assistant Professor of American Studies and Gender Studies. The program offers the B.A., M.A., and Ph.D. degrees and certificates in folklore and ethnography, and heritage and museum practice. The Program seeks candidates with teaching-research areas in Gender Studies and American Studies that complement the program's existing strengths of folk and popular culture, interdisciplinary history and politics, heritage and museum studies, ethnography and society, and regional and environmental studies. Teaching assignments may include graduate seminars in Gender and Culture, Problems in American Studies, and American Studies Theory and Method, and undergraduate courses in Women and the American Experience, American Masculinities, American Themes and Eras, and Introduction to American Studies. Additional fields of interest include race and ethnicity, sexuality, childhood and aging, consumer-business studies, and family-community studies. Candidates should have college teaching experience, a promising research and publication agenda in American Studies, and a commitment to university service and public outreach. Instruction and advising experience in graduate American Studies programs desirable. Ph.D. in American Studies preferred; degree must be in hand by the time of application review. For additional information about the American Studies program, please visit our web page at http://www.hbg.psu.edu/hum/amst. Review of applications will begin on October 14, 2014 and continue until the position is filled. To be considered, candidates must electronically submit a cover letter, curriculum vitae, and contact information for four references. Additional supplemental materials, including reference letters, transcripts, syllabi, teaching philosophy, etc. should be mailed to: ATTN: Assistant Professor of American Studies and Gender Studies Search Committee #52073, Penn State Harrisburg, School of Humanities, W351 Olmsted Building, Middletown, PA 17057.Campus Security Crime Statistics: For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to http://www.police.psu.edu/clery/, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

Industrial Distribution: Industrial Distribution, Assistant, Associate, or Professor with the possibility of serving as Department Chair, University of Nebraska at Kearney. To apply and for complete job description and qualifications visit http://unkemployment.unk.edu. Direct questions about the position to: 308-865-8342. Direct questions about the online application process to: 308-865-8655 or employment@unk.edu. AA/EO/ADA http://www.unk.edu.

Information Technology: Location: Lindenwood University-Belleville; Start Date: January of 2015. Purpose of Position: Faculty advisor, full-time LCIE (accelerated evening) 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 9-hour course clusters, or 27 hours, per academic year. 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 academic advising of students would also be preferred. Hours/Days: 9 a.m. to 6 p.m., Monday through Thursday, and 8 a.m. to 5 p.m. on Fridays. 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.

Institutional Research: Old Dominion University is seeking a highly professional and experienced individual for the position of Associate Director of Institutional Research who will be responsible for the day-

RUTGERS
UNIVERSITY

Assistant/Associate/Full Professor Position in Entrepreneurship

The Department of Management and Global Business at *Rutgers Business School-Newark and New Brunswick* invites applications for a tenure track position in Entrepreneurship starting in September 2015. Faculty rank is open depending on qualifications. Strong candidates will demonstrate outstanding research potential and have an active research program, excellent teaching capabilities, and desire to engage in service activities. Applicants should have a doctoral degree granted or nearly completed (i.e., ABD).

Rutgers Business School–Newark and New Brunswick is the leading public MBA program in the New York metropolitan region and the largest doctoral program in any public university in the nation. Rutgers University is an anchor-institution that prides itself on outstanding scholarship and community engagement. Through our research, teaching and economic development initiatives we impact policy and practice in our region and the world. We seek scholars who have a similar vision for their academic work.

The newly-formed Rutgers Institute for the Study of Entrepreneurship Ecosystems (RISEE) incorporates and will build upon three flourishing initiatives: The Center for Urban Entrepreneurship & Economic Development, the New Jersey Social Innovation Institute and the Rutgers Technology Management Research Center. RISEE is positioned to become one of the premier organizations in the country for the study of entrepreneurship. The successful candidate will work with the soon-to-be-appointed George F. Farris Chair in Entrepreneurship and with a group of talented researchers whose current expertise spans the areas of social entrepreneurship, urban entrepreneurship, and technology and innovation management. Teaching will include undergraduate and graduate courses and supervision of doctoral students. Faculty members are expected to teach on both campuses and are provided an office on either campus depending on needs.

In addition to faculty associated with RISEE, the Department of Management and Global Business has world-renowned faculty with specialties in strategy, international business, ethics and corporate social responsibility, cross cultural management, diversity, organization behavior, and organizational justice. Our research faculty include: Michael Barnett, Ann Buchholtz, John Cantwell, Chao Chen, Petra Christmann, Farok Contractor, Fariborz Damanpour, Deborah Doherty, Ajai Gaur, Brett Gilbert, Michelle Gittelman, Mitchell Koza, Terri Kurtzberg, Daniel Levin, Richard Mammone, Douglas Miller, Sinead Monaghan, Sara Parker, Aviad Peer, Jeffrey Robinson, Michael Santoro, Neha Shah, Payal Sharma, Oliver Sheldon, Phyllis Siegel, Roger Smeets and Danielle Warren.

Rutgers Business School is located in the New York metropolitan area and spans campuses in Newark and New Brunswick. We opened a new Business School Building in Newark in 2009 and opened a new Business School Building in New Brunswick in the fall of 2013.

Interested candidates should submit a letter of application, a CV, a statement of research and teaching interests, copies of recent articles, and evidence of their teaching effectiveness online at: **http://www.business.rutgers.edu/faculty-research/teaching-opportunities**. Please, also follow the directions on this website for the submission of three letters of reference. Review of applications will begin immediately and continue until the position is filled. Direct inquiries to the Entrepreneurship Search Committee at **EntrepreneurshipPosition2014@business.rutgers.edu**. Only electronic copies will be accepted.

Rutgers University is an Affirmative Action/Equal Opportunity Employer. Women, members of minority groups, and persons with disabilities are encouraged to apply.

Faculty Position
Hospitality Labor & Employment Relations

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

Position description: The School of Hotel Administration at Cornell University is seeking exceptional applicants for a tenure-track position at the Assistant Professor level who can conduct research and teach at a high quality level in the fields of hospitality labor and employment relations, with a disciplinary expertise in labor economics and/or labor and/or employment law. We seek candidates who can be expected to publish in top-tier academic journals, and whose research interests can be applied to the hospitality industry and translated to a hospitality practitioner audience, which is broadly defined to include leaders in hotel corporations, restaurants, tourism, airlines, hospitality suppliers, social media companies and travel-related businesses. Our goal is to find the candidate who presents the best combination overall of practically relevant, rigorous research, with outstanding teaching/presentation skills.

Responsibilities: The School of Hotel Administration highly values and expects excellence in both teaching and research. The teaching load is three courses per academic year for faculty demonstrating strong research productivity. The successful candidate would, ideally, teach two sections of a required undergraduate course in microeconomics or law and develop an elective. The courses taught could be altered to fit the candidate's discipline. The successful candidate would also conduct high quality research for publication in top discipline and industry journals, advise students, and perform other professional duties.

Professional qualifications: Candidates must have a either (1) a Ph.D. in labor economics, economics, industrial and labor relations, collective bargaining, or a related field; or (2) a J.D. with practical or academic experience in labor and/or employment law. Prior research, teaching, and/or business experience in the hospitality industry is desirable but not required. The School of Hotel Administration provides unique data sets and industry access that can facilitate the candidate's future research and teaching about the industry.

Rank and salary: The tenure-track professorial position is a three-year, renewable appointment, which is anticipated to begin July 2015. Rank and salary will be determined based upon academic achievement and experience. Appointments are nine-month terms with attractive benefits. This position comes with excellent research support, professional funding and a salary highly competitive with top U.S. business schools.

Institution: Cornell University's School of Hotel Administration (SHA) is recognized worldwide as the premier institution of hospitality management, and its alumni dominate the top managerial echelons of a broadly-defined, multi-national hospitality industry. The Cornell University campus is located in the Finger Lakes region of New York State, one of the most scenic areas of the country, and the region offers a wide variety of both winter and summer activities. For further information about the University and SHA, visit the website at **www.cornell.edu** or **www.hotelschool.cornell.edu**

Application: Please submit via email or hard copy a vita, three references, up to three academic research papers, and syllabi and teaching evaluations for recent courses taught. We anticipate interviewing candidates at the 2015 ASSA/AEA Annual Meeting. However, applications will be accepted until the position is filled. Please send applications to:

Michael C. Sturman, Ph.D.
Associate Dean for Faculty Development
Cornell University
Labor & Employment Relations
School of Hotel Administration
146 Statler Hall
Ithaca, NY 14853-6902 USA
mcs5@cornell.edu

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

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UNIVERSITY OF MIAMI
SCHOOL of BUSINESS ADMINISTRATION

Programs in Health Sector Management and Policy
Assistant Professor (Tenure Track)

The University of Miami is accepting applications for a tenure track faculty position within the Programs in Health Sector Management and Policy (HSMP) at the School of Business Administration.

The University of Miami is a Carnegie comprehensive doctoral and medical degree granting research university of approximately 15,500 students and 13,400 faculty and staff involved in teaching, research and service. The University's main campus in suburban Coral Gables is home to two colleges and seven schools located on a 230-acre tract.

The Programs in Health Sector Management and Policy in the School of Business Administration is seeking applicants with experience in the area of Health Sector Management and Policy. Applications will be accepted at the assistant professor level, with employment commencing fall, 2015. This is a 9-month, tenure-track position. The position is open to those candidates who are either focused on the general area of health care management or policy, or have applied a functional area (e.g., Finance, Economics, Quality Improvement, Information Technology, etc.) to the health care industry. The successful candidate will develop and/or maintain an active research agenda leading to scholarly publications in "A" level journals. Teaching and service appropriate to rank will be expected. The School of Business Administration is active in undergraduate and graduate teaching, with classes held 7 days a week.

Salary is competitive with those at similar departments and institutions. Position is contingent upon approval of funding. Submit a letter of interest, a detailed resume listing qualifications and experience, and the names, addresses, and telephone numbers of at least three professional references who may be contacted.

Applicants should fully describe their qualifications because this is the information on which the initial review of materials will be based. The review of materials will begin immediately. The deadline for applications is **December 15, 2014**. Materials should be addressed to Steven Ullmann, PhD, Search Committee Chair, submit via email to **facultyaffairs@bus.miami.edu**.

The University of Miami offers competitive salaries and a comprehensive benefits package including medical and dental benefits, tuition remission, vacation, paid holidays and much more. The University of Miami is an Equal Opportunity/ Affirmative Action Employer.

to-day oversight of institutional research activities of the University including the gathering and reporting of data to government agencies and analytical support for decision making and policy development. The position reports to the Director of Institutional Research; coordinates the development and maintenance of electronic systems and data storage to support institutional research and assessment activities; works closely with Information Technology Services in developing business intelligence applications; oversees the Banner Operational Data Store and various query/analysis applications in Institutional Research; and oversees and participates in the installation/upgrade and maintenance/operation of data management systems to facilitate data storage, retrieval, reporting, and analysis. Candidates must have an earned master's degree in a research-related field (social sciences, mathematics, education, business) with strong quantitative/mathematical components, as well as programming and data management training; previous experience demonstrating strong analytical skills in an office of Institutional Research or functionally similar setting; ability to collect, manage, analyze, interpret and communicate a broad range of institutional data; and experience with extracting information using computer programming languages and online analytical processing systems. Candidates must also possess expertise in the use of the statistical software package SAS for analyzing large datasets; ability to interpret and produce effective written documentation for data systems; experience with retrieving and analyzing information from websites of government and other agencies; ability to effectively supervise the work of others; excellent written and oral communications skills and ability to relate well to individuals at all levels of the organization; advanced knowledge of higher education organizations; experience in an analytic and data support role for one or more years; and previous experience in a higher education environment with hands-on programming experience. Review of applications will begin immediately and will continue until the position is filled. A letter of application, resume and the names, addresses, telephone numbers and e-mail addresses of three professional references should be sent to the attention of: Katie Crawford, Division of Student Engagement & Enrollment Services, Old Dominion University, 1029 Koch Hall, Norfolk, VA 23529, emsearch@odu.edu. Old Dominion University is an equal opportunity, affirmative action institution. Minorities, women, veterans and individuals with disabilities are strongly encouraged to apply.

Journalism: The USC Annenberg School for Communication and Journalism seeks a junior scholar of journalism studies to be jointly appointed in its School of Communication and School of Journalism. Candidates

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Lecturer Position in Real Estate
Department of Finance, Accounting and Real Estate (FARE)

Cornell University
School of Hotel Administration
Ithaca, New York

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

Position Description: The School of Hotel Administration at Cornell University is seeking exceptional candidates for a lecturer position in real estate. Candidates should have a demonstrated teaching excellence at the University level, and must demonstrate a willingness to be familiar with the hospitality industry. Ideal candidates will have a Ph.D. from a recognized real estate program and have experience teaching undergraduates. Commercial real estate specialties desired include Real Estate Investment, Real Estate Finance, and Real Estate Market Analysis.

Responsibilities: Teach required and elective courses in real estate at the undergraduate and graduate level in the School of Hotel Administration, Cornell's Baker Program in Real Estate (graduate), and Real Estate Minor (undergraduate).

Rank and salary: The lecturer position is a three-year, renewable appointment beginning in the Fall of 2015. Rank and salary will be determined based upon academic achievement and experience. Appointments are nine-month terms with attractive fringe benefits.

Institution: The School of Hotel Administration, one of seven undergraduate colleges at Cornell University, has approximately 800 undergraduates and 120 graduate students. Founded in 1922, the School is the oldest hospitality management program in the world, with a resident faculty of 65 and over 8,000 alumni worldwide. Important resources to faculty include extraordinary access to industry leaders, the Center for Hospitality Research (CHR), the Center for Real Estate and Finance (CREF), and the cultural and intellectual resources of the Cornell University community. The Program in Real Estate is a two-year professional masters degree program with 45 students.

Starting Date: July 2015

Application: Consideration of candidates will begin immediately, with a December 15th, 2014 closing date. Please send letter of application and curriculum vitae to:

Prof. Michael Sturman
Associate Dean for Faculty Development
Real Estate Lecturer Search
146 Statler Hall
School of Hotel Administration
Cornell University
Ithaca, NY 14853
Phone: +1 607 255 3692
Fax: +1 607 255 8570

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

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Protected Veterans, and Individuals with Disabilities.

CMU
CENTRAL MICHIGAN UNIVERSITY

School of Health Sciences
Tenure-Track Faculty Positions

Central Michigan University was established in 1892 and is among the nation's 100 largest public universities. As a tier-one university, CMU serves nearly 20,000 students on its Mount Pleasant campus. It also enrolls more than 7,000 students and working adults online and at 50 out-of-state locations.

The Herbert H. and Grace A. Dow College of Health Professions consists of four academic units (Physical Education and Sport, Communication Disorders, the School of Health Sciences and the School of Rehabilitation and Medical Science). It offers undergraduate and/or graduate degree programs in audiology, communication disorders, community health education, health services administration, school health education, physical therapy, physician assistant, exercise science, substance abuse prevention, health promotion, speech-language pathology, physical education, athletic training, athletic coaching and sport management, delivered by 100+ faculty/staff. CMU's website is http://www.cmich.edu The Herbert H. and Grace A. Dow College of Health Professions website is http://www.chp.cmich.edu

Health AdmInIstratIon
The Health Administration Division in the School of Health Sciences at Central Michigan University (CMU) is recruiting for a full-time, twelve month, tenure-track Assistant Professor, beginning August 2015. Earned dissertation-based doctoral degree (ABDs will be considered if completed by time of appointment). Academic training and expertise in health services research, especially in health informatics/analytics. Experience in and/or knowledge of the healthcare field and professions. Inquiries may be sent to Dr. Steven Berkshire, **berks1sd@cmlch.edu**.

Community Health Education
The Community Health Division in the School of Health Sciences at Central Michigan University (CMU) is recruiting for a full-time, nine month, tenure-track Assistant Professor, beginning in August 2015 or negotiable. Earned doctorate in Public Health or Health Education (ABD considered if completed by start of appointment). A doctorate in a related field may be considered if either the Bachelor's or Master's degree is in Public Health or Health Education. Demonstrated successful college teaching is also required. Inquiries may be sent to **fishe1jb@cmich.edu**

Starting salaries are commensurate with qualifications and experience. Attractive benefits package and research support is available. For a complete list of position descriptions with qualifications, refer to **www.jobs.cmich.edu**.

Application Procedure: Review of applications will begin immediately and will continue until the positions are filled. Starting date of the positions will be August 2015 or negotiated. Applications must be submitted through an on-line process beginning at: **www.jobs.cmich.edu**. Electronically attach a letter of application, curriculum vita, evidence of teaching ability, statement of teaching philosophy, statement of research interests, copy of academic transcripts, and a list of three professional references, including telephone numbers and e-mail addresses.

*CMU, an AA/EO institution, strongly and actively strives to increase diversity and provide equal opportunity within its community. CMU does not discriminate in employment against persons based on age, color, disability, gender, gender identity/gender expression, familial status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight (see **http://www.cmich.edu/ocrie/**).*

UNIVERSITY of VIRGINIA

DIRECTOR
Student Health/General Medicine

The University of Virginia, Department of Student Health invites applicants with expertise in Internal Medicine, Pediatrics, or Family Practice for the Director of General Medicine. This faculty position includes patient care, administrative, and leadership responsibilities.

The General Medicine Director is responsible for the overall management and oversight of the General Medicine section of Student Health. The core mission of General Medicine is to provide high-quality, evidence-based, and timely primary medical care to university students. In addition, General Medicine is responsible for educating and mentoring medical students and residents and for participating in robust research relevant to adolescent and young adult health.

The General Medicine Director oversees the direction and coordination of medical services in line with evidence-based medicine, standards of care requirements, federal and state laws, institutional priorities and policies, and best practices in college student health. The Director sets the mission and strategy for the unit, is accountable for achieving results, and represents the organization to internal and external constituencies. The Director establishes annual departmental goals, allocates staff and financial resources, communicates with key stakeholders across the University, and supports the broader student experience mission of Student Affairs and the University. The General Medicine Director is responsible for the supervision and performance management of all clinicians in the unit and for practice management of the General Medicine clinic.

Candidates must have a medical doctorate (M.D.); board certified in Family Practice, Internal Medicine or Pediatrics; be licensed or license eligible (before start date) in the Commonwealth of Virginia. DEA certification prior to start date is also required.

In accordance with University policy, appointment is contingent upon successful completion of the required employment and criminal background checks, drug screening, application for membership to the Medical Staff of the Department of Student Health, as well as licensure and DEA certification in the Commonwealth of Virginia. As a member of the Medical Staff, professional conduct is expected in accordance with the Medical Staff Bylaws, in addition to working collegially with staff and students and being a supportive member of group practice.

To apply, candidates must submit a Staff Application through Jobs@UVa (**https://jobs.virginia.edu**), **posting number 0615051**, search on Elson Student Health Center and electronically attach the following: cover letter of interest, curriculum vitae and contact information for 3 References - name, email, and telephone number.

The Department of Student Health and the University of Virginia is an Equal Opportunity/Affirmative Action employer. We are committed to developing diversity in faculty and staff and welcome applications from women, minorities, veterans and persons with disabilities.

University of Cincinnati

Online Profile

Carl H. Lindner College of Business
Department of Finance and Real Estate

ASSISTANT/ASSOCIATE PROFESSOR OF REAL ESTATE: The Department of Finance and Real Estate is seeking candidates for one assistant/associate professor of real estate position beginning Fall 2015. The department and college have a strong commitment to quality teaching at the undergraduate and/or graduate level, and a research agenda aimed at top-tier real estate, finance and economics journals.

JOB QUALIFICATIONS: Minimum qualifications are a Ph.D. in real estate, finance or related field. Candidates nearing completion of the Ph.D. degree will be considered.

APPLICATION PROCEDURE: Applicants should provide a curriculum vitae, research papers, three letters of reference, and evidence of effective teaching performance or potential. Applicants should submit materials electronically to: www.jobsatuc.com and search for Position **#213UC6812**.

Women, People of Color, persons with a disability, and Vietnam Era veterans are encouraged to apply. We are committed to increasing the diversity of the University community. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths or experiences in this area.

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

UNIVERSITY OF Cincinnati

should have a record of scholarship in the study of journalism and society, be able to relate to scholarship in communications and journalism, and make connections with relevant disciplines in the social sciences and humanities. Applicants will have a program of research in one or more of the following four areas: 1) media digital media and media ethics; 2) online journalism, networked information technologies and practices, or 3) new communication technologies including social interaction through computers, social media, and mobile technologies. Doctoral degree in communication or related discipline is required. Professional experience in journalism is desirable for this position. The Annenberg School for Communication and Journalism offers undergraduate, master's and doctoral degrees as well as professional development programs in an array of disciplines and specializations. Its programs are committed to inter-disciplinary research that addresses social needs. We welcome candidates with doctorates in economics or in communication, political science, sociology, public policy, business or related fields. The new colleagues will teach both graduate and undergraduate courses, be actively engaged in all aspects of faculty governance and service, and continue to engage in research and scholarship. The Annenberg School of Communication and Journalism is a leader in the implementation of USC's strategic plan, which emphasizes innovation in inter-disciplinary research that addresses societal needs. In order to be considered for this position, all candidates must apply via the USC Employee Recruitment Services website at the following link: http://jobs.usc.edu:80/postings/32335. Final candidates will be required to submit three (3) letters of recommendation and samples of recent refereed publications. The cover letter should be addressed to School of Communication Faculty Search, attention Dorine Lawrence-Hughes, Annenberg School for Communication, University of Southern California, 3502 Watt Way, Suite 305, Los Angeles, CA 90089-0281. Applicants may direct questions to Dorine Lawrence-Hughes: dllawren@asc.usc.edu or (213-740-3970). Materials submitted by regular mail will not be accepted. Review of applications will continue until the position is filled or the search closed. USC is an AA/EO employer and is seeking to create a diverse community. Women and men, and members or all racial and ethnic groups, are encouraged to apply.

Korean: The School of Global and International Studies at Indiana University Bloomington is pleased to announce an endowed Chair in Modern Korean Studies. The successful applicant will be appointed as professor or associate professor in the School's departments of East Asian Languages & Cultures and International Studies, and will direct a new Institute for Korean Studies. We are seeking an outstanding social scientist who is strongly committed to undergraduate and graduate education, and who is prepared to offer courses on modern Korean politics, economics, security, society, or culture, preferably in regional perspective. A Ph.D is required. Review of applications will begin November 1, 2014 and will continue until the position is filled. To insure full consideration candidates must submit a letter of application, curriculum vitae, three letters of recommendation, five additional names of scholars who may be contacted for references, and writing samples to http://indiana.peopleadmin.com/postings/1114. Questions regarding the position or application process should be directed to Deb Speer, Department of East Asian Languages & Culture, Goodbody Hall 230, Indiana University Bloomington, Bloomington, IN 47401. Her telephone number is 812 855 5339, and email address is dspeer@indiana.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA Services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status.

Library: Special Collections and Exhibits Librarian-Murray State University. Full-time position to begin January 1, 2015. M.L.S. or equivalent from an ALA-accredited program required. Candidates must have experience writing grants, curating exhibits/displays, and coordinating educational outreach activities in association with exhibits and displays. Demonstrated knowledge of and curatorial experience with rare books, historical printed materials, manuscripts, and historical artifacts as well as supervisory and/or project management experience are also required. Top responsibilities include: curating collections and artifacts in Pogue and Wrather Libraries; organizing and as-

Florida Institute of Technology
High Tech with a Human Touch™

Open Positions

Assistant Professor, Strategic Communication

The School of Arts and Communication at Florida Tech invites applications for assistant professor of global strategic communication for fall 2015. Teaching responsibilities include skills and theory courses in global strategic communication (public relations/advertising) and core curriculum (including scientific and technical communication). Ideal candidates will have a global perspective and study abroad experience. Faculty responsibilities include teaching undergraduate and graduate courses, advising undergraduate and graduate students, research/scholarly activity, and service to the school, university, and profession.

Assistant Professor, Multiplatform Journalism

The School of Arts and Communication at Florida Tech invites applications for assistant professor of communication (multiplatform journalism) for fall 2015. Teaching responsibilities include skills and theory courses in multiplatform journalism (writing, editing, reporting, and producing across media) and core curriculum (including scientific and technical communication). Faculty responsibilities include teaching undergraduate and graduate courses, advising undergraduate and graduate students, engaging in research/scholarly activity, and providing service to the school, university, and profession.

Applicants: Must hold a Ph.D. in mass communication, journalism, public relations, or related discipline by the date of appointment. Advanced ABDs may be considered at the rank of instructor with the stipulation that the Ph.D. is conferred in the first year of appointment. Professional experience in area of teaching expertise preferred. Review of applications will begin November 15, 2014. Send vita, three letters of recommendation, and transcripts to **Dr. Heidi Hatfield Edwards, Florida Institute of Technology, 150 W. University Blvd., Melbourne, Florida 32901 or e-mail edwardsh@fit.edu.**

THE UNIVERSITY: Florida Institute of Technology is a regionally accredited, coeducational, privately supported, doctoral-granting research university providing a high-quality education in an international environment. Florida Tech is unique in that it provides the resources of a national research institution as well as the personalized learning experiences of a small college; a combination the university calls "High Tech with a Human Touch."

Ranked a Tier One Best National University by *U.S. News & World Report*, it is also the only independent technological university in the Southeastern United States.

Times Higher Education recently named Florida Tech in the top 200 universities in the world in the World University Rankings 2013-2014.

Florida Institute of Technology was named one of the nation's best technical schools in the *2015 Fiske Guide to Colleges*.

Florida Tech is an Equal Opportunity Employer
Committed to Excellence Through Diversity

Carnegie Mellon Tepper SCHOOL OF BUSINESS

Faculty Position in Operations Management

The Tepper School of Business, Carnegie Mellon University is recruiting for a tenure-track faculty position in Operations Management at the Assistant Professor level, beginning in Fall 2015. Applicants should have received a Ph.D. by the starting date of appointment, and should demonstrate an outstanding research potential along with strong teaching skills. Candidates' specialty may be in any branch of Operations Management, broadly defined. This position offers the opportunity to conduct pure and applied research among the highly qualified and motivated faculty and doctoral students at the Tepper School. Interdisciplinary research within the Tepper School, Carnegie Mellon, or with outside investigators is encouraged. The potential for research projects with industry partners is also available. Teaching responsibility may be at the undergraduate, masters, and doctoral levels.

To apply, please submit an application letter, vita, teaching and research statements, up to three published or unpublished research papers, and three recommendation letters to **opsmgmt@andrew.cmu.edu**. Materials may also be sent *via the Postal Service* to Ms. Jessica Schaeffer, Faculty Search Coordinator for Operations Management, Carnegie Mellon University, Tepper School of Business, Room 350 Posner Hall, 5000 Forbes Avenue, Pittsburgh, PA 15213. If you have any questions about the application, please contact Ms. Schaeffer at 412-268-2211 or **opsmgmt@andrew.cmu.edu**. To receive consideration, an application must be complete by December 31st, 2014, but candidates are strongly encouraged to submit their application by November 1st, 2014.

Carnegie Mellon University considers applicants for employment without regard to, and does not discriminate on the basis of, gender, race, protected veteran status, disability, or any other legally protected status.

www.tepper.cmu.edu

Georgia State University

Two Positions:
Public Policy and/or Administration
Andrew Young School of Policy Studies,
Georgia State University

The Department of Public Management and Policy seeks strong researchers and teachers for two tenure-track positions, beginning Fall 2015. One position will be at the assistant professor level; the other position is open rank. The department focuses on four areas of excellence: nonprofit management and policy; program evaluation and policy analysis; management and finance of public and nonprofit organizations; and economic development and urban policy. The department primarily seeks to bolster our strength in nonprofit management and program evaluation/policy analysis, but applicants from other fields are also encouraged. Ability to teach microeconomics and/or develop online courses is desirable. A senior candidate with the correct fit could be named to the Dan Sweat Chair in Education Policy.

The Andrew Young School ranks 23rd overall among graduate programs in public affairs in the US News rankings, as well as 4th in public budgeting and finance, 12th in nonprofit management, 12th in city management/urban policy, 24th in public policy analysis, and 26th in public management/administration. Our highly productive faculty supports junior colleagues in building academic careers. The department offers a NASPAA-accredited MPA, as well as undergraduate, master's, and doctoral degrees in public policy. Our policy research centers and our location in downtown Atlanta, at the heart of a vibrant public and nonprofit sector, provide excellent opportunities for applied research that contributes to policy-making and management at all levels of government.

Candidates should submit a letter of interest, curriculum vitae, graduate transcripts, three letters of recommendation, a sample of scholarship, and any teaching evaluations to Chair, Faculty Search Committee, Department of Public Management and Policy, P.O. Box 3992, Georgia State University, Atlanta, GA 30302-3992. The position requires a doctorate in an appropriate field of study from an accredited university by August 2015. Candidate must be eligible to work in the USA. At the time of offer, a background check will be required. Consideration of applications will begin on November 1, 2014, and will continue until the position is filled. Information about the Andrew Young School is available at www.aysps.gsu.edu. Georgia State University, a unit of the University System of Georgia, is an equal educational institution and an equal opportunity affirmative action employer. The position is subject to budgetary approval.

University of Illinois at Urbana-Champaign
College of Liberal Arts and Sciences
Department of Economics
Associate or Full Professor

The Department of Economics invites applications for full-time tenured positions in the fields of Econometrics, Microeconomics and Industrial Organization, Macroeconomics and International Economics, and the applied fields of Labor Economics, Development Economics and Public Economics. The Department is seeking several senior scholars in these fields. The Department offers a Ph.D. degree, a professional Masters degree (MSPE), and an undergraduate degree (BA). For information about the Department, see **http://www.economics.illinois.edu**.

Applicants must hold a Ph.D., or an equivalent degree. Applicants must have an outstanding research record and the ability to contribute effectively to the instruction and supervision of students in these three programs. Successful candidates are expected to teach effectively at both the undergraduate and graduate levels, establish and maintain an active and independent research program, and provide service to the Department, the University and the profession. The salary will be commensurate with the research record and other accomplishments. **The target starting date is August 16, 2015.**

To apply for positions in Econometrics, go to **http://go.illinois.edu/Econometrics**. To apply for positions in Microeconomics and Industrial Organization, go to **http://go.illinois.edu/Micro**. To apply for positions in Macroeconomics and International Economics, go to **http://go.illinois.edu/Macro**. To apply for positions in the other applied fields, go to **http://go.illinois.edu/AppliedFields**.

Applicants for Associate or Full Professor must submit a curriculum vita and the contact information for three references. After a review of the research record, the search committee may then contact the applicant about soliciting letters of reference.

Early applicants may be interviewed before the closing date, and some hiring decisions may be made before the closing date. However, every application submitted prior to the closing date will receive full consideration. For further information about the application procedures, contact the Department by email at **econ-recruit@illinois.edu**, or by telephone at 217-333-0120.

Illinois is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, age, status as a protected veteran, or status as a qualified individual with a disability. Illinois welcomes individuals with diverse backgrounds, experiences, and ideas who embrace and value diversity and inclusivity. ***(www.inclusiveillinois.illinois.edu).***

Application Instructions: Applications materials must be submitted online. To ensure full consideration, all required application materials must be submitted by the closing date of **January 1, 2015**.

RUTGERS

Rutgers, The State University of New Jersey
Department of Accounting & Information Systems

Assistant Professor of Healthcare Strategy
Position in Accounting & Information Systems (AIS)

The Department of Management and Global Business at Rutgers Business School – Newark and New Brunswick invites applications for a tenure track assistant professor position in Healthcare Strategy, starting in September 2015. Rutgers Business School already has strength in areas related to healthcare such as pharmaceutical management and ethics. This new tenure track position builds on Rutgers University's strategy to recruit the best individuals in strategically identified areas, including improving the health and wellness of individuals and populations. Healthcare Strategy also builds on Rutgers' expanded mission of medical education that will offer students at all levels education and access to interdisciplinary programs not previously available. Healthcare Strategy also leverages the Rutgers University – Newark Strategic Plan to build cross disciplinary programs and collaborate with other units at Rutgers such as Rutgers Biomedical and Health Sciences.

Strong candidates will demonstrate outstanding research potential and have an active research program, excellent teaching capabilities, and a desire to help build collaborations. Applicants should have a doctoral degree in hand or nearly completed (i.e., ABD). Healthcare industry experience is a plus. Teaching will include undergraduate and graduate courses in strategy, developing a health care strategy curriculum, and supervising doctoral students. The Department of Management and Global Business has world-renowned faculty with specialties in strategy, international business, entrepreneurship, innovation, ethics and corporate social responsibility, cross cultural management, diversity, and organization behavior. Rutgers Business School is located in the New York metropolitan area and spans campuses in Newark and New Brunswick. We opened a new Business School Building in Newark in 2009 and opened a new Business School Building in New Brunswick in the fall of 2013.

Interested candidates should submit a letter of application, a CV, a statement of research and teaching interests, copies of recent articles, and evidence of their teaching effectiveness online at: **http://www.business.rutgers.edu/teaching-healthcare-strategy**. Please, also follow the directions on this website for the submission of three letters of reference. Review of applications will begin immediately and continue until the position is filled. Direct inquiries to the Healthcare Strategy Search Committee at **StrategyHealthcarePosition2015@business.rutgers.edu**. Only electronic copies will be accepted.

Rutgers University is an Affirmative Action/Equal Opportunity Employer. Women, members of minority groups, and persons with disabilities are encouraged to apply.

MIAMI

The Department of Management in the School of Business Administration is accepting applications for a full-time lecturer position.

Duties include teaching undergraduate and/or graduate courses in Operations and Supply Chain Management. Minimum qualification is a Master's degree (Ph.D. degree preferred) from an AACSB-accredited institution, and prior teaching experience at college/university level.

Qualified applicants may send resume to:
facultyaffairs@bus.miami.edu.

USAO

Assistant Economics Professor

University of Science & Arts of Oklahoma, Chickasha, OK has an opening for an Assistant Economics Professor. Responsibilities include teaching introductory and upper division coursework leading to a B.A. degree in economics. Active participation in the interdisciplinary general education core curriculum, which involves team-teaching, is also expected. Applicant must hold a Doctorate in Economics.

For more information please go to our website at **http://usao.edu/employment** to apply.

sembling displays, exhibits, digital exhibits, and curriculum support programs/materials; pursuing/securing grant funding for digitization, preservation, assessment, and exhibit initiatives; and coordinating educational engagement activities with regional schools and historical societies. For additional responsibilities and to apply please visit: http://www.murraystatejobs.com/postings/3645 Application Deadline: October 31, 2014. Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

Literacy: The Division of Education and Counseling at Xavier University of LA, a Historically Black and Catholic University located in New Orleans, invites applications for a tenure-track Curriculum and Instruction position with specialization in Reading/Literacy starting Fall 2015. Applicants must have an earned doctorate in Reading Education or a related field, and be certified as a reading specialist and have a minimum of three years of K-12 teaching experience. Review of applications will begin October 20, 2014. Applications received before November 15, 2014 are assured consideration. To apply, log into online system at: https://jobs.xula.edu. Attach a letter of application, CV, transcripts and the names and contact information for 3 references addressed to Dr. Douglas Athey. Women and minorities are encouraged to apply. AA/EOE.

Management: Lehigh University's Dept of Management seeks to fill one tenure-track assistant professor position in information systems beginning August 2015.Must hold Ph.D. in Information Systems or a related area by the time of employment. Interdisciplinary interest between information systems and supply chain management is highly desirable. Please apply through https://academicjobsonline.org/ajo/jobs/4759. For additional information, contact Prof. Oliver Yao, 610-758-6726, yuy3@lehigh.edu.

Management: Position Announcement School of Public and Environmental Affairs (SPEA), Indiana University-Bloomington Campus, Faculty Position in Urban Planning, Urban Management, or Urban Policy. The School of Public and Environmental Affairs (SPEA) at Indiana University seeks applicants for a full-time, non-tenure track faculty position on the Bloomington campus in the area of urban planning, urban management, or urban policy. The position will be filled at the rank of Lecturer, Senior Lecturer, Clinical Associate, or Clinical Full Professor, depending on the qualifications of the successful applicant. Experienced city planners, city managers, mayors, and deputy mayors of major metropolitan areas are encouraged to apply. Multiple hires are possible. Qualified candidates will have an excellent academic record at or beyond the level of the Masters Degree or equivalent, significant professional experience in one of the indicated fields, and a commitment to high quality teaching and teaching-related service. Lecturer and Senior Lecturer faculty members are expected to focus on teaching, including development and incorpora-

ACADEMIC AFFAIRS

PROVOST & VICE CHANCELLOR OF ACADEMIC AFFAIRS

UNIVERSITY of ALASKA ANCHORAGE

The University of Alaska Anchorage (UAA) invites applications and nominations for the position of provost and vice chancellor of academic affairs. UAA is a vibrant, growing comprehensive public university. The largest institution in the University of Alaska system, UAA is located in the state's largest city and sits on the traditional lands of the Eklutna Dena'ina people. The provost is the chief academic officer and is administratively responsible for all academic departments and programs, while also serving as a key member of UAA's senior administrative team. The new provost is expected to assume office no later than July 2015.

Anchorage, with an ethnically diverse population of over 300,000, offers a lively intellectual and cultural life, including opera, jazz, symphony, theatre, art events, a rich variety of cuisines, and unparalleled recreational opportunities. Nestled between the Chugach Mountains and Cook Inlet, Anchorage residents enjoy a moderate, maritime climate.

UAA is comprised of seven teaching units at the Anchorage campus: the Colleges of Arts and Sciences, Business and Public Policy, Education, Engineering, and Health; the Community and Technical College, and the University Honors College. There are four community campuses: Matanuska-Susitna College, Kenai Peninsula College, Kodiak College and Prince William Sound Community College. This is an exciting time at UAA. Research and creative activity, along with supportive infrastructure are expanding rapidly. The University offers a broad array of academic and career pathway programs, including associate's, baccalaureate, master's and doctoral degrees, as well as vocational and professional certificates in more than 150 major study areas, including arts, sciences, business, education, human services and health sciences.

The successful candidate will possess a terminal degree, a distinguished record of teaching and scholarship commensurate with full professor status at UAA, and significant and progressive experience in academic administration. For additional information, please view the full search profile under Current Searches at **www.academic-search.com**.

UAA is being assisted by Academic Search, Inc. Applications should consist of a substantive cover letter addressing the qualifications and desired attributes, a curriculum vitae or resume, and at least five professional references with full contact information and a note indicating the nature of your working relationship with each; references will not be contacted without the candidate's explicit permission. Applications, nominations, and expressions of interest can be submitted in confidence to **UAAProvost@academic-search.com** on or before December 1, 2014, for full consideration. Please contact Tom Fitch (**rtf@academic-search.com**) for a confidential discussion.

UAA is an EEO/AA employer and educational institution.

ACADEMIC SEARCH WASHINGTON, DC

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University College Dublin
An Coláiste Ollscoile Baile Átha Cliath

Deputy President/Vice-President for Academic Affairs/Registrar University College Dublin

University College Dublin, ranked within the top 1% of world universities, is one of Europe's leading research-intensive universities. UCD is the university of first choice among Irish students and with over 6,000 international students, is also the most popular university among international students coming to Ireland.

To support the strategic ambition of the University, the Governing Authority of UCD is seeking to appoint an exceptional individual as Deputy President, Vice-President for Academic Affairs and Registrar.

Reporting directly to the President, the Deputy President is a core member of the University Management Team and a member of the Governing Authority.

The University is seeking to appoint an individual with outstanding proven experience of successful management and leadership in a research intensive, higher education environment, as well as a record of academic achievement in teaching and research at international level.

Further information is available at:
www.ucd.ie/deputypresident2014

Informal enquiries in confidence can be made directly to the President at:
president@ucd.ie

Applications should be made to:
deputypresidentapplication@ucd.ie

Closing date: 31 October 2014



tion of innovative teaching techniques, as well as a coordination role for multi-section undergraduate courses, and related service within the school such as student advising and course and curriculum development. Clinical Professors also focus on these activities, are senior practitioners who have achieved distinction in their chosen field of practice, and bring unique experiences and talents to SPEA and Indiana University. The teaching load is negotiable but the standard teaching load for Lecturers is three courses per semester and two or three courses per semester for Clinical Professors. The individual selected for this position will be able to teach undergraduate- and graduate-level courses. SPEA-Bloomington is a world leader in public affairs education, and is among the largest schools of public administration and public policy in the United States. In the 2012 "Best Graduate Schools" reported by U.S. News & World Report, SPEA-Bloomington ranks second, making it the nation's highest-ranked professional graduate program in public affairs at a public institution. Review of applications will begin November 10, 2014 and continue until the position is filled. Please submit a letter of application, a current vita that includes a history of professional experience, a statement of teaching interest, any evidence of teaching experience, and names and address of three persons who could provide letters of recommendation through our online application system https://indiana.peopleadmin.com. If there are any questions, please submit to: David Reingold, Executive Associate Dean for Bloomington. SPEA Room 300, 1315 E. Tenth Street, Indiana University, Bloomington, IN 47405-1701. For more information see: http://www.indiana.edu/~spea. Inquiries or questions about this job announcement can be forwarded to search committee chair Professor Barry Rubin (rubin@indiana.edu). Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status.

Mathematics: Tenure-track faculty position available August 21, 2015. Responsibilities: teach approximately 8 to 9 hours per semester, including statistics courses at both the undergraduate and graduate levels; scholarship in statistics; and professional service. Minimum qualification: doctorate in statistics by August 21, 2015. Preferred qualifications: interest and/or experience in big data analysis or probability theory though all areas of statistics will be considered. For more information, please go to http://www.bsu.edu/hrs/jobpostings The Department of Mathematical Sciences seeks to attract an active, culturally and academically diverse faculty of the highest caliber. Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

Mechanical Engineering: Senior Project Coordinator (non tenure-track faculty) in Mechanical Engineering, beginning August 2015. Central Michigan University seeks energetic individuals for non-tenure-track lecturers in mechanical engineering, specializing in the broad area of engineering design. An MS degree and 10 years of academic/industrial experience are required. Central Michigan University was established in 1892 and is among the nation's 100 largest public universities. As a tier-one university, CMU serves nearly 20,000 students on its Mount Pleasant Campus. It also enrolls more than 7,000students and working adults online and at 50 out-of-state locations. CMU, an AA/EO institution, providing equal opportunity to all persons, including minorities, females, veterans, and individuals with disabilities. (see http://www.cmich.edu/ocrie). For application to the position and Central Michigan University, please go to: http://www.jobs.cmich.edu.

Mechanical Engineering: The School of Engineering & Technology at Central Michigan University seeks energetic individuals for two Tenure Track Assistant Professor Positions to teach in Mechanical Engineering Technology, with engineering research interests in materials, energy or sustainability beginning August 1, 2015. Ph.D. in mechanical or civil engineering or closely related engineering field (candidates will be considered if degree completion is assured before duties commence) required. Review of applications will begin November 1st, 2014 and continue until the position is filled. For application to the position and Central Michigan University, please go to: https://www.jobs.cmich.edu/ CMU, an AA/EO institution, providing equal opportunity to all persons, including minorities, females, veterans and individuals with disabilities. (see http://www.cmich.edu/ocrie).

Mediterranean Studies: The Department of Italian at Columbia University announces a tenure-track position at the rank of Assistant Professor specializing in Mediterranean Studies post-1700, to begin July 1, 2015. Screening of applications begins immediately and will continue until the position is filled. We welcome applications from scholars whose formal training is in Italian literature, history, anthropology, or a related interdisciplinary field. Beyond teaching in the field of specialization, the successful candidate will be expected to teach in Columbia's Core Curriculum. Ph.D. is required to be in hand at the time of appointment.Applicants must submit a cover letter and curriculum vitae and arrange for three letters of reference. For more information and to apply, please visit our online site at: https://academicjobs.columbia.edu/applicants/Central?quickFind=59817. Columbia University is an Equal Opportunity/Affirmative Action employer.

Music: Arkansas Tech University invites applications for a Director of Bands/ Coordinator of Instrumental Music beginning August 16, 2015. Contract: full-time, tenure track, nine-month, assistant or associate professor. Doctorate required, ABD considered. Duties: Marching Band & Wind Ensemble (fall), Wind Ensemble & Symphonic Band (spring), Conducting, Music Education methods classes, extensive recruiting and travel, summer band camp, other duties

WESTMINSTER
SALT LAKE CITY • UTAH

Provost

Westminster College in Salt Lake City, Utah is pleased to invite nominations and applications for the position of Provost/Chief Academic Officer. The Provost reports directly to the President and is responsible for overseeing the academic integrity of the entire institution. Directly reporting to the Provost are the Dean of Arts and Sciences, the Dean of Nursing and Health Sciences, the Dean of Education, and the Dean of the Bill and Vieve Gore School of Business. The Provost also oversees the Library, Information Technology, Diversity and Global Learning, and the Centers for Civic Engagement, Entrepreneurship, and the Environment. Westminster recently launched an ambitious strategic plan around three key initiatives: Assuring Affordability and Sustainability; Building a Community of Learners; and Innovating to Support Student Success. The new Provost is expected to be a champion of these important initiatives. Westminster College is a national leader in applying competency-based principles within a liberal arts-based environment, and the Provost leads this initiative. The Provost serves as the chief executive officer in the absence of the President.

Required Qualifications:
- Ph.D. or other terminal degree in an academic field offered at Westminster College.
- Progressive administrative experience to the level of dean or higher.
- Evidence of strong teaching, scholarly engagement, and participation in professional organizations that connect one to the important current themes influencing higher education.
- Proven leadership and strong interpersonal skills, along with the ability to communicate effectively with a wide range of individuals and constituencies.

Preferred Qualifications:
- Capable of managing change skillfully within a dynamic organization.
- Experience in developing and expanding non-traditional student markets.
- Experience with experiential and active learning innovation.
- Experience and preference for working in a diverse and inclusive campus environment.

Appointment Date: July 1, 2015

Application Information: Review of nominations and applications will begin December 15, 2014 and will continue until the position is filled. For application instructions, please consult our online job board at: **http://jobs.westminstercollege.edu** A complete application will include a letter of interest that addresses your specific qualifications and experience for the position, current resume, and contact information for three professional references. Materials may also be mailed to: Dr. Lucille Sansing, Interim Provost, Westminster College, 1840 South 1300 East, Salt Lake City, Utah 84105.

Westminster College encourages women and members of underrepresented populations to apply. Salary and benefits are very competitive.

About Westminster: Westminster College is a nationally recognized independent, comprehensive Master's small college guided by the values and ideals of the liberal arts, and dedicated to our students and their learning. The College enrolls approximately 2240 undergraduates in 38 undergraduate majors, and 760 graduate students in 14 graduate degree programs. Westminster prepares students for success through active and engaged learning, real world experiences, and its vibrant campus community. Westminster's unique location, adjacent to the Rocky Mountains and to the dynamic city of Salt Lake, further enriches the college experience. For further information, visit **www.westminstercollege.edu**

MOREHEAD STATE UNIVERSITY
ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS/STUDENT SUCCESS

Morehead State University, recognized for the 11th consecutive year as one of the top public universities in the South in the 2013 edition of "America's Best Colleges" by *U.S. News & World Report*, is accepting applications for a full-time, standing position as Associate Vice President for Academic Affairs/Student Success in the Office of the Provost and Vice President for Academic Affairs. Reporting to the Provost, the Associate Vice President handles a wide range of responsibilities of institutional importance on behalf of the Provost and is charged with the creation and oversight of a comprehensive and integrated program that ensures student success. Toward that goal, the AVPAA for Student Success will lead and collaborate with multiple on- and off campus stakeholders to enhance student recruitment, retention, graduation, and post-graduation achievement.

Qualifications: Doctoral or other allied degree with at least 10 years of experience directly related to the duties and responsibilities specified. Proven record of administrative achievement in higher education with supervisory responsibilities, such as department chair, associate/assistant dean, dean or other higher education administration roles that lead to knowledge of and experience with matters associated with student success as specified. Record of successful collaboration with multiple constituents including but not limited to student, faculty, staff, administrators, and community leaders. Demonstrated ability to build consensus among a wide variety of stakeholders. Proven respect for the importance of a diverse learning and living community. Must possess the requisite credentials for appointment as a tenured faculty with rank in an appropriate academic department.

To apply for the position, visit: **www.moreheadstate.edu/employment** to complete the MSU Application for Employment and upload the following application materials: 1) letter of application describing your qualifications and experience, 2) official transcripts, 3) curriculum vita, 4) Personal Vision Statement for the position, and 5) three letters of recommendation. Contact Human Resources at (606) 783-2097 should you have questions about the application process. Review of applications will begin November 14, 2014 and will continue until the position is filled.

MSU is an Equal Opportunity, Affirmative Action employer. Minorities, women, veterans and individuals with disabilities are encouraged to apply.

as needed. Public school and college marching band teaching experience strongly preferred. Successful candidate will be expected to build upon Arkansas Tech's long tradition of excellence in college contemporary marching and symphonic bands, and to enhance the role of the ATU Bands as performing ambassadors for the university. Deadline for receiving applications is Oct. 31, 2014. Send a resume, transcripts, three reference letters, or contact information for three references, and a DVD of representative ensemble performance to: Dr. Cynthia Hukill, Head, Music Department, 407 W. "Q" Street, WPN 107, Arkansas Tech University, Russellville, AR 72801. This position is subject to a pre-employment criminal 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.

Music: Collaborative Pianist. Will accompany faculty and student rehearsals and recitals. Perform chamber music with faculty and students as collaborative artist. Provide career guidance to students. Teach piano technique, keyboard, ear training, piano literature and chamber music classes on an as needed basis. Must have Master's Degree or higher, Music; excellent keyboard skills and sight reading ability as well as broad knowledge and understanding of instrumental repertoire (e.g. classical instrumental music). Audition required for consideration. Please send CV and cover letter to Carole Dodge, Director of Employee Services, Lynn University, 3601 N. Military Trail, Boca Raton, FL 33431. Must respond within 30 days of publication and refer to Job #13353 to be considered.

Music: Full-time, tenure-track Assistant/Associate Professor in Music Education beginning Fall 2015 at the Michigan State University College of Music. We are committed to encouraging and expanding scholarship and teaching practice in new and innovative areas of music education as well as to developing the practical applications of that scholarship. We seek a creative, dynamic colleague with successful teaching expertise, a scholarly agenda that is focused and innovative, and potential for leadership in our profession. Teaching responsibilities include undergraduate and graduate courses related to the candidate's background and scholarly interests. Preference for instrumental background. Will also contribute to the student teaching program, advising of masters and doctoral students, the work of the New Directions Institute (http://nd.music.msu.edu/), committee service, recruiting activities, continuing connections between music education and general education, and grant writing. Earned doctorate in music education (or equivalent) by August 16, 2015; three or more years of successful K-12 music teaching as well as college teaching experience; and an emerging or established record of scholarship, including publications, conference presentations, and other appropriate activity. Review of materials will begin on November 1, 2014, and continue until the position is filled. To apply: http://www.jobs.msu.edu and select posting #0218 in the faculty/academic staff section. MSU is an affirmative action, equal opportunity institution. 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. Persons with disabilities have the right to request and receive reasonable accommodation. For more information about the College: http://www.music.msu.edu.

Music: Indiana University Jacobs School of Music, Post-Doctoral Resident Scholar. Musicology Department. Tenure-Ineligible, Two-Year Visiting Assistant Professor Appointment. Effective Beginning August 1, 2015. Review of applications will begin on November 15, 2014. Apply online at http://www.music.indiana.edu/faculty/positions.shtml or by hard copy to: Musicology Search Committee c/o Eugene O'Brien, Execu-

UNIVERSITY OF MINNESOTA
MORRIS

Morris, MN

Vice Chancellor for Academic Affairs and Dean

The University of Minnesota, Morris (UMM), located in Morris, MN, seeks a dynamic and effective leader for the position of Vice Chancellor for Academic Affairs and Dean.

As one of only twenty-eight members of the Council of Public Liberal Arts Colleges (COPLAC), UMM is an undergraduate-focused residential liberal arts community that provides rigorous undergraduate liberal arts education, preparing its students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship. As a public university, UMM subscribes to the value of public education for all citizens and promises accountability to the people it serves. A distinct liberal arts campus within the larger University of Minnesota system, UMM combines the benefits of an intimate, student-centered community with many of the resources and opportunities of one of the nation's largest universities.

The UMM culture is characterized by an unwavering commitment to the liberal arts and undergraduate education, but also by the particular traditions it has developed in pursuing that mission. The community believes in the values of shared governance (embodied in its official policy-making body, an inclusive Campus Assembly), and it recognizes the heritage of its campus (which originally began as an American Indian boarding school) with a vigorous commitment to diversity. With a vibrant sense of community in and out of the classroom, UMM aims to integrate curricular, co-curricular, and extra-curricular aspects of the student experience, and it reaches outward to the broader local community with collaborative enterprises and service-learning initiatives. UMM has a diverse student body of approximately 1,900 who are supported by 120 faculty and averages a student to teacher ratio of 15:1.

As dean, the individual will be recognized as leader of the faculty, and will support their pursuit of excellence in teaching and scholarship with the help of the chairs of the campus's four academic divisions: Education, the Humanities, Math and Science, and the Social Sciences. He or she will also be responsible for administration and assessment of the full range of academic programs and services that support academic excellence and student learning. Reporting directly to the chancellor and as a member of the senior leadership team, the individual will be involved in planning broadly-based leadership initiatives that impact the entire campus community.

The ideal candidates will bring a record of substantial administrative experience and must also demonstrate a level of professional achievement in teaching and scholarship commensurate with the rank of tenured full professor at UMM. A strong commitment to the values of a liberal arts education is essential, as is the ability to articulate those values to both internal and external constituencies.

Inquiries, nominations and applications are invited. Review of applications will begin immediately, and will continue until the position is filled. For fullest consideration, applicant materials should be received by January 5, 2015. Candidates should provide a *curriculum vitae*, a letter of application that addresses the responsibilities and requirements described in the Leadership Profile, and the names and contact information of five references. References will not be contacted without prior knowledge and approval of candidates. These materials should be sent electronically via e-mail to the University of Minnesota, Morris' consultants Ann Yates and Lucy Leske at MorrisVCAA@wittkieffer.com. Documents that must be mailed may be sent to Witt/Kieffer, 2015 South Spring Road, Suite 510, Oak Brook, IL 60523. The consultants can be reached by telephone at 630-575-6134.

Morris values diversity in its students, faculty, and staff. Morris is especially interested in qualified candidates who can contribute to the diversity of our community through their teaching, research, and /or service because we believe that diversity enriches the University experience for everyone.

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.

To request disability accommodation or material in alternative formats contact: (for example: UMM Human Resources, (320)-589-6024, Room 309, Behmler Hall, Morris, MN, or the Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 274 McNamara Alumni Center, 200 Oak Street S.E., Minneapolis, MN 55455, (612) 624-9547, eoaa@umn.edu. Web site at diversity.umn.edu/eoaa).

WITT / KIEFFER

MISSOURI SOUTHERN STATE UNIVERSITY

Vice President for Academic Affairs and Provost

Missouri Southern State University invites applicants for the position of Vice President for Academic Affairs and Provost. Candidates for Provost should exhibit strong leadership skills and the ability to execute a vision of academic excellence, scholarly achievement, and service to the Joplin community and surrounding region. Candidates should have the ability to create a student-focused learning environment and provide leadership and direction to each of four schools – Arts & Sciences, Education, Business Administration, and Health Sciences. The Provost will earn the respect of faculty, students and staff by showing dedication to the institution and commitment to serving the academic community, and will be an effective voice on behalf of the faculty.

Areas of authority will include budget development; program assessment; institutional accreditation; and ensuring that the curriculum meets the needs of the University's mission and the changeable nature of disciplines and delivery systems.

MSSU serves nearly 6000 students in nearly 200 academic programs. Its outstanding NCAA Division II athletics programs, award-winning themed semesters, and enriching cultural events in theater, art, music and film create an engaging learning environment for students and citizens of the region. MSSU is located in Joplin, Missouri, in the southwest corner of the state. Considered to be the "Crossroads of America," Joplin is a friendly city of more than 50,000 with a trade area of close to 500,000 people.

An earned doctorate or terminal degree from an accredited institution and experience in teaching and academic leadership is required. Experience in a public college or university is preferred. Additional requirements and a complete job description are available on our web site at **www.mssu.edu/jobs**. Qualified candidates must submit a cover letter, three letters of references with contact information, unofficial graduate and undergraduate transcripts, and current vitae to: **FacultyVitae@mssu.edu**. Please reference PROVOST in the subject line. Review of applications will be ongoing until a qualified candidate is selected. For best consideration, please submit applications by **November 10, 2014**. Official transcripts are required 45 days after contract is issued.

MSSU is an EOE employer with a strong institutional commitment to the achievement of excellence and diversity among faculty and staff. Employment will require a background check. MSSU is an E-verify participating employer.

U.S. AIR FORCE ACADEMY

Director of Instructional Design (#15-05DFE)

The United States Air Force Academy anticipates filling the Director of Instructional Design position beginning June 29, 2015. This initial three-year appointment will terminate on June 30, 2018. Subsequent re-appointments of up to four years are possible. Applicants must have an earned doctorate and qualify to teach in one of the Academy's academic departments. Applicants must have experience: working in instructional services in post-secondary education; working with faculty and departments on outcomes-based instructional design and assessment; and communicating proactively and professionally within a collaborative, cross-functional team. Preference given for earned doctorate in or related to Instructional Design/Technology, Curriculum and Instruction, Educational Psychology, or Educational Leadership. More information: http://www.usafa.edu/df/dfe/employment.cfm. To Apply: Go to www.usajobs.gov. Type in "USAF Academy" in the "Where" box and click on "Search Jobs." Then scroll down until you locate this position. Applications must be received by December 1, 2014. U.S. citizenship required.

USA

Department Chair, Developmental Studies

Developmental Studies Chair. The University of South Alabama invites qualified applicants for a 12-month, open rank, non-tenure track faculty position to begin January 1, 2015. Requirements include excellent administrative, communication, and program development skills as well as leadership in the application of academic developmental education in college settings. The successful candidate will work closely with School and University leadership in supporting the application of effective instructional strategies to improve academic outcomes.

Preference will be given to those candidates who have expertise in implementing and assessing innovative instructional strategies for the purpose of improving student outcomes and increasing course efficiency. Earned doctorate preferred. Review of applications will begin Oct. 6, 2014 and continue until the position is filled. For additional information, see **www.southalabama.edu/departments/academicaffairs/facultyposition.html**.

Send letter of application, current curriculum vita, and official transcripts from all institutions of higher learning attended to Dr. Nicole Carr, Director, Student Academic Success and Retention, University of South Alabama 555 University Boulevard North, AHE 101 Mobile, Alabama 36688. **ntcarr@southalabama.edu**. Three original letters of reference will be required prior to appointment.

Equal Opportunity Employer – Minorities/Females/Veterans/Disabled.

UNION PRESBYTERIAN SEMINARY

Director of the Library/Director of the Seminary's Office of Institutional Effectiveness

Union Presbyterian Seminary seeks a Director of the Library who will also serve as the Director of the Seminary's Office of Institutional Effectiveness (OFINE). As Library Director, this seminary officer oversees the collection development, instruction, services and personnel of the libraries of Union Presbyterian Seminary in Richmond and Charlotte. As OFINE Director, this seminary officer oversees the seminary's assessment efforts and acts as the seminary's official liaison with the accrediting offices and officers of the Association of Theological Schools (ATS) and the Southern Association of Colleges and Schools (SACS). MLS Degree from ALA accredited school or significant experience in library administration, advanced theological degree, and three to five years of library managerial and supervisory experience are required. For other descriptions and requirements please see the full position description.

Applications should be mailed to Brian Blount, President, Union Presbyterian Seminary, at **bblount@upsem.edu**. Please include letter of application, CV, and three letters of recommendation. Applications will be received until December 1, 2014. A full position description can be found at: **http://www.upsem.edu/who_we_are1/employment_opportunities1/**

Ventura County Community College District

Ventura, CA

MOORPARK COLLEGE • OXNARD COLLEGE • VENTURA COLLEGE

Assistant Dean, Transitional Studies/ Academic Support/Library Services

Posting Number: 0602576
Closing Date: 10-29-2014

This vacancy is located at Oxnard College. Under the direction of the Executive Vice President, the Assistant Dean assists and supports in the design, organization, delivery, supervision, evaluation and fiscal management of a comprehensive student learning program in an assigned division/student services area.

Minimum Qualifications: Candidates must possess the minimum qualifications for the discipline as approved by the California Community Colleges Board of Governors and defined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook.

A Master's Degree and one year of full-time management internship, or leadership experience reasonably related to assignment.*

All coursework must be from a recognized accredited college or university.

*Applicants must meet the stated minimum qualifications no later than the application deadline.

Salary range: $6,550 - $8,778 per month, with a doctorate, add $4,786 per year.

For more information and to apply, visit **http://apptrkr.com/527499**

VCCCD is an Equal Opportunity Employer.

WISCONSIN UNIVERSITY OF WISCONSIN–MADISON

Director of the UW Press

The Vice Chancellor for Research and Graduate Education at the *University of Wisconsin-Madison* invites applications for the position of **Director of the UW Press**. The Press Director will provide active and visionary leadership as well as day-to-day management of all aspects of the activities of the Press. Manage a staff of twenty full-time employees and work effectively with university faculty, administration and staff. Guide editors in the acquisition of scholarly and trade titles. Advance and maintain a strong regional list with appeal throughout the state and the Midwest. Ensure the long-term financial stability of the Press by managing sales revenue, grants and gifts.

For the complete position description and instructions on how to apply, please go to: **http://go.wisc.edu/9443k9**

The UNIVERSITY of VERMONT

Engaging minds that change the world

Student Life Professional in the Division of Student Affairs (#019214)

The Center for Student Ethics & Standards (CSES) seeks an Assistant Director for Community Standards. We are looking for a highly motivated, well organized and multiculturally competent individual to oversee the Intergroup Dialogue program and co-manage the Community Standards program. This individual will assist with the overall operations of the campus student conduct program. The successful applicant will functionally supervise Residential Life Staff in their roles as hearing officers.

Master's degree in higher education, student affairs administration or related field required and one year related experience working with academic leadership and/or Student Conduct, Residential Life or other campus life experience required. Ability to work well with students, faculty, and staff to resolve allegations of misconduct is required. Demonstrated commitment to diversity, inclusion and fostering a collaborative multicultural environment required.

Desirable Qualifications: Knowledge of legal issues and case law related to student conduct and student rights; conflict mediation and/or counseling experience; supervisory experience; and knowledge of and experience with Restorative Practices/Justice.

For further information on this position and others currently available, or to apply on-line, please visit our website at: **www.uvmjobs.com; Job Hotline #802-656-2248; telephone #802-656-3150. Applicants must apply for positions electronically. Paper resumes are not accepted. Job positions are updated daily.**

The University of Vermont is an Equal Opportunity/Affirmative Action Employer. Applications from women, veterans and people from diverse racial, ethnic, and cultural backgrounds are encouraged.

tive Associate Dean, Indiana University Jacobs School of Music, 1201 E. Third Street, Bloomington, IN 47405-7006. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status.

Music: Murray State University. Full-time tenure track position to begin August 2015. Doctorate in music required. ABDs with a documented plan of completion by appointment date will be considered. Minimum three years of successful K-12 teaching experience, including experience as an elementary general/vocal music teacher. Ability to teach current methodologies related to elementary/general music (Orff, Kodaly, Dalcroze, Gordon). Ability to use educational technologies. Knowledge of current issues in music education. Must be a dynamic teacher who can provide leadership in music education and establish a good working relationship with teachers in the region. Secondary level teaching experience and university level teaching experience are desirable. Will teach undergraduate and graduate classes in music education. Observe student teachers. Other assignments appropriate to the candidate's background and experience may be made according to the needs of the department. Ongoing productivity as a recognized leader in the field is expected. Application Deadline: January 1, 2015. To apply: http://www.murraystatejobs.com/postings/3715 Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

Music: Music Theory. Indiana University Jacobs School of Music, Post-Doctoral Resident Scholar. Music Theory Department. Tenure-Ineligible, Two-Year Visiting Assistant Professor Appointment. Effective Beginning August 1, 2015. Review of applications will begin on November 15, 2014. Apply online at http://www.music.indiana.edu/faculty/positions.shtml or by hard copy to: Music Theory Search Committee c/o Eugene O'Brien, Executive Associate Dean, Indiana University Jacobs School of Music, 1201 E. Third Street, Bloomington, IN 47405-7006. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status.

Musicology: University of Southern California's Thornton School of Music invites applications for an anticipated opening as Full-Time Tenure-Track Assistant Professor in the Department of Musicology with an emphasis in music of the 17th century. Appointment begins August 2015. The ideal candidate is a researcher and teacher of outstanding ability who is willing to contribute fully to the artistic and intellectual life of the Thornton School, to participate in Thornton's revision of its undergraduate and graduate curricula, and to engage dynamically in the training of all our music students. Prior experience in performing, conducting, or composing is particularly desirable. Principal duties will include: 1) teaching a selection of undergraduate and graduate courses in musicology; 2) advising PhD students in musicology and DMA students pursuing an academic field in musicology; 3) maintaining an active research profile through peer-reviewed publications, and 4) serving the department and university in faculty meetings, School of Music committees, and university committees. Combining the benefits of a world-class conservatory and a leading research university, the USC Thornton School of Music offers students the opportunity to pursue a rigorous music education in a real-world context. We offer a full range of musical disciplines across a demanding and innovative curriculum, and the opportunity to work with a faculty of national and international renown. For more information, please visit us at http://music.usc.edu. The USC Thornton Musicology Department houses a selective, well-supported PhD program, and plays an important role in the academic training of the School's MM and DMA students as well as its undergraduate major and non-major populations. The Musicology Faculty is highly regarded for its engagement with performance practice, aesthetics, and criticism. The University of Southern California (USC), founded in 1880, is located in the heart of downtown L.A., and is the largest private employer in the City of Los Angeles. As an employee of USC, you will be part of a world-class research university and a member of the "Trojan Family," which is comprised of the faculty, students, and staff that make the university what it is. USC is an Affirmative Action / Equal Opportunity employer. We strongly encourage applications from female and under-represented minority candidates. All applicants must be eligible for employment in the United States.

UNIVERSITY OF Cincinnati

Digital Metadata Librarian

The University of Cincinnati invites applications for the position of Assistant Librarian, Digital Metadata Librarian, Langsam Library.

For position details see: **https://www.jobsatuc.com/** (search position number 214PV9239) or call **513-556-1599** for assistance.

UC is an affirmative action, equal opportunity employer M/F/Vet/Disabled

Musicology: University of Southern California's Thornton School of Music invites applications for an anticipated opening as Full-Time Tenure-Track Assistant Professor in the Department of Musicology with an emphasis in music since 1900. The ideal candidate is a researcher and teacher of outstanding ability who is willing to contribute fully to the artistic and intellectual life of the Thornton School, to participate in Thornton's revision of its undergraduate and graduate curricula, and to engage dynamically in the training of all our music students. Prior experience in performing, conducting, or composing is particularly desirable. Principal duties will include: 1) teaching a selection of undergraduate and graduate courses in musicology; 2) advising PhD students in musicology and DMA students pursuing an academic field in musicology; 3) maintaining an active research profile through peer-reviewed publications, and 4) serving the department and university in faculty meetings, School of Music committees, and university committees. Combining the benefits of a world-class conservatory and a leading research university, the USC Thornton School of Music offers students the opportunity to pursue a rigorous music education in a real-world context. We offer a full range of musical disciplines across a demanding and innovative curriculum, and the opportunity to work with a faculty of national and international renown. For more information, please

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Law School Dean of Students
Cornell University

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

The Dean of Students participates in long-term, strategic planning for the Law School and contributes to policy decisions and decisions on students that affect their social lives, academic studies, health and well being. Primary responsibilities include working withstudents on academic progress and relationships with the faculty, including student case management, oversight of the grievance process, serving as the point person on academic integrity matters, serving as liaison with other offices on campus related to student academic programs, and representing the Law School on various Cornell and external committees and programs. Counsel students regarding academic planning, including its relationship to bar exams, career plans and employability. Responsible for numerous official functions such as determining student compliance with course requirements, assessing student character & fitness for bar examiners, assessing disability and need for law school academic accommodations, liaison to university's student service offices, including Counseling and Psychological Services and Student Disability Services. Advise student organizations about activities, budgets, scheduling, speakers, etc. Serve as faculty advisor to a number of groups. Serve as primary advisor to CLSA.

Qualifications: JD required, with minimum of 5 to 7 years of post-JD professional experience in a law practice or higher education administration. At least 10 years of relevant experience, including legal practice. Background check may be required.

Apply online at: **www.hr.cornell.edu/jobs**, position **#25198**

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

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

Dean of Liberal Arts Division

County College of Morris (CCM) is a comprehensive community college enrolling 8,100 students located in Randolph, NJ approximately 45 minutes west of NYC. CCM offers a wide variety of degree and certificate programs. The College is currently seeking applications for the Dean of Liberal Arts, a 12 month administrative appointment.

The Liberal Arts Division includes 79 Full time Faculty, 194 Adjuncts and 19 staff members in the Departments of English and Philosophy; History/Political Science, Communication, Languages and ESL; Music, Psychology and Education, Sociology, Anthropology and Human Services; and Visual Arts. Reporting to the Vice President of Academic Affairs the Division Dean provides leadership that ensures excellence in teaching & curriculum. This responsibility includes matters such as hiring, evaluation, management, and professional development of faculty and staff; curriculum development and review; management and evaluation of programs; budget development and management and strategic planning. Master's degree is required. A Doctorate is preferred. Candidates must possess a minimum of five years administrative experience with significant supervisory responsibilities. Teaching experience at the college level preferred. Candidates must have excellent communication, interpersonal, leadership, and project management skills.

For full consideration interested candidates should apply online by November 9th, 2014 at:

Jobs.ccm.edu

Attaching a cover letter, resume and salary history are required as well as a list of three professional references. Anticipated start July 2015

CCM
County College of Morris

CCM is committed to excellence through diversity, and as such we encourage applications from all people, including members of ethnic/racial minorities, from veterans, and from people with disabilities.
As a New Jersey First Act employer, employment appointments require establishment of a primary residence in New Jersey within one year unless an exemption is obtained.

Executive Vice President for Development

National Center for Learning Disabilities

The power to hope, to learn, and to succeed

New York, New York • www.ncld.org

Background: The National Center for Learning Disabilities (NCLD) is at an inflection point: poised to build on its 37-year record of advocating for people with learning and attention issues by pursuing an aggressive plan to deepen its impact with parents, educators, policy makers and young adults.

This fall, a new resource for parents was launched – Understood.org. This first of its kind digital ecosystem and online community will give parents of children with learning and attention issues the highest quality customized content and support to address the unique needs of their children. Understood was created through a collaboration among 15 leading organizations which provided funding and/or content and is innovative in almost every aspect of what it provides. NCLD is operating and managing Understood in collaboration with its partners. The Ad Council is supporting Understood through a campaign driven by tens of millions of dollars in free advertising. In addition to its marketing and promotion, the campaign will dramatically raise the profile of learning and attention issues over the coming years.

The Role: The Board and senior leadership of NCLD are committed to supporting the organization's growth by attracting and securing new investors in its mission and programs. Key to this plan is the recruitment of a senior Development leader who is passionate about NCLD's mission and relishes the challenge of bringing new friends and funders to the organization as it seeks to double in size over the coming years.

This is an exciting opportunity for an exceptionally talented, strategically focused development executive with strong relationship building capability and major gift experience. This once-in-a-generation opportunity will significantly impact not only one keystone organization but, by expanding the funding base for **Understood.org**, the entire field of learning and attention issues. The Executive Vice President for Development will be responsible for strategizing NCLD's broad-based development effort and the major gift cultivation and solicitation process.

***Qualifications*:** NCLD seeks a senior level, strategically focused, entrepreneurial development leader with an impressive track record of major gift success who is passionate about the mission of NCLD and understands the value of partnership, internally and externally. The successful candidate will have had demonstrated experience engaging a Board, major donors and other volunteers.

The successful candidate must be highly intelligent, self-confident and self-motivated. S/he must be charismatic and creative with strong motivational skills. Warm and engaging, s/he must be a fluent communicator and presenter, both orally and in writing. It is essential that this individual possess the style, stature, diplomatic and interpersonal skills to work effectively with the Board, other volunteers, high net worth donors, the Executive Director and executive team to bring NCLD to its next level of fundraising excellence.

A bachelor's degree is required. An advanced degree is a plus. A most significant compensation package will be offered to the successful candidate.

NCLD has retained the executive search firm of Korn Ferry to assist in the search. Please email nominations and applications (resume and cover letter) to:
Ann Kern, Managing Director & Joan Sherry, Senior Engagement Manager
Email: NCLD@kornferry.com

An Equal Opportunity Employer M/F/D/V

KORN FERRY

Antioch University

Vice Chancellor of Institutional Advancement

The university seeks a Vice Chancellor of Institutional Advancement to provide leadership, strategic direction, and administration to all aspects of a current staff that comprise the Office of Institutional Advancement across the University's five campuses, its fundraising, strategic partnership, and alumni relations goals and objectives. Primary responsibilities include establishing strategy and annual goals for a development program in a "start-up phase" and growing multiple philanthropic revenue streams for Antioch University and to lead efforts to develop, implement and update the short-and long-range Office of Institutional Advancement plans that support the mission of Antioch University and nurturing an emerging culture of philanthropy.

For a full job description please visit: **www.antioch.edu**.

Qualified applicants should send a letter of interest, resume, and the names and contact information of three references to: **Antioch University Office of Human Resources, 888 Dayton Street Suite 102, Yellow Springs OH 45387, Attn: Suzette Castonguay, scastonguay@antioch.edu, 937-769-1377 (Fax).**

Antioch University is an equal opportunity employer, and does not discriminate on the basis of race, age, color, gender, ancestry, religion, national origin, sexual orientation, gender identity, family status, or disability.

Northern Illinois University

Vice President for Administration and Finance

Northern Illinois University is conducting a national search for Vice President for Administration and Finance. The Search Committee invites letters of nomination, applications (letter of interest, full resume, and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting the University. Review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to **November 14, 2014**. Applications received after this date may be considered at the discretion of the Screening Committee and/or hiring authority. For a complete position description, please visit the Current Opportunities page at www.parkersearch.com.

Laurie C. Wilder, Executive Vice President and Managing Director
Porsha L. Williams, Vice President
770-804-1996 ext: 109
pwilliams@parkersearch.com || eraines@parkersearch.com

NIU is an AA/EEO Institution.

PARKER Executive Search
Five Concourse Parkway | Suite 2900 | Atlanta, GA 30328
770.804.1996 | parkersearch.com

visit us at http://music.usc.edu. The USC Thornton Musicology Department houses a selective, well-supported PhD program, and plays an important role in the academic training of the School's MM and DMA students as well as its undergraduate major and non-major populations. The Musicology Faculty is highly regarded for its engagement with performance practice, aesthetics, and criticism. The University of Southern California (USC), founded in 1880, is located in the heart of downtown L.A., and is the largest private employer in the City of Los Angeles. As an employee of USC, you will be part of a world-class research university and a member of the "Trojan Family," which is comprised of the faculty, students, and staff that make the university what it is. USC is an Affirmative Action / Equal Opportunity employer. We strongly encourage applications from female and under-represented minority candidates. All applicants must be eligible for employment in the United States. Candidates are asked to provide a cover letter, curriculum vitae, three letters of recommendation and one representative article or book chapter. Do not send other supporting materials unless requested.

Music: The College of Music at the University of Colorado Boulder seeks a full-time Executive Assistant to provide high-level administrative support to the Dean. This position will facilitate communications (including writing and editing), support long-range

DEANS

Dean, School of Education

Syracuse University (SU) seeks outstanding candidates for the Dean of its historic and nationally ranked School of Education. The new Dean will lead a school that is poised for continued success and increased stature, grounded by its legacy and energized by its notable achievements over the past decade. Over its 100+ year history, it has been at the forefront of identifying and addressing critical educational issues, and providing leadership for educational reforms that transform people's lives, policy, and systems. Reporting to the Vice Chancellor and Provost, the Dean serves as the senior academic and administrative leader of this unit.

The Dean will shepherd the school into a new era of strategic growth and distinction. S/he will lead the School of Education's school-wide strategic planning process, informed by Fast Forward Syracuse. This newly launched initiative will provide the key direction and framework for improving the quality and stature of the University and position Syracuse University to address the array of current and future opportunities and complex set of challenges across the higher education landscape (for more information, see **http://fastforward.syr.edu/**).

The School of Education is dedicated to producing highly skilled teachers, clinicians, administrators, and other professionals and scholars who are leaders in their respective fields and committed to social justice and inclusion. Professionals in education and allied fields are prepared through intensive and varied field experiences informed by theory, scholarly evidence, reflexive praxis, and exemplary practices. Faculty are actively engaged in rigorous scholarly activities, including evolving forms of intellectual and creative work.

S/he should have prior successful academic administrative experience at a research university and a proven record in development. The best candidates will exhibit many of the following characteristics: the ability to build and maintain strong and collegial relationships with students, faculty, staff, other deans, university leaders, alumni, and trustees; lead through collaborative and shared decision-making, as well as able to make difficult decisions; effectively balance advocacy for the School of Education with the needs of the wider university community; build a strong academic community characterized by a multiplicity of voices, a culture of respect, transparency, a spirit of optimism, risk-taking, creativity, collaboration, and caring.

Please send applications and nominations to the Brill Neumann team working on the search:

Nicholas Brill and Mo Lashendock
Brill Neumann Associates
SoEDean@brillneumann.com

Please visit the Syracuse website for additional information about the University.
In employment as in education, Syracuse University is committed
to equal opportunity and affirmative action.

brillneumann Executive Search Consulting

DEAN OF THE COLLEGE OF BUSINESS ADMINISTRATION

RIDER UNIVERSITY 1865

Rider University invites nominations for, and expressions of interest in, the position of Dean of the College of Business Administration. The College seeks an outstanding leader with the experience, energy and enthusiasm to build on the University's and the College's success and continue its strategic investment in academic excellence.

Rider University, is a vibrant, student-centered community of learners and scholars regionally recognized as a top-tier institution. With campuses located in Lawrenceville and Princeton, New Jersey, Rider is an independent, residential university with approximately 728 full-time faculty and staff, and 5,325 undergraduate, graduate, and non-traditional students. Rider is organized into four colleges – the College of Liberal Arts, Education, and Sciences; the College of Business Administration; the Westminster College of the Arts; and the College of Continuing Studies. The University offers 55 undergraduate programs in the fine and performing arts, humanities, sciences, social sciences, education and business, as well as 25 graduate programs in business, accounting, education, music, business communication, applied psychology and leadership. Rider is distinguished by the talent and dedication of its people, by the excellence of its academic programs, and by its teaching, scholarship, artistic expression, professional practice and service to the community.

Rider University's roots in business education date to its 1865 founding as Trenton Business College to train leaders in the booming, industrialized post-Civil War economy. Today, Rider continues to produce talented executives, and its business college remains one of its academic cornerstones. The College is dual-accredited by AACSB for its business and accounting programs; maintains a faculty of 62; offers programs in accounting, advertising, business administration, economics, entrepreneurial studies, finance, global supply chain management, human resource management, information systems, international business, management and leadership, marketing, and sport management; and awards the Bachelor of Science in Business Administration, the Master in Accountancy, the Master of Business Administration (MBA) and the Executive MBA degrees.

As the academic leader of the College of Business Administration, the new Dean will join a dynamic university that is focused on the future. Competitive candidates must demonstrate evidence of successful leadership and oversight of programs, faculty and staff; an understanding of the process and standards of AACSB accreditation; and a proven ability to work collaboratively with colleagues. He/she will be expected to articulate and implement an academic vision for the future of Rider's business programs in a global society, and foster the role of faculty and students as leaders for social responsibility and effective business leadership. Significant administrative experience in higher education; evidence of strong teaching and scholarship; a doctoral degree or appropriate equivalent; and a demonstrated ability to build support from alumni and external constituencies is preferred. Commensurate exemplary accomplishments and experience in a professional setting may also be considered.

A full leadership profile is available upon request. The review of candidates will begin immediately and will continue until the position is filled. Nominations, inquiries and applications, including letter of interest and curriculum vitae, should be forwarded, in confidence, to:

storbeck / pimentel
executive search consultants

Steve Leo, Vice President
Vicki Henderson, Senior Associate
Storbeck/Pimentel & Associates, LP
RiderBusiness14@storbeckpimentel.com
610. 572.4296

Rider University is an equal opportunity and affirmative action employer.
Developing and sustaining a diverse faculty and staff furthers the University's educational mission.

planning and program review, assist with scheduling and minute-keeping, maintain policy documents, and support the work of the Dean's office. We are looking for an excellent communicator who has a Bachelor's degree, three-five years of relevant experience, and an interest in music and higher education. Please apply by October 23, 2014 at http://www.jobsatcu.com/postings/89206.

Music: The Eastman School of Music of the University of Rochester invites applications for an Artist-Teacher of Violin beginning in the fall semester 2015. Candidates must be established artists with a record of successful teaching of outstanding students. Rank and salary will be commensurate with experience. Review of applications begins on 14 November 2014. To receive full consideration, please submit a letter of application, curriculum vitae, and three current letters of recommendation, in addition to a recording of performances via attachments to ViolinSearch@esm.rochester.edu; please indicate Violin Search in the subject line of your email. The Eastman School of Music seeks to create a musical community that is rich with cultural, social, and intellectual diversity. We are an Affirmative Action / Equal Opportunity Employer and actively encourage applications from groups underrepresented in higher education.

Music Theory: Murray State University. Full-time tenure track position to begin August 2015. Doctorate in theory or composition required. ABDs with a documented plan of completion by appointment date will be considered. Applicants must have documented successful teaching experience in music theory. Expertise in music technology and electronic composition is desired. Will teach all levels of undergraduate music theory and sight-singing/aural skills, plus related specialized theory courses (counterpoint, form and analysis) at the undergraduate and graduate levels. Teach Music Synthesis. Maintain the Electronic Music Studio. Teach in area(s) commensurate with the department needs and the candidate's qualifications to complete full load. Application Deadline: November 10, 2014. To apply: http://www.murraystatejobs.com/postings/3711 Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

National Security: Department of Political Science/Virginia Tech/Blacksburg, VA. The Department of Political Science invites applications for a tenure-track position at the rank of Assistant Professor focused on the theories and processes of national security politics with emphases on military affairs, defense budgeting, force planning, intelligence studies or homeland security. The teaching requirements for this position will be four courses per academic year and there will be occasional travel to attend professional conferences and meetings. This position will begin August 10, 2015. Earned doctorate in political science or a closely related field at the time of application or degree in hand by August 10, 2015. Interested persons should apply at http://www.jobs.vt.edu posting, TR0140113, to submit a cover letter that addresses how they position their work in relation to national security policy and politics, current curriculum vitae, recent writing sample, teaching evaluations, a statement about their current and future research agendas, and an overview of their teaching experience in this area to demonstrate their potential for excellence in research, teaching, and service. Three academic references can be submitted directly to Kim Hedge (khedge@vt.edu). Screening of applications will begin on November 5, 2014 and continue until the position is filled. Employment conditions: Must have a criminal background check. Individuals desiring assistance/accommodation in the application/interview process should contact us at (540) 231-8477 voice or (540) 231-7227 TDD. For further information on the department, see http://www.psci.vt.edu. Virginia Tech is an equal opportunity/affirmative action institution.

Photography: Murray State University. Full-time, tenure-track position to begin August 2015. MFA in Photography with strong interest in video arts. Evidence of a strong regional and emerging national exhibition record, active professional achievement, ability to teach beginning and advanced courses in photography and video arts; knowledge of traditional, digital, and alternative photography and video technologies is required. Must have experience in developing curriculum that is inclusive of both technical and critical issues; strong interpersonal and communication skills; and knowledge of safety practices in photography. Successful college/university teaching experience and knowledge of electronic imaging, video, and digital media methods are preferred. Primary responsibilities include teaching two courses in photography and video arts, one in another departmental offering; responsible for the photography program and maintaining photography studio facilities and equipment; responsible for the continuation of the development of a strong well-rounded undergraduate digital and traditional photography and video program. Advise students; manage the area budget; meet the teaching, research, and service expectations of the Department and the University. Application Deadline: November 30, 2014. To apply: http://www.murraystatejobs.com/postings/3721 Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

Psychology: Full-time, tenure-track assistant professor of psychology to teach undergraduate courses in psychology. Teaching responsibilities include a course load of four courses per semester. Active mentoring of undergraduate student projects is also expected. Additional responsibilities include student advisement and involvement in university committees. Apply at https://jobs.concord.edu.

Psychology: Soka University of America announces an opening for a two-year, full-time visiting professor of educational psychology and assessment to teach in its MA Program in Educational Leadership and Societal Change, beginning August 2015. Responsibilities include teaching masters-level courses in psychology of education, educational assessment, curriculum and instruction, and research methods. In addition to advising and mentoring students in the first and second years of the MA program leading to the MA thesis, the ideal candidate will provide leadership in program evaluation, cultivate a close working relationship with public school systems as well as educational professionals in non-school settings, and serve as a liaison to providers for an

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Dean - High Point Campus

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The Dean of the High Point Campus is responsible for the overall administration and operation of the High Point Campus facilities. Responsibilities include but are not limited to, directing campus operations and facilities, directing student discipline and serving as Campus Disciplinary Officer, ensuring campus safety and security, serving as an advocate for employee and student needs, serving as an ambassador of the college to the High Point community. Incumbent is expected to work extensively with the High Point community, building relationships and partnerships that promote college offerings and activities. Minimum Qualifications: Master's degree in education, administration or a related field. 3 to 5 years comprehensive experience in administration and supervision of education programs.

Visit our website **www.gtcc.edu** for a more detailed job description and to apply. Open until filled.

As an Equal Opportunity Employer, GTCC is strongly committed to diversity and welcomes applications from all qualified candidates, particularly minorities and faculty under-represented in higher education. EOE.

R. WILLIAM FUNK & ASSOCIATES

TCU Harris College of Nursing & Health Sciences

DEAN

Texas Christian University

Texas Christian University invites applications and nominations for the position of Dean of the Harris College of Nursing & Health Sciences. The University seeks a visionary leader who embodies the Teacher-Scholar model and will advance TCU's stature among the top Colleges and Schools of Nursing and Health Sciences.

TCU is located in Fort Worth, Texas, which is known for its attractive lifestyle, culture, educational and entertainment opportunities, and world-class art museums. The University has over 10,000 undergraduate and graduate students, of which the College of Nursing and Health Sciences has approximately 1,300 undergraduate and 360 graduate students in Master's and Doctoral programs, including a Doctor of Nursing Practice program. The College includes the following academic departments: Communication Sciences & Disorders, Kinesiology, Nursing, Nurse Anesthesia, Social Work and the Academic Resource Center to support students and faculty across the College. Each academic department maintains external accreditation/certification by organizations in their respective fields. The College operates the Miller Speech and Hearing Clinic, serving over 200 families in the community. The College also houses the TCU Center for Evidence Based Practice and Research: A Collaborating Center of the Joanna Briggs Institute and the Center for Oncology Education and Research. A major addition and renovation to the Annie Richardson Bass Building is nearing completion offering over 15,000 square feet of laboratory and simulation space using state of the art high-fidelity technology.

The Dean is the chief executive officer of the College, and reports to the Provost of the University. The Dean is responsible for the administrative and academic functions of the College, and serves as the leading advocate of the faculty, staff, students and programs to the campus community and external constituencies. Successful candidates will have demonstrated leadership qualities, including the ability to: attract and inspire distinguished faculty, talented staff and outstanding students; cultivate and maintain relationships with the external community; and increase gifts, endowment, and other significant revenue sources.

For further information on TCU see **http://www.tcu.edu**, and for further information on the Harris College of Nursing and Health Sciences see **http://www.harriscollege.tcu.edu**. Requests for additional information should be directed to: **Dr. Joel Mitchell, Chair, Harris College of Nursing & Health Sciences, Dean's Search Committee, j.mitchell@tcu.edu**. While applications and nominations will be accepted until a new Dean is selected, interested parties are encouraged to submit their materials by November 1, 2014 to the address below.

R. William Funk & Associates
c/o TCU CC
100 Highland Park Village, Suite 200
Dallas, Texas 75205
Email: krisha.creal@rwilliamfunk.com
Fax: 214/295-3312

~TCU is an AA/EEO employer and does not discriminate on the basis of age, disability, marital status, race, ethnicity, religion, sex, or veteran status.~

MERCER UNIVERSITY

Dean of the College of Health Professions

Mercer University invites applications for the position of Dean of the College of Health Professions. As one of Mercer University's twelve colleges and schools, the College of Health Professions offers a doctoral-level physical therapy program, a master's-level physician assistant program, and bachelors, masters, and professional doctorate public health programs. The Department of Physical Therapy includes an Orthopaedic Manual Physical Therapy residency program, a Neurological Physical Therapy residency program, in addition to a developing Cardiopulmonary Physical Therapy residency program, and a Fellowship on Orthopedic Manual Physical Therapy. The Department of Physical Therapy also includes the Mercer Physical Therapy Clinic, an onsite faculty practice. The Department of Physician Assistant Studies offers an Advanced Cardiology residency program. The Department of Public Health includes the Center for Evaluation and Applied Research and offers a Certificate in Evaluation. The College enjoys outstanding support from the surrounding health care community, which includes major medical centers and numerous clinical and community facilities and practitioners.

The Dean serves as the chief academic and administrative officer of the College and has the responsibility for creating and sustaining an environment of academic excellence while providing leadership for the overall administrative operations of the College. The Dean reports to the Senior Vice President for Mercer Health Sciences and to the Provost, who is responsible to the President of the University.

Please review the complete posting online at https://www.mercerjobs.com. Review of candidates will begin immediately and priority will be given to applicants who apply before November 30, 2014. All applications will be held in the strictest confidence. For more information about the College of Health Professions visit: http://chp.mercer.edu/.

Mercer University is an AA/EEO/Veteran/Disability Employer

optional, subsidized Summer Research Internship (SRI). This individual will actively initiate collaborative scholarship among peers and students and mentor MA Thesis students. Minimum Training & Experience Requirements: The candidate will have an earned doctorate either in educational psychology or in education with an emphasis on educational leadership in addition to licensure in educational psychology. Rank is open. However, a record of teaching and research excellence is required. In addition to demonstrating strong quantitative analytical skills, the ideal candidate will be able to demonstrate a firm grasp of global trends and issues in education and educational psychology, including past and present methods of school assessment and current curricular standards. Some leadership experience in P-12 or in a closely related field is a plus. Please attach: Cover letter.

WSU WICHITA STATE UNIVERSITY

DEAN OF THE BARTON SCHOOL OF BUSINESS

Wichita State University seeks an experienced, dynamic, and visionary leader to serve as the Dean of the Barton School of Business. This senior administrative appointment will assume leadership of a very strong and diverse academic unit, with a growing national reputation.

The Barton School is building on its success as a nationally recognized source of entrepreneurial business leaders for the global marketplace. The School is AACSB-accredited in business and accounting. The Barton School offers ten undergraduate majors (BBAs), as well as four graduate degrees including Master's in business administration (MBA and Executive MBA), economics (MA), and accounting (MACC). There are six academic and outreach centers: Center for Economic Development and Business Research, Center for Economic Education, Center for Entrepreneurship, Center for International Business Advancement, Center for Management Development, Center for Real Estate, and a seventh, the Koch Global Trading Center, opened in Summer 2014. Ties between the Wichita business community and the Barton School are particularly strong, providing faculty and students with opportunities and resources that enhance teaching and learning, including an active cooperative education experience for students.

The University is located in a diverse metropolitan area of approximately 640,000, located in the I-35 corridor. The economic base of the region is in technology-based industries and health care, and a higher percentage of Wichita's metropolitan GDP is derived from exports than any other metropolitan area in the country. Wichita State University expects to take a leadership role in diversifying the region's economy and enhancing the quality of life.

The Dean reports directly to the Provost and Senior Vice President and serves as the chief academic and administrative officer of the Barton School of Business. The primary responsibility of the Dean is to advance the academic quality and stature of the School. This requires a visionary and dynamic leader who is committed to building sustainable support, enhancing the reputation and programs of the School, and promoting a culture of excellence and growth. The new Dean will be charged with advancing the mission of the School and academic units within the School and collaborating closely with the community to enhance the research and technology transfer capacity of the Barton School of Business.

The successful candidate will possess the following required qualifications:
- Distinguished record of success in the academy and/or business commensurate with appointment at the tenured, full professor level (candidates with an academic background must possess an earned doctorate or equivalent).
- Proven ability to raise funds from public and private sources and to engage with business and industry to build sustainable support for the Barton School.
- Demonstrated entrepreneurial skills and an ability to leverage the expertise of staff and faculty in order to enhance the educational and research missions.
- Prior success in leading and expanding a major initiative, program, department, college, or business.
- Ability to recruit and develop high quality and diverse students, researchers, staff, practitioners, and faculty.
- Demonstrated ability to work collaboratively with a senior leadership team, consisting of the Provost and Senior Vice President, Associate Vice Presidents, and college Deans.
- Demonstrated ability to build cross-disciplinary/departmental initiatives with other units to promote technology transfer and applied learning.
- Proven commitment to diversity and to strategies that incorporate the valuable contributions of students, staff, and faculty.
- Capable of working within a culture of shared governance in Barton School.
- Ability to be a dynamic, engaging, and effective spokesperson that actively advocates for and strengthens the link between education and business and economic development.
- Ability to bridge academic and business communities, communicate persuasively, and foster relationships with internal and external constituents.
- Ability to advocate for new delivery systems for instruction, including online learning.

The preferred candidate will have the following qualification:
- Experience with accreditation, such as AACSB and HLC.

The Barton School of Business seeks a visionary leader to guide the college through this period of growth. The new Dean will arrive at Wichita State University at an extremely exciting time in its history as the university embarks on an ambitious plan for enrollment growth, enhanced research, and the increased development of technology transfer opportunities under new leadership and a capital campaign. Part of the enhancement includes the Innovation University and a new Barton School of Business building, which is to foster a culture of innovation — one geared toward business creation and reviving Wichita's entrepreneurship ecosystem, being globally competitive. Wichita has a promising future as an important part of the "silicon prairie". Wichita State has an aggressive agenda in critical areas of academic quality, enrollment growth, research and innovation, technology transfer, and the quality of student life.

As online learning becomes an integral part of the growth of Wichita State University, the Dean will advocate for the development of high quality online and flexible courses within the Barton School of Business. The Dean will ensure continuous improvement of faculty through professional development to support the quality of curriculum and instruction in face-to-face, blended, and online modalities within the Barton School of Business. In support of WSU's mission, the Dean will advocate for and incorporate university systems and processes that support faculty and students both on-campus and off-campus. More information about the Barton School of Business can be found at **www.wichita.edu/barton**.

Please go to **https://jobs.wichita.edu** for more details about the requirements for the position and the application process. For full consideration, applicants must submit online (1) a letter of application describing abilities to meet required qualifications, (2) Curriculum Vitae, and (3) names, addresses, e-mail addresses, and telephone numbers for five individuals who can be contacted for professional references, including current supervisor. Offers of employment are contingent upon completion of background checks as required by the Kansas Board of Regents.

Wichita State University is an Affirmative Action/Equal Opportunity Employer.

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PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Drexel University

Drexel University invites nominations and applications for the position of Provost and Executive Vice President for Academic Affairs.

Drexel University is one of the most dynamic and entrepreneurial research universities in the United States. It is an academically comprehensive and globally engaged urban research university, dedicated to advancing knowledge and society and to providing every student with a valuable, rigorous, experiential, technology-infused education, enriched by the nation's premier co-operative education program. In addition to its recognition in the top 100 National Universities in 2014 by *U.S. News & World Report*, Drexel ranked tenth among national universities in the *U.S. News* list of "Up-and-Comers," those schools most often cited as making the most promising and innovative changes in the areas of academics, faculty, student life, campus, and facilities. Drexel is one of Philadelphia's top ten employers and a major engine for economic development in the region.

The University offers over 200 degree programs within 15 units and employs more than 1,500 full-time faculty members. Reporting to the President and working directly with the Deans, the next Provost and Executive Vice President for Academic Affairs will have the opportunity to build upon the strategic plan, balancing, strengthening, and enhancing the academic and research endeavors of the University. The Provost will also be instrumental in implementing Responsibility Centered Management for the University in collaboration with senior leadership. Candidates should possess a strong record of administrative leadership within a complex academic environment, demonstrated ability to lead change, and the ability to be visionary, strategic, and collaborative.

Drexel is a world leader in co-operative, experiential education and in both basic and translational research. The University has three campuses in Philadelphia: University City, Center City, and Queen Lane. In addition, Drexel University Sacramento offers students the opportunity to obtain a Drexel degree on the west coast. Drexel's Washington, D.C. office serves as a valuable resource for faculty seeking grant opportunities, for outreach to online students, and for meetings and events. Drexel enrolls approximately 26,000 students from all 50 states and more than 100 countries, making it one of 15 largest private universities in the nation. Drexel is also a leader in civic engagement and committed to integrating community partnerships into every aspect of its academics and operations.

storbeck / pimentel
executive search consultants

This position is anticipated to begin July 2015. For best consideration, please send all nominations, inquiries, and expressions of interest in confidence and electronically—no later than **November 21, 2014**—to:

Shelly Weiss Storbeck, Managing Partner, and
Julia Patton, Senior Associate
DrexelProvost14@storbeckpimentel.com

Drexel University is an equal opportunity/affirmative action employer, committed to cultural diversity and compliance with the Americans with Disabilities Act, and actively seeks applications from qualified women and minority candidates.



DEAN, COLLEGE OF VISUAL AND PERFORMING ARTS

The George Mason University, College of Visual and Performing Arts is a community of artists actively engaged in the learning, teaching, practice and creation of a wide variety of art forms. Here, you will find visual artists, dancers, actors, musicians, composers, animators, playwrights, filmmakers, arts managers, and scholars working in proximity to and collaboration with each other. You will find professional artist-teachers and passionate students perfecting their craft and creating new art on the campuses of one of the nation's most diverse universities. The college currently serves more than 8,000 students including more than 1,400 majors pursuing undergraduate and graduate degrees from B.A. to Ph.D. The annual budget of the college approaches $30 million including state funds; student tuition, fees, and fee for service revenue; and funds from sponsored programs and private fundraising. The college has 70 full-time and 95 part-time faculty members, as well as 83 administrative and support staff. Reporting to the Provost/Executive Vice President and the Senior Vice President for Administration and Finance, the Dean of the College of Visual and Performing Arts oversees academic, professional and community programs on three of Mason's campuses as well as international activities of the college. More information about the college may be found at **cvpa.gmu.edu/**.

The College of Visual and Performing Arts seeks inspiring leadership to capitalize on the exciting creative climate provided by an exceptional faculty, graduate and undergraduate student body, all interactively working in state-of-the-art facilities. The incumbent will have a deep and demonstrated understanding of the history and traditions of various art disciplines, as well as broad knowledge and keen insights on contemporary arts and the education of artists and citizens for cultural and societal leadership. As the leading representative of the arts at Mason, the Dean will shape and advance a compelling vision for the future of the visual and performing arts fields and the evolving role of these disciplines within changing local and global contexts. The successful candidate: must be a seasoned, confident leader, capable of navigating academic and administrative responsibilities in higher education; must have proven success in fundraising at the university-level or equivalent; must have an understanding of the academic landscape and the special value of artistic and university traditions; must have recognition of the changes occurring in modes of scholarship and teaching; must be able to engage and extend communication with the diverse Washington, D.C., arts and cultural communities to influence constructive change for the college; and should be a seasoned administrator with an MFA, Ph.D., DMA, or a terminal degree in the arts or a related field, or an equivalent combination of experience and education.

Due to the pace of this process, candidates are encouraged to apply as soon as possible. Nominations, including self-nominations, and further inquiries may be directed to the Chair of the Search Committee, Dr. Tom Prohaska, Dean for the College of Health and Human Services, care of cvpadean@gmu.edu. Nomination letters should refer to the proposed candidate's specific qualifications based on the requirements and duties outlined above, and should be sent via e-mail. Nominations and applications will be reviewed as received. To view the full position advertisement and to apply for position number FA482z, visit http://jobs.gmu.edu/postings/33946/. AA/EOE

Vitae. List of three professional references (include name, address, phone number) A statement giving (or refusing) authorization for email communication to be used to convey the status of a candidate's application during the search process. Review of applications will begin on November 14, 2014 and continue until the position is filled. Send to: John M. Heffron, Ph.D. Director, MA Program in Educational Leadership and Societal Change. c/o Human Resources 1 University Drive. Aliso Viejo, CA 92656 Email: jobs@soka.edu. For information about the University and its new MA Program, please visit http://www.soka.edu. Please direct any questions to John M. Heffron at heffron@soka.edu. Soka University of America is an equal opportunity employer.

Psychology: The Psychology Department at the University of Illinois at Springfield has an opening beginning August 16, 2015, for a tenure-track position at the Assistant Professor level. Requirements include a Ph.D. from an accredited university with specialized training in Social Psychology, to teach undergraduate upper and lower division courses in social psychology, research methods, statistics for the behavioral sciences, senior seminar, and principles of psychology. There is a possibility of teaching other courses in the candidate's specialty area. Normal teaching load is three 4 credit hour courses per semester, with the potential for online teaching and evening classes. Advising is required. The applicant should demonstrate potential for scholarship and/or research in a specialty area. College teaching experience is preferred, and dedication to teaching is essential. A Ph.D. must be awarded by the start date. Ph.D. in Psychology with specialized training in Social Psychology from an accredited university by the start date. Prior evidence of excellence in teaching and a demonstrated potential for research is desirable. UIS is an affirmative action/equal opportunity employer. Located in the state capital, the University of Illinois Springfield is one of three campuses of the University of Illinois. The UIS campus serves approximately 5,000 students in 23 undergraduate and 21 graduate degree programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a rapidly evolving technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Twenty-five percent of majors are in 17 undergraduate and graduate online degree programs and the campus has received several national awards for its implementation of online learning. UIS faculty are committed teachers, active scholars, and professionals in service to society. You are encouraged to visit the university web page at http://www.uis.edu and the department web page at http://www.uis.edu/psychology/. UIS is an affirmative action/equal opportunity employer with a strong institutional commitment to recruitment and retention of a diverse and inclusive campus community. Women, minorities, veterans, and persons with disabilities are encouraged to apply. Applications must be submitted online at https://jobs.uis.edu/job-board. Applicants should navigate to the Faculty category and Psychology position. Applicants should create a profile, complete the online application, and upload a cover letter, curriculum vita, and separate statements of teaching philosophy and research interests. Review of applications will begin on November 14, 2014 and continue until the position is filled or the search is terminated. Only those applicants who complete the online application and upload all required materials will be considered. To maintain the integrity and confidentiality of the search, applicants are asked to upload their own materials. Letters of reference and transcripts may be requested at a later date.

Public Health: The Department of Public Health Sciences in the Division of Biological and Public Health Sciences at Xavier University of Louisiana invites applications for a full-time tenure-track Assistant/Associate Professor Position beginning Fall 2015. A Doctoral degree in public health, or a closely related field, with an emphasis in community health education or health promotion is required. It is highly desirable that the successful candidate will be able to teach theories of health behavior change, nutrition, and global health. Other teaching areas will be determined by program need. A Master or Certified Health Education Specialist (MCHES/CHES) certification, health education practice experience, and evidence of successful grant funding are desired. In addition, evidence of on-going research activity and potential to secure external funding to support research and publication are desirable. Applicants must demonstrate a commitment to working with a diverse student population. Log onto our online system at: https://jobs.xula.edu. Attach a letter of application, curriculum vitae which lists contact information for three references, teaching philosophy and future research plans. Letter of application should be addressed to Dr. L. Faye Grimsley. Review of applications will begin October 27, 2014; all appli-

Colorado
University of Colorado at Boulder

The University of Colorado Boulder invites applications and nominations for the position of Founding Dean of its newly created College of Media, Communication and Information (CMCI). The Dean is the chief academic and administrative officer of the Boulder Campus' new College, providing strategic leadership, vision, planning, and management.

The incumbent must be committed to excellence in undergraduate and graduate education; providing collaborative leadership both within and outside the College; working with campus leadership to execute a growth strategy that is congruent with the campus goals and budgeting processes; valuing and encouraging the contributions of varied, interdisciplinary and individual departments and programs, both within CMCI and across other schools and colleges on campus; recruiting and retaining outstanding faculty members and staff; and supporting scholarly, research and creative activities. A key area of focus for the Dean will be fundraising to support the College and its departments and programs.

For more information on the College, please visit: **www.colorado.edu/cmci**. The search committee will commence its confidential review of applications on **December 1, 2014.**

Association of Presbyterian Colleges & Universities

Executive Director

APCU seeks a strategic leader to help guide its nearly 60 member colleges into a new era following the retirement of its current executive director after 12 years of dedicated service. Candidates must exhibit a passion for small, private, liberal arts colleges and reflect the values of the Reformed theological tradition, especially as they relate to higher education. The new director will help develop opportunities for collaborative activities among member institutions, promote APCU and its member institutions to the public, build relationships between colleges and the Presbyterian Church (USA), and generate financial resources for APCU's long-term sustainability. Salary is competitive and commensurate with experience. Details and application information are at:

http://www.presbyteriancolleges.org/positiondescription

EXECUTIVE

PRESIDENT

The Clark Atlanta University Board of Trustees and Presidential Search Committee seek its fourth president and invites expressions of interest and applications for the presidency of the only private, independent, graduate research institution in the HBCU community. Formed in 1988 as a result of the consolidation of two independent black institutions--Atlanta University (1865) and Clark College (1869), Clark Atlanta is a regionally accredited, highly rated residential, coeducational, United Methodist Church-related, comprehensive research university. The university campus has 39 academic, administrative, and student support buildings located on 126 acres of land about 1.5 miles from the heart of Metro Atlanta. CAU is one of the five member institutions of the Atlanta University Center (AUC) Consortium, the only Historically Black Consortium of private colleges and universities in the nation.

The university, one of the largest of the 37 member UNCF colleges, offers undergraduate, graduate and professional, and nondegree certificate programs in 38 major areas of study through four academic schools: Arts and Sciences, Business Administration, Education, and Social Work. The highest enrolled undergraduate fields are: Biology, Business Administration, Criminal Justice, Mass Media Arts, and Psychology. CAU facilitates outstanding interdisciplinary and collaborative research initiatives and sponsored programs between the university and national and federal laboratories, other universities, and industry, including small and medium high-tech companies as well as houses world renowned Centers of Excellence in Cancer Research and Therapeutic Development and Functional Nanoscale Materials.

There are 173 full-time faculty members with 79% holding a terminal degree. The student-faculty ratio is 14:1 for an enrollment of 3,458 (2,629 Undergraduate; 829 Graduate) students. The student body is comprised of 74% female and 26% male; 46% in-state, 52% out-of-state, 2% international from 15 foreign countries; and almost 2,500 residential students.

In student life, the campus has 60 chartered student organizations including fraternities and sororities. Eleven intercollegiate athletic men's and women's teams compete in the NCAA Division II, Southern Intercollegiate Athletic Conference. Total cost to attend per year is $34,599 and approximately $60 million dollars of endowment support financial aid and operations.

The next president will be guided by the University's focus on becoming a dynamic 21st century research university of choice for a diverse student body that will, as graduates, help improve the quality of life in our global society.

The Board seeks a distinguished, energetic and transformative leader who can accelerate the growing reputation and success of the university. Candidates for the position will need to demonstrate the following:

- Fundraising Experience
- Distinguished and Appropriate Credentials
- Relevant Experience in Higher Education
- Superb Communication Skills
- Strong Community Service, and
- Leadership Abilities Demonstrated at the Education, Local, State, National, International, and Business Levels

The search committee will begin review of applications in mid-November, 2014, and will continue its work until an appointment of a new president is made in early February, 2015. Applicants should submit a letter of interest that addresses CAU's mission and strategic initiatives, curriculum vitae, and five references with email and phone numbers (references will not be contacted without expressed permission of the candidate). Please submit applications to **Joe W. Laymon, Chairman of the Search Committee at CAUPresident@agbsearch.com. Drs. John Garland and James Davis, Consultants with AGB Search, Inc.** are assisting the search. You may direct inquiries and questions to **jwg@agbsearch.com** or **jdavis@agbsearch.com**, **phone numbers 937-416-5819** or **540-539-9415**. For a copy of the profile and additional information, please consult **www.cau.edu** or **www.agbsearch.com**.

AGB SEARCH
agbsearch.com

Clark Atlanta University is an equal opportunity institution.

CENTRAL WASHINGTON UNIVERSITY

Your future is Central.

Executive Director for the Office for International Studies and Programs

Central Washington University is seeking an Executive Director for the Office for International Studies and Programs. This position provides leadership for the organization while fully integrating and coordinating all CWU international activities and initiatives. Programs include University English as a Second Language, Asia University America Program, and Global Services and Initiatives, including Study Abroad.

Screening will begin October 27th, 2014.

For required qualifications, application instructions, and to apply online, please visit: **http://jobs.cwu.edu/postings/8102**

CWU is an AA/EEO/Title IX institution.

CAL MARITIME

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

www.csum.edu

California Maritime Academy seeks applications from and nominations of outstanding, collaborative and energetic leaders for the position of Provost and Vice President for Academic Affairs.

ABOUT THE CALIFORNIA MARITIME ACADEMY

Located on a scenic waterfront campus in Vallejo, California, 30 miles northeast of San Francisco, the California Maritime Academy (Cal Maritime) is a unique and specialized campus of the 23 campus California State University (CSU) system. Currently serving 1,044 students, Cal Maritime is one of only seven degree granting maritime academies in the United States – and the only one on the West Coast. Cal Maritime has a distinctive job placement rate: 94% of its graduates are placed into career positions by or within 4 months of graduation.

Cal Maritime programs focus on intellectual learning, applied technology, leadership development, and global awareness. Cal Maritime students take part in at least one two month summer training cruise on the Pacific aboard the 500 foot Training Ship Golden Bear, or a three-week international experience trip, gaining a unique perspective on the increasing global culture and economy. Cal Maritime's mission is to be a leading educational institution recognized for excellence in the business, engineering, operations, and policy of the transportation and related industries of the Pacific Rim and beyond.

This fall (2014), *U.S. News & World Report* ranked California Maritime as the number one best public college in the western region. In the overall rankings among western regional colleges, Cal Maritime placed third. **www.usnews.com/colleges**

For more information about The California Maritime Academy, please refer to the website: **www.csum.edu**

THE FUTURE OF THE CALIFORNIA MARITIME ACADEMY

Cal Maritime has a long history dating back to the 1920s, dedicated to the training of merchant mariners and related professions…a mission that has served the institution well for nearly a century. However, the maritime transportation needs and opportunities in the United States and the world have changed over the years. More recently, these needs and opportunities have been driven by dramatic events and advances including 9/11, the Gulf oil spill and other disasters, technology innovation, energy demands, and more. Accordingly, many more diverse opportunities for educating and training in water , shore and land based careers are now available.

Following a successful 31 year career in the United State Navy, Admiral Thomas A. Cropper became the 14th President of Cal Maritime bringing a unique background and perspective to the Academy. This past year, President Cropper engaged the faculty, staff, students, parents, alumni, community, along with industry partners and leaders in a "Futures Conference" for the expressed purpose of crafting plans for new paradigms for the students and future graduates of Cal Maritime.

California Maritime Academy is currently in a substantial growth mode with enrollment to increase to 2,200 by 2029. The next Provost and Vice President of Academic Affairs will have a substantial role in the implementation of the new plans for the future, as well as the role and value of Cal Maritime within and to the California State University system.

ABOUT THE POSITION

Given the strong state of growth and program innovation currently taking place and that will continue at Cal Maritime, this particular position has several unique responsibilities in addition to the fundamental role of Provost.

The Fundamental Role

The Provost and Vice President for Academic Affairs (Provost) is the chief academic officer and is responsible for promoting a rich intellectual and professional life, fostering student success, creating an active learning environment both in the classroom and beyond, and enhancing teaching, academic research, scholarship and service, as well as the diversity of the institution. This visionary individual coordinates and sustains collaborative leadership in accomplishing the mission of Cal Maritime and the California State University System. The Provost reports to the President and is a member of the President's Cabinet. Designated as the senior Vice President of the Cabinet, the Provost represents the campus in the President's absence.

The full position description is available through the following link:
http://www.storbeckpimentel.com/pd/CMA/PVPAA.pdf

APPLICATIONS, INQUIRIES, AND NOMINATIONS

Screening of complete applications will begin in late November and continue until the conclusion of the search process. Applications are due by **November 21, 2014**. Applicants should send three separate documents: a detailed letter of application; a current curriculum vitae or resume; a list of three references with contact information. Inquiries and nominations may be submitted to the same e mail address (see below), or contact the search firm representatives as follows:

storbeck / pimentel
executive search consultants

Sharon Tanabe, Partner or Emy Peña, Principal
Storbeck/Pimentel & Associates
1111 Corporate Center Drive, #106
Monterey Park, CA 91754
Electronic submissions are preferred. Please email us at
stsearch@storbeckpimentel.com CODE: CMA P&VPAA
For a confidential inquiry or nomination contact, either **Ms. Tanabe or Ms. Peña at 323-260-5040**

The successful candidate for this position will be offered the position contingent upon a satisfactory credit, criminal and DMV check. Appointment date to be negotiated for Spring or Summer 2015.

cations received before December 1, 2014 are assured consideration. AA/EOE.

Religion: Applications are sought for the first Batten Endowed Chair in Jewish Studies. The successful candidate will be appointed as a Full Professor. Will be responsible for teaching introductory World Religions, as well as upper- and graduate-level Religious Studies courses. Will continue an active research agenda in religious studies, concentrating in Jewish traditions. Will also develop a graduate certificate in interfaith studies, work closely with ODU's Institute for Jewish Studies and Interfaith Understanding (IJIU), serving as a public intellectual within the local community and eventually assuming directorship of the IJIU. A PhD in Philosophy or PhD or ThD in Religious Studies, Jewish Studies, or Theology is required. Compelling evidence of scholarly activity commensurate with appointment as a full professor and of teaching effectiveness required. Preference will be given to candidates whose research demonstrates engagement with contemporary Jewish Thought or religion in the public sphere. Preference will also be given to candidates whose teaching interests complement existing strengths within the Department of Philosophy and Religious Studies. Submit a cover letter, CV, including the names of three references, writing sample (10,000 words max.), and a teaching portfolio that includes: sample syllabi, student course evaluations, and a statement of teaching philosophy to https://jobs.odu.edu/ . Review of applications will begin November 1, 2014 and continue until the position is filled. Phone interviews will be conducted in early 2015. Contact information for further references may be requested at a later stage in the search. Inquiries should be directed to Prof. Dale E. Miller (demiller@odu.edu). Old Dominion University is an equal opportunity, affirmative action institution. Minorities, women, veterans and individuals with disabilities are strongly encouraged to apply.

Rhetoric/Composition: The English Department at the University of Wisconsin-Milwaukee seeks an active Rhetoric and Composition scholar who can contribute to our undergraduate, MA, and Ph.D. programs and eventually administer our undergraduate writing program, which was awarded the CCCC Writing Program Certificate of Excellence in 2014. Regular teaching assignment is two courses per semester; WPAs teach one course per semester. Competitive salary and benefits. Initial interviews via phone or Skype. Required qualifications: Ph.D. in Rhetoric and Composition or related field; a significant record of scholarly publication in Rhetoric and Composition; experience teaching undergraduate and graduate Rhetoric and Composition courses; demonstrated administrative experience. Applicants at the Assistant level must have completed at least three years at the tenure-track level by the end of spring 2015. Preferred qualifications: experience administering an undergraduate writing program; experience preparing new writing teachers; active research agenda; an ability to teach at the undergraduate and graduate levels across some combination of the following areas: WPA, composition studies, writing pedagogy, cultural rhetorics, rhetorical studies, feminist rhetorics, queer rhetorics, digital rhetorics. Please provide a letter of application, vita, two writing samples representing a range of scholarly interests. In applying, you must also submit names and email addresses for three to four references. Those references will be contacted via email after you submit your application; each must then upload a confidential letter of reference. Please note that the reference letters must be received by the review date for the application to be considered. Applications must made be at http://jobs.uwm.edu/postings/20268. Review of applications will begin November 3, 2014; applications received after November 2, 2014 may not receive consideration. If you have any questions about the position, please contact Anne Frances Wysocki, chair of the Screening Committee, awysocki@uwm.edu. The University of Wisconsin is an Affirmative Action-Equal Opportunity Employer. All qualified applications will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected veteran status.

Sales/Mangement: The Department of Consumer Science of Purdue University is seeking an Assistant/Associate Professor (tenure track) in Selling and Sales Management. Responsibilities will include: teaching undergraduate courses within our selling and sales management area, teaching graduate level courses in related fields, conducting and publishing research, writing grants, supervising masters and doctoral students, serving on department, college, and university committees, and collaborating with faculty across the College and the University to build unique and innovative interdisciplinary discovery and learning programs. Applicants should have a doctorate in consumer science, sales, marketing, psychology, communication or sociology. Background in selling, negotiation, team building, organizational communication, and persuasion and/or presentation skills is highly desirable. Applicants would be expected to display potential for research excellence. Previous teaching experience is desirable. Industry exposure and/or grant writing experience are a plus. Salary is commensurate with experience and qualifications. Position available, August 2015. Application process begins November 1, 2014 and will continue until position is filled. Applicants should email a letter of application summarizing their qualification for the position; a curriculum vita; and names, addresses, telephone num-

PRESIDENT

The Board of Trustees and Search Committee at Reinhardt University announce the search for the 20th president to follow Dr. J. Thomas Isherwood, who will retire June 30, 2015, following a thirteen-year tenure. Reinhardt was founded more than 130 years ago at the foothills of the North Georgia mountains in the metro Atlanta area to serve the young people of the Cherokee County area. The University now offers a comprehensive program of graduate, undergraduate and professional studies with the award of associates, bachelors, and masters degrees. The programs are offered on the beautiful main campus in Waleska, Georgia, only an hour north of Atlanta, and also at satellite campuses in Alpharetta and Cartersville. The University has preserved the emphasis from its early heritage to meet student educational needs with small classes, caring and expert professors, a whole-person experience, and a welcoming community.

On June 1, 2010, Reinhardt became a university to reflect the evolution of the institution from its earlier heritage as a school, junior college, and four-year college. Administered through six schools, the curriculum now includes 37 undergraduate areas of study and six specialized fields of graduate work such as business, education, music, and public administration, with several of the degree completion programs offered on line. The overall educational program emphasizes the study of the liberal arts, sciences, and professional studies within the University's commitment to the United Methodist Church's faith and tradition.

The student body consists of 1402 students with 87% undergraduates, 94% full-time students, and 52% male, 48% female students. The student population is diverse with 23% reporting they were African American, Asian, Hispanic-Latino, or multi-racial. The college has a very strong performing arts program with more than 100 majors. The University fields 19 intercollegiate athletic teams that compete in the NAIA Division II and provide opportunities for almost 32% of the student population.

The faculty consists of 82 full-time members, is widely recognized as one of the major strengths of the University, and is held in high esteem by the student body and alumni. The University's budget for the fiscal year ending June 30, 2015, is $25.2 million and the current value of the endowment is $41.6 million. The University raises more than $1 million annually to support operations and has completed in the past decade an $18 million capital campaign.

The University is seeking a distinguished leader who has excellent and appropriate credentials for the presidency. The search committee is seeking a person who has extensive experience that will lead the expansion of fundraising and enrollment growth. The committee also seeks a candidate who possesses the skill of consensus building, is able to deal with a variety of constituencies, offers excellent communication skills, is dedicated to and able to inspire support for liberal arts and professional education, is student-centered and active in student-life events and activities, and is capable of building on the United Methodist Church relationships that have been historically significant. Candidates will be expected to have strategic planning experience, knowledge of financial operations and enrollment management, and character of the highest order in terms of integrity, honesty, and spiritual life.

The search committee will begin review of applications in early October 2014, and applicants should have their materials, as listed below, submitted by November 28, 2014, for first-round reviews. The committee will continue review of applications until the appointment of the new President in early February 2015. The materials include: a letter of interest that addresses Reinhardt University's stated priorities, a curriculum vitae, and five references with email and phone numbers (references will not be contacted without the express permission of the candidate). Please submit applications to **Mr. Billy Hasty, Chairman of the Search Committee, at Reinhardtpresident@agbsearch.com.**

AGB SEARCH
agbsearch.com

Dr. James Davis, Consultant with AGB Search, Inc., is assisting with the selection process. You may direct inquiries and questions to **jdavis@agbsearch.com** or **phone (540) 539- 9415**. For a copy of the profile or ad, please consult **www.reinhardt.edu/search2015** or **www.agbsearch.com/current-searches/ceo.**

Reinhardt University is an equal opportunity employer. EOE/M/F/H/V

bers and email of three references to: Thomas Templin, chair of the search committee at ttemplin@purdue.edu. A background check is required for employment in this position. Purdue University is an EEO/AA employer. All individuals, including minorities, women, individuals with disabilities, and protected veterans are encouraged to apply.

Social Science: The Department of Consumer Science within the College of Health and Human Sciences at Purdue University invites applications for a tenure-track Assistant/Associate Professor beginning in August 2015. We are seeking applicants with a Ph.D. in Public Health, Communication, Sociology, Psychology, Health Education, Health Services or other related fields who will conduct research and teach in our Department's new Consumer Health program. We are especially interested in scholars whose research areas related to Medical Decision Making, Health Disparities, Health Advocacy, eHealth, International Health, Community Health Campaigns, Individual Behavior Change, Risk Communication, or Network Analysis. Applicants who can contribute to the multi-disciplinary and interdisciplinary research strength of the department and college in addressing health and human behavior are strongly encouraged to apply. The successful candidates will be responsible for initiating, conducting, and publishing research, including seeking internal and external funding; teaching undergraduate and graduate courses; and participating in service and outreach activities. To receive full consideration, applicants should apply by November 1st but applications will continue to be accepted until the position is filled. Interested applicants should email a letter of application, curriculum vitae, three letters of reference, and representative publications to: Professor Tom Templin, Search Committee Chair ttemplin@purdue.edu. Confidential inquiries may be addressed to Dr. Tom Templin at ttemplin@purdue.edu. Please note that a background check will be required for employment in these positions. Purdue University is an EEO/AA employer. All individuals, including minorities, women, individuals with disabilities, and protected veterans are encouraged to apply.

Sociology: Murray State University, full-time, tenure-track position to begin August 2015. Ph.D. in Sociology by appointment date required. ABD with evidence of degree completion by start date will be considered. Teaching experience at the college level is required, and candidates with the ability to teach research methods, popular culture, social theory, and/or environmental sociology are encouraged to apply. Areas of expertise are open but preference will be given to candidates that specialize in at least one or more of the following areas: inequalities, race, immigration, and education. Will be responsible for teaching introductory courses in Sociology, upper level courses in his/her area of expertise, and other courses that will help the program grow and develop. In addition to teaching, candidates are expected to conduct scholarship leading to publication, and to provide service to the program, university, and region. Application Deadline: Open until filled. First review of applications will begin October 27 and continue until the position is filled. To apply: http://www.murraystatejobs.com/postings/3704 Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

Sociology: The Department of Sociology at Portland State University invites applications for a tenure track Assistant, or Associate Professor to begin September 2015. Candidates' research and teaching strengths should be in the field of urban sociology. Our ideal candidate will have publications and a record of grant-seeking appropriate for the rank, and be able to contribute in both teaching and research to PSU's substantial investment in social sustainability. Ph.D. in Sociology, or related field is required. Starting annual salary is dependent upon qualifications and experience. For a more extensive description of the position and to apply visit: https://jobs.hrc.pdx.edu/postings/14024. PSU supports equal opportunity in admissions, education, employment, housing, and use of facilities by prohibiting discrimination in those areas based on age, color, disability, marital status, national origin, race, religion or creed, sex or gender, gender identity, or gender expression, sexual orientation, veteran status, or any other basis in law.

Speech-Language Pathology: Murray State University. Nine-month tenure track position to begin as soon as possible. Candidates must have a Doctorate in Speech-Language Pathology or related discipline and possess the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). Candidates must also be eligible for Kentucky State Licensure. ABDs with a documented plan of completion by appointment date will be considered. Candidates should have strong interpersonal skills and experience with clinical supervision and evidence of expertise in at least one of the following areas: fluency disorders, voice disorders, language disorders, or neurogenic communication disorders. Primary responsibilities will include: maintaining an area of expertise in teaching graduate courses, supervising graduate clinicians, advising, engaging in service activities at the departmental, college, and university levels as well as developing an independent and/or interdisciplinary program of research. Application Deadline: Open until filled. To apply: http://www.murraystatejobs.com/postings/3467 Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

UNIVERSITY OF RICHMOND

Richmond, VA

President

The University of Richmond, a leading liberal arts university with a unique five-school constellation, invites nominations and applications for the position of president. The new president will bring leadership, intellect, experience, and vision to guide the university forward in a time of significant momentum and opportunity.

The University of Richmond provides an interdisciplinary learning and research environment unlike any other in higher education, offering students an extraordinary combination of the liberal arts with law, business, leadership studies, and professional and continuing education. The university emphasizes the integration of academic and campus life in a welcoming atmosphere that prizes diversity of experience and thought. Through its international programs and commitment to civic engagement, it seeks to make meaningful contributions in local, national, and global communities. The university competes in Division I athletics, sponsoring 17 teams.

The university is committed to ensuring its opportunities are accessible to talented students of all backgrounds and offers an excellent and innovative education grounded in the liberal arts. The university is ranked among the top-25 national liberal arts colleges, and the undergraduate business program among the top-20 nationally. The university is consistently recognized by Kiplinger's and others as a "best value." Richmond students have been recipients of the Rhodes, Marshall, Goldwater, Clarendon, Truman, and Fulbright scholarships, among many others. Richmond's expert and highly motivated faculty exemplify dedication to the teacher-scholar model. The university enrolls approximately 4,100 students across its five schools and has approximately 400 full-time faculty, 1,100 full-time staff, and a dedicated cadre of more than 50,000 alumni.

The university's outstanding facilities are being bolstered through implementation of an ambitious Campus Master Plan. The impressive 350-acre campus—among the most beautiful in the nation—is located six miles from downtown Richmond, the state capital, and 90 miles from Washington, D.C. The university's annual operating budget is approximately $250 million and its endowment stands at more than $2 billion.

A complete leadership profile is available at www.wittkieffer.com. Nominations and expressions of interest are welcome and should be sent electronically to the Witt/Kieffer consultants assisting the university with this search, at RichmondPresident@wittkieffer.com. Credential review will begin immediately. For fullest consideration applications should be submitted by November 15, 2014. The consultants may also be reached by phone at 630-575-6178.

Robin G. Mamlet, Deputy Managing Partner, Education Practice
Jean A. Dowdall, Ph.D., Partner
Elizabeth Bohan, Senior Associate

The University of Richmond is committed to developing a diverse faculty, staff, and student body, and to modeling an inclusive campus community which values the expression of differences in ways that promote excellence in teaching, learning, personal development, and institutional success. In keeping with this commitment, our academic community strongly encourages applications from candidates from diverse backgrounds and candidates who support diversity.

WITT / KIEFFER

Sport Management: Location: Lindenwood University-Belleville. Start Date: January of 2015. 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 and 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 degrees conferred prior to 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.

Statistics: The University of Chicago Booth School of Business is seeking to appoint outstanding scholars to tenure-track positions in Econometrics and Statistics. Applications are invited from individuals who have earned a PhD (or equivalent) or expect to receive a doctorate in the near future. Members of our faculty are expected to conduct original research of exceptionally high quality, to teach effectively, and to participate in and contribute to the academic environment. Junior candidates will be judged on potential, and we will rely heavily on the advice of established scholars. Each candidate

GEORGIAN COURT UNIVERSITY
A tradition of excellence...a future of success

PRESIDENT

Lakewood, New Jersey

Georgian Court University (GCU) invites nominations and applications for the position of President. Located in Lakewood, New Jersey, GCU is a Roman Catholic comprehensive master's university, offering over 30 undergraduate degrees and 10 graduate degrees. For more than a century, Georgian Court has been a living example of education in the Catholic Mercy tradition. Established in 1908 by the Sisters of Mercy as a women's college, GCU became fully co-educational in the fall of 2013. The campus sits on the historic Gould Estate and is approximately 60 miles south of New York City and 10 miles west of the iconic Jersey Shore. Students may obtain undergraduate or graduate degrees in three schools: the School of Arts and Sciences, the School of Business, or the School of Education.

The university is open to all faiths and maintains a special concern for women. It is a dynamic community committed to the Mercy Core Values of justice, respect, integrity, service, and compassion, locally and globally. Georgian Court provides students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers. GCU's collaborative environment allows the entire university community to grow through shared educational, cultural, social, and spiritual experiences and gives students the will and means to translate concern for social justice into action. Georgian Court delivers to the world engaged citizens who have integrity, intellectual surety, and a powerful sense of purpose.

GCU seeks in its next President a visionary, inspirational and entrepreneurial leader who is fully committed to intellectual engagement, academic excellence and authentically lives out the Mercy Core Values. This individual will work closely with GCU's most important resources—its faculty, staff, students and academic programs—to drive a strategic vision for the university in its next chapter. The next President will enhance GCU's enrollment, retention, and marketing strategies, strengthen and ensure fiscal viability and stability, continue to develop GCU's 156-acre physical plant to support the evolving student life and the campus community, and shepherd a culture of trust, mutual respect and transparency amongst administration, faculty, and staff. This individual will work to increase GCU's visibility, reach, and reputation and strive to become a university with a regional reputation, strengthening engagement with alumni and increasing fundraising activities. The successful candidate will present experience with undergraduate, graduate, and professional programs, a demonstrated ability to support high quality teaching at the undergraduate and graduate level, a record of scholarship and service, and possess proven financial acumen, strategic planning and fundraising abilities. A terminal degree is strongly preferred.

Isaacson, Miller, a national executive search firm, has been retained to assist in the recruitment of the next President. Confidential inquiries, nominations, referrals and resumes with cover letters should be sent in confidence to: **Denise Gaffney, Vice President and Leslie McCarthy, Associate at Isaacson, Miller, 263 Summer Street, 7th Floor, Boston, MA 02210, www.imsearch.com/5142. Electronic submission of materials is strongly preferred.**

Georgian Court University is an Equal Opportunity Employer and proudly values diversity.

ISAACSON, MILLER

Wells College

PRESIDENT

Aurora, New York

The Board of Trustees of Wells College has begun the search for the College's 19th president and invites nominations and applications for this uncommon opportunity for leadership. Wells' next president will accept responsibility for a historic liberal arts college with a solid self-understanding and a clear confidence of purpose. During the past year, Wells initiated extensive curriculum revisions, implemented a new financial model and budgeting policy, and redefined the interconnection of its liberal arts mission and its hallmark experiential learning program.

Established in 1868 and soon to celebrate its 150th anniversary, Wells is a four-year, liberal arts, independent, residential college, located in the Finger Lakes region of central New York. Wells has a full-time enrollment of approximately 525 students. The college attracts students from throughout the United States and internationally. Founded as a women's college, Wells first admitted male students in 2005. At present, men represent 34% of the student body. Twenty-six percent of students identify as members of a minority group and five percent of the students come to Wells from abroad. The college is a Division III member of NCAA and the North Eastern Athletic Conference (NEAC) and offers intercollegiate teams for women in field hockey, lacrosse, soccer, swimming, tennis, basketball, cross country and volleyball; men can participate in basketball, cross country, swimming, soccer, lacrosse, and volleyball at the varsity level.

At its core, Wells remains committed to its liberal arts tradition. While retaining this focus and sustaining its educational strength, Wells' next president will be expected to continue the college's initiatives in curriculum revision and programmatic connectivity between a liberal arts education and career and professional preparation. The president will lead the college to develop a strategic vision for its future, sharpen its institutional brand, expand its philanthropic culture, secure its financial equilibrium, extend its reputation, and strengthen community relations and opportunities throughout the Finger Lakes region. Moreover, she/he should reflect many of the qualities that the College seeks to instill in its students. Intellectual curiosity, creativity, social responsibility, and personal engagement all help to define the expectations of the Wells presidency.

Prospective candidates are encouraged to visit the web site for Wells College at **www.wells.edu**. A position profile which contains additional information on the nature of this opportunity and the application process may be accessed at **www.agbsearch.com** under "Current Searches".

Although applications will be accepted until the time that a new president is selected, candidates should plan to submit materials by December 1, 2014, for the most favorable consideration. All inquiries should be directed to: **Thomas B. Courtice, Ph.D., tbc@agbsearch.com and Veryl Miles, vvm@agbsearch.com, AGB Search, 1133 20th Street NW, Suite 300, Washington, D.C. 20036.**

AGB SEARCH
agbsearch.com

Wells College is an equal opportunity employer and encourages the candidacies of women and persons of color.

should submit a curriculum vitae, a sample of written work, and the names of at least two scholars qualified and willing to evaluate the candidate's ability, training, and potential for research and teaching. Applications will be accepted online at: http://www.chicagobooth.edu/faculty/openings. We will start formally reviewing applications on December 1, 2014 and strongly encourage you to complete your application by then. We will continue to accept applications until March 15, 2015. The University of Chicago is an Affirmative Action/Equal Opportunity/Disabled/Veterans Employer.

Veterinary Medicine: The College of Veterinary Medicine at Iowa State University invites applications for multiple, full-time, faculty positions in the Department of Veterinary Clinical Sciences. Clinician or Senior Clinician - Small Animal Primary Care (Posting Number 400028). Assistant, Associate, or Full Professor - Ophthalmology (Posting Number 400020). Clinician, Senior Clinician, Assistant, Associate, or Full Professor - Radiology (Posting Number 400024). Clinician, Senior Clinician, Assistant, Associate, or Full Professor - Neurology (Posting Number 400017). Iowa State University is classified as a Carnegie Foundation Doctoral/Research University-Extensive, a member of the Association of American Universities (AAU), and ranked by U.S. News and World Report as one of the top public universities in the nation. For full descritpions of these positions and application instructions, please visit https://www.iastatejobs.com. Iowa State University is an EO/AA employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected Vets status.

Visual Arts: Union College (Schenectady) invites applications from practicing artists for a full time, tenure track position as Assistant Professor of Painting and Drawing, beginning in September 2015. The successful candidate will demonstrate expertise in traditional and contemporary painting techniques and a proven ability to teach a strong foundation in perceptual, formal and critical skills, while engaging students in the significance of historical and contemporary artistic practice. Drawing is a foundation of the Union College visual arts curriculum and the ability to teach it successfully at the undergraduate level is an important component of this position. Additional experience in other media, especially in digital practices, is welcome. An MFA in painting or a closely related field, a strong commitment to undergraduate education in the liberal arts, a demonstrated and active record of exhibition and creative achievement in the field, and previous teaching at the college level are required. The Department of Visual Arts includes both Studio Fine Arts and Art History, for a total of nine full-time faculty and two studio technicians. Union College is a small, highly selective liberal arts college 150 miles from NYC, which offers engineering in addition to the traditional liberal arts and science majors. Union is committed to exploring cross-disciplinary teaching and welcomes innovative teaching initiatives. Union is on a trimester system, and the full time teaching load is 6 courses, taught 2-2-2. In addition to teaching, tenure track studio visual arts faculty are expected to maintain a professional arts practice; serve on committees; advise students; and participate in curriculum development and other departmental and college activities. All applications will be processed through Slide Room. Union College accepts only electronic submissions. Applications must be received by December 15, 2014 Submit a letter of interest with a brief summary of teaching and research/creative activity, curriculum vita, artist's statement, teaching philosophy, sample syllabi for introductory painting and drawing courses, three letters of reference, up to15 examples of your creative work and 15 examples of student work. If you have a website or work online, please include that where indicated. Submit your materials here: https://unionfacultysearch.slideroom.com Applicants should indicate if they will attend CAA 2015 in New York City. Union College is an equal opportunity employer and strongly committed to student and workforce diversity. Union College is committed to providing access and reasonable accommodation in its application process for individuals with disabilities and encourages applicants with disabilities to request any needed accommodation(s). We value and are committed to a host of diverse populations and cultures including, but not limited to, those based on race, religion, ability, ethnicity, sexual orientation, gender, gender identity and national origin.

Need to Fill an Open Position?

Reach the best candidates in academe through new packages and The Diversity Network.

Get started today at
Careers.Chronicle.com

Writing: The Writing Program at Fort Lewis College, Durango, CO, is accepting applications for two lecturers to start in mid-August, 2015. These are non-tenure-track, annually renewable appointments. Apply by October 31, 2014. Details at: https://www.fortlewis.edu/jobs. EO/AA employer.

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For Safety's Sake, Get Rid of 'Campus Cops'

POINT OF VIEW

JOHN PAUL WRIGHT AND KEVIN M. BEAVER

Earlier this month, the University of Florida suspended its backup quarterback after a female student accused him of sexually assaulting her on the campus. In another high-profile case, it was reported late last month that the suspect in the possible abduction of a missing University of Virginia student had twice earlier been accused of sexually assaulting students at separate colleges.

Few allegations are more serious than those of rape and sexual assault. Police have to conduct interviews, collect evidence, and decide whether probable cause exists for a person to be arrested, charged, and prosecuted. Because the behavior that led to the complaint often occurs in private, involves alcohol or drugs, and relies on differing interpretations of consent, even the low legal standard of "probable cause" is sometimes difficult to achieve.

Overlooked in the debate about whether colleges are pursuing sexual-assault allegations seriously enough, however, is the fact that college police departments are often responsible for investigating crimes that occur on, and sometimes even off, the campus. Few other American institutions enjoy the power to create and maintain a police force. Not even Fortune 500 companies or your local public high schools have the legal authority to create their own standing police departments, with full arrest powers and a slew of weapons, even armored personnel carriers.

That is a problem, because campus police departments are under the immediate control or influence of college administrators. This relationship compromises the hallmark principles of American jurisprudence: objectivity, fairness, impartiality, due process, and, most important, freedom from political interference in matters of law enforcement.

In fact, some of the biggest changes in American policing have been those dislodging police departments from the corrupting influence of political control. Yet on American campuses, political control of campus police departments—control often extended to presidents, provosts, even deans—is normal and expected.

During the "political era" of American policing, political machines of both parties dictated policing practices. Similarly, an inherent conflict of interest occurs when college representatives—whose goals are often in conflict with those of the police agencies they control—influence the practices of campus police departments, their goals, and their decisions. This relationship taints virtually all high-profile cases, as well as cases that never make the news. Because of this inherent conflict of interest and because of the problems associated with colleges' creating a parallel system of policing, we argue for the disbanding of college police departments across the United States.

There are three reasons for taking such a step.



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First, as we have mentioned, is the inherent conflict of interest involved in having college administrators influence police decision-making. As history has proved, some administrators will exercise direct influence over the campus police force, pushing it to make arrests or to not make arrests. The savvy administrator, however, can use other means to exert influence, including threats to reduce budgets or to terminate leaders and offers of rewards such as bonuses, funds to hire more officers, or approval to purchase new equipment.

Second, campus police officers are used to enforce not laws but college-specific policies. Infractions of those policies can result in arrest and prosecution. At the University of Cincinnati, for example, the campus police enforced an administrative rule that limited "free speech" to an area representing less than 1 percent of the total campus—and even then only with the approval of campus bureaucrats. Violators faced arrest. Similar rules exist on campuses across the country. Cincinnati's policy was eventually nullified in federal court as a result of a lawsuit by a libertarian group.

Third, while students may face arrest for violating college policies—what we term overpolicing—just the opposite may also occur. That is, underpolicing. For example, if a large group of college-age residents held a block party in an inner-city neighborhood, with obvious underage drinking, drug use, assault, and lewd sexual behavior, the local police would break up the party and make arrests. If it were held on a campus, we would call it a frat party. The campus police, moreover, would probably do no more than help to control the party, forcing underage violators to pour out their drinks and ensure that nobody drove to the store for another keg of beer.

Colleges can never shake questions concerning the legitimacy of criminal investigations, especially in high-profile cases where conflicting goals are at stake. Moreover, colleges have created a dual system of justice, designed not by a legislature but by unelected administrators who are not accountable to the public. This system of justice, separate and unequal, leads to highly disparate and sometimes discriminatory treatment of individuals.

Colleges should divest themselves of all matters criminal. These include investigations of campus crimes, arrests, and subsequent prosecution. If a crime occurs at Google, Microsoft, or Starbucks, the police are called. They investigate the incident and decide on the appropriate response. Local, state, and federal authorities, moreover, are not beholden to the whims of Google managers, Microsoft supervisors, or Starbucks baristas.

One way to make this transition happen is to transfer campus police officers to the agencies that already have jurisdiction. In most circumstances, that would involve local police agencies. Those agencies already have specialized subdivisions, such as narcotics or vice. Colleges could require that the agency receiving their officers establish a special division for the campus. Moreover, colleges could subsidize the cost of those officers, so the tax burden to towns and cities would be minimized.

Divested of their criminal-justice obligations, colleges should focus instead on safety and security. Safety-and-security officers cost less than do armed police officers, allowing an increase in the number of people dedicated to campus safety. This arrangement would also allow for increased surveillance and monitoring of the campus, especially in places not typically under the supervision of police officers, such as dormitories. These campus officers could be focused on public service, directing traffic, notifying the police if necessary, and solving problems before they escalate into criminal incidents.

Our last recommendation is for students and faculty and staff members across the United States: If you are raped, assaulted, or otherwise victimized, call your local police department. It is least influenced by college politics. You wouldn't, after all, want a provost with a background in English literature, or an assistant athletic director, influencing whether or not the police arrested the criminal who violated you. ■

John Paul Wright is a professor in the School of Criminal Justice at the University of Cincinnati. Kevin M. Beaver is a professor in the College of Criminology and Criminal Justice at Florida State University.