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CAMPUS SAFETY

How to Carry a Gun on a Texas Campus

In classrooms? In dorm rooms? In holsters? The U. of Texas at Austin debates how to apply a new law allowing guns in buildings. Many fear the institution will become less safe. **A4**

'I Hate Being Afraid of My Students'

Professors across the country are wondering: What would I do if a shooter walked into my classroom? Is a student who gets angry about a grade potentially dangerous? **A4**



Sgt. Dustin Young of Miami U.'s police department helps a young man he found passed out near the university.

TY WRIGHT FOR THE CHRONICLE

Campus Cops' Contested Role

They have been around for decades but are still perceived as the security guards they replaced. Despite challenges to their authority, their focus on community may be a model. **A18**

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Accused Astronomer Resigns

For years, colleagues and students asked Geoff Marcy, a famous professor at UC-Berkeley, to stop what they saw as sexual harassment. Only after an investigation went public did he step down. **A6**



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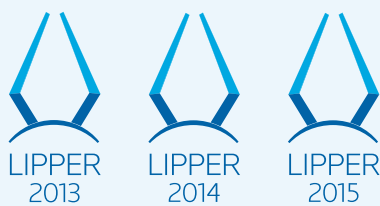
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The Week

What you need to know about the past seven days

More Shootings

It's a measure of how accustomed we've become to gun violence in our schools and on our campuses that when a single Friday brings **shooting deaths at colleges in two states**, we barely notice — because, hey, only one person died in each incident. Nowadays if a death toll doesn't at least approach double digits, most of us aren't likely to divert our attention for more than a few moments from Donald Trump or the baseball playoffs or the spectacle Congress is making of itself.

Ironically — as if there were room for irony on a calendar so cluttered with killings — the latest shootings took place the same day President Obama flew to Oregon to meet the families of **nine people shot to death a week earlier at Umpqua Community College**. And now two more young people are dead — Colin Brough, a 20-year-old Northern Arizona University student, and Brent Randall, a freshman at Texas Southern University. A first-year Northern Arizona student, Steven Jones, has been charged with killing Mr. Brough and wounding three others after a fight at a fraternity. No arrests have been made in the shooting at Texas Southern, which also left another person hospitalized.

A number of colleges have responded to the spate of shootings by circulating memos reminding students and faculty members **how to respond to "active shooter" situations**, and California's governor, Jerry Brown, signed into a law a measure banning people with concealed-weapons permits from taking their guns onto college campuses. At the same time, however, public-college administrators in Texas are making plans for next year, when a new state law will require them to let people with concealed-carry licenses **bring guns into campus buildings**, including residence halls. (Read more on Page A4.)

With politicians and the public so bitterly divided over the subject of guns, it accomplishes little to note that the deaths of Mr. Brough and Mr. Randall are **utterly senseless**. History and literature have taught us not to expect the world to make much sense. But neither should the tragedies go unmarked — not if we have any hope at all of remaining a civilized people.

Student-Aid Experiment

Last week the Education Department announced a small pilot program that takes risks on two interesting fronts. For the first time, it will make some computer-coding "boot camps," MOOCs, and other educational offerings from "noninstitutional providers" **eligible for federal student aid**. The providers must partner with colleges, but the colleges don't have to supply the majority of the course content. And the offerings will be **vetted not by traditional accrediting organizations but by third-party "quality-assurance entities"** (although the colleges will also have to get the blessing of their regular accreditors).

The department says its goal is to make the tech offerings more accessible, particularly for low-income students. It also wants to try

gauging programs' success by students' learning achievements and subsequent employment rather than by accreditors' traditional measures. "Quality-assurance entities," the department said, could be "employer associations, new entities created for this specific purpose, existing accreditors ... accounting firms, or others."

So-called **boot camps** have become popular in recent years, both among students eager to acquire skills quickly and among politicians hoping to stock the work force with productive employees. But the lack of federal student aid has been a problem, since the average tuition for the immersive programs, according to one recent study, is about \$11,000.

Astronomy's Open Secret

Geoff Marcy, a high-profile expert on planets orbiting distant stars, **resigned from the faculty** at the University of California at Berkeley last week after BuzzFeed reported on a university investigation into charges that he **sexually harassed female students repeatedly between 2001 and 2010**. The investigation, which confirmed the allegations, had prompted administrators to warn Mr. Marcy that he could be dismissed if he continued harassing women. The warning, the administrators said, was as harsh a penalty as university policies permitted unless the institution undertook a "lengthy and uncertain" dismissal process.

A number of people, however, found the university's response **inadequate**. Michael Eisen, a Berkeley professor of genetics, genomics, and development, asked on Twitter why the university bothered having a sexual-harassment policy "if the response to violations is, 'You have to follow policy?'" The case attracted plenty of attention elsewhere, too, including a *Forbes* post that cited one of Mr. Marcy's former graduate students as saying that "Geoff's inappropriate actions toward and around women in astronomy is one of the biggest 'open secrets'" at astronomy gatherings. The former graduate student went on to say that "**networks of women pass information about Geoff to junior scientists in an attempt to keep them safe**." Sometimes it works. Other times it hasn't.

While Mr. Marcy said he disputed some of the particular charges in the investigation, he also posted a letter of apology online. But last week 24 faculty members in the astronomy department signed a letter to university administrators saying they did not believe he could continue to "perform the functions of a faculty member." Two days later he resigned. The university's chancellor and provost posted a statement saying Mr. Marcy's behavior had been "**contemptible and inexcusable**," adding that they would work to "reform the university's disciplinary processes, criteria, and standards so that in the future we have differ-

ent and better options for discipline of faculty." (Read more on Page A6.)



UT ATHLETICS

Plus All This ...

A new report from the Consumer Financial Protection Bureau says **complaints from people who have taken out private student loans** rose by nearly 20 percent in the past year. The report also says only about 5 percent of private-student-loan borrowers enroll in income-based repayment programs that could cap their monthly payments. ... The University of Texas mascot, a **longhorn steer referred to as Bevo XIV** (above), has cancer and will retire, the university said last week. ... A Wisconsin jury found that Apple had **violated a patent for improving computer-chip efficiency** that is owned by the University of Wisconsin's licensing arm, the Wisconsin Alumni Research Foundation. Damages are still to be determined but could reach **\$862 million**.

Hidden History Lesson

A two-year renovation of the **University of Virginia's famous Rotunda** has revealed a surprise: an early hearth designed for chemistry experiments. The hearth, in a semicircular niche of a ground-floor room, was apparently walled over in the 1850s, when new chemistry labs were built in an annex behind the Rotunda. The wall protected the niche during an 1895 fire that gutted the Rotunda, and the hearth remained hidden until the current renovation began, although fireboxes for different levels of heat — one burning wood and the other coal — were discovered

in the 1970s.

"**This may be the oldest intact example of early chemical education in this country**," said Brian Hogg, the university's senior historic preservation planner. The first chemistry classes at UVa were taught by John P. Emmet, who also helped Thomas Jefferson design the chemistry facilities. —LAWRENCE BIEMILLER



DAN ADDISON, UVA

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THE CHRONICLE
REVIEW Section B

New Gun Law in Texas Forces Tough Choices on Colleges

By KATHERINE MANGAN

AUSTIN, TEX. ON AUGUST 1, 2016 — 50 years to the day after a student named Charles Whitman climbed into the University of Texas tower and shot 46 people, killing 14 of them — a new law on concealed firearms will take effect here. Already, emotions are exploding.

The law, SB 11, known as “campus carry,” will allow people with concealed-handgun licenses to bring their weapons into public-university buildings, including classrooms and dormitories, across the state. The legislation applies to private four-year colleges, too, but they can opt out. Starting in 2017, it will apply to community colleges as well.

The fact that the rollout coincides with the anniversary of an infamous mass shooting isn’t lost on supporters or opponents of the law.

Depending on your viewpoint, allowing people to carry concealed handguns could make the campus safer or more dangerous. Some people have raised fears that professors would be afraid to discuss provocative topics, or that distraught students would be likelier to harm themselves or others.

A 19-member committee, appointed by the flagship campus’s president, Gregory L. Fenves, is struggling to devise recommendations on how to carry out the new law. The panel’s work will be watched in states, like Wisconsin, that face the prospect of similar laws.

Texas law has long allowed licensed gun owners, who generally have to be 21, to carry concealed handguns on campus grounds. The change that puts people here on edge is that the new law will extend that permission into campus buildings.

In a last-minute compromise, lawmakers gave universities the discretion to set “reasonable rules and regulations” that would estab-

lish limited gun-free zones, as long as those rules do not have the effect of prohibiting license holders from carrying their guns on campuses.

The working group has been studying the experiences of seven other states with right-to-carry laws. None of those other states, however, give universities the wiggle room that the Texas law does to designate gun-free zones, said Steven J. Goode, a law professor and chairman of the working group. “We’re on our own there,” he said.

The group plans to make recommendations to Mr. Fenves by the end of November. He and his staff will devise rules that, to go into effect, must be approved by the system’s Board of Regents, probably in February.

Mr. Goode said his group had received more than 3,000 comments about the law, most from people who oppose it. Many are pushing for widespread restrictions that would ban guns in classrooms, dormitories, and faculty offices.

Javier Auyero, a professor of Latin American sociology here, wants the working group to specify a few buildings for faculty members and students who aren’t comfortable teaching or learning in a classroom with guns.

Mr. Auyero, whose research focuses on interpersonal violence, said lawmakers who had approved the campus-carry law ignored ob-

SAFETY

jections from officials like the chief of the Austin city police department, Art Acevedo, and the chancellor of the University of Texas system, William H. McRaven, a former Navy Seal who oversaw the raid that killed Osama bin Laden.

“I suspect they know a thing or two about situations in which guns are involved,” Mr. Auyero said.

A few supporters of the law also spoke up at a recent public forum. Justin Stone, a first-year law stu-

dent who holds a concealed-gun license, said people like himself are trustworthy. “We are not vigilantes,” he said. “We are not a danger to this campus. We are not the bad guys you read about in the news.”

PETITIONS AND PROTESTS

More than 600 faculty members on the Austin campus have signed a petition objecting to allowing guns in their classrooms.

And 52 members of the psychology department signed a statement saying there was no evidence that concealed guns would make students safer.

“Shootings give rise to situations marked by panic, confusion, and terror, conditions under which judgment, especially among individuals who are untrained and inexperienced in such situations, is impaired,” the statement says.

The psychology building, it notes, also houses a day-care center and a

student-staffed mental-health clinic.

“One of the issues that has been bedeviling us is what to do about mixed-use buildings,” said Mr. Goode. “What about a building with labs containing chemical or explosive materials, where an accidental gun discharge could cause a catastrophe? Should that lab be off limits, but guns allowed in a classroom wing? Will you have a sign here and not there? At some point, it becomes impractical.”

The campus-carry bill’s sponsor, State Rep. Allen Fletcher, a Republican, said fears of its impact were overblown. “Students 21 years of age and older have been lawfully and responsibly carrying in Texas for over 19 years,” he said in a prepared statement in May. “They’ve been able to carry their concealed handguns in public and on campus grounds, but the moment they step foot in an academic building they become criminals.”

In an interview last week, he warned the university not to come back with rules that ban guns in most classrooms. “They don’t get to make that decision,” he said. “The people of Texas get to make that decision, and they already did.”

The Austin committee is also studying how concealed guns should be carried. One possibility is requiring that the weapon be holstered, the trigger covered, to minimize the chances of its accidentally going off.

Meanwhile, the committee will continue to try to find a position that keeps the campus safe while complying with the law.

“Some people think the carrying of concealed handguns makes a place safer, and others think it makes it less safe,” said Mr. Goode. “There is not a lot of communication between those groups that is effective. We just have to live with the fact that we’re trying to craft a policy in the face of two very different views.”



The U. of Texas at Austin, like other institutions across the state, is trying to determine how to accommodate people with concealed guns in campus buildings. Opponents of the new law (above), which will take effect next fall, have said it will make the campus more dangerous.

As Campus Gun Violence Increases, So Do Professors’ Fears

By BETH MCMURTRIE

WENDY RAWLINGS never sits with her back to the door anymore. And she prefers to teach in classrooms with more than one exit. Recently her students spotted through the window a young man dressed in black pacing back and forth outside the building. “If he makes a move, I’m out of here,” one said, and they all laughed, in a morbid way, about the prospect of a deranged gunman being just steps away.

Ms. Rawlings, an English professor at the University of Alabama at Tuscaloosa, pegs the date of that incident as sometime between the shooting at Delta State University in mid-September and the one at Umpqua Community College on October 1. She’s keenly aware of the number and types of campus and school shootings — when they happened, who was hurt, and the weapons involved.

“So, yeah,” she said on Friday, October 9, when two more campus shootings took place, in Texas and

Arizona. “You can’t stop thinking about it for 10 minutes before another one happens.”

Many faculty members are thinking about such scenarios with increasing anxiety. They may crack a joke at a faculty meeting, or roll their eyes at the latest administration missive of how to stay safe in an “active shooter” scenario, but in the back of their minds are questions. What would I do if someone walked into the classroom with a gun? Is that student who got angry about a bad grade potentially dangerous?

On social media, their comments are a mixture of worry and anger. “I hate being afraid of my students, but I am,” wrote one faculty member. “If I’m the next professor to die because politicians refuse to act on gun control,” wrote another, “please politicize my death. Thank you in advance.”

‘SOURCE OF ANXIETY’

“None of us went into academia with the idea we’d qualify for combat pay,” says Kevin M. Gannon,

chairman of the history department at Grand View University, in Iowa. He tweets a lot about gun violence and says he’s noticed more anxiety at campuses across the country.

Ms. Rawlings began modifying her behavior after the shootings at the University of Alabama at Huntsville five years ago, in which a biology professor killed three colleagues.

Living in Alabama, Ms. Rawlings is accustomed to gun culture. If someone is shot in a bar fight, it’s not surprising. But when churches, schools, and colleges are the scene, it’s different. “This is our place of work,” she says. “It feels perverse to me that I have to worry about it.”

Frank J. Donoghue, an English professor at Ohio State University, says the prospect of a campus shooting comes up in seemingly every conversation he has with colleagues, even at a recent promotion-and-tenure meeting. “The way people deal with it is to make nervous jokes, but it’s a real source of anxiety.”

It doesn’t help, he says, that the

administration sends about two messages each week on what to do in such a scenario — explicit messages, he says, on fleeing and hiding and fighting back. He knows the messages are intended to give people a sense of control, but he often finds the advice unrealistic or futile.

“I’m in a classroom with just one exit and I’m at the front,” he says. “If anyone would walk in [with a gun] there’s no way out. It’s on the second floor, so we can’t even jump out the way they did in Columbine.”

‘BAD THINGS HAPPEN’

Professors say they don’t necessarily change their approach to students, but they do think more about what reaction they might get when they hand out bad grades, for example. Virginia Wood, who teaches an introductory course on psychology at Kennesaw State University, says she has one student who seems angry a lot. “If I were to meet this student, damn skippy, I would meet in a very public place,” she says. She knows the

statistics: You’re more likely to get killed driving to campus than you are to get shot anywhere. “But it doesn’t stop me from getting worried.”

In states like Texas, which will allow license-holders to carry guns onto campuses starting next year, the possibility of a weaponized work environment is more unsettling still.

“We know that with a prevalence of guns on campus, bad things happen,” says Ron Milam, an associate professor of history at Texas Tech University who, as Faculty Senate vice president, is helping craft a plan to create gun-free zones on campus.

Javier Auyero, a sociology professor at the University of Texas at Austin, says that, because he studies violence in Latin America, he feels relatively safe by comparison. “What I fear is that the university will become a place where it is OK to carry guns on campus,” says Mr. Auyero, who is a member of UT Gun Free, an advocacy group seeking to repeal the Texas law. “‘University’ and ‘guns’ do not belong in the same sentence.”

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What One Resignation Means for Women in Astronomy

By ROBIN WILSON

WOMEN in astronomy worked quietly for a decade to persuade Geoffrey W. Marcy, the acclaimed Berkeley astronomer who resigned amid controversy last week, to change his behavior. Then four former students finally filed complaints of sexual harassment against him last year.

These women say the case is an important barometer of how the field treats female students and professors — whose numbers in the discipline are small — and whether universities are ready to take students' complaints about harassment seriously.

Ruth Murray-Clay, an assistant

FACULTY

professor of physics at the University of California at Santa Barbara who earned a Ph.D. in astrophysics on the system's Berkeley campus in 2008, says it was in 2004 that she decided to approach Mr. Marcy about what she saw as his inappropriate behavior with young women. She was the graduate-student representative to Berkeley's astronomy faculty at the time and was meeting with students about putting together an annual holiday play in which they would poke fun at faculty members.

"Someone suggested putting in a joke about Geoff chasing undergraduates, and the room got really quiet and uncomfortable," she says. "I knew that if this was something that couldn't even be joked about, I needed to go have a conversation with him."

Ms. Murray-Clay had already been hearing stories from several undergraduate women about what they considered inappropriate touching by Mr. Marcy — including kisses and back rubs. He had kissed her on the cheek once as she

"The reason he's been able to get away with it is that people don't trust the system to protect them."

waited for an elevator in Berkeley's astronomy department, she says, something she quickly told him was not OK.

But when she met with Mr. Marcy in his office 11 years ago, she recalls, he gave her a mixed message. The young female students had misinterpreted his behavior, he said, which he did not intend as sexual. But he also said he would take the complaints to heart.

"He said he was going to change," recalls Ms. Murray-Clay. "He said this was not going to happen again."

And then, she says, it did. Over and over again.

Ms. Murray-Clay went back to talk to Mr. Marcy several more times about his behavior, she says, before she left Berkeley, in 2008. So

did other students. She also complained to the astronomy department's chairman in 2005 and to Berkeley's Title IX office in 2006. But, she says, nothing happened.

Berkeley would not respond to questions on the issue, beyond its public statements.

'APPROPRIATE' RESIGNATION

Mr. Marcy worked at Berkeley for 16 years and is one of the nation's foremost scholars of exoplanets, which are beyond earth's solar system. After days of uproar over how the university handled the situation, the interim chairman of the astronomy department announced last week that Mr. Marcy would leave his position on the faculty.

Berkeley administrators issued a statement that called Mr. Marcy's resignation "entirely appropriate" and said his conduct with female students had been "contemptible and inexcusable."

Mr. Marcy declined to speak with *The Chronicle* for this article, but he sent email messages reiterating a public statement he issued this month, saying that he apologizes to people who found his behavior offensive and that he had worked hard to change.

After investigating the four former students' complaints, the university initially said in a statement this month that it had found Mr. Marcy responsible for sexual harassment. Yet he remained in his job. Days later Berkeley issued another statement, saying it had taken strong action against him and pointing out that the university cannot unilaterally discipline tenured professors.

"Sanctions can be imposed only after a lengthy process, including a hearing before a faculty committee, in which outcomes are uncertain," the statement read. That's why the university had decided to put him on notice that any future inappropriate behavior could result in his dismissal, it said.

But that didn't seem strong enough to many scholars in his field. Faculty members in Berkeley's department issued a statement that Mr. Marcy should be removed. Graduate and postdoctoral students there criticized the university for the way it handled the charges and condemned the professor's behavior. Thousands of people signed an online petition supporting those who "were targets of Geoff Marcy's inappropriate behavior."

A prominent astronomer in Mr. Marcy's discipline also asked him not to attend the field's most important annual meeting, next month.

"The stakes here couldn't be higher," David Charbonneau, a professor of astronomy at Harvard University, told BuzzFeed News, which first wrote about the complaints against Mr. Marcy. "We are working so hard to have gender parity in this field, and when the most prominent person is a routine harasser, it threatens a major objective nationally."



NIKLAS HALLEN, AFP, GETTY IMAGES

Geoffrey Marcy, a highly regarded astronomer at the U. of California at Berkeley, resigned last week and said it was painful for him to "realize that I was a source of distress for any of my women colleagues."

Female faculty members and students across the country have complained for decades of discrimination and harassment in male-dominated scientific fields. In astronomy, a 2013 survey found that 29 percent of assistant professors, 21 percent of associate professors, and just 15 percent of full professors are women.

Gender-based complaints are not reserved to science. Female philosophers, too, have cited a hostile climate, and universities have recently removed or forced several male philosophers to resign following complaints of sexual harassment and assault.

AN 'OPEN SECRET'

In astronomy, gender issues are as much of a concern as in any science discipline.

Joan T. Schmelz, who just completed her second term as chair of the American Astronomical Society's Committee on the Status of Women in Astronomy, characterizes Berkeley's initial treatment of Mr. Marcy as a "slap on the wrist."

In 2010, after learning of complaints about him at a party following that year's meeting of the society, Ms. Schmelz quietly began working with women who felt he had harassed them. At that party, in Seattle, several people saw Mr. Marcy hanging out with one of his female undergraduates, buying her drinks, touching her, and then leaving the party with her in a taxi.

"A small group of people decided this was really important, and we contacted the people who had been harassed," says Ms. Schmelz, a professor in the department of physics and materials science at the University of Memphis. "We got more and more names, and finally four

decided to file complaints after they had left Berkeley."

Ms. Schmelz says she became involved because she herself had been a victim of sexual harassment during graduate school in the 1990s, and because her position on the astronomical society's committee made her feel responsible.

As she talked with more and more women, she says, she realized that Mr. Marcy had a "playbook."

"I heard this so many times," she says, "that I realized it was standard practice for him."

Mr. Marcy, she says, would isolate a female student in his lab or find a way to talk with her privately on the campus, away from others. During the talk, he would make a slightly inappropriate comment, touch or kiss the student, and then apologize, according to what women told her.

Depending on the reaction he got, Ms. Schmelz says, he would either back off or take another step forward. Students, she says, complained that he had given them rides home, taken them out to coffee, and told them he and his wife had an open relationship. The four women who complained, she says, are "just the tip of the iceberg."

"This has been an open secret in the field for a long time," she says. "The reason he's been able to get away with it is that people don't trust the system to protect them."

A LETTER OF APOLOGY

In an open letter of apology that he issued this month, Mr. Marcy said it was painful for him to "realize that I was a source of distress for any of my women colleagues, however unintentional." But, he added, "through hard work I have

changed in major ways for the better."

Mr. Marcy is not a stranger to women's issues in astronomy. In fact, says Ms. Murray-Clay, the physicist at Santa Barbara, he is a charismatic professor who presented himself as sympathetic to the difficulties that female students face.

He even served on the astronomical society's Committee on the Status of Women from 1988 to 1996. In 1994, he and a female colleague at Berkeley completed a survey of female astronomers there about their experiences with sexual harassment and asked for their suggestions on ways to improve the climate. The results aren't publicly available.

A "sexual-climate survey" that the Berkeley department completed this year found several concerns among female students and professors. More than half of the 45 women who responded said they had experienced "unwanted sexual attention or harassment," and only 44 percent agreed that "the departmental climate is healthy with respect to gender/gendered issues."

This summer, after Berkeley had concluded its investigation of the complaints against Mr. Marcy and found him responsible for violating its policy on sexual harassment, Ms. Murray-Clay says he asked if he could meet with her.

He drove five hours from Berkeley to Santa Barbara, she says, where he asked her to contact Ms. Schmelz and other members of the Committee on the Status of Women in Astronomy to report that his behavior toward women in the field had changed. But Ms. Murray-Clay didn't find him convincing anymore. She said no. ■



THE UNIVERSITY OF TEXAS AT DALLAS CONGRATULATES

*alumnus Dr. Aziz Sancar PhD'77
for earning the 2015 Nobel Prize in Chemistry.*



Aziz Sancar working in the lab at UT Dallas in 1975, and then being honored with the Distinguished Alumni Award in 2009.

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Dr. Sancar came to us after earning a medical degree in Turkey, and worked with one of our most distinguished professors, Claud (Stan) Rupert, to earn his PhD in molecular and cell biology.

Dr. Rupert did seminal research on enzymes in bacteria that are activated by visible light and are involved with

repairing damaged DNA. As a UT Dallas student, Dr. Sancar successfully purified and described a bacterial enzyme called photolyase, which is critical to DNA repair.

Dr. Sancar's work at UT Dallas laid the foundation for his later studies of DNA repair in humans, and his discovery of cryptochrome, the photoreceptor that sets the biological clock according to the day/night cycle.

On behalf of our more than 90,000 UT Dallas alumni, and our faculty, staff and students, we salute Dr. Sancar for embodying the University's long-standing emphasis on academic and scientific excellence.

Why Violent Hazing Plagues Asian-American Fraternities

By KATHERINE MANGAN

WHEN MINH Tran joined an Asian-American fraternity at the University of Michigan in 1997, his brothers were struggling to fill a house. Back then they were more likely to beg for a prospective pledge than to beat him.

As a member of a Midwest chapter of Lambda Phi Epsilon, he said, there were none of the machismo-fueled rituals that have since spiraled out of control in Asian-American fraternities, which are among the least recognized and least understood corners of Greek life. Over the past decade, Mr. Tran has been shocked by the violent acts of hazing — including one in his own fraternity — that often fly under the radar.

The latest such act, in 2013, resulted in the death of a 19-year-old pledge from Baruch College, in New York, during a fraternity retreat in the Poconos. It was a stark example, Mr. Tran said, of the lengths to which some Asian-American men will go to fit in. It was also a sobering reminder of the potential dangers that exist alongside the

friendship, support, and community-service opportunities that the fraternities provide.

Four years ago Mr. Tran, who is now director of curriculum and academic enrichment at the UCLA School of Dentistry, co-directed a study that set out to answer a question that had been bothering him: Why would well-educated, seemingly well-adjusted men willingly participate in violent forms of hazing?

He spoke with many of those men, and their answers went beyond the usual explanation that hazing was a tradition no one dared to question.

“A lot of them said that as Asian men, they felt that they were usually portrayed as nerds who played video games a lot and weren’t very social or physically strong,” Mr. Tran said. “It felt good to be part of a group that broke that stereotype.”

Asian-American fraternities are by no means the only ones prone to violent hazing rituals. Physical abuse also happens at black and Latino fraternities. To a lesser extent, it happens in predominantly white fraternities, where serious injuries and deaths are more likely to

result from alcohol poisoning, falls from rooftops or cliffs, or choking on food, according to hazing experts.

But considering how small the Asian-American portion of the Greek-life population is, the number of deaths and serious injuries at

STUDENTS

those fraternities is surprising, said Walter M. Kimbrough, president of Dillard University, who is an expert on ethnic fraternities. “Many people don’t even know these fraternities exist,” he said, “and when they hear about them, it’s usually bad news.”

Another expert agreed. “We’re sadly, anecdotally, seeing much more physical abuse, particularly within historically Asian fraternities in the Northeast and West Coast,” said Gentry R. McCreary, chief executive officer of Dyad Strategies, a research-and-assessment firm that helps fraternities and sororities develop anti-hazing policies. “When we travel and talk to students, there’s a tremendous concern about this rite of passage that’s supposedly preparing one for manhood.”

A LACK OF OVERSIGHT

The incident involving the group from Baruch College, which is part of the City University of New York, is among the most harrowing in recent years. The fraternity itself, Pi Delta Psi, and five of its members are expected to face third-degree murder charges in connection with the death of Chun Hsien (Michael) Deng. Lesser charges are being filed against 32 other members who were in some way connected with the retreat in which Mr. Deng was blindfolded, weighed down with a heavy pack, and repeatedly tackled and thrown to the frozen ground in a ritual known as the “glass ceiling.”

The tradition, according to a lawyer for one of the accused, is intended to prepare students for the struggles they will face as Asian-Americans.

Mr. Tran believes that the problems plaguing Pi Delta Psi and oth-

er Asian-American fraternities are compounded by a lack of oversight from national fraternity groups. Without that oversight, he said, the fraternities are “doomed to repeat the same things over and over.”

Leaders of the National Asian Pacific Islander American Panhellenic Association, a group that includes dozens of fraternities and sororities, declined to comment beyond an email saying that the group took hazing seriously and was working to educate its members.

The Chronicle also sent emails to several leaders of the national Pi Delta Psi fraternity, who did not respond.

Mr. Tran’s co-author on the 2012 report, Mitchell J. Chang, agreed that many Asian-American fraternities lack supervision. While campus administrators are keeping an eye on traditional, mostly white fraternities, they might not think to question what’s going on in a chapter where students of Chinese, Korean, or Japanese heritage live, said Mr. Chang, who is a professor of education and of Asian-American studies at the University of California at Los Angeles.

“If you apply the stereotype and assume these kids aren’t going to go crazy — that they’re busy studying — there’s more chance of overlooking problems,” he said.

The study he conducted with Mr. Tran — “To Be Mice or Men: Gender Identity and the Development of Masculinity Through Participation in Asian-American Interest Fraternities” — included several fraternities that, like Pi Delta Psi at Baruch, had been banned by their universities because of hazing abuses. Instead of disappearing, those chapters often go underground, where they may be even less monitored and more dangerous, Mr. Chang said. That’s especially true when they feel they need to toughen up their members.

“These groups are taking hazing to much more of an extreme because they think it serves a purpose,” he said.

Mr. Tran’s own fraternity, Lambda Phi Epsilon, was impli-

cated in an incident in 2005, when Kenny Luong, a 19-year-old student at California State Polytechnic University at Pomona, was fatally injured during a football game without helmets or pads.

He and eight other pledges who were trying to start a new chapter of the fraternity were forced to play offense for two hours against 40 fraternity brothers from the University of California at Irvine.

CULTURAL DIFFERENCES

What can be done to cut down on such abuses? Training sessions shouldn’t take a one-size-fits-all approach or assume that all black, Latino, or Asian-American fraternities are alike, said Rasheed A. Cromwell, president of the Harbor Institute, a consulting firm that works with ethnic fraternities.

A session that focused on binge drinking, for example, might have little impact at an Asian fraternity at which heavy drinking is less of a problem than physically aggressive hazing.

“If students feel like it doesn’t apply to them, they’re likely to check out,” Mr. Cromwell said. “The first step is to acknowledge cultural differences and adjust hazing-prevention initiatives accordingly.”

Rather than give a canned lecture about the dangers of hazing, he would talk to individual fraternity members about where their traditions came from and what they hoped to accomplish. He would share examples of what has and hasn’t worked at black fraternities, where efforts have been underway for years to rein in rituals that have escalated from paddling to beatings. Many Latino and Asian-American fraternities model their more aggressive hazing rituals on such tactics, Mr. Cromwell said, and they could learn from both their failures and their successes.

“People are so afraid to talk because of liability and getting in trouble,” he said. “By telling them, Here’s what we tried and what we learned, we’re opening up a dialogue.” ■



EMILY BERL, NEW YORK TIMES, REDUX

Members of Asian-American fraternities told Minh Tran, who conducted a study of their attitudes, that hazing was condoned because “it felt good to be part of a group that broke that stereotype” of them as nerds.

Is It Fair to Ask Fraternity-Council Presidents to Reform Greek Life?

By SARAH BROWN

WHEN Timothy Bryson was elected president of the Fraternity Council at the University of South Carolina last fall, he believed firmly that Greek life there was in need of change. He loved being a fraternity member. But he was frustrated with what he saw as a recklessly permissive culture among some of his peers: “Ignore, ignore, ignore, and hope something doesn’t occur.”

He had reason for concern. Two months earlier, a sophomore pledge, Tucker Hipps, had died at nearby Clemson University during an alleged hazing incident.

Mr. Bryson saw many similarities between Clemson and his own institution: dangerous drink-

ing, out-of-control parties, and recruitment problems that “had been pushed under the rug for a while.”

Then, in March, a similar tragedy struck South Carolina: A freshman fraternity member, Charles Terreni Jr., died of alcohol poisoning at an off-campus house frequented by members of the university’s Pi Kappa Alpha fraternity. Mr. Bryson vowed to do more to hold his peers accountable.

In theory, he was in a position to do so. Fraternities, as private organizations, are generally free from institutional interference as long as they comply with college policies. And interfraternity-council presidents sit at the top of the self-governance structure under which most North American Interfraternity Conference chapters operate.

As pressure grows on fraternities to take a hard look at their alcohol-fueled ways, many of these presidents do more than run meetings and organize events. There are calls for them to act as visionaries and reformers. That might involve helping to revamp a college’s rules for social organizations, banning hard liquor from fraternity houses, or cracking down on alcohol use during new-member recruitment.

Some leaders, like Mr. Bryson, are eager to improve safety and to paint over fraternities’ party-hard image. But reformers “are the exception and not the rule,” said Gentry R. McCreary, chief executive of Dyad Strategies, a risk-management firm that works with colleges.

Part of the reason for the rarity of reformers is that the role can put



COURTESY OF PHI BETA SIGMA FRATERNITY

Timothy Bryson, an interfraternity leader at the U. of South Carolina, tried to ban alcohol at rush events.

students in a bind. Council presidents have to strike a balance be-

tween enjoying the social benefits of Greek membership and enforcing unpopular rules; any decision to penalize a chapter is likely to affect at least a few of their friends. Sometimes there is pushback. Mr. Bryson learned that firsthand.

A PRESIDENT’S FALL

During the first four days of fall classes at South Carolina, there were three hospitalizations related to fraternity recruitment activities, Mr. Bryson said. (The Fraternity Council at the university governs chapters within the Interfraternity Council, or IFC, and the National Pan-Hellenic Council, as well as several multicultural Greek organizations. Only IFC chapters have formal recruitment. Mr. Bryson

was also IFC president by virtue of his position.)

Several days later, an IFC adviser told the Fraternity Council's executive board and the chapter presidents that university officials were aware of the trouble. The adviser gave them a warning: If you have activities planned this weekend that include alcohol, we'd advise you to cancel them. But Mr. Bryson said the council and university staff kept hearing reports from students about alcohol at recruitment events.

That Sunday, Mr. Bryson, along with several other council leaders and administrators, suspended rush at 13 chapters. It was a harsh penalty, but he called it "an emergency situation" and said something forceful had to be done.

"In accordance with our bylaws, we should fine each chapter for having alcohol at recruitment events," he said. "I don't think we should send them invoices as they send kids to the hospital."

The council reversed the suspensions within two weeks. Still, several fraternity leaders argued that Mr. Bryson did not have the evidence to take such a drastic measure and had overstepped his role. They called for him to be impeached along with Jonathan Withrow, the council's vice president for conduct. Mr. Withrow elected to resign. Mr. Bryson was removed by a vote of the 27 chapter presidents on September 21.

The decision to halt rush, Mr. Bryson said, "was a slap on the wrist compared with long-term consequences."

'I'M KIND OF A BUZZKILL'

Mr. Bryson's removal was one of the most public examples of backlash against an interfraternity-council president. Several current and former presidents interviewed by *The Chronicle* emphasized a need to communicate with chapter presidents and to convey expectations and potential penalties before taking action. But they understood Mr. Bryson's intentions.

Many of them had enacted and enforced unpopular policies, and they acknowledged that policing fellow students — often their friends — could be a challenge.

"There's a lot of people who think I'm kind of a buzzkill," said Robert Schmidt, president of the Interfraternity Council at the University of Nebraska at Lincoln. He wrote an op-ed essay in the campus newspaper defending Mr. Bryson.

Mr. Schmidt's council passed a ban on hard liquor at Greek social events last spring, a move provoked in part by the alcohol-related death of a fraternity pledge in September 2014, he said.

Nebraska's student-affairs office handles allegations that might warrant suspensions, he said. But the council can levy initial penalties against chapters.

"My best friends, they're going to be my friends no matter what," he said. But younger members complained about the liquor ban. "They ask, 'Why can't we do this? Why are you controlling my decisions?'"

Peter Diaz, president of the Interfraternity Council at the University of North Carolina at Chapel Hill, has worked to make houses

"safer spaces" and restore a sense of control over parties. He began requiring chapters to register every party well in advance, and he increased enforcement of existing rules that parties have a security presence and a set guest list.

The changes have met resistance from non-Greek students who had grown used to crashing the parties, Mr. Diaz said.

"When they get turned down, they think it's because the fraternity is elitist or racist," he said. "But the real reason is we have a rule: Do not let people in who you do not know, unless they're invited. Once you lose control of your party, you lose control of everything that happens."

Nationwide, however, visions of reform are not common among in-

terfraternity-council leaders, said Mr. McCreary, the risk-management consultant, even as the councils face increased scrutiny. "Most are there to maintain the status quo and to do what the chapters want them to do — which is often to advocate and defend," he said.

Ideally, more council presidents would take bold stands, as Mr. Bryson did, said Steve Veldkamp, executive director of the Center of the Study of the College Fraternity, at Indiana University at Bloomington. But he recognized the risk of retaliation from other students. He said he had heard "horrible stories about them being mistreated in social circles."

Some observers contend that putting a student-run council in

charge of groups that engage in high-risk behavior makes little sense. "Clearly what's happening isn't working," said Mr. McCreary, who has proposed a shared-governance system in which national organizations or fraternity alumni take on more direct involvement in chapters' day-to-day activities. Such an approach would require both groups to assume more liability as well, he said.

Mr. Veldkamp said the current model can work well, provided that colleges, too, are involved. Many interfraternity-council presidents are "extraordinary human beings," he said. More than other Greek-life officials, he said, "they have an understanding of what needs to happen."

Still, Mr. Veldkamp said, "I abso-

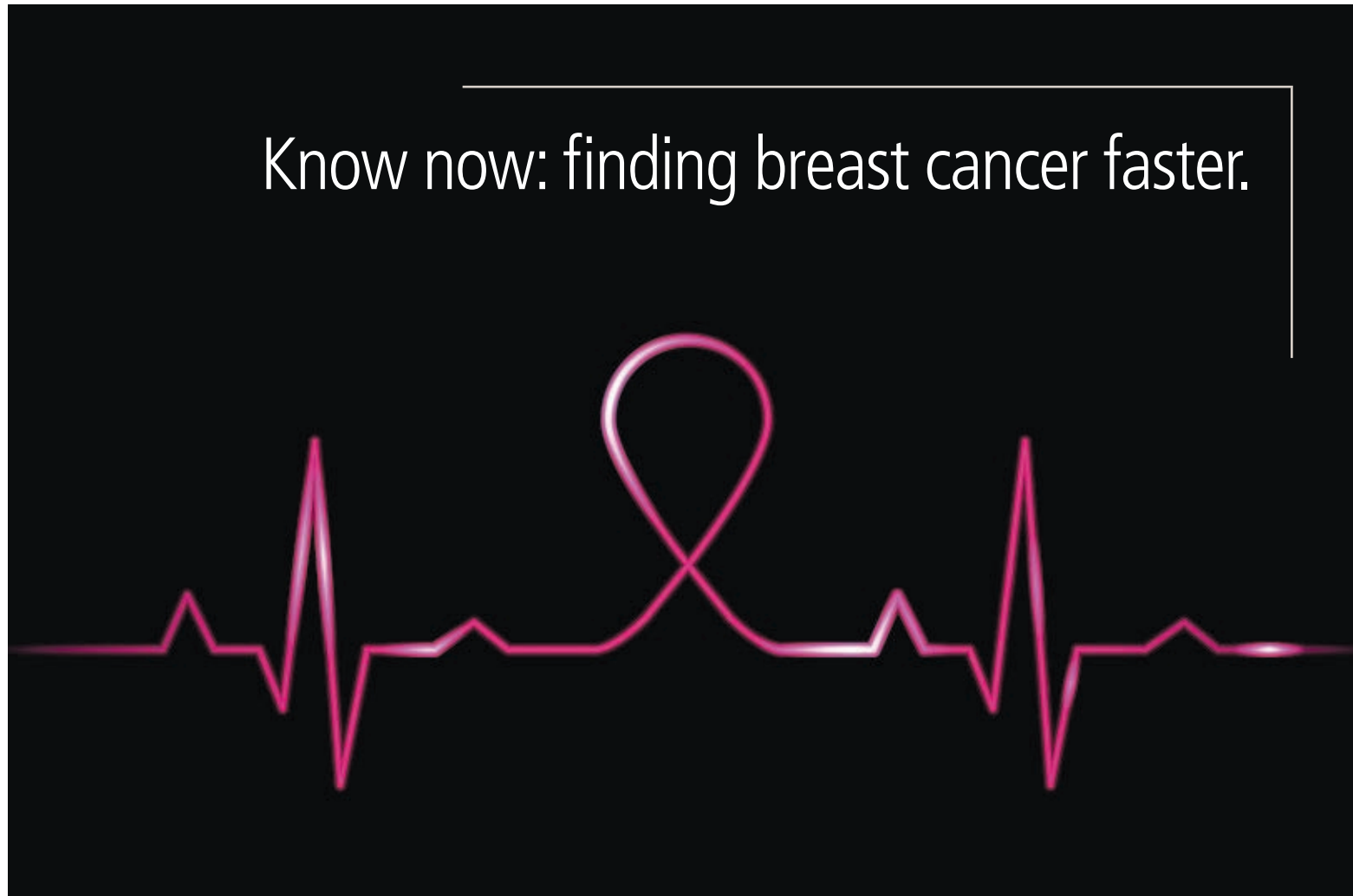
lutely worry if it's too much" to ask of students.

Offering institutional support and training opportunities for presidents is essential, said Mark Koepsell, executive director of the Association of Fraternity/Sorority Advisors.

But the short-term nature of the position might continue to thwart the efforts of reform-focused presidents. Momentum in favor of change in fraternities tends to ebb and flow on campuses, Mr. McCreary said.

The future is a central concern for Mr. Diaz, of North Carolina. "I'm thinking, we did some great things," he said, "and I want this to continue." He can only hope that happens. ■

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How Fafsa's New Reliance on Older Tax Data Could Affect Colleges

By BECKIE SUPIANO

THE CHANGE in the federal student-aid application process that the Obama administration announced last month may at first sound arcane. Students will be able to apply earlier for aid and to use older tax data, a procedure with the requisitely wonky name “prior prior year,” or PPY.

But this change, observers say,

families can try to file their taxes early, hold off on applying for aid until later in the year, or apply using estimates and correct their information later.

That’s going to change next fall. The application will be available earlier, in October. And instead of using information from the previous year’s taxes, students and families will use their financial information from the “prior prior” year.

ADMISSIONS

How has this announcement been received?

Using prior-prior year tax data is widely seen as a win for students and has been a mainstay of recommendations for improving the financial-aid system for years. “It finally gives us the opportunity to have the cost conversation sooner in the process,” says Chris George, dean of admissions and financial aid at St. Olaf College.

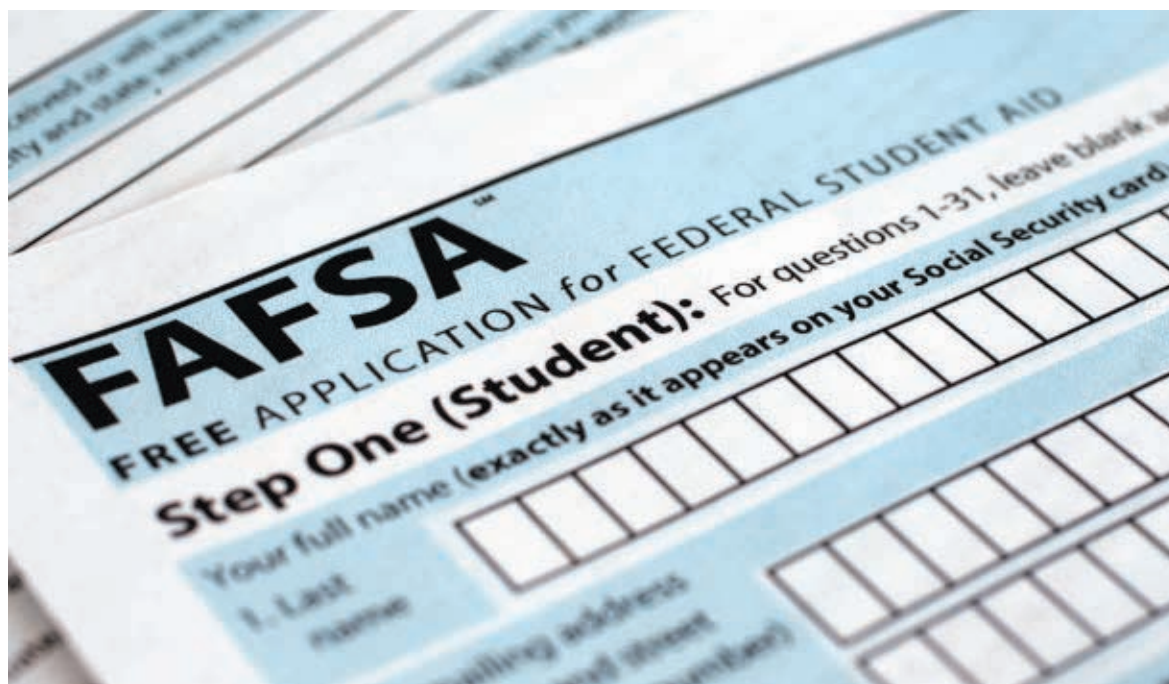
But not everyone who will be explaining PPY to families is up to speed. A survey conducted this past May and June by the National Association for College Admission Counseling found that only 9.8 percent of admissions officers were “very familiar” and 47.2 percent

could have big implications — and not only for financial-aid offices.

The change won’t take effect until around this time next year, so no one knows for sure how it will play out. Here’s what we can tell you so far:

What exactly is changing?

As of now, the Free Application for Federal Student Aid becomes available each January 1, and students and families fill it out using the financial information on their taxes from the previous year. That timing is awkward and inconvenient because most people have not yet filed the prior year’s taxes. Fam-



Starting next year, student borrowers filling out the Free Application for Federal Student Aid will be able to use so-called prior-prior-year tax records to calculate income.

JON ELSWICK, AP IMAGES

“somewhat familiar” with PPY.

How will prior-prior year benefit students?

The famously frustrating process of applying for aid should become much easier for many students and families. Because nearly everyone will have filed taxes for the year in question, families won’t have to worry about estimating their income and correcting it later.

The switch to prior-prior year

will also enable many more applicants to take advantage of the IRS data-retrieval tool, which they can use to transfer information from their taxes to the Fafsa. The leaves applicants with fewer and relatively straightforward questions to answer.

Prospective students will also be able to learn their expected family contribution, a figure that drives need-based aid from the government and most colleges, during the

fall before they enroll.

Those benefits are certain. Advocates of PPY hope there will be others, too, since the change will enable colleges to send out financial-aid awards earlier in the admissions process.

What would earlier aid awards mean for applicants?

Applicants would have more time to consider what their college options would cost before deciding

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where to enroll. As it stands, that key part of the decision process lasts only a few weeks for many applicants. With more time to make an informed decision, the thinking goes, students will be less likely to overborrow, or to enroll in a college that's such a financial stretch that they later drop out.

Will students file their Fafsas earlier?

Just because families can apply for aid as early as October doesn't mean they will, says Sandy Baum, a senior fellow at the Urban Institute. "We know lots of people procrastinate in filling this form out," she says.

But even if families don't file any sooner, colleges could still send earlier awards under PPY, says Phillip Asbury, deputy director of the office of scholarships and student aid at the University of North Carolina at Chapel Hill. That's because some families now complete the form using estimated tax information, and some colleges won't award aid until the Fafsa has been updated with real numbers. Eliminating that two-step process will speed things along.

Are colleges actually going to send aid awards earlier?

Some have already committed to moving the process up — the National Association of Student Financial Aid Administrators is keeping a list. Many others are waiting to see what their competitors decide to do, says Justin Draeger, president of the association.

How easily colleges can change their timing depends on some other players. The software vendors that most colleges rely on to package aid will have to receive and incorporate updates from the federal government more quickly, for one thing. And colleges that use the College Board's CSS Profile to award their own aid are still waiting to hear if that form, too, will be switched to prior-year data.

Need-based aid hinges on two variables: what students are deemed able to pay and the college's cost of attendance. Colleges don't package aid for all applicants — only those who have both filed for aid and been accepted by admissions. So one big question is whether some colleges that follow the traditional calendar will change the timing of their admissions decisions. Those that have rolling admissions may already be poised to pair admissions offers and aid awards under PPY.

There's also the matter of cost of attendance. Many colleges don't set tuition for the coming year until sometime in the spring semester. Setting tuition earlier would be a big undertaking, but some college officials say they are at least considering it.

Even if tuition is not yet set, colleges could send out estimated aid awards. Some already do that for students accepted under early admissions. And public colleges sometimes send estimated awards because state-budget issues have delayed decisions about tuition or state grant programs, or both.

Speaking of state grants, how will the switch affect them?

The National Association of State Student Grant and Aid Programs, which supported the push for PPY, is grateful that states have a year to figure out how to make it work, says Frank Ballmann, the group's director of federal relations. "For a lot of states, the more problematic issue is not the switch to prior prior," he says, "but the earlier application."

States have to balance their budgets, so they don't have bottomless pools of grant aid. Some states award fixed grants on a first-come, first-served basis, while others provide a variable amount to everyone who files by the deadline. Adjusting the timing could change the mix of which

students receive state grants. One troubling possibility is that in some states there could be less money available for students in community colleges, where the admissions process tends to unfold closer to the start of the academic year, Mr. Ballmann says.

Are there other possible drawbacks for students?

Several enrollment managers wonder whether the Fafsa change might encourage more admissions offices to consider applicants' ability to pay. Colleges don't necessarily send all of their financial-aid awards out at once. Some might be inclined to send packages to less-needy applicants as quickly as possible,

says Scott Friedhoff, vice president for enrollment and college relations at the College of Wooster, and wait for a firmer sense of their aid budgets before they award or even admit high-need students.

What about drawbacks for colleges?

Moving to PPY is one of several changes on the horizon that could make it even more difficult for colleges to predict enrollment. Some admissions and financial-aid professionals expect that going out with earlier aid awards will result in a longer season of families trying to bargain for more aid — whether the college thinks they need it or not.

Will this mean more work for financial-aid offices?

The amount of work probably won't change, but the kind of work will, says Eileen O'Leary, director of student financial assistance and assistant vice president for finance at Stonehill College. Presumably the completion of more Fafsas with real tax data from the IRS could reduce the need for colleges to verify the information, though aid offices are still waiting for official word on that.

If aid administrators do, in fact, get to spend less time verifying the data, they could spend more time helping students with unusual circumstances and providing counseling — the type of work that most would rather be doing. ■



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To Appeal to American Universities, Chinese Students Embrace the Art of Argument

By KARIN FISCHER

BEIJING
THE RIVALS sized up one another across the dais, four teenagers in pressed shirts and suits they had yet to fully grow into. They cleared their throats. They read through their notes one last time.

Once the timer sounded and the debate began, nerves were replaced with a fierce competitiveness. Each side laid out its best case, enumerating points in rat-a-tat-tat fashion, then sought to dismantle its opponent's claims with sharp counterstrikes.

Powerful nations have a moral obligation to intervene when hu-

INTERNATIONAL

man rights are being violated in other countries, argued one team. Wait, the other parried, recent history is littered with examples of the intercession of Western governments, however well-intentioned, leading to an escalation of violence. Look at Somalia, at Kosovo. Look at the rise of Al Qaeda and ISIS.

"The hostage might be killed," came the retort, "but it doesn't mean the policeman doesn't have the responsibility to try to rescue the hostage!"

At the end of the round, the packed auditorium, hushed for much of an hour, broke into applause. The winning team would be crowned champion of the National High School Debate League of China.

Yes, *China*. In a country that's come to be almost synonymous with the stifling of speech, competitive debate is becoming one of the most popular extracurricular activities among top high-school students. Competing in English, the students tackle subjects that, at first glance, would seem touchy — air pollution, casino gambling, nuclear weapons. Students have referenced Mao and Marx in debating the death penalty. Far from operating in the shadows, the league, started by a pair of Americans, is

Competing in English, the students tackle subjects that, at first glance, would seem touchy.

embraced by principals at many of China's high schools.

The reason debate is flourishing? With so many young Chinese studying abroad — nearly a quarter of a million in the United States alone — students are seeking to polish their English and burnish their college applications.

In debate, says Yang Jingxin, a high-school senior in Beijing, "you



A member of the National High School Debate League of China delivers a rebuttal. Debate helps "improve your skills and your guts," says one 17-year-old participant.

have to think on your feet in English."

Ms. Yang helped start her school's debate club and next year plans to attend college in America, maybe Scripps, the California liberal-arts institution. Debate, she hopes, will help her "transfer from a Chinese mind-set to an English one."

ARGUING IN ENGLISH

David Weeks was bitten early by two bugs: debate and China. He studied in Shanghai while at Swarthmore College, and after graduation, in 2010, he returned to China to teach English. It was supposed to be a gap year, one last adventure before law school.

Mr. Weeks's students would ask him for advice about how to improve their conversational English. Public speaking, he thought, might help. He'd reconnected with a friend from the collegiate debating circuit, Gavin Newton-Tanzer, a Columbia graduate who was also in China running student-exchange programs. The two of them hatched the idea to start a debate tournament, strictly in their spare time, and recruited about two dozen schools in Beijing and Tianjin, where Mr. Weeks taught, to participate.

Needing a place to hold their event, Mr. Newton-Tanzer approached some contacts at Peking University, one of China's most prestigious institutions. Not only did the university agree to give the organizers some space on campus, but it mailed out a letter to the best high schools across the country, inviting them to take part. In the end, some 120 schools sent debaters.

Two years later, the league is active in 400 schools nationwide, and

about 12,000 students participate annually in its regional or national tournaments. Its top debaters have gone to American competitions and more than held their own against opponents whose first language is English — they've made the elimination rounds at Harvard and Stanford Universities and placed second in Harvard's international division; they were the first foreign team to earn a bid to the U.S. national championship.

Yang Shao, a 17-year-old who goes by the English name Victoria, was one of the Harvard finalists. At first, she says, she was nervous about debating native speakers, but "it helps improve your skills and your guts a lot." Her rebuttal speech at the tournament, she adds, was the best she's ever delivered.

For Mr. Weeks and Mr. Newton-Tanzer, debate is now a full-time gig. They employ more than 40 staff members who coordinate tournaments, hold workshops, and sign up new schools. (They charge a nominal fee, of 200 renminbi, or about \$30, per student for a two-day tournament.) Lately, they've branched out to run other extracurricular activities, including drama clubs, business-simulation contests, and robotics and coding camps.

In China, where university admission is decided on the basis of a single national exam, the *gaokao*, few schools offer the raft of after-school activities commonplace at the typical American high school. That can disadvantage students applying to colleges abroad where prospective students are expected to have a well-rounded résumé.

Indeed, more than two-thirds of the students who signed up on the debate league's website during the last academic year said they planned to study overseas. And

American college representatives are beginning to include its tournaments on the itineraries of their China recruiting trips.

As enrollments from China have soared, admissions officials have become increasingly dismayed that students' scores on English-proficiency tests often outpace their actual ability — either because they excel more at test-taking than speaking or because of outright cheating. They are looking for assurances that students will be able to succeed in an American classroom.

NO SINGLE RIGHT ANSWER

Still, the critical thinking necessary for debate, where participants can be called on to argue contrary positions from round to round, doesn't always come naturally to Chinese students. The country's educational system emphasizes rote learning, and its classrooms feature little discussion. For the Chinese student, says Ms. Yang, the Beijing debater, "every problem has a certain answer."

At times, this belief has come out in debates. Mr. Weeks recalls one tournament when he repeatedly heard students make the case that China shouldn't abolish the death penalty because the country is in the early stages of socialist development and violence might still be needed to achieve the perfect Communist state. It struck him, "as a very particular reading of Marxism," he says. Essentially, it was, "in order to make the revolutionary omelet, you have to crack some eggs."

Mr. Weeks later discovered that the students' argument was lifted verbatim from the section in their politics textbook on the death pen-

alty, down to the phrase, "China is in the early stages of socialist development." Such students, he says, are under the impression that "because it is in the textbook it's just true and it's just the right answer and the judge won't accept anything different."

It is heartening, he says, to see students who've taken this approach and lost then rethink their argument or, better still, examine what they've been taught. "It's fascinating to see this intersection of curriculum that is designed to indoctrinate," Mr. Weeks says, "with this tradition that is sort of fundamentally iconoclastic."

One might expect that such practices could get the league in trouble with authorities, but they have not. At another tournament, the local Communist Party Youth League chairman was in the audience when one of the finalists posited that the death penalty should be eliminated because Mao Zedong, the founder of Communist China, used it to purge political opponents, and future leaders could do the same. Mr. Weeks, sitting next to the official, turned white, but his guest merely nodded and said of the student, "He speaks great English."

"Either he was completely fine with what was being said and understood that it was a purely educational discussion being had in the classroom and not a call to action of any kind," Mr. Weeks says, "or he had no idea what the kid was saying."

Mr. Weeks suggests that the very things that attract students to debate — that it's in English and is seen as college-application fodder — reinforce its educational nature and insulate it from criticism. Still, he acknowledges that organizers have stayed away from the most-sensitive issues in China today, the "Three T's," Tiananmen, Tibet, and Taiwan. Though, like a good debater, he also argues that certain subjects, like affirmative action or sexual assault on campus, would very likely be deemed off limits for an American tournament. In fact, whenever possible, the Chinese league adopts the same topic as the major American competitions. When they've deviated, it hasn't been because of politics but because the resolutions wouldn't make sense in the Chinese context, Mr. Weeks says; arguments about banning automatic weapons, for example, don't resonate in a country where it's illegal for a citizen to own a gun.

Fu Huizhi, Yang Jingxin's classmate, says that to research debate topics, he has "jumped outside the Great Firewall," using technology to circumvent the Chinese government's online censorship of controversial issues or websites. Next year, he hopes to be doing his debate research in America, at college there.

One thing's for certain: Mr. Fu plans to continue debate. "It's part of my life," he says. "I can't give it up." ■

Small-College Scholar Wins Nobel! Cue the Marketing

By ELLEN WEXLER

DREW UNIVERSITY loves William Campbell.

Mr. Campbell is a research fellow emeritus at Drew, a liberal-arts college in Madison, N.J., with just over 2,000 students, and this month he was named a

ADMINISTRATION

winner of the 2015 Nobel Prize in Physiology or Medicine for his work on a drug that treats two parasitic diseases, river blindness and lymphatic filariasis.

That makes him Drew's first Nobel Prize winner, depending on how you count. One other Nobel laureate is associated with the university — a graduate of Drew's Governor's School, a summer program for high-school students — but Mr. Campbell is the first to serve on the faculty.

Universities with Nobel laureates tend to fit a type: large, prestigious, and heavy on research. When you tally all of the prizewinners by institution, universities like Harvard and Columbia top the list.

For small colleges like Drew, having just one or two Nobel laureates on the staff matters. The prize-winners become key parts of the institutional identity, celebrated and sought after whenever they appear on the campus.

They are also marketing assets.

"Most liberal-arts institutions do not have faculty members who receive Nobel awards," said Kira Poplowski, Drew's chief communications officer. "We in the communications department are doubling down on this."

On the week the prize was announced, a photograph of Mr. Campbell occupied most of the university's home page. Photos on the page link to six mentions of him.

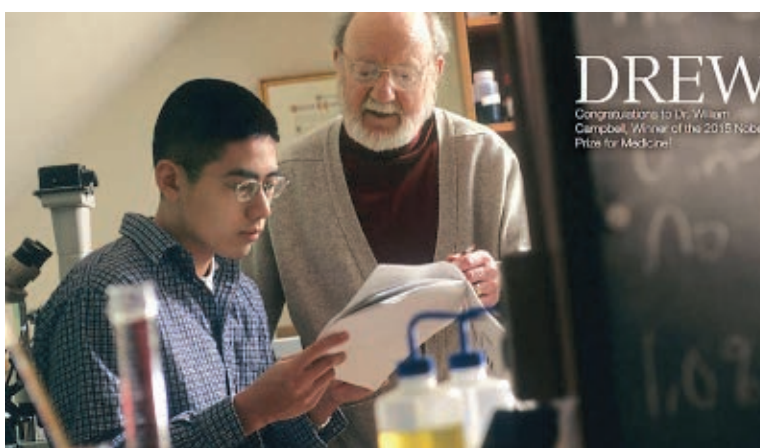
"It says something about Drew that Bill Campbell came to us," said the university's president, MaryAnn Baenninger. "There's no question that we will use it over and over again in all of our marketing when we're trying to attract students."

'WAR-ROOM MENTALITY'

When news of Mr. Campbell's award broke, Ms. Poplowski's phone started ringing at around 6:30 a.m. She got dressed and boarded her train, already drafting a statement for the president.

"We just went into a let's-get-to-the-war-room mentality," she said. Once assembled, the communications team posted the news on Drew's website, contacted students and alumni, and scheduled a half-page color ad to run in *The New York Times*.

University officials also sent an email announcement to prospective students. (The message's open rate was twice as high as usual.) On



Drew U.'s website quickly gave William Campbell, the university's new Nobel laureate, prime space on its home page.

social media, the communications team programmed a post about the award specifically for high-school juniors and seniors.

Ms. Baenninger hopes the news will show prospective students that, even though Drew is a small liberal-arts college, it does important research. Mr. Campbell is a semi-retired participant in Drew's RISE Program, in which students work with retired industry scientists.

"These kinds of associations with great people really lift up the institution," she said. "They don't fundamentally change how good an institution is. But they highlight it, and they bring recognition for the enduring strengths."

But who gets to claim Nobel laureates? The Nobel Prize website lists only the institutions with which the winners are affiliated at the time of the announcement. What if they worked elsewhere first and then switched jobs? What about the college the winner attended as an undergraduate? After Mr. Campbell's prize was announced, both Trinity College, in Dublin, and the University of Wisconsin at Madison, where he attended college and graduate school, respectively, publicized the news on their websites, too.

When tallying their Nobel winners, some colleges list only faculty members, while others include

alumni and former faculty members, too. The University of Chicago's website claims more prizewinners than are listed for Chicago at Nobelprize.org. At one point the university reportedly sold a shirt with the names of all its Nobel laureates.

Kathleen Matthews, a professor of biosciences at Rice University, remembers when two Rice faculty members won a Nobel Prize, in 1996. After the announcement, there was a campuswide celebration. "They were homegrown faculty who did something truly wonderful," she said, "and so it was personal."

The award also helped Rice recruit new faculty members and students, she said, and it solidified the university's investment in nanoscale technology — the type of research for which the two had won their prizes.

In Mr. Campbell's case, the prize-winning drug was discovered during his time at Merck, a pharmaceutical company. But what matters, Ms. Baenninger said, is that he chose Drew as the place to continue his work. The prize affirms the quality of Drew's science programs, she said, and will certainly help when the university wants to apply for grant money or attract new students.

"It's a shorthand way of saying real quality, excellent science happens at Drew," she said. "So we will use it in every which way we can." ■

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Health Care a New Flash Point for Graduate Students

By VIMAL PATEL

AFTER RECEIVING basic health insurance while working for a small consulting company, Kevin J. Reuning, a would-be graduate student, was pleased to learn about Pennsylvania State University's generous plan. During a recruitment event, a Penn State doctoral student told him that her out-of-pocket costs for having a baby had been \$75 total. But now, two years after starting

GRADUATE STUDENTS

his Ph.D. program in political science, his deductible has more than tripled, to \$250, premiums have increased, and coverage has been reduced.

Mr. Reuning is one of a growing number of graduate students angered by recent reductions in their health insurance brought on by the Affordable Care Act — changes that have exacerbated already tense relations between Ph.D. students and universities over working conditions.

The effects of the act, which was signed into law by President Obama in 2010, are now being felt on campuses as colleges deal with a host of regulations that govern student health-insurance plans. Such plans insure up to three million people,

many of them graduate students who receive insurance or subsidies to help pay for it, along with stipends and tuition waivers in exchange for teaching undergraduate courses or assisting with faculty research projects. In cases like Penn State's, the law has led to a downgrade in benefits, while other campuses have cut dependent coverage or stopped subsidies in efforts to comply with the law.

Graduate students rarely blame the law for any problems but rather the choices of administrators. Colleges are making hasty decisions about how to comply with the Affordable Care Act, the students argue, and have failed to explain cost increases and other changes. Frustration about the health-care changes is helping to spur union organizing on several campuses.

"The long-term effect of all this is there might be a few more unionized graduate schools," says Mr. Reuning, who is helping to form a graduate-student union at Penn State. "About half of us became involved with this because of the health-care issue."

Despite the concerns of graduate students, the law has led to improvements in student health care on most campuses, say college administrators and health-care consultants. It has bolstered coverage, guaranteed

protections, and forced many colleges to improve their plans to meet new standards. Stephen L. Beckley, a health-care consultant specializing in higher education, estimates that before Obamacare, as the law is known, 60 percent of student health-insurance plans were "junk plans" that weren't serving students well.

Yet administrators also express confusion about exactly what the law means for student insurance plans and for graduate assistants. The issue goes back to when the law was drafted, says Jim Mitchell, director of the Student Health Service at Montana State University, who was one of a handful of college health experts who met with Senate Finance Committee staff members in 2009 to explain the value of student health-insurance plans. It was decided that the plans would be treated as individual coverage, as opposed to group coverage, a distinction that underlies some of the confusion on campuses and one that colleges continue to try to clarify with the government.

"The federal bureaucrats are trying to be very careful in how they respond to make sure there aren't further unintended consequences of making the wrong move," Mr. Mitchell says. "But that makes it obviously frustrating for universities trying to craft their own policies. They're saying, 'What are we going to do this year?'"

'NO CHOICE'

At Penn State, administrators say, they had no choice but to reduce coverage. Their self-described "Rolls-Royce plan" offered unusually generous coverage for graduate assistants, including vision and dental care, a low deductible, and an actuarial value of 98 percent, meaning that, on average, students could expect to pay only 2 percent of the actual costs of their health care. "Then," says Doris Guanowsky, senior associate director at Penn State's University Health Services, "the realities of the Affordable Care Act came about."

The law assigns "metal levels" to plans. Bronze plans correspond with 60-percent actuarial value, silver with 70, gold with 80, and platinum with 90. To make plans easily comparable for consumers, the health-care law requires individual plans to fall within two percentage points of each value, so Penn State had to reduce its plan to 92. Meanwhile, coverage costs increased.

The plan remains quite good, but explaining to Ph.D. students that they have to foot extra health-care costs when many are already strug-



Kevin Reuning, a Ph.D. student at Penn State, hands out fliers promoting unionization. "About half of us became involved with this because of the health-care issue," he says.

NABIL K. MARK FOR THE CHRONICLE

gling to make do tripped up the university, Ms. Guanowsky says. "Our students were very upset," she says. "They just didn't believe this could happen to them and that the Affordable Care Act actually said this."

The campus that has perhaps been most roiled by insurance problems is the University of Missouri at Columbia, which has been the site of several protests since administrators announced in August that graduate students would no longer receive subsidies because of the new law. The administration has since delayed that move and set up a panel to study how to provide affordable health care to graduate students.

While the backlash there may be unique because of how poorly the university communicated the change (it informed students only hours before the subsidies were supposed to end), Missouri isn't the only college that has opted to cut subsidies.

Several universities and their lawyers have interpreted the Affordable Care Act as preventing institutions from providing subsidies for individual plans. In some cases, universities have tried to offset the problems this will cause graduate students. Louisiana State University, for example, decided it would use the money it could no longer provide for subsidies to instead increase stipends.

Most colleges are not making any changes, waiting to see if the Internal Revenue Service, which is responsible for enforcing many of the Affordable Care Act's provisions, will clarify the rules and allow the subsidies to continue.

"We're still hopeful that any day now the IRS will either say nobody's going to get fined this year because of this," says Mr. Beckley, the consultant, or make "a permanent determination that student insurance is not individual health insurance." (The agency did not respond to an email from *The Chronicle*.)

QUESTIONS ABOUT DEPENDENTS

As colleges wrestle with health-care questions, some are finding out how hard it is to please everyone. The University of California at Berkeley wanted to help graduate students avoid increased health-

care costs, but its decision to do so by dropping spouses and children from coverage has led to charges that it's not family-friendly.

"Our decision might feel personal to a few people," says Claudia M. Covello, executive director of Berkeley's University Health Services, "but it was about doing the greater good."

The Affordable Care Act forbids insurers to charge higher rates for dependents. But because dependents are more expensive for insurers to cover, insurance companies have presented colleges with a choice: Pay more in premiums for everyone, or drop dependents. Ms. Covello says the insurer that Berkeley works with, Aetna Student Health, told her that about 50 colleges had already dropped dependents from coverage. (Aetna didn't respond to a phone message from *The Chronicle*.)

At Berkeley, 122 students, mostly graduate students, were affected by the move. The university, Ms. Covello says, worked with each family to find alternate coverage. She says the alternative was to require the 22,000 or so people on Berkeley's student plans to pay an additional \$6 million.

But for students like Malika Scott, in the fourth year of a math-education Ph.D. program, the damage to her finances is real. Ms. Scott is raising two young children by herself; her husband died of cancer in June. The family lives on her roughly \$25,000-a-year stipend and Social Security survivors' benefits. Berkeley has set up a fund to help cover extra costs of dependent insurance this year, but after that Ms. Scott expects to pay an additional \$1,400 a year in premiums for her two children, in addition to out-of-pocket expenses.

Ms. Scott wishes Berkeley didn't frame the issue as one of students with families driving up premiums for everyone else. "It pits students against each other," she says. "It feels pretty divisive and not supportive of graduate students, who are in a really different position in life."

As for the choices that Berkeley and other universities are having to make about student health insurance, Ms. Scott says, "it's a tragedy that we're in a situation where we have to make those trade-offs." ■

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To Stop Exam Cheats, Economists Say, Try Assigning Seats

By KATE STOLTZFUS

THINK SEATING charts in the classroom are needed only in elementary school? According to a new study, randomly assigned seats are also an immediate way to prevent cheating among college students.

The study was set in an introductory science course at an unnamed “top American university”

RESEARCH

in 2012, as 242 students prepared to take their final exam. They were allowed to sit wherever they wanted upon entering the room, as they had for all previous tests. At the last minute, though, the instructor gave them a seating chart. The experiment led the researchers to conclude that at least a tenth of the students had cheated on the previous midterm. But the final exam, given with assigned seating and three additional proctors, produced nothing but clean consciences. Evidence of copying all but vanished.

The findings are the work of Steven D. Levitt, a professor of economics at the University of Chicago who is a co-author of the best seller *Freakonomics*, and Ming-Jen Lin, a professor of economics at National Taiwan University, in a study published by the National Bureau of Economic Research. Mr. Levitt and Mr. Lin developed an algorithm to detect evidence of copying during exams after a professor, frustrat-

“The bigger the class, the less students feel a personal investment.”

ed after several complaints about cheating, asked the researchers to use his classroom as a test case.

Mr. Levitt and Mr. Lin studied the matching multiple-choice answers

of student pairs who sat next to each other during midterm exams. The researchers found an increase of 1.1 shared incorrect answers when those students were allowed to sit where they pleased — nearly twice as many as would be expected to happen by chance. The economists’ conclusion: At least 10 percent of the students had cheated on their midterms. (They ruled out the possibility that student pairs with high rates of shared mistakes had simply studied together for the final exam. At the test, they recorded the seats students chose before the new seating chart was handed out. Once separated, the students who had initially wanted to sit together did not show a pattern of more shared incorrect answers between them.)

After the study was complete, the professor who had opened up his classroom tried to use Mr. Levitt and Mr. Lin’s findings to deliver some discipline. He sent the names of the 12 students deemed most suspicious to the dean’s office for investigation. According to the paper, a hearing was scheduled, and four students admitted to cheating even before it was convened. But the investigation was then canceled. (Mr. Levitt and Mr. Lin attribute that decision to “pressure from parents.”) The professor withheld grades of the dozen suspected students, but the university took no larger disciplinary action.

CAN CHEATING BE CURTAILED?

The study draws a conclusion that many professors may have already reached on their own: There is magic in assigned seating. Random pairings, combined with an increase in instructors, eliminated all signs of copying during the final exam.

Randomizing might be the best way to fight cheating when it comes to large lecture halls and multiple-choice tests, says Susan D. Blum, a professor of anthropology at the University of Notre Dame

and author of *My Word! Plagiarism and College Culture* (Cornell U. Press, 2009).

“The bigger the class, the less students feel a personal investment,” she says.

Many students engage in premeditated cheating, and “if you can’t sit next to the people you planned to,” random seating “would break up that kind of premeditation,” Ms. Blum says.

Still, that doesn’t completely eliminate opportunistic cheating — sneaking a glance at an unsuspecting classmate’s paper.

But an atmosphere of trust is essential. “Faculty don’t want to see themselves as opposing students or

“Faculty don’t want to see themselves as opposing students or suspecting them of misdeeds.”

suspecting them of misdeeds,” Ms. Blum says.

In a smaller classroom, trust can go a long way, says Linda K. Trevino, a professor of organizational behavior and ethics at Pennsylvania State University’s Smeal College of Business. In her classes of 25 to 40 students, Ms. Trevino gives frequent quizzes along with an honor code that students must sign. Then she leaves the classroom during the tests. While the code doesn’t eliminate cheating altogether, “many people respond in a positive way to that kind of trust,” she says. “You teach students what it’s like to live in an environment where there are high expectations for their conduct.”

Over all, rates of cheating have been high and stable since the 1960s, and there is no clear way to arrest the trend, says James M. Lang, a professor of English at Assumption College and author of



KEITH MORRIS, WRITER PICTURES VIA AP IMAGES

Steven Levitt, a co-author of “Freakonomics,” collaborated on a study of cheating in college classrooms. The researchers concluded that a tenth of the students in their test classroom had cheated on the midterm.

Cheating Lessons: Learning From Academic Dishonesty. But colleges should still try to pay attention to learning environments and “modify course design and classroom practices to reduce cheating,” says Mr. Lang, who also writes for *The Chronicle’s* Advice section. For example, “if students only have two or three high-stakes tests,” the pressure to earn high marks increases, thus raising the likelihood of cheating.

While there is no good evidence that severe punishment reduces cheating, colleges must make sure that “faculty feel supported when they report cases to the administration,” Mr. Lang says. “The decision about what kind of punishment is appropriate should come from the faculty member,” and it depends on the type of cheating and the individual case. “It’s not ‘one size fits all’ punishment,” he says. ■

Why a Certain \$21 Million Is Worth More Than That to the U. of Phoenix

By ERIC KELDERMAN

FOR NOW, the University of Phoenix is barred from enrolling active-duty military personnel under the Department of Defense’s Tuition Assistance Program. The money associated with that program — some \$20.5 million — represents a small fraction of the university’s estimated \$2.5 billion in annual revenue, but the loss of the program’s funds could have an outside impact on its bottom line.

The department announced that decision this month in a letter to the nation’s largest for-profit university, citing investigations by the Federal Trade Commission and the California attorney general into the University of Phoenix’s practices for recruiting members of the armed services.

The university was also put on probation, but it is allowed to con-

tinue to enroll previously accepted active-duty service members using their Tuition Assistance money. In 2014, Phoenix enrolled about 9,400 active-duty members of the military and received more than \$20.5 million in revenue from the Tuition Assistance Program, according to figures compiled by BMO Capital Markets, a financial-services company.

If the probation turns into a longer-term punishment, the university could find itself in danger of violating the federal “90/10 rule,” which prohibits for-profit colleges that receive federal financial aid from getting more than 90 percent of their revenue from federal sources, including Pell Grants and federally backed student loans.

The University of Phoenix now gets about 81 percent of its revenue from federal sources, and ser-

vice members are helping to keep it comfortably on the right side of the line. That’s because revenue brought in through the Tuition Assistance Program doesn’t count against the 90-percent cap, so it’s a valuable counterweight in the

Possible restrictions on recruiting students from the military would cut off the company’s revenue stream.

90/10 calculation for proprietary institutions, many of which have focused heavily on recruiting military personnel.

Put another way, for every \$90 of Title IV student-aid money the

university takes in, it needs to draw \$10 from other sources. So the \$20.5 million it receives through the Tuition Assistance Program allows the University of Phoenix to collect more than \$180 million in other federal dollars.

The problem for the for-profit institution could get much bigger, too, if the Department of Veterans Affairs, which administers money under the Post-9/11 GI Bill, decides to follow the Defense Department’s actions. Education benefits under the GI Bill also don’t count toward the 90-percent cap.

A spokesman for the Veterans Affairs Department said in an email to *The Chronicle* that the Defense Department’s actions would not have any immediate effect on veterans who attend the University of Phoenix. But the VA is working with the Pentagon and the states “to further evaluate any potential

impact” on the university’s eligibility to receive the GI Bill money, the spokesman said.

Sen. Richard J. Durbin, an Illinois Democrat who has been an outspoken critic of for-profit colleges, is now calling on the Veterans Affairs Department and the Department of Education to look further into the University of Phoenix’s practices and to “take appropriate action to protect students and federal tax dollars,” according to a statement released by his office.

Senator Durbin has also proposed legislation that would change the incentives for for-profit institutions by counting Tuition Assistance Program money as part of the 90-percent cap on revenue they may receive from federal sources. ■

Goldie Blumenstyk contributed to this report.

People

From Harvard to Stanford

After more than a decade of visiting the Hoover Institution at Stanford University as an adjunct senior fellow, the prominent historian **Niall Ferguson** will leave Harvard University to work full time at Hoover next July. “I have



Niall Ferguson

always loved that it straddles what can sometimes seem like a chasm between academic research and policy debate,” he wrote via email.

Mr. Ferguson, born and raised in Scotland, sent his message while on a tour promoting his latest book, *Kissinger: 1923-1968: The Idealist*.

A professor of business and then of history at Harvard since 2005, Mr. Ferguson has published 14 books on such subjects as empires and global banking. His “midlife passion,” he wrote in his email, is for applied history, “the study of the past not just for its own sake but to improve our grasp of the present.”

The new post will provide his first break from teaching since 1990, making him hopeful that Volume 2 of his biography of Kissinger should take far less than the 10 years the first did.

Stanford’s stature persuaded him to make the shift, said Mr. Ferguson. “A key point is that there is nothing like the Hoover Institution at Harvard,” he wrote.

In a Facebook post, Mr. Ferguson, who once said of himself, “I was a punk out of frustration. But I became a Tory out of hope,” wrote that he was attracted, in part, by Stanford’s proximity to Silicon Valley.

Hoover’s director, **Thomas W. Gilligan**, described Mr. Ferguson as “a first-rate scholar of history and economic history, and a great fit for our mission.” Hoover courted Mr. Ferguson for several years: “It’s like young people dating these days — you never know when you’re going to pull the trigger and marry,” Mr. Gilligan said. The institution has attracted such government figures as **George P. Shultz** and **Condoleezza Rice**, and economists like **Milton Friedman** and **John H. Cochrane**.

Mr. Ferguson said: “The initiative came from Tom Gilligan’s predecessor, John Raisian,” who directed Hoover for more than 25 years, and was backed by **John L. Hennessy**, Stanford’s president. “There was also quite a group of Stanford-based friends, notably Condi Rice and **Michael J. Boskin**, who were encouraging me to make the move.”

“Sometimes I wish there were Hoover Institutions in all the Ivy League schools,” Mr. Ferguson wrote. At Harvard he has good friends across the political spectrum, he said, and the move to Hoover was not about politics. “The notion that it is a conservative institution is misleading. Think of **Barry Weingast** or **Larry Diamond**, two Hoover fellows I very much admire. It only looks conservative because it is a broad church located in a wider academic diocese that is, in some respects, rather narrow.”

— PETER MONAGHAN

Entranced With CUNY

After nearly a decade as dean of Macaulay Honors College at the City University of New York, **Ann G. Kirschner** is moving to a position that she says takes best advantage of what she has to offer — namely, that she is “bilingual in both business and academia.”

Ms. Kirschner became dean in 2006, after a career that included running an online-education start-up, working in the cable-

television industry, and opening a satellite-television company. In her new role as special adviser to CUNY’s chancellor, **James B. Miliken**, she will return to “the world I come from” and will develop partnerships and employment opportunities between the university and the city’s businesses.

“Despite the fact that CUNY is so baked into the fabric of New York life, the business community in particular could have a fuller appreciation for the talent here,” says Ms. Kirschner, who is credited with building the reputation of the honors college, established in 2001, and increasing applications and enrollment.

She will start by focusing on the fast-growing technology sector and making sure that prospective employers know about CUNY’s computer-science students instead of recruiting mainly from institutions like Columbia and New York Universities. Ms. Kirschner, who begins her new role in February, says she plans to develop a communications plan and then start working with specific companies.

It’s especially important for employers to recognize that CUNY’s diversity extends beyond traditional ethnic and cultural lines, she says. The campuses have “enormous intellectual breadth” in both education level and field, including community-college students and doctoral candidates in astrophysics. That diversity is one reason she wanted to stay at the university.



Ann G. Kirschner

“I love the pace and the sense of accountability and energy and change that you get in the business community, but I didn’t want to leave CUNY,” says Ms. Kirschner. “When CUNY gets in your blood, you get heady with the mission.”

— ANGELA CHEN

A Global Chancellor

Jose V. Sartarelli spent three decades working in global industry before deciding he wanted to make better use of his Ph.D. and return to academe. Now, as the new chancellor of the University of North Carolina at Wilmington, he is drawing from his international business background as he pushes the university to think more expansively.

Originally from Brazil, Mr. Sartarelli, who is known as Zito, has a Ph.D. in business administration from Michigan State University. He has worked for such companies as Johnson & Johnson, Bristol-Myers Squibb, and Eli Lilly in Latin America and Asia. Most recently he was chief global officer and dean of the College of Business and Economics at West Virginia University.

“The first thing,” he says, “is globalization.” During the last half of the 19th century, Wilmington was the largest city in North Carolina and, as a port city, is “naturally connected to the world.” Mr. Sartarelli is pushing study-abroad opportunities for the campus’s students while strengthening connections with university partners overseas and with State Department programs that bring in exchange students from abroad.



Jose V. Sartarelli

The strategy, he says, is to focus on G-20 countries, which have the strongest economies, and also countries in the Middle East that have exchange programs that the university can tap into.

Mr. Sartarelli’s second big goal is to work at the very local level.

He hopes to make the university a bigger part of the city of Wilmington by expanding its adult-education offerings. He also supports expanding efforts like Feast Down East, an economic-development program that began in the sociology department. It works to support a sustainable local-food culture. Mr. Sartarelli hopes to recruit more military students — several bases are nearby — and transfer students from the state’s community colleges.

“Location is destiny,” he says. “I want UNC to be a place that people want to come to from around the world, but also one that the people who live here already can access.”

— ANGELA CHEN

Honored Historians

Two senior historians will receive Awards for Scholarly Distinction from the American Historical Association for lifetime achievement. They are **Ira Berlin**, of the University of Maryland at College Park, who has written extensively on slavery and emancipation, and **Asuncion Lavrin**, of Arizona State University, who has written on women’s and social issues in Latin America.

The association announced the names of the winners of its 2015 awards, given in numerous categories, this month.

Among other recipients are **Emily J. Levine**, of the University of North Carolina at Greensboro, who won the Herbert Baxter Adams Prize in European history for her book *Dreamland of Humanists: Warburg, Cassirer, Panofsky, and the Hamburg School*; and **Libby Garland**, of the City University of New York’s Kingsborough Community College, who won the Dorothy Rosenberg Prize in the history of the Jewish diaspora, for her book *After They Closed the Gates: Jewish Illegal Immigration to the United States, 1921–1965*.

The awards will be presented on January 7 at the association’s annual meeting, in Atlanta.

OBITUARY

Nobel Laureate Dies

Richard F. Heck, a professor emeritus of chemistry at the University of Delaware and a Nobel laureate in chemistry, died on October 9 in Manila. He was 84.

Mr. Heck joined the university’s faculty in 1971 after working at a chemical plant in Wilmington, Del., where he developed a process to connect organic molecules that are different in structure. He discovered that carbon atoms in the molecules could be linked by using palladium as a catalyst, a process that became known as the Mizoroki-Heck reaction. Mr. Heck published his findings in the *Journal of the American Chemical Society* in 1968.

While at the University of Delaware, Mr. Heck refined his work on the reaction. He and two other chemists, Ei-ichi Negishi of Purdue University and Akira Suzuki of Hokkaido University, in Japan, were awarded the 2010 Nobel Prize in Chemistry for “the development of palladium-catalyzed cross couplings in organic synthesis,” which has proved useful in the development of drugs and electronics as well as DNA sequencing.

Mr. Heck, who published more than 200 scientific papers, retired from the university in 1989.

— ANAIS STRICKLAND

Read more about people in Gazette on Page A25 or on Twitter at @ruthelhammond. Submit news releases and contributions for What I’m Reading to people@chronicle.com.

What I’m Reading

‘Hieroglyph’

Science fiction lately has been dominated by postapocalyptic, dystopian futures: environmental desolation, runaway nanotechnology, AI overlords, genetic discrimination, and the death of privacy. When did our utopian dreams stagger into an alleyway, drunk on hubris, only to be mugged by our diminished expectations?

It’s enough to make one pull up the blankets and dream of a better world, one where precision medicine is ubiquitous and inexpensive, and where personal, autonomous vehicles have eliminated traffic accidents and reduced urban congestion.



Daniel Reed

TOM JORGENSEN,
U. OF IOWA

Fear not, there is hope. *Hieroglyph: Stories and Visions for a Better Future* is a collection of science-fiction short stories filled with positive visions of the future and anchored in foreseeable science and technology. The collection is an outgrowth of Arizona State University’s Center for Science and the Imagination, a partnership among science-fiction writers, scientists, and technologists that is predicated on the premise that “if we want to create a better future, we need to start with better dreams.”

Hieroglyph is a wonderful juxtaposition of call and response: speculative, hopeful fiction, followed by dispassionate, technical assessment. It is also a call to arms for those of us in higher education, encouraging us not only to dream of the future, but also to marshal our broad intellectual assets and build the better world we all yearn to see.

Daniel Reed is vice president for research and economic development at the University of Iowa.

In Brief

Data Point

Behind the Numbers in the News

8.7

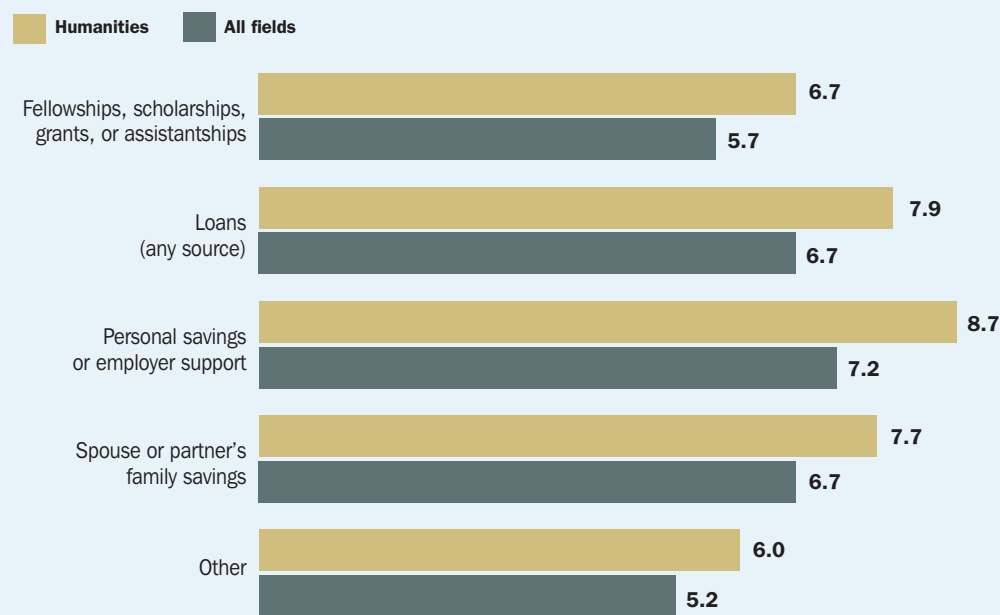
Median years to complete a humanities doctorate among those who paid for it with personal savings or employer support

BACK STORY

The median time to earn a doctoral degree in the humanities for students who paid for their education with personal savings or employer support was two years longer than the median for students who paid with fellowships, scholarships, grants, or assistantships. For each type of funding, doctoral students in the humanities took longer to complete than those in other fields, according to a report by the American Academy of Arts and Sciences based on doctoral students who graduated from 2011 to 2013.

CONTEXT

Median Years to Doctoral Degree, by Primary Type of Financial Support



SOURCE: AMERICAN ACADEMY OF ARTS AND SCIENCES

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GOVERNMENT

U.S. Extends Aid to Campus Deals With Nontraditional Programs

The U.S. Education Department is cracking open the door to federal financial aid for students enrolled in nontraditional education programs — and trying out alternatives to accreditation in the process.

The department announced last week a pilot program that will allow federal grants and loans to flow to educational-technology companies that team up with colleges and third-party “quality-assurance entities” to offer coding boot camps, MOOCs, short-term certificates, and other credentials.

The experiment has two chief aims: to make nontraditional programs more accessible to low-income students, and to test new ways of measuring program quality that are based on students’ outcomes.

Under the plan, the new quality-assurance entities would be responsible for assessing participants’ claims about students’ outcomes, including learning and employment.

But the pilot doesn’t ditch traditional accreditation altogether. “To reassure everyone who might be concerned” about leaving quality assurance to untested entities, the colleges’ current accreditors would have to sign off on the arrangements as well, said Paul J. LeBlanc, president of Southern New Hampshire University, who worked on the pilot during a recent stint at the department.

GUN VIOLENCE

In Shootings on 2 Campuses, 2 Students Die and 4 Are Wounded

Two students were killed and four wounded in shootings this month at Northern Arizona

University and Texas Southern University.

The violence at Northern Arizona University, in Flagstaff, began as a fight between two groups of students, according to the police, and left one student dead and three wounded.

The victims were all members of a campus fraternity, Delta Chi. The fraternity’s executive director, Justin P. Sherman, said that the incident “had no ties to the chapter.”

The Associated Press reported that the alleged gunman, 18-year-old Steven Jones, had been arrested and was being held on a \$2-million cash-only bond. Mr. Jones, who was pledging the university’s Sigma Chi fraternity chapter, faces one count of second-degree homicide and six counts of aggravated assault. A prosecutor was quoted by the AP as saying that Mr. Jones could have walked away from the fight but instead retrieved a handgun from his car and “went back into the fray.”

A Sigma Chi official told the AP that Mr. Jones had been removed from the pledge program and the chapter had been suspended pending an investigation by the fraternity’s national organization.

The shooting occurred sometime around 1:20 a.m. local time in a parking lot outside Mountain View Hall, a dormitory.

Just a few hours later, Texas Southern University, in Houston, was put on lockdown and canceled classes after two students were shot in a housing complex at the edge of the campus. A freshman was killed, another student was wounded, and the police said they were seeking suspects for questioning.

The shooting was the third in three weeks at or near the historically black college, according to *The Houston Chronicle*. The shootings occurred as Texas colleges braced for a law, passed this year, allowing con-

cealed weapons to be carried on campuses around the state.

The incidents in Arizona and Texas followed two high-profile campus shootings in the last month. In September a professor was shot to death in his office by a colleague at Delta State University, in Mississippi. And earlier in October a gunman killed nine people and himself at Umpqua Community College, in Oregon.

CAMPUS SAFETY

California Governor Signs Bill to Tighten Campus Gun Ban

Gov. Jerry Brown of California, a Democrat, has signed into law a measure that will ban the carrying of concealed guns on college campuses in the state.

An existing law already banned guns on the campuses of schools, colleges, and universities in the state, but people with concealed-carry licenses were exempt from that prohibition. The new measure amends the law to remove that exemption.

LEADERSHIP

Head of 2-Year-College System in California Says He’ll Retire

Brice W. Harris will retire in April as chancellor of California’s community-college system, Mr. Harris said last week in an announcement on Twitter.

Mr. Harris has overseen the mammoth 113-campus system, which serves more than 2.1 million students, since 2012. He was appointed to the post after retiring as chancellor of the Los Rios Community College District, and he succeeded Jack Scott, who had served as chancellor for three years.

Corrections

■ An article about colleges’ role in helping new professors find housing (*The Chronicle*, October 9) referred incorrectly to the finalists for faculty positions at the University of Arkansas at Fort Smith with whom local real-estate brokers meet. They are finalists for full-time jobs, not tenure-track jobs, as the university does not offer tenure.

■ An article about how colleges can adopt inclusive language misstated the source of an estimate of the number of colleges that have systems to record chosen names. The estimate came from Campus Pride’s Trans Policy Clearinghouse, not its campus index. The article appears in this issue’s special report on transgender diversity, which went to press before the news section of *The Chronicle* did.



Officers Dustin Young and Sharon Burkett help a woman to an ambulance at Miami U., in Ohio. "Our stance is not to arrest first," says Sergeant Young. "Most of the officers who work here want to educate."

Campus Cops' Contested Role

Despite challenges to their authority, their focus on community may be a model

By SCOTT CARLSON



TY WRIGHT FOR THE CHRONICLE

OXFORD, OHIO

TELL Sgt. Dustin Young he's not a real cop. He has broken up drunken brawls, pulled a four-foot snake out of a building, and investigated countless cases of sexual assault. A few years ago, he saw a young man walking toward tracks and an oncoming train. Sergeant Young raced up, grabbed the hood of his sweatshirt, and yanked him back just before the train roared by. It came so close that it cut the man's ear and tore off his shoe.

For 14 years, Sergeant Young has been a policeman here on Miami University's main campus of 20,000. He has saved lives and seen some lost. Once, outside a raging house fire off campus, the 6-foot-2, 250-pound officer held back students desperate to rush into the flames to rescue three friends, who never made it out.

"That was a rough night," he says quietly, driving around the campus with the window down, listening for a scream, a crash, a siren that could signal trouble.

Sergeant Young is at Miami to protect students and employees from outsiders, from one another, from themselves. Yet even as shootings make campuses seem like dangerous places, people sometimes scoff at the officers who patrol them. Their own senior administrators may not respect them, asking them to take out the garbage or play chauffeur. Campus police forces have been around for decades, but they are still perceived as the feeble security guards they replaced. They are dogged by the notion that they are not real cops.

On a normal day, patrolling a campus might seem like a cushy gig. But it's specialized, high-stakes work. In a small city or town, the police often serve a steady population with predictable routines. Campus police officers, meanwhile, must safeguard an environment dotted with expensive facilities, inhabited by youngsters who may think they're invincible and who can be attractive targets for thieves, sex offenders, and worse. Most campus cops, particularly at public colleges, are sworn, having taken the same oath to defend the law as any other police officer. Most have arrest powers, guns, and jurisdiction beyond their campuses.

They are also caught up in some of the same crises of race, abuse, and use of force that have beset other police departments in recent years. Protesters pepper-sprayed at the University of California at Davis, a black professor tackled at Arizona State, a black student detained at gunpoint at Yale. In July the University of Cincinnati came under national scrutiny when a campus officer fatally shot a black motorist during a routine traffic stop.

Public reaction seems to depend on the offender. In the case of city cops, residents call for reform and better training. The Cincinnati case prompted people to once again challenge the authority of campus police forces everywhere.

"They're not cops," said Joseph T. (Joe) Deters, the prosecutor who charged Ray Tensing, the university officer, with murder. Colleges, Mr. Deters argued, should get out of the policing business.

The Cincinnati incident prompted people to ask what exactly campus cops are for. Do they protect the public or the exclusivity of the campus environment? As privately operated agencies, are they beholden to the whims of administrators?

In fact, campus police departments were created to handle a complicated setting that

other law-enforcement agencies, lacking the resources or the right touch, could not. Today, tensions over policing nationally center on officers' relationships with the people they serve. Campus forces may be mocked, but at their best, they serve as models for "community policing," an approach that emphasizes interaction with the population and a de-escalation of conflict.

Most cops say they got into policing to help people. "But in a big city, they are report writers," says Sergeant Young. That is, many turn up after a 911 call, make arrests, issue tickets, take notes, then rush off to the next call. They have little time to deal with problems proactively.

In between peeling a drunken 18-year-old off the sidewalk and reprimanding a group of young men tearing banners off buildings, Sergeant Young talks about his role as a teacher.

He tries to help students see how their actions could hurt themselves or others, or how the police elsewhere might react. "Our stance is not to arrest first," he says. "Most of the officers who work here want to educate."

COLLEGES GOT into policing mainly because other approaches weren't working. For many years, at most colleges, students were monitored by administrators and professors who lived on or around campus. (Yale, which established the first campus police force, in 1896, was an exception.) Over time, rudimentary campus-security units evolved within physical-plant departments.

But the burgeoning growth of colleges in the mid-20th century put a strain on security, as did the political and social movements of the 1960s and '70s. Campuses became hot spots for antiauthoritarian voices, antiwar protests, experimental drug use, and counterculture. When demonstrators occupied buildings or became violent, administrators and local officials often called in city or county law enforcement. Infamously, in 1970, the governor of Ohio sent the National Guard to control an antiwar protest at Kent State University; the guardsmen fired into the crowd, killing four students and wounding nine others.

That heavy-handedness seemed at odds with

Continued on Following Page

In Focus

SAFETY

Some people in law enforcement think colleges should get out of the policing business.

Continued From Preceding Page
 academe's ideals of free speech and inquiry. Max L. Bromley, an emeritus associate professor of criminology at the University of South Florida, remembers attending a demonstration at Florida State University in the early '70s: "The local sheriff's department came with bayonets attached to their rifles."

University officials wanted police forces that fit their ethos. "You want to have control over the people who are responsible for the protection of the community," says Gary J. Margolis, a former chief of police at the University of Vermont who is now a security consultant to colleges. "A university police department has to maintain a level of understanding of the growth and development of young adults."

States grant colleges the authority to establish police forces through "enabling legislation," Mr. Margolis explains. The University of California established its force in 1947, Wayne State University's started in 1966, Georgia Regents University's in 1973, Utah State's in 1981. The State of Vermont granted the authority just to the University of Vermont, in 1991; other institutions in the state have only security departments, which lack arrest powers and may be unarmed.

Since the protest years, campuses have become even more complicated. Big universities can have teaching hospitals, charter schools, day-care centers, vast athletics facilities, transit centers, banks, and science labs with dangerous chemicals or radioactive materials. What's more, student deaths and ensuing lawsuits have pushed the campus police to professionalize.

The murder of Jeanne Clery at Lehigh University in 1986 cast a harsh light on campus safety and raised expectations for law enforcement. The Clery Act, a federal law passed in 1990, requires colleges that receive federal money to keep a record of and issue warnings about crimes on campus. Layers of amendments — about emergency preparedness and dating violence, for example — have prompted colleges to ramp up security. Since 1995, the International Association of Campus Law Enforcement Administrators has set standards for the field.

September 11, 2001 heightened anxieties about campus security, and in 2007, the mass shooting at Virginia Tech led to greater attention, regulation, and scrutiny of new safety measures. Sadly, shootings from Northern Illinois University to the University of Alabama at Huntsville to Umpqua Community College have kept campuses on guard.

Despite the trend, some institutions never established their own police forces. The University of Idaho, lacking the authority to hire its own, gets three city officers full time. In the early 2000s, to save money, Auburn University disbanded its campus police force to rely on the local city police. (Last year the parents of Lauren Burk, a student who was kidnapped from the campus and murdered in 2008, filed a claim against Auburn for \$1 million, on the grounds that their daughter would be alive if the university had its own police. A state board rejected the claim.)

Today, 92 percent of public colleges and 38 percent of private institutions — mainly larger ones — have sworn officers, according to a survey of campuses with 2,500 or more students by the federal Bureau of Justice Statistics. Nearly 95 percent of campus officers carry guns, a fact that has sparked debate in some places. Over all, colleges employ nearly 15,000 sworn officers and another 17,000 support personnel.

Contrary to the stereotypes of second-rate officers, those on many campuses are trained at least as much as, if not more than, typical urban police, says Mr. Bromley. Campus agencies



are more diverse — with 31 percent minority officers, compared with 27 percent in city departments — and are more likely to require a college degree and psychological screening. On average, campus forces require more hours of training, says Mr. Bromley, who is completing a comparative study.

That preparation is on display during a live-shooter exercise one recent morning at Towson University, a campus of 22,500 just north of Baltimore. Campus and Baltimore County cops, who often work together, walk through a building, covering one another as they clear restrooms and offices, pursuing an imaginary gunman. Towson's Capt. Robert Novak, who is supervising the drill, has 31 years' experience in the Baltimore City Police Department. He points to other officers: a couple other veterans of the city agency, a former lieutenant in the county sheriff's department, and a recruit straight from the police academy. In a force of 40, some have backgrounds in cybercrime, child abuse, and narcotics.

Bernard J. Gerst, Towson's police chief, spent 22 years in the Baltimore County Police Department before coming to the campus to run his own force. "A lot of the things you do in municipal policing you do on campus: community relations, crime prevention, high-visibility patrols, good, solid investigations," says Chief Gerst. "I believe there is a higher expectation for campus police. Parents want their sons and daughters going to a safe institution, and there is a perception that crime doesn't occur on campus, that it's an oasis."

You can't compare municipal agencies with campus police departments, he says, to call one better than the other. About half of municipal police agencies nationally employ fewer than 10 officers, while some campus departments, like this one, are big and well-funded.

In Towson's new \$8-million public-safety building, a roomful of screens stream video from dozens of surveillance cameras. The facility also features an intake area with state-of-the-art equipment to fingerprint, interview, and hold suspects; an armory for work on firearms; and a nerve center outfitted with the latest communications technology for use in an emergency.

"Doesn't look like a fly-by-night, rinky-dink organization, does it?" Chief Gerst says.

AS CAMPUS police forces have grown, they have encountered some of the same problems that now dominate conversations about city police forces.

The pepper-spray incident at UC-Davis is one of the more indelible examples of abuse: In 2011, while students sat on the ground protesting income inequality and tuition hikes, a lieutenant walked along a line of them, coating them in an orange fog. The campus police chief resigned, and the lieutenant was fired; a report deemed the department "very dysfunctional."

In 2006 an Iranian-American student at the University of California at Los Angeles alleged racial profiling after being stunned with a Taser when he refused to provide identification to campus police. A year later, a student heckling Sen. John Kerry at a forum at the University of Florida yelled, "Don't tase me, bro!" before campus cops did just that. A video of the incident went viral.

Critics see an inherent problem in campus policing: answering to administrators with no training in law enforcement. Colleges are the only American institutions that can create a private police force, and under campus control, these cops prop up a system of justice that is not accountable to elected officials and "leads to highly disparate and sometimes discriminatory treatment of individuals," wrote two criminologists, John Paul Wright, a professor at the University of Cincinnati, and Kevin M. Beaver, a professor at Florida State University, in an essay in *The Chronicle* last year. Colleges should do away with their police departments, they argued, and transfer their officers to local agencies.

In recent years, the University of Cincinnati was doing anything but pulling back. In fact, its force took a far more active role than the city police in patrolling neighborhoods around the campus. There was nearly a robbery a day, with a big spike in 2008, which threatened the reputation of a university striving for greater prestige. Students carrying phones, tablets, and laptops were attractive targets. While working with developers to refurbish parts of town, the university hired dozens more officers to bolster its patrols. In sentencing hearings for crimes against students, the university's president and the city's police chief urged a judge to "send a clear, forceful, and reverberating message to criminals." Over time, the number of

Nearly 95 percent of campus forces are armed, a fact that has sparked some debate.



ANDRÉ CHUNG FOR THE CHRONICLE

Bernhard Gerst, chief of police at Towson U., near Baltimore, oversees an \$8-million, state-of-the-art public-safety building outfitted with communications technology for use in an emergency.

robberies and other offenses fell by half.

But, local activists ask, at what price? Like many college forces, Cincinnati's police department operates under a memorandum of understanding with the city force, giving university officers jurisdiction off the campus. In Cincinnati, abuse by the police in the late 1990s and early 2000s led to broad reforms and data collection about police officers' performance, routinely reviewed for racial profiling and other biases. But university cops could make misdemeanor traffic stops without reporting information about them to the city — a "giant loophole," says Al Gerhardstein, a prominent civil-rights lawyer in Cincinnati.

Such figures might have flagged Officer Ray Tensing. In July, Mr. Tensing stopped Samuel DuBose a half-mile off the campus for driving without a front license plate. The officer, who is white, then fatally shot Mr. DuBose, who was black, in the head as he started to pull away. Reports released later by the university showed that Mr. Tensing had a tendency to stop and ticket black drivers.

In the past five years, Mr. Gerhardstein has sued the university police twice for abuse of African-Americans, including in 2011, when an officer shot a black student with a stun gun, which caused a heart attack and the student's death. Much of the trouble, says the lawyer, has come from the university's using its police force to build an invisible wall around the campus.

"We can look at the statistics," he says, "and see that their traffic enforcement was totally geared toward pushing black people away from the campus."

Jason Goodrich, the university's police chief for the past year, says he was never under any direction to build a "force field" around the campus. He was "horrified," he says, by the data showing racial bias.

Robin S. Engel, a professor of criminal justice and director of the Institute of Crime Science, who helped devise the university's crime-reduction strategy, says there has been no explicit policy to single out local residents. In fact, she argues, the university police have been a benefit to the locals: Crimes against them, she points out, have dropped more than those against students.

After Mr. DuBose's death and Mr. Tensing's indictment, the university announced that it would temporarily pull its patrols back behind

the campus boundaries. "My email started blowing up," Ms. Engel says, "with people who were concerned because they wanted these patrols out there."

The role of the campus police is widely debated, she says. "We need to be very, very careful about those policing strategies ... to make sure that they are perceived as equitable and legitimate."

That's her new job, overseeing the reform of the police at the University of Cincinnati. She will soon hire an outside company to perform a top-to-bottom review of the university's department.

FOR SOME college police forces, off-campus activity is a distraction from their main mission. Ten minutes from the University of Cincinnati, officers at Cincinnati State Technical and Community College, except in extraordinary circumstances, don't leave the campus. They direct traffic and deal with occasional scuffles and sometimes violent crime. Last year a student bludgeoned a delivery man with a rock in a campus rest room, robbed him, and later tried to have him killed so he couldn't testify.

Patrolling the surrounding neighborhoods isn't the officers' job, says O'dell M. Owens, Cincinnati State's president. "How are you making my campus safe when you're half a mile away?" says Dr. Owens about the police department at the University of Cincinnati, where he is a former member of the Board of Trustees. "Their guys were driving around, writing a hell of a lot of tickets. That's not your role as campus police."

The alleged murder of Mr. DuBose prompted Dr. Owens and his police chief to review their policies: Do officers focus on helping students? Do they get training in anger management? Does the department screen for bad apples in its hires? To all, yes. One question for applicants is what they would do if they found a student sleeping in a building on a cold night. If the answer is kick the student out, the candidate isn't hired. Some students are homeless, and the right kind of officer would help them find shelter.

That orientation can run counter to common tactics in city police departments. Last year two city cops filed a complaint against an officer at California State University-Monterey Bay after he refused to use a stun gun on an

emotionally distraught student. According to reports, the campus officer had calmed the student, who was black. The officer went to get the student a cup of water, leaving him with the city officers, who had been called in as backup. They physically restrained the student, who resisted. When the campus officer returned, the others ordered him to use his stun gun.

The university officer was fired for a "failure to act." But after support from the police union, students, and the distraught student's father, the officer got his job back, albeit with a demotion, a few months later.

Cpl. Jeffrey H. Solomon, president of the Cal State system's police union, says campus cops, unlike many city officers, have the time to interact with students, to get to know them. Corporal Solomon, who mainly patrols residence halls on the Sacramento campus, sees himself as a kind of parent, helping students work through depression, relationship issues, and other stresses.

A few years ago, he shot and wounded a student who had stabbed his roommate to death. He must be prepared for such incidents, but they are rare. "I like the fact that I don't have to be a gunslinger every day," he says, "and that most of our work is good, positive work."

But the relationship between campus cops and the population they serve isn't perfect. Students can be skeptical, even cynical. At Miami of Ohio, Sergeant Young has had beer bottles hurled at him. When he encounters drunken students and tries to talk to them about alcohol abuse, some later file complaints, saying he was rude.

"They want to tell you how to do your job," he says, "or Mom and Dad are lawyers, and they want to call Mom and Dad so they can tell you how to do your job."

The job, as Sergeant Young sees it, is somewhere between enforcer and psychologist.

While driving around the thumping bars of this college town, Sergeant Young sees a young, blonde woman, arms draped over her friends' shoulders, who appears too drunk to walk. He gets out of his car, goes over, and asks for her I.D. She starts crying, worried that a mark on her record will jeopardize her college career and her dream of working with foster children. "I can't get in trouble," she says. "Please."

After a Breathalyzer test, the officer discovers she's not that drunk, and he soon gets the real story. It's her last semester at Miami, and she's worried she'll leave college without a boyfriend. Being carried along was a little drama to attract attention; Sergeant Young notices a suitor hovering nearby. "I am just looking to find the guy I'm going to marry someday," the student says.

"Can I tell you a secret?" the officer replies. "It's never good to find a guy when you're drunk." He, the student, and her friends share a laugh. He gives her the straw from the Breathalyzer. "That's your souvenir," he says, a reminder of tonight's lesson.

As she walks off into the night, she tosses the straw to the ground. Sergeant Young sighs. He could ticket her for littering. But he gets back in his car to drive to a dormitory on the edge of campus. Someone there has found a young man, covered in vomit, on the floor of a bathroom stall. ■

The campus officer's job, as one sergeant sees it, is somewhere between enforcer and psychologist.

Views

The Problem With Religious 'Tolerance'
A64



Executive Deception: Four Fallacies About Divestment, and One Big Mistake

IT PAINS this old logic professor to read university officials' arguments against divesting their institutions of investments in fossil fuels, not because their refusal to divest is wrong-headed, although I believe it is, but because their logic is so awful.

A sample of Ivy League universities' antidivestment statements offers a primer in the fallacies that students are

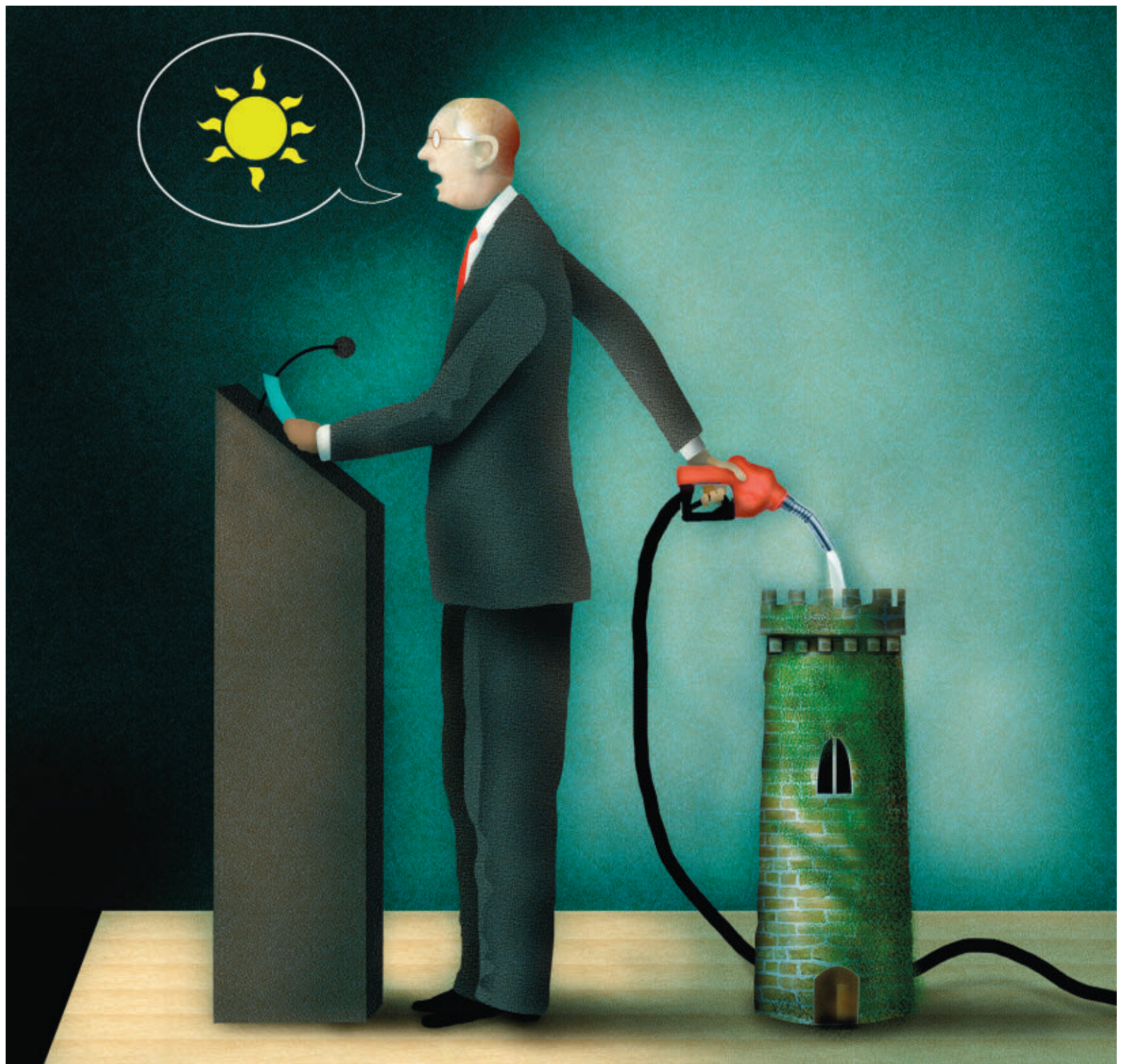
BY KATHLEEN
DEAN MOORE

warned against in Logic 101. Here are four:

The ad hominem argument: "I find a troubling inconsistency in the notion that, as an investor, we should boycott [the oil-and-gas industry, while we] are extensively relying on those companies' products and services," writes Drew Faust, president of Harvard University.

The assumption is that those who rely on fossil fuels do not have the moral authority

to take a stand against them. This is an ad hominem (to the man) attack, which turns the focus from the argument itself to the person or institution making the argument. The attack might be fair if the university had freely chosen fossil fuels from an array of options. It did not. Over generations, fossil fuels have been built into the structure of our lives, our buildings, our cities. Big Oil works hard to perpetuate that dependency and to radically constrict choices, as it lobbies



against renewable energies, influences the election of officials who will vote against alternative transportation, hires hacks to confuse the public about the scientific consensus on climate change, making sure that colleges (and all the rest of us) are forced to use fossil fuels. It's the ultimate triumph of the industry that even as it is externalizing its environmental costs, it is also externalizing its shame. And university officials making this argument haplessly cooperate to disempower their own moral voices and those of their students.

The straw argument: "Brown's holdings are much too small for divestiture to reduce corporate profits," writes Christina Paxson, president of Brown University.

Of course Brown's divestment, or anyone else's, will not cripple the fossil-fuel industry. The author and divestment leader Bill McKibben publicly affirms that it will not. Divestment isn't designed to destroy. It is designed to save, and what is imperiled here is the integrity of the university. A university has an overriding responsibility to advance the well-being of its students, which means that it is flat wrong to profit from industries that will devastate their future.

The Ivy League response is a classic straw argument, a cynical or careless misconstruing of the divestment argument. Instead of addressing the real issue of moral integrity, the president substitutes a scarecrow so flimsy that it might be made of straw. Easy enough to knock down the bogus argument, but the serious one remains.

The false dichotomy: "Yale will have its greatest impact in meeting the climate challenges through its core mission: research, scholarship, and education," claims the Yale Corporation Committee on Investor Responsibility.

Maybe so. But that doesn't mean that

Yale should not study, educate, and at the same time divest from fossil fuels. Divest or educate? This is not a forced choice between alternatives. In fact, divestment may be a university's greatest opportunity for moral education, for instruction in the foundational

The investors who quickly respond to a changing world have the best chance to prosper; the laggards will be left holding the bag.

moral imperative to let your values guide your decisions.

"Climate change is a grave threat to human welfare," the committee goes on to say. If so, then Yale should throw everything it's got at the threat. Research? Yes. Scholarship? Yes. Education? Beyond a doubt. Divestment? Absolutely, and anything else it can pull out of the hat. Addressing climate change is going to require the greatest exercise of the moral and technological imagination the world has ever seen. The future is no place for slackers.

The hasty generalization. "Logic and experience indicate that barring investments in [fossil fuels] would — especially for a large endowment reliant on sophisticated investment techniques, pooled funds, and broad diversification — come at a substantial economic cost." Harvard again.

It's sometimes logical to make predictions about the future on the basis of past experience, but only if you can assume that the future will resemble the past. When the future threatens to be staggeringly different from the past, reliance on experience is a hasty, often expensive mistake in reasoning.

Never before has life on the planet been so deeply threatened by a single energy technology — burning fossil fuels. And never before have there been so many alternative ways to generate energy. Never have the costs of alternatives fallen so rapidly.

It's a new world. Whether because of new technologies, new regulations, a global crisis of conscience, a global economy utterly devastated by climate change, or who knows what, the world will divest itself of the fossil-fuel economy, and probably sooner rather than later. The investors who quickly respond to a changing world have the best chance to prosper; the laggards

will be left holding the bag.

And so we come to the big mistake: "The [university] endowment is a resource, not an instrument to impel social or political change." Harvard.

Oh, yes it is. By profiting from Big Oil, the university endowment casts a very public vote for short-term, short-sighted profit and against the victims of that business plan — future generations, plants and animals, the world's poor and displaced — and the university's own students. Shame. ■

Kathleen Dean Moore is a distinguished professor emerita of philosophy at Oregon State University. She is the author or co-editor of a dozen books, including the forthcoming Great Tide Rising: Toward Clarity and Moral Courage in a Time of Planetary Change (Counterpoint Press, February).

Academic Job Hunts From Hell: the Fake Search

How do you recognize when another candidate can't lose?

IN an ideal world, every academic job search would be efficiently, faithfully, and sensitively planned and executed, and every candidate treated with respect. In reality, the quality of a search depends entirely on the competence, attention span, ethics, and intentions of those who run it, and thus varies considerably. Starting when you are a graduate student fresh on the market, you are going to suffer searches that are badly run, disingenuously staged, even spiked with hostility.

So, in a series of essays, I will look at different kinds of "search fails" and detail not only how to survive them but also how to gain insights that might help you be a better candidate for the searches that could actually bear fruit.

Let's begin with how to recognize a fake search — one for which the "winner" has been predetermined. Other candidates exist simply to fulfill procedural and legal requirements. By definition, the fake academic search is secret, although the other candidates may be the only ones unaware that it's fake.

My introduction to the fake search came when I was looking for my first faculty job. I was exhilarated to be a finalist for a tenure-track position. On interview day, everyone I met on the campus was cordial and

professional — and then I got my one-hour meeting with the college's dean. He proceeded to regale me with his achievements, radiating a palpable lack of interest in mine. I found the "interview" strange and disconcerting.

I was not offered the job. Further, the head of the search committee, with whom I became much better acquainted in later years, apologized *ex post facto*. He declared, "I swear I didn't know the fix was in." The eventual pick was a doctoral protégé of the provost. The search itself was a bluff through the HR protocols to crown the prince-in-waiting.

My experience was not that bad — nice meals and pleasant people compensated for the futility of the pursuit. However, fake searches can be miserable and demeaning as well as a waste of time. A friend described a nightmare visit to a college where not a single faculty member or administrator bothered to meet him. He was abandoned in a grubby motel room, eating crackers and cheese for two days. The reimbursement for his travel took more than a year to wrest from the host department.

Realizing that you are caught in a fake search is useful, because: (a) You have a choice as to whether to participate at all; and (b) it salvages your self-respect to know that your rejection had nothing to do with you.

The fakery may be consensual (everyone from administrators to faculty to the front-desk clerk at the hotel are part of the scam) or top-down (only a few campus leaders, like the dean or the chair of the search committee, are in on the game).

What are the common tells of a fake search?

The job ad is unusually specific or obscure. A friend described being on a search committee when it was obvious that several of his colleagues desperately wanted to hire one of the program's doctoral grads — let's call him "Murray" — who had gotten his first job at another university but wanted to "come home." In crafting an ad for the position, the Murray partisans insisted on required and preferred qualifications that exactly fit the anointed one. Those on the committee who questioned the fine granularity of the criteria — say, "must be able to teach classes in the foreign-policy rhetoric of Leonid Brezhnev" and "must have written a book on Russia's relations with Ecuador" — were fiercely opposed by the Murrayites.

Continued on Following Page



CAREER CONFIDENTIAL
DAVID D. PERLMUTTER

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Some job ads do indeed read as if someone, whether committee members or an administrator, had a specific person in mind.

It really gets fishy when — in contact with the search committee, perhaps during an initial phone interview — the partisans seem dismissive when you bring up reasonable analogs to what they claim they are looking for.

In the exaggerated example above, had a candidate claimed to have studied the foreign-policy speechmaking of Soviet-era leaders in general and the rejoinder was, “Too bad, we were hoping for a Brezhnev specialist,” it would have been a strong sign that they had one particular specialist already in mind.

A related tactic is posting a job ad for a short time in an obscure

If the ad is posted for a short time only, and in an obscure venue, perhaps the department is trying to prevent a wide pool of candidates from noticing.

venue. If the announcement is live for only 10 days on a regional association’s job board, then maybe the department is trying to prevent a wide pool of candidates from noticing.

The timetable is rushed or compressed. Hiring, firing, and turnover can occur rapidly in the business world. In academe, we operate in much more deliberative ways. As a faculty member, changing jobs may mean giving

your employer a notice of 10 months rather than two weeks.

So it might seem dubious when a faculty job opening appears with the minimum HR-mandated deadline, phone interviews begin right away, and candidates are invited to campus in a flash. You might suspect that one of the finalists has already been told to “be ready by October 1 to interview.” Another clue: The search chair is unwilling to budge on the dates of your visit: “The only slot we have for you is the day after Thanksgiving. Take it or leave it.”

They seem uninterested in you. In the first fake search I experienced, it was clear that the dean had no questions about my background, my research plans, or my impressions of the department. The one time I tried to mention my research agenda, he interrupted to tell me more about his work. It’s a telling sign when people keep focusing on anything but you during your interview. That usually means they are just going through the motions, with you there just for show.

Sometimes the revelation can come from a noncampus source. A colleague told me about a fake search in which a real-estate agent admitted that he had no hope of selling the job candidate a house in town because he knew she was not going to be joining the college.

The itinerary differs from candidate to candidate. One of the sacred rules of faculty searches is that although there is no guarantee that every candidate will be treated the same, their overall itineraries on the campus visit must be equivalent. For example, one finalist must not be allowed to give a teaching presentation while another gives none. (I tend to obsess over parity: Our search committees cannot Skype one candidate for a semifinalist interview and talk only over the phone with another.)

Fake searches will often get lax on such details, especially if several administrators are collaborating in setting up one candidate for success.

Another friend described a campus visit on which, in order to paste on the barest fig leaf of fairness, the host department created a “joint research, teaching, general faculty Q&A, and meeting with the dean” event for the candidate. In contrast, the favorite (and eventual hire) enjoyed separate events for each of those segments.

Worst of all is when you encounter folks who are openly hostile because you are not the chosen one. If all you observe at your research presentation is a sea of scowls, maybe you ruffled feathers somehow. More likely is that they did not want you to visit in the first place.

Besides being unethical, a fake search is — as a university lawyer I know put it — “a minefield of legal issues.” A fix-is-in search may violate affirmative-action policies and/or equal-opportunity laws.

In addition, fake searches can be unproductive for the hiring department. Even in a race when one horse is an odds-on favorite, you never know what will actually happen until the race is run. Candidates other than the presumptive darling may prove to be superior in qualifications. Moreover, fake searches can harm the reputation of the chosen candidate, especially if the choice is based on favoritism, not excellence.

Yet even if you spot the fakery early, there is a case to be made for soldiering on.

First, being an unchosen one in a fake search is not necessarily useless. A Ph.D. student I know said he realized at the beginning of a campus visit that the search was fake. He took a Zen attitude, remaining relaxed through the presentations and meetings. He felt that he gained confidence and experience for future searches — legitimate ones. This one was a sort of trial run with no pressure.

Second, it is possible that even the fakers might be impressed with you. And you never know whether the fix might fall through.

In one search I know of, a group of professors who very much wanted to throw the contest to an anointed friend was eventually outvoted by a majority of the faculty, who decided that another candidate had shone much brighter. It didn’t help that the favorite came in cocky and overconfident and did not seem well prepared.

And, in any event, it’s good practice for academic life to remain composed, genial, and professional in adverse circumstances.

Sometimes fake searches are fairly self-revealing. But sometimes it is hard to tell whether a search is bogus, or incompetently run, or doomed by outside factors, or divisively executed — the subjects of future essays in this series. ■

David D. Perlmutter is a professor of communication and dean of the College of Media & Communication at Texas Tech University. He writes the Career Confidential advice column for The Chronicle. His book on the ins and outs of the tenure process, Promotion & Tenure Confidential, was published by Harvard University Press in 2010.

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Digging Through or Drowning in Data?

The Practical Guide to Turning Students Outcomes Data into Action

Educators, administrators and policymakers are all clamoring for MORE student learning outcomes data, and most anticipate the need for data to skyrocket in the next five years. Yet, almost as quickly as the demand for data grows, institutions are feeling their staff resources get squeezed. Everyone covets the magic data that will provide evidence of learning and drive curriculum improvement, but the “Data Dilemma of the Future” means that institutions must not only collect the right data, but have efficient ways to manage the data and put it to use to close the feedback loop and drive continuous improvement efforts.

In this free, one-hour webinar on **Wednesday, October 28 at 2:00 pm ET**, student learning assessment experts will provide practical strategies that higher education institutions can use to evaluate if they’re collecting the right data. Speakers will discuss the pros and cons of various data types and provide best practices on how to efficiently link data collection with actionable plans on campus. Speakers will also provide some suggested processes and practices that higher education professionals can use to easily assemble their “data story” for administrators and other stakeholders. A representative from a public university will also join the panel to share how she turned student outcomes data into action at her own institution, with limited resources.

This webinar is sponsored by ETS and hosted by The Chronicle of Higher Education. All content presented during the event is provided by ETS.

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Gazette

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APPOINTMENTS

Brett Barger, interim president, to president of Lindenwood University.

Dedra Buchwald, professor of epidemiology and medicine, to director of the Initiative for Research and Education to Advance Community Health at the University of Washington.

Thomas Calhoun, vice president for enrollment management at the University of North Alabama, to president of Chicago State University.

Ana Mari Cauce, interim president, to president of the University of Washington.

Robert Clothier, partner at Saul Ewing, to senior assistant to the president at Ursinus College.

Henry Cohen, director of pharmacy residency programs in the Kingsbrook Jewish Medical Center and professor of pharmacy practice at Long Island University, to dean of the College of Pharmacy at Touro College (N.Y.).

Sean Collins, vice president for product development at Victory Media, to innovate director in the Apex Systems Center for Innovation and Entrepreneurship at Virginia Tech.

Roberta Cordano, vice president for programs at the Amherst H. Wilder Foundation, to president of Gallaudet University.

Fred Damiano, chief innovation officer and vice president for strategic initiatives at Hobart and William Smith Colleges, to chief innovation officer at infrastructure.

Stephen Doviak, internet manager at the Thule Group, to senior director of integrated communications at Quinnipiac University.

Marc Embler, chair of the department of criminal justice and director of its graduate program, to dean of the Center for Academic Excellence at Charleston Southern University.

Jose Farinos, dean of advanced technology, to vice president for applied science and technology at Indian River State College.

Ashleigh Hala, associate director of residence life at Wheelock College, to associate director of wellness and director of sexual assault prevention and response services at Babson College.

Harry Helling, president of Crystal Cove Alliance, to executive director of Birch Aquarium at the Scripps Institution of Oceanography at the University of California at San Diego.

Karla Hughes, executive vice presi-

dent and provost for the University of Louisiana system, to chancellor of the University of Arkansas at Monticello.



MARK HUNTINGTON

Mark Huntington, associate dean of academic affairs, to associate dean of natural and health sciences at Manchester University.

Bonnie Klamm, professor of accounting at North Dakota

State University, to an additional post, associate editor of the *Journal of Accounting Education*.

Christopher Koch, interim president, to president of the Council for the Accreditation of Educator Preparation.

Robert McCormack, professor, to an additional post, chair of the department of emergency medicine at the University at Buffalo.

Michael McPherson, director of development at Lincoln Memorial University, to vice president for advancement at Union College (Ky.).

Harold Nolte, interim president, to president of Dodge City Community College.

Todd Pagano, associate professor of chemistry, to associate dean of teaching and scholarship excellence in the National Technical Institute for the Deaf at the Rochester Institute of Technology.

Phillip Palmer, education and outreach coordinator in the Models of Infectious Disease Agency Study National Center of Excellence at the University of Pittsburgh, to assistant dean of the School of Natural and Environmental Sciences at Duquesne University.

Ronald Perez, associate professor of mechanical engineering, to interim dean of the School of Public Health at the University of Wisconsin at Milwaukee.

Terri Pigott, interim dean, to dean of the School of Education at Loyola University Chicago.

Mark Polatajko, vice president for business and finance and chief financial officer and chief operating officer at Wright State University, to senior vice president for finance and administration at Kent State University.

David Raymond, director of education research in the Army Cyber Institute at the United States Military Academy, to deputy director of information technology security at Virginia Tech.

Eric Reed, professor of history, to interim dean of the Graduate School at Western Kentucky University.

Douglas Reeves, professor of computer science and electrical and computer engineering, to associate dean of graduate programs in the

1927 alumnus, and mother, Margaret.

Drexel University. \$45 million from David and Dana Dornsife to the School of Public Health to establish an urban-health program, endow professorships and scholarships, expand the global public-health program, and support other public-health projects. The school will be named for the couple. Mr. Dornsife is chair-

man of the Herrick Corporation, a steel fabrication company in Stockton, Calif., and Ms. Dornsife co-founded Axiom Design, an architectural electronic and lighting-design firm, and founded Adorn, a lighting and interior-design company. She received a bachelor's degree in business from the university in 1983.

Duke University. \$25 million from David M. Rubenstein, co-founder

College of Engineering at North Carolina State University. **Brian Ross**, professor of psychology, to executive associate dean of the College of Liberal Arts and Sciences at the University of Illinois at Urbana-Champaign.

Bruce Russell, dean emeritus of the College of Business at Slippery Rock University of Pennsylvania, to interim vice president for academic affairs at Butler County Community College (Pa.).

Elijah Scott, director of libraries, to dean of libraries, college testing, and curriculum innovation at Georgia Highlands College.

David Strawbridge, an Air Force reserve officer, to director of military and veterans services at Delaware Technical and Community College.

Cecilia Warpinski Stuopis, vice president and executive medical director of accountable care at Dartmouth-Hitchcock Medical Center, to director of MIT Medical at the Massachusetts Institute of Technology.



ANDREW TIVINGTON

Andrew Tvington, assistant general counsel in the Regional University System of Oklahoma, to director for compliance and interim deputy Title IX coordinator at Virginia Tech.

Todd Tubutis, executive director of Blue Sky, to associate director of the Sheldon Museum of Art at the University of Nebraska at Lincoln.

Betty Vandebosch, provost, to president of Kaplan University.

Lisa Wilkes, assistant vice president for business services, to associate vice president for administration at Virginia Tech.

LeVon Wilson, professor of legal studies at Georgia Southern University, to associate provost at Clark Atlanta University.

Beth-Anne Yakubu, director of corporate and foundation relations, to executive director of the Emerson Leadership Institute in the School of Business at Saint Louis University.

RESIGNATIONS

Larry Calhoun, founding dean of the College of Pharmacy at East Tennessee State University, effective in May.

Paul Fonteyn, president of Green Mountain College.

Alison Galloway, provost and executive vice chancellor at the University of California at Santa Cruz, effective December 31, 2016.

James Renick, provost at Jackson State University.

H.J. Thompson, president of Olds College, effective in June 2017.

and co-chief executive officer of the Carlyle Group, a private-equity firm in Washington, to support a new arts center and help create performing- and visual-arts programs and activities at the university. Mr. Rubenstein, who graduated from the university in 1970, is chairman of the its Board of Trustees.

Georgetown University. \$50 million from Peter Cooper, founder

NEW CHIEF EXECUTIVES

▪ **Chicago State University**, Thomas Calhoun

▪ **Dodge City Community College**, Harold Nolte

▪ **Gallaudet University**, Roberta Cordano

▪ **Kaplan University**, Betty Vandebosch

▪ **Lindenwood University**, Brett Barger

▪ **University of Arkansas at Monticello**, Karla Hughes

▪ **University of Washington**, Ana Mari Cauce

Evon Walters, president of Miller College.

RETIREMENTS

Gwen Alexander, dean of the School of Library and Information Management at Emporia State University.

Rosann Bazirjian, dean of university libraries at the University of North Carolina at Greensboro, effective April 1.

John Berg, vice chancellor for admissions at Washington University in St. Louis, effective June 30.

Roy Church, president of Lorain County Community College, effective June 30.

Mark Foley, president of the University of Mobile, effective July 31.

Lori Gaskin, president of Santa Barbara City College, effective August 1.

Robin Rose, senior associate dean in the School of Professional Studies at Brown University.

DEATHS

Robert Bays, 94, former director of the School of Music at the University of Illinois at Urbana-Champaign died October 6.

Sister Assumpta Devine, 86, former director of student personnel and professor of biology at Ursinus College died October 12.

Fazil Erdogan, 90, former dean of the College of Engineering and Applied Science and professor emeritus of engineering at Lehigh University died October 2.

Paulette Fleming, 67, professor of art and design at California State University at Fresno died October 10.

Ernestine Friedl, 95, former dean of the College of Arts and Sciences and professor and chair of the anthropology department at Duke University died October 12 in Chapel Hill, N.C.

Antonio Gennaro, 81, former professor of biology and zoology at

Eastern New Mexico University died August 20.

Malcolm Gillis, 74, president emeritus of Rice University died October 4 in Houston.

William Taliaferro Grier, 79, former dean of special programs at the Phelan campus at the City College of San Francisco died October 1.

Richard Heck, 84, professor emeritus of chemistry at the University of Delaware died October 9 in Manila, Philippines.

James Houck, 74, former professor of astronomy at Cornell University died September 18 in Ithaca, N.Y.

Susumu Ito, 96, professor emeritus of medicine at Harvard University died September 29 in Wellesley, Mass.

George William Kunze, 93, dean emeritus of the Graduate College and professor emeritus of soil and crop sciences at Texas A&M University at College Station died October 3 in Warda, Tex.

Irene McCrystal, 89, professor emeritus of English at San Antonio College died October 4 in San Antonio.

Jim Murphy, 83, former professor in the College of Advancing Studies at Boston College died September 27.

David Russell, 76, former professor of mathematics at Virginia Tech died October 4 in Blacksburg, Va.

Candadai Seshachari, 87, former professor and chair of the English department at Weber State University died October 6.

William Spellacy, 81, former professor and chair of the department of obstetrics and gynecology at the University of South Florida died October 8.

CORRECTION

In the September 4 issue, the announcement that Brian W. Casey had been named the next president of Colgate University was mistakenly listed under the heading Resignations. He has not resigned from Colgate; he was appointed its leader, effective July 1. Mr. Casey is currently president of DePauw University.

of Cooper and Company, a real-estate and private-equity investment firm, and his wife, Susan, to establish an academically based program that develops leadership skills for students involved in the university's Division I sports. The program will be named for the donors. A portion of the gift will also help complete work on a sports field. All of the

Continued on Following Page

PRIVATE GIVING

College of William and Mary. \$2.5-million pledge from Joe and Sharon Muscarelle, retired real-estate developers, to expand the Muscarelle Museum of Art, which was previously named for Mr. Muscarelle's father, Joseph, a

Continued From Preceding Page
Coopers' five children are Georgetown alumni.

Indiana University at Bloomington. \$20 million from Conrad T. Prebys, president and owner of Progress Construction and Management, in San Diego, to endow scholarships and professorships in its Kelley School of Business. The money will also support a new career-services center and an outdoor amphitheater. Mr. Prebys earned a bachelor of science in general management from the business school in 1955.

—\$1-million pledge from the university's president Michael McRobbie and his wife, Laurie Burns McRobbie, to endow a professorship in computer engineering and a professorship in global-strategic studies.

Indiana University Foundation. \$20 million from David Henry

Jacobs for the Jacobs School of Music to endow a deanship and to support faculty salaries, research, scholarships, student travel, and the library. The music school was named for Mr. Jacobs's father in 2005 when his mother donated \$40.6 million. The donor is president of David Jacobs Fine Art, which matches private art collections with public institutions, and StillLife Construction, which redevelops historic properties. He attended the Jacobs School of Music in the early 1970s and has served on the Indiana University Foundation's Board of Directors since 2006.

New York University. \$100-million donation from Ranjan and Chandrika Tandon to hire more faculty and to support academic programs in the School of Engineering. The school will be named for the couple. Mr. Tandon is an

engineer and founder and chair of Libra Advisors, a hedge fund. Ms. Tandon is a former McKinsey & Company partner. She founded Tandon Capital Associates, a financial advisory firm, and is a Grammy-nominated musician. She serves on the university's Board of Trustees.

University of Chicago. \$100-million donation from the Pearson Family Members Foundation (twin brother Thomas and Timonhy Pearson) to create the Pearson Institute for the Study and Resolution of Global Conflicts, a research institute at the University of Chicago, and the Pearson Global Forum, an annual event that will bring together international policy leaders and scholars from different fields. A portion of the donation will also establish four professorships in conflict studies and create a

fellowship program for graduate students. Thomas and Timothy Pearson are investors.

University of Florida. \$50-million donation from the Herbert and Nicole Wertheim Family Foundation to expand the College of Engineering. Mr. Wertheim founded Brain Power, a manufacturer of eye-care instruments.

University of Missouri at Columbia. \$25 million from the Kinder Foundation (Richard and Nancy Kinder) to endow the Kinder Institute on Constitutional Democracy and to support postdoctoral fellowships, research, and travel programs. Mr. Kinder co-founded Kinder Morgan, an energy company, and earned his bachelor's and law degrees from the university in 1966 and 1968.

University of Pennsylvania School of Dental Medicine. \$10 million from Robert Schattner, a dentist

who invented Chloraseptic, the sore-throat anesthetic, and the hospital disinfectant Sporidicin, to renovate the school's main clinic and expand its meeting and reception spaces. Dr. Schattner graduated from the dental school in 1948 and serves on its Board of Overseers.

University of Wisconsin at Madison. \$10 million from Robert and Dorothy King to support the School of Education and the Center for Investigating Healthy Minds. The donation will be used to hire more faculty and to support mental-health research. Ms. King graduated from the university in 1958. Mr. King founded the investment firm Peninsula Capital. The Kings are longtime donors to the university.

DEADLINES

AWARDS AND PRIZES

November 1: Humanities. Gettysburg College offers the \$50,000 Gilder Lehrman Lincoln Prize, which is awarded annually. The prize is given for the finest scholarly work in English on Abraham Lincoln, the American Civil War soldier, or a subject relating to their era. Publishers, critics, and authors may submit books published in the current year by November 1. There is no entry fee or form. Visit the college's website for more details. Contact: (717) 337-8255; lincolnprize@gettysburg.edu; <https://www.gettysburg.edu/lincolnprize/about-lincoln-prize.dot>

November 15: Humanities. Applications for the Rome Prize are being accepted. Although the deadline is November 1, applications will be

accepted November 2-15 for an additional fee. Thirty emerging artists and scholars in the early and middle stages of their careers who represent standards of excellence in the arts and humanities will be awarded the prize. Prize recipients are invited to Rome for six or eleven months to immerse themselves in the American Academy in Rome's community and expand their own professional, artistic, or scholarly pursuits. Winners will receive a stipend, room and board, and a study or studio. Applicants must be U.S. citizens at the time of the application. Visit the academy's website for additional information. Contact: American Academy in Rome; (212) 751-7200; info@aarome.org; <http://www.aarome.org/apply>

December 1: Science, technology,

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

December 7: Science, technology, and math. The Urban Land Institute is accepting applications for the 14th Annual ULI Hines Student Competition. This is an ideas competition that calls for multidisciplinary graduate student teams of five students to devise an urban development vision and compete to win \$50,000. Students must form their teams and apply by December 7. Visit the institute's website for more details. Contact: Urban Land Institute; udcompetition@uli.org; <http://uli.org/programs/awards-competitions/hines-student-design-competition>

December 15: Business/administrative affairs. The American Association of University Administrators is soliciting nominations for an array of awards recognizing outstanding individual administrative and leadership service or exemplary higher-education organizational and program models. Visit the organization's website for more details. Contact: Dan King; (814) 460-6498; dking@aaaua.org; <http://www.aaaua.org>

December 15: Science, technology, and math. The Gruber Foundation is accepting nominations for the Cosmology Prize. Nominations are welcome from the fields of astronomy, cosmology, mathematics, and the philosophy of science. Individuals, organizations, and institutions that are active in or have an appreciation for contemporary cosmological research and study may submit nominations. Visit the foundation's website for more details. Contact: Gruber Foundation; (203) 432-6231; nominations@gruber.yale.edu; <http://gruber.yale.edu/cosmology-prize-nomination-criteria>

January 15: Humanities. Poets & Writers has selected the state of Hawaii for the 2016 Writers Exchange Award. Poets and fiction writers who are residents of Hawaii are welcome to submit an application if they: have never published a book; or have published no more than one full-length book in the genre in

which they are applying; and have resided in Hawaii for at least two years prior to the date they submit their manuscript. Visit the website for more details. Contact: Poets & Writers; http://www.pw.org/about-us/maureen_egen_writers_exchange_award

January 29: Science, technology, and math. ABB has established the ABB Research Award in Honor of Hubertus von Grünberg, which honors the best Ph.D. dissertation within the fields of power and automation, as applied in utilities, industries, and transport and infrastructure. It consists of a \$300,000 personal research grant for postdoctoral research within the scope of power and automation in the areas in question. Visit the program's website for more details. Contact: <http://new.abb.com/hvg-award>

February 1: Arts. Nominations for Northwestern University's Nemmers Prize in Music Composition will be accepted from October 1 through February 1, 2016. The prize carries an award of \$100,000 and is open to those with outstanding career achievements. It is international in focus and therefore awarded to any classical composer without regard to citizenship or institutional affiliation. Only living composers may be nominated. The recipient must be available for a four-week residency at Northwestern U. (the weeks may be non-consecutive) and able to interact with faculty and students. Visit the university's website for more details. Contact: Nemmers Prize; <http://www.nemmers.northwestern.edu>

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

Academic affairs. Nominations for the Chang-Lin Tien Education Leadership Awards from the Asian Pacific Fund, supporting the recog-

nitition, professional development, and advancement of Asian-Americans as leaders of colleges and universities. Contact: Rod Kyle Paras; (415) 395-9985 ext. 700; rodkyle@asianpacificfund.org; <http://www.asianpacificfund.org/chang-lin-tien-education-leadership-awards>

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

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

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

Humanities. Translations of Japanese literature into English for consideration for the Japan-U.S. Friendship Commission Prize for the Translation of Japanese Liter-



The Virginia Foundation for the Humanities offers residential fellowships to scholars and writers in the humanities. We seek applications that are intellectually rigorous, imaginative, and accessible to a public audience.

All Fellows have University of Virginia faculty privileges while in residence. As visiting faculty, Fellows have access to all U.Va. research and recreational facilities, lectures and events, plus on-site library delivery.

We welcome proposals on subjects with broad interest in any area of the humanities, including the history, folk life, and contemporary cultures of Virginia and the South Atlantic United States. We invite proposals on subjects that complement VFH programs on African American, Virginia Indian, and other communities.

For more information, visit VirginiaHumanities.org or contact vfhfellowships@virginia.edu.

Virginia Foundation for the Humanities

fellowships

PH.D. & SENIOR FELLOWSHIPS FOR RESEARCH IN CAMBODIA

The Center for Khmer Studies, the American Overseas Research Center in Cambodia, invites applications from Cambodian and U.S. scholars in the social sciences, who wish to conduct research in Cambodia. Ph.D. fellowships are for a maximum of eleven months of research. Senior long-term (6 to 9 months) and short-term (4 to 6 months or less) fellowships are for American and Cambodian scholars who already hold a Ph.D. Application forms are available at: www.khmerstudies.org

Application deadline: November 15th, 2015

ature. The Donald Keene Center of Japanese Culture annually awards \$6,000 prizes for the best translation of a modern work or a classical work, or the prize is divided between equally distinguished translations. Visit the website for more details. Contact: Donald Keene Center of Japanese Culture; <http://www.keenecenter.org/content/view/58/76>

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

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

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

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

Science, technology, and math. The American Chemical Society Award for Encouraging Disadvantaged Students into Careers in the Chemical Sciences, established by the Camille and Henry Dreyfus Foundation, recognizes significant accomplishments by individuals in stimulating

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

Other. The Breast Cancer Society is accepting applications for its Empower One Scholarship and Hope Scholarship programs. The programs assist those who have been affected by breast cancer with obtaining a college degree or trade certificate. Visit the organization's website for more details. Contact: Breast Cancer Society; (888) 470-7909; info@breastcancersociety.org; <http://www.breastcancersociety.org/programs/empower-one-scholarship-fund>

FELLOWSHIPS

October 30: Science, technology, and math. The Hertz Foundation will begin accepting applications for the 2016-17 fellowships on August 15. The fellowships are open to college seniors wishing to pursue a Ph.D. or graduate students already in the process of doing so. Applicants must be students studying the applied physical, biological, or engineering sciences, and must be U.S. citizens or permanent residents. Visit the foundation's website for details on the award amounts as well as how to apply. Contact: Hertz Foundation; <http://www.hertzfoundation.org/dx/fellowships/fellowshipaward.aspx>

November 1: Humanities. The American-Scandinavian Foundation offers fellowships (up to \$23,000) and grants (up to \$5,000) to individuals to pursue research, study, or creative arts projects in one or more Scandinavian country for up to one year. The number of awards varies each year according to total funds available. Awards are made in all fields. Applicants must have a well-defined research, study, or creative arts project that makes a stay in Scandinavia essential. Also, applicants must be U.S. citizens or permanent residents, and must have completed their undergraduate education by the start of their project in Scandinavia. Team projects are eligible. Visit the foundation's website for more details. Contact: American-Scandinavian Foundation; http://www.amscan.org/study_scandinavia_details.html

November 1: Humanities. The Paul and Daisy Soros Fellowships for New Americans is open to applications. The program supports thirty new Americans, immigrants, or the children of immigrants, who are pursuing graduate school in the U.S. Each fellowship supports up to two years of graduate study in any field and in any advanced degree-granting program. Fellows receive up to \$25,000 in stipend support (not to exceed \$35,000), as well as 50 percent of required tuition and fees, up to \$20,000 per year, for two years. Visit the program's website for eligibility details. Contact: Paul and Daisy Soros Fellowships for New Americans; <http://www.pdsoros.org/competition>

November 1: Humanities. The Institute for Advanced Study is accepting applications for the 2016-17 aca-

ademic year. Scholars worldwide who are interested in historical studies are welcome to pursue independent research at its facility. Applicants must have a Ph.D. (or equivalent) at the time of application and a substantial record of publication. Scholars are expected to remain at Princeton during the term and will receive a maximum of \$75,000 for the full academic year, or \$37,500 for one term. Visit the institute's website for more details. Contact: Marian Zelazny; mzelazny@ias.edu; https://www.hs.ias.edu/mem_announcement

November 1: Social and behavioral sciences. The John W. Kluge Center at the Library of Congress is accepting nominations and applications for the Henry A. Kissinger chair in foreign policy and international relations. The Kissinger Chair is a senior research position in residence at the John W. Kluge Center that engages in research on foreign policy and international affairs that will lead to publication. The chair holder will receive a stipend of \$13,500 per month, an office inside the Thomas Jefferson Building, and full access to the Library of Congress's vast array of historical, linguistic, and legal resources. Scholars worldwide may apply. Visit the library's website for more details. Contact: John W. Kluge Center; (202) 707-3302; scholarly@loc.gov; <http://www.loc.gov/loc/kluge/fellowships/kissinger.html>

November 4: Humanities. The Henry Luce Foundation/ACLS Program in China Studies offers postdoctoral fellowships that supports work based on a scholar's research in China that aims to produce a scholarly text in English. A working knowledge of Chinese is required. The fellowship is for two consecutive semesters of time released from teaching and a stipend of up to \$50,000 is provided. Applicants must hold a Ph.D. from an institution in the U.S. or Canada, or be a U.S. or Canadian citizen with a Ph.D. from any institution. Applicants who are not U.S. or Canadian citizens must have an affiliation with a university or college in the U.S. or Canada. Visit the organization's website for more details. Contact: American Council of Learned Societies; chinastudies@acsls.org; <http://www.acsls.org/programs/china-studies>

November 15: Humanities. The George A. and Eliza Gardner Howard Foundation is accepting applications from early mid-career artists and scholars for fellowships for the 2016-2017 academic year in the fields of creative non-fiction, literary translation into English, film studies, and literary studies. Approximately ten fellowships of \$33,000 will be awarded. Details on eligibility and the online application process are available on the website. Contact: Howard Foundation; (401) 863-2640; Howard_Foundation@brown.edu; http://www.brown.edu/Howard_Foundation

November 15: Humanities. The Woodrow Wilson National Fellowship Foundation is accepting applications for the Charlotte W. Newcombe Dissertation Fellowships, which are designed to encourage original and significant study of ethical or religious values in all fields of the humanities and social sciences, and particularly to help Ph.D. candidates in these fields complete their dissertation work in a timely manner. Dissertations might also explore the ethical implications of foreign policy, the values influencing political decisions, the moral codes of other cultures, and religious or ethical issues reflected in history or literature. Applicants must be Ph.D. or Th.D. candidates at an institution in the U.S. and have all pre-dissertation requirements fulfilled by the application deadline. Visit

the foundation's website for more details. Contact: Woodrow Wilson National Fellowship Foundation; newcombe@woodrow.org; <http://woodrow.org/fellowships/newcombe>

December 1: Arts. The Terra Foundation Fellowships in American Art at the Smithsonian American Art Museum support work by scholars from abroad who are researching American art or by U.S. scholars who are investigating international contexts for American art. Fellowships are residential and support full-time independent and dissertation research. Who may apply: graduate and predoctoral students and postdoctoral and senior researchers. Visit the institution's website for more details. Contact: Smithsonian Institution; (202) 633-7070; siofi@si.edu; <http://www.americanart.si.edu/research/opportunity/fellows/terra>

December 1: Humanities. The Nancy Weiss Malkiel Junior Faculty Fellowship, offered by the Woodrow Wilson National Fellowship Foundation, is designed to support junior faculty in the humanities and social sciences as they work towards achieving tenure. Five 12-month awards of \$10,000 will be made in the 2015-16 academic year. This one-time fellowship program will support a small cadre of emerging faculty leaders whose careers promise to play a significant role in shaping American higher education. Visit the foundation's website for more details. Contact: Woodrow Wilson National Fellowship Foundation; NWMFellows@woodrow.org; <http://woodrow.org/fellowships/nwmfellowship>

December 1: Science, technology, and math. The John W. Kluge Center at the Library of Congress seeks applications for the Baruch S. Blumberg NASA/Library of Congress Chair in Astrobiology. This is a residential fellowship and the chair is expected to be in full-time residence (for up to 12 months) at the Kluge Center while conducting research at the Library of Congress. During this time, the chair will receive a stipend of \$13,500 per month. Scholars worldwide may apply. Visit the library's website for more details. Contact: John W. Kluge Center; (202) 707-3302; scholarly@loc.gov;

<http://www.loc.gov/loc/kluge/fellowships/NASA-astrobiology.html>

December 31: Social and behavioral sciences. Applications for the Beyster, Kelso, and George S. Pillsbury Fellowships and related fellowships for the 2016-2017 academic year for the study employee stock ownership, profit sharing, and broad-based stock options in the U.S. corporation and in society, and the idea and practice of broadened ownership of capital in a democratic society in the United States. The fellowships are open to Ph.D. candidates and postdoctoral scholars and those with professional degrees. Most stipends are for \$25,000 or \$12,500 and are awarded at the scholars' home university or for residency at Rutgers University School of Management and Labor Relations. Submit a 1500-word project description and three references sent separately by the referees in order to apply. For information, please email: beysterfellowships@smlr.rutgers.edu or kelso_fellowships@smlr.rutgers.edu. Contact: Rutgers School of Management and Labor Relations; beysterfellowships@smlr.rutgers.edu; <http://smlr.rutgers.edu/research-and-centers/fellowship-programs>

January 15: Arts. Applications for the Terra Foundation's Summer Residency program are due on January 15. The program brings together doctoral scholars of American art and emerging artists worldwide for a nine-week residential program in the historic village of Giverny, France. It encourages independent work while providing seminars and mentoring by senior scholars and artists to foster reflection and debate. Candidates worldwide can apply. Applicants must either be a visual artist with a master's degree or its equivalent at the time of application, or a doctoral candidate researching American art and visual culture or its role in a context of international artistic exchange prior to 1980. Candidates at all stages of doctoral research and writing are welcome to apply. Applicants must be nominated by their dissertation adviser or professor or previous art-school supervisor. Visit the foundation's website for more details.

Continued on Page A29

Schomburg Center for Research in Black Culture

SCHOLARS IN RESIDENCE

Schomburg Center for Research in Black Culture, one of The New York Public Library's four research centers, is now accepting applications for its Scholars-in-Residence Program for the academic year of 2016-2017.

The fellowship program encompasses projects in African, Afro-American, and Afro-Caribbean history and culture, with an emphasis on African diaspora studies, biography, social history, and African-American culture. (For information about the Schomburg Center's holdings, please see www.schomburgcenter.org.)

Requirements Fellows are required to be in full-time residence at the Schomburg Center during the award period. They are expected to utilize the Center's resources extensively, participate in scheduled seminars, colloquia, and luncheons, review and critique papers presented at these forums, and prepare a report on work accomplished during their residency. Persons seeking support for research leading to degrees are not eligible under this program. Candidates for advanced degrees must have received the degree or completed all requirements for it by the application deadline. Foreign nationals are not eligible to apply unless they will have resided in the United States for three years immediately preceding the application deadline.

Award Fellowships funded by the program allow recipients to spend six months in residence with access to resources at both the Schomburg Center and The New York Public Library. The fellowship stipend is \$30,000 for six months. This program is made possible in part through grants from the National Endowment for the Humanities, the Ford Foundation, the Andrew W. Mellon Foundation, and the Samuel I. Newhouse Foundation.

FOR MORE INFORMATION CONTACT: Scholars-in-Residence Program
Telephone: 212-491-2228
E-mail: sir@nypl.org
www.schomburgcenter.org/scholarsinresidence

APPLICATION DEADLINE:
DECEMBER 1, 2015



SCHOMBURG CENTER
FOR RESEARCH IN BLACK CULTURE
The New York Public Library

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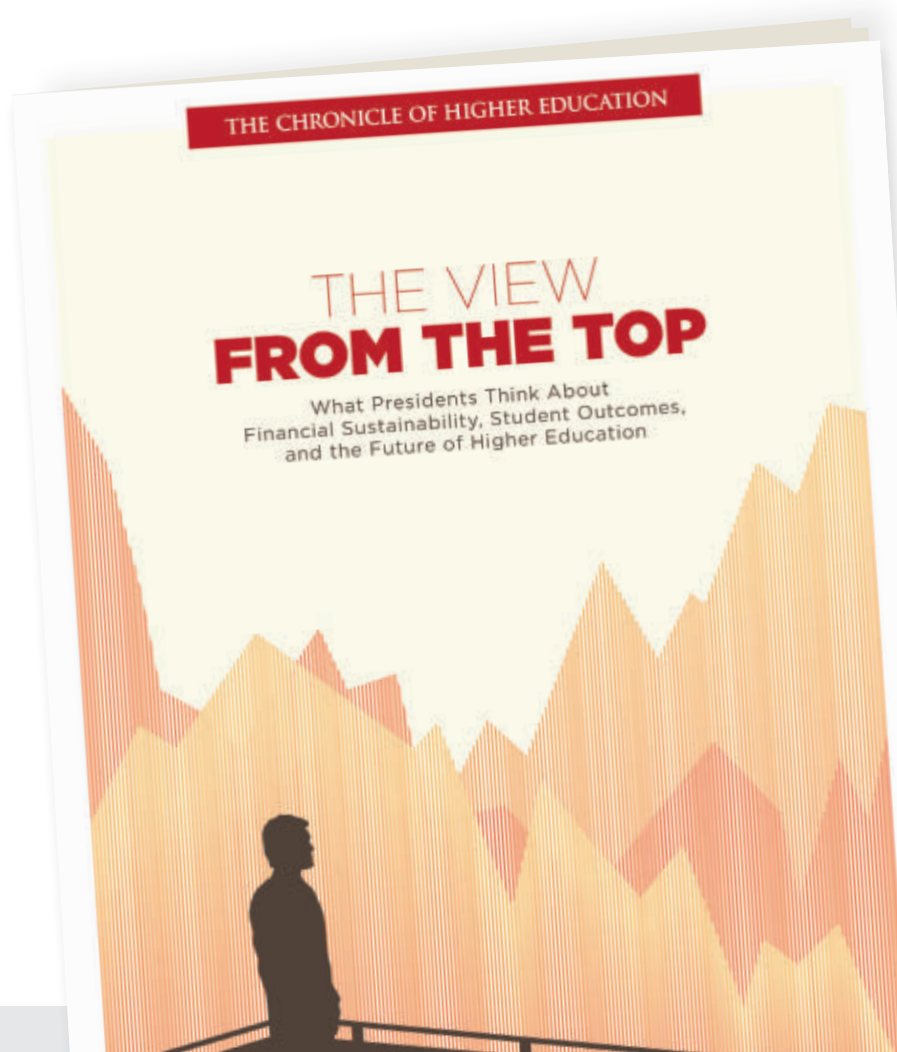
STUDENT OUTCOMES

GOVERNMENT RATINGS

American college presidents are up against many financial, political, demographic, and technological forces. How will they overcome the challenges to the long-term health of higher education?

In a new survey from The Chronicle, find out how college presidents are viewing and addressing these challenges, including:

- How public and private college leaders are boosting revenue
- Where colleges should play a role in career development
- Whether the federal government should publish ratings of institutions



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The View from the Top: What Presidents Think About Financial Sustainability, Student Outcomes, and the Future of Higher Education is based on a survey conducted by Maguire Associates, Inc., was written by Jeffrey J. Selingo, contributing editor at The Chronicle of Higher Education, Inc. and is sponsored by Workday. The Chronicle is fully responsible for the report's editorial content. Copyright © 2015.

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Continued From Page A27

Contact: tsr@terraamericanart.eu; <http://www.terraamericanart.org/what-we-offer/grant-fellowship-opportunities/terra-summer-residency>

January 31: Health/medicine. The American Parkinson Disease Association is accepting applications for the Medical Students Summer Fellowship, which enables medical students to perform supervised laboratory or clinical research. The fellowship is for three months and a stipend of \$4,000 will be provided. Applicants should be full-time medical students in good academic standing at a credited U.S. medical school. Visit the organization's website for more details. Contact: American Parkinson Disease Association; <http://www.apdaparkinson.org/research/medical-students-summer-fellowships>

February 1: Humanities. Applications for the John Dana Archbold Fellowship which supports educational exchange between the U.S. and Norway. Fellowships are offered to Americans and Norwegians for a year of graduate, postdoctoral, or professional study or research. Visit the website for more details. Contact: Anne-Brith Berge; (281) 537-6879; anne-brith@nacchouston.org; <http://noram.no/en/scholarship-americans>

March 1: Humanities. The American Philosophical Society Library offers short-term residential fellowships for conducting research in its collections. We are a leading international center for research in the history of American science and technology and its European roots, as well as early American history and culture. A stipend of \$3,000 per month is awarded for a minimum of one month and a maximum of three months. Candidates who live 75 or more miles from Philadelphia may receive some preference. Visit our website for more details. Contact: American Philosophical Society Library; (215) 440-3443; libfellows@amphilsoc.org; <http://www.amphilsoc.org/grants/library>

March 11: Health/medicine. The American Parkinson Disease Association is accepting applications for its Postdoctoral Research Fellowships for the 2016-17 academic year. The fellowships carry grants of up to \$35,000. Applicants must have completed their M.D., O.D., Ph.D, M.D./Ph.D., O.D./Ph.D., or clinical residency program within two years of the onset of the proposed award. Visit the organization's website for more details. Contact: American Parkinson Disease Association; <http://www.apdaparkinson.org/research/postdoctoral-research-fellowships>

March 11: Health/medicine. The American Parkinson Disease Association offers the Dr. George C. Cotzias Memorial Fellowships to help young neurologists establish careers in fields relevant to the problems, causes, prevention, diagnosis, and treatment of Parkinson's disease and related neurological movement disorders. Fellows will receive \$80,000 per year for three consecutive years to cover salary support and research expenses. Applicants be physicians and must be U.S. citizens or permanent residents who are completing, or have completed, training in a clinical discipline concerned with disorders of the nervous system. Applicants should be instructors or assistant professors and should be no more than six years beyond completion of their clinical training at the time of submission. Also, applicants must be sponsored by a nonprofit institution in the U.S. or its territories. Visit the organization's website for more details. Contact: American Parkinson Disease Association; <http://www.apdaparkinson.org/research/dr-george-c-cotzias-memorial-fellowship-application>

November 1: Humanities. The

American Philosophical Association administers the David Baumgardt Memorial Fellowship to support and disseminate research in the field of ethics. Competition for this fellowship is open to candidates of any nationality, working in any country, whose research has some bearing on the philosophical interests of the late David Baumgardt. The fellowship provides a \$5,000 award. Visit the organization's website for more details. Contact: American Philosophical Association; prizes@apa-online.org; <http://www.apaonline.org/?baumgardt>

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

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

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

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

Humanities. The Hill Museum and Manuscript Library invites applications for the Swenson Family Fellowships in Eastern Christian Manuscript Studies. The fellowship is open to graduate students or postdoctoral scholars (those who are within three years of being awarded a doctoral degree at the time of application) with demonstrated expertise in the languages and cultures of Eastern Christianity. Awards range from \$2,500 to \$5,000 and residences last from two to six weeks. The deadlines are: April 15 (for residencies between July and December of the same year) and November 15 (for residencies between January and June of the following year). Visit the library's website for more details. Contact: hmmlfellowships@csbsju.edu; <http://www.hmml.org/research2010/Swenson.htm>

Humanities. The East-West Center is accepting applications for its affiliate scholar program. The program provides graduate students from universities and institutions worldwide with the opportunity to work

on a thesis or dissertation research related to the Asia Pacific region. Affiliate scholars pursue their research in the library and connect with faculty and other scholars and specialists at the East-West Center and the University of Hawaii at Manoa who share their interests. Applicants must be able to provide their own funding. Applications are accepted year round. Visit the center's website for more details. Contact: East-West Center; affiliatescholar@eastwest-center.org; <http://www.eastwestcenter.org/education/student-programs>

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

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

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

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

Science, technology, and math. Fermilab annually accepts applications for the Peoples Fellowship program, which targets entry-level accelerator physicists, specialists in accelerator technologies, and high-energy physics postdoctoral researchers who are interested in a career in accelerator physics or technology. To be eligible, candidates must either have received a Ph.D. in accelerator physics or accelerator-related technology within the prior three years (postdoctoral experience is not required); or, have received a Ph.D. in high-energy physics or a related field within the prior five years. Candidates are normally expected to have at least three years of postdoctoral experience in high-energy physics or a related field. The annual application

deadline is November 1. Visit the program's website for more details. Contact: Fermilab; http://www.fnal.gov/pub/forphysicists/fellowships/john_peoples/index.html

Science, technology, and math. The Smithsonian Tropical Research Institute offers short-term fellowships for students to carry out short-term research projects in the tropics in areas of STRI research, under the supervision of STRI staff scientists. The fellows are allotted three months to complete their projects; extensions are awarded only in exceptional circumstances. Most fellowships are awarded to graduate students, but occasionally awards are made to outstanding undergraduates. Applications are due the 15th of January, April, July, and October. Visit the institute's website for additional information. Contact: (507) 212-8031; fellows@si.edu; http://www.stri.si.edu/english/education_fellowships/fellowships/index.php

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

Science, technology, and math. The National Research Council of the National Academies offers awards for graduate, postdoctoral, and senior research in residence at U.S. federal laboratories and affiliated institutions. Awards are offered in all fields of science and engineering. Awards include generous stipends, relocation, support for professional travel, and health insurance. Annual submission deadlines are on the first of February, May, August, and November. Visit the organization's website for more details. Contact: (202) 334-2760; rap@nas.edu; <http://sites.nationalacademies.org/pga/rap>

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

Other. The Louisville Institute invites applications for its theological education dissertation fellowship. This fellowship offers up to seven \$22,000 grants to support the final year of Ph.D. or Th.D. dissertation writing for students engaged in research pertaining to North American Christianity, especially projects related to the current program priorities of the Louisville Institute. Applicants must be candidates for the Ph.D. or Th.D. degree who have fulfilled all pre-dissertation requirements, including approval of the dissertation proposal, by February 1 of the award year. The annual application deadline is February 1. Visit the website for more information. Contact: Louisville Institute; info@louisville-institute.org; <http://www.louisville-institute.org/Grants/programs/tedetail.aspx>

<http://www.louisville-institute.org/Grants/programs/tedetail.aspx>

Other. The Louisville Institute's theological education doctoral fellowship invites applications from Ph.D./Th.D. students. This fellowship is a two-year nonresidential program. Up to 10 fellowships of \$2,000 a year for two years will be offered. In addition, a colloquium of the 10 doctoral fellows will meet twice during each fellowship year. Applicants must be in their first or second year of doctoral study in an accredited graduate program in the U.S. or Canada. Applicants may represent a variety of disciplines. The annual application deadline is December 7. Visit the website for more information. Contact: Louisville Institute; info@louisville-institute.org; <http://www.louisville-institute.org/Grants/programs/tedetail.aspx>

Other. Applications from scholars and scientists of all nationalities and fields for summer fellowships, or two-year postdoctoral fellowships, at German institutions. Contact: Alexander von Humboldt Foundation; <http://www.humboldt-foundation.de>

Other. The Louisville Institute invites applications for its theological education postdoctoral fellowship. This fellowship provides up to five awards of \$25,000 each year to support a two-year teaching internship in a theological school. Applicants must plan to complete their Ph.D. or Th.D. degree in the current academic year. Applicants may represent a variety of academic disciplines. The annual application deadline is December 7. Visit the website for more information. Contact: Louisville Institute; info@louisville-institute.org; <http://www.louisville-institute.org/Grants/programs/tedetail.aspx>

GRANTS

October 27: Health/medicine. The American Association for Cancer Research (AACR) and the Pancreatic Cancer Action Network are accepting applications for the 2016 Research Grants Program. The Pathway to Leadership Grant supports outstanding early-career investigators beginning in their postdoctoral research positions and continuing through their successful transition to independence. Applicants must hold a full-time, mentored research position, have completed their most recent doctoral degree or medical residency within the past five years, and not already have a full-time faculty position. The grant is for \$600,000 over five years. There are no citizenship requirements. Visit the website for more details. Contact: Ashley S. Jones; (215) 446-7280; grants@aacr.org; <http://www.aacr.org/Funding/Pages/2016-pancreatic-cancer-action-network-AACR-research-grants-program.aspx#.VgF51-c5VvKA>

November 4: Humanities. The American Council of Learned Societies is accepting proposals for the Comparative Perspectives on Chinese Culture and Society grants. ACLS invites proposals in the humanities and related social sciences that adopt an explicitly cross-cultural or comparative perspective. The program supports three types of collaborative work: planning meetings, workshops, and conferences. The principal organizer must be affiliated with a university or research institution and must hold a Ph.D. There are no restrictions as to citizenship of participants or location of the project. Visit the organization's website for more details. Contact: American Council of Learned Societies; cck@acsls.org; <http://www.acsls.org/programs/chinese-culture>

November 4: Humanities. The Henry Luce Foundation/ACLS Pro-

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and master's students with the ideas of liberty, beyond the classroom. Applications are accepted on a year-round, rolling basis, however applicants are encouraged to apply by December 15 for spring activities, April 15 for summer activities, and August 15 for fall activities. Visit the institute's website for more details. Contact: Institute for Humane Studies; FriedmanFund@theihs.org; http://www.theihs.org/friedman-fund

February 1: Science, technology, and math. The Lewis and Clark Fund for Exploration and Field Research in Astrobiology is open to graduate students and postdoctoral and junior scientists (five years or fewer beyond the Ph.D.) to support the cost of travel and equipment in field research in, among others, the fields of astronomy, chemistry, evolutionary biology, microbiology, molecular biology, oceanography, paleontology, and planetary science, and geology. Grants will not be restricted to these fields. The maximum award is \$5,000. The deadline for these grants is February 1, however letters of support are due January 29. Contact: Linda Musumeci; (215) 440-3429; LMusumeci@amphilsoc.org; http://www.amphilsoc.org/grants/astrobiology

March 1: Humanities. Applications to the Phillips Fund of the American Philosophical Society for grants to fund research in Native American linguistics, ethnohistory, and the history of studies of Native Americans in the continental United States and Canada. The funds are intended for such extra costs as travel, tapes, films, and consultants' fees. The maximum award is \$3,500; average award is \$3,000. Materials are archived in the American Philosophical Society Library. Visit the website for more details. Contact: Linda Musumeci; (215) 440-3429; LMusumeci@amphilsoc.org; http://www.amphilsoc.org/grants/phillips

March 11: Health/medicine. The American Parkinson Disease Association is offering research grants for the 2016-17 academic year. Scientists affiliated with U.S. research institutions are eligible to apply. The grant amount is \$50,000. Visit the organization's website for more details. Contact: American Parkinson Disease Association; http://www.apdaparkinson.org/research/research-grant

May 25: Health/medicine. The National Institutes of Health is accepting applications for the Mentoring Networks for Mental Health Research Education program. This funding opportunity encourages the development of creative educational activities with a primary focus on mentoring activities, and in particular, mentoring networks. Networks may be national, regional or local. All proposed networks should provide significant new opportunities and should comprise efforts beyond any ongoing mentoring, networking, or research education within academic programs, institutions, or pre-existing networks or educational collaborations among institutions. Participants in proposed mentoring networks are limited to graduate/medical students, medical residents, postdoctoral scholars, and/or early-career faculty. Proposed networks are expected to enhance the participants' professional development and to foster their career trajectory towards independent mental-health research. Proposed programs are thus expected to contribute to the development of a skilled cadre of investigators in requisite scientific research areas to advance the objectives of the NIMH Strategic Plan. Who may apply: higher education institutions, nonprofits, for-profit organizations, governments, and other institutions (visit the website for a list). Contact: National Institutes of Health; http://www.grants.gov/view-opportunity.html?op-pid=260868

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gram in China Studies offers collaborative reading-workshop grants to provide opportunities for scholars of different disciplines to share in-depth investigation of texts that are essential points of entry to Chinese periods, traditions, communities, or events in contemporary or historical times. The grants are of up to \$15,000. Workshops must be held between June 1, 2016 and September 2017. Each member of the organizing team must hold a Ph.D. from a university in the U.S. or Canada, or be a U.S. or Canadian citizen with a Ph.D. from any university. Workshops must be held at a location in the U.S. or Canada. Graduate students are welcome to participate.

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

November 4: Humanities. The Henry Luce Foundation/ACLS Program in China Studies offers pre-dissertation-summer travel grants to graduate students who wish to conduct preliminary preparations in China prior to beginning basic research for the dissertation. The grant amount is \$5,000 for three to four months of study. Applicants must be enrolled in a Ph.D. program at a university in the U.S. or Canada, and must contain a letter from the dissertation supervisor stating the need for a summer visit to China

prior to dissertation research. Visit the organization's website for more details. Contact: American Council of Learned Societies; chinastudies@acl.s.org; http://www.acls.org/programs/china-studies

December 1: Humanities. The American Philosophical Society is accepting applications for the Franklin Research Grants, which support the cost of research leading to publication in all areas of knowledge. The Franklin program is particularly designed to help meet the cost of travel to libraries and archives for research purposes; the purchase of microfilm, photocopies or equivalent research materials; the costs associated with fieldwork; or laboratory research expenses.

Applicants are expected to have a doctorate or to have published work of doctoral character and quality. Ph.D. candidates are not eligible to apply. Awards range from \$1,000 to \$6,000. Deadlines are October 1 and December 1. Visit the organization's website for more details. Contact: Linda Musumeci; http://www.amphilsoc.org/grants/franklin

December 15: Social and behavioral sciences. The Institute for Humane Studies at George Mason University is accepting applications for the Friedman Faculty Fund, which awards grants of up to \$5,000 to full-time faculty and teaching fellows in the U.S., U.K., or Canada for education-enhancement activities designed to engage undergraduate

Careers

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Reasons to Resist the Romance of Freelance

IF NOTHING else, my experience as an adjunct taught me to be wary of any career that seemed too good to be true. Realization gradually dawned that part-time teaching was “good work, but a bad job.” I could enjoy my work, or I could pay my bills, but the idea that I could do both as an adjunct was a childish notion. And it was well past time for me to put away childish things.

One can imagine my surprise, then, when I watched the errant spark of my freelance writing career ignite over the course of a few months into a roaring fire — a makeshift hearth that my family and I greedily huddled around after so much time in the cold. Despite my gratitude, though, I remain skeptical. Freelancing has sustained us, but is it sustainable? Or is it merely another shadowy pseudo-occupation, as adjuncting had proved to be?

In an attempt to answer that question, I talked with David Wolinsky, a veteran freelancer whose experiences have led him to cast a jaundiced eye on my current career of choice — or should I say, of necessity, to use a term that comes closer to the truth.

For just as is the case with innumerable adjuncts, Wolinsky freelances because he is good at it, because he has experience at it, and because he receives compensation for it — but not because he dreams of doing it forever. Instead, for the past three years, he has been pursuing full-time work, only to be rebuffed time and again.

And while examining the credentials of others for the simple pleasure of declaring them unworthy of a full-time job may tempt some, I suspect that most would find David’s résumé to be tough to match. Working his way from an internship at *Rolling Stone* to a four-year stint as an editor at *The Onion*, David rebounded from layoffs there to lend his talents to a series of high-profile publications, organizations, and brands: *Wired*, *Spin*, BuzzFeed, Microsoft, NBC, and Adult Swim, to name a few. It is a résumé that has inspired more than one young and hungry writer to reach out to David: “How can I have a career like yours?”

David’s primary source of income is the apartment that he began to sublet after moving back home to crash on his parents’ couch. His unemployment ran out in June. He is contemplating a job at a local diner or the Domino’s down the street (neither of which has deigned to respond to his inquiries). Suffice it to say: The disconnect between perception and reality has occupied his thoughts as of late.

For, much as many adjuncts accept insecure employment only as an intermediary measure before a permanent teaching position materializes, many freelancers — like David — hope to one day turn their day-to-day hustle into an actual job. Both predicaments call to mind a Shaolin monk racing across water: All the determination and skill in the world will propel you forward for only so long. If your momentum fails to carry you to the shore, plunging beneath the waves is inevitable.

For David, the shore feels increasingly distant these days.

Not that he has stopped running. Even in the absence of paid writing gigs, he has begun exploring the systemic dysfunction of the video-game industry, the ills of which became more widely known during the GamerGate controversy. David, through his work as an entertainment journalist, was aware of the problem before the story became a mainstream concern. His project, a website called Don’t Die, features weekly long-form interviews, asking everyone from industry insiders to casual game players to share their thoughts on problems in gaming. However, while he would like to fund the project through a journalism or digital-humanities grant, it remains largely a passion project.

He is also using any free time he has to work on a book detailing the pitfalls of freelancing. Although a book deal is still

up in the air, his co-writer is Linda Tirado, whose online essay, “Why I Make Terrible Decisions, or, poverty thoughts,” went viral. That landed her a book deal and a platform from which to champion the issues of the working poor.

But a book is not a job. A website is not a job. A résumé, no matter how impressive, is not a job.

And though David is understandably proud of his successes in wresting even a pittance from outlets that have a vested interest in keeping labor costs low, he has grown tired of paying his dues and proving his worth. Ready to move on, he has watched one opportunity after another fall through — not because of his lack of experience but, perversely, because of its abundance. He’s been:

- Offered assistant-editor jobs, working 39 hours a week, no benefits.

Vitae

For Your Academic Life

- Told that he should take a position below one for which he is qualified and then try to work his way up.

- Asked to put together a proposal for a project, only to be told at the last minute that the work would be pro bono.

- Informed after an interview that the employer would prefer to go with someone younger, someone willing to write posts for \$20 a pop plus — maybe — “exposure.”

It is difficult for David to escape the conclusion that, while there may be more demand than ever for writing — for “content” — there has not been a corresponding improvement in the material conditions of the writers themselves.

In talking with him, I saw a parallel to my own experiences as an adjunct in academe, where the need for teaching is undiminished but the remuneration continues to stagnate.

I also cannot help seeing a further irony in David’s situation. As a “success” in the world of popular media, he would appear to be a prime candidate for adjuncting. He could communicate to students the “real world” skills that would allow them to, well, have a career like his. Indeed, he has taught as an adjunct at the University of Utah and DePaul University, and has held a similar contractual teaching position with the famed improvisational comedy troupe Second City. In each of those positions, he developed his own curriculum for the courses he taught. But while some aspects of academe appeal to him — he loves helping students, enjoys the instant feedback possible in a classroom setting, and appreciates the ability to delve deeply into subjects — he realizes that adjuncting is a poor substitute for a full-time job.

This is the existential dilemma that David faces: If what he does has value, then why is he not valued? If there is a market for his writing, a market for his teaching, a market for his work, then why has he gone — as he describes the path that a number of his colleagues have also traveled — from intern to editor to unemployed to freelancer?

Freelancing can be easy to romanticize. But self-determination has its limits, and as long as one labors for survival, the romance of freelance must always be weighed against its reality.

And the reality is: When experience, prestige, exposure, or even love are used as substitutes for more-tangible forms of recompense — often for no apparent reason other than a means of increasing the profit margins of publications that have long since achieved solvency — then the hairsbreadth of difference between freelancing (or adjuncting) and outright unemployment seems to disappear entirely.

“How can I have a career like yours?”

Despite my own moderate success with freelancing, after speaking with the usually hypervoluble David Wolinsky on the subject, I begin to understand why such a question would render him speechless. ■

Nathaniel C. Oliver is a freelance writer, editor, and former adjunct instructor.



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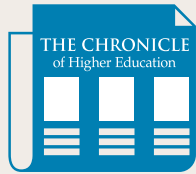
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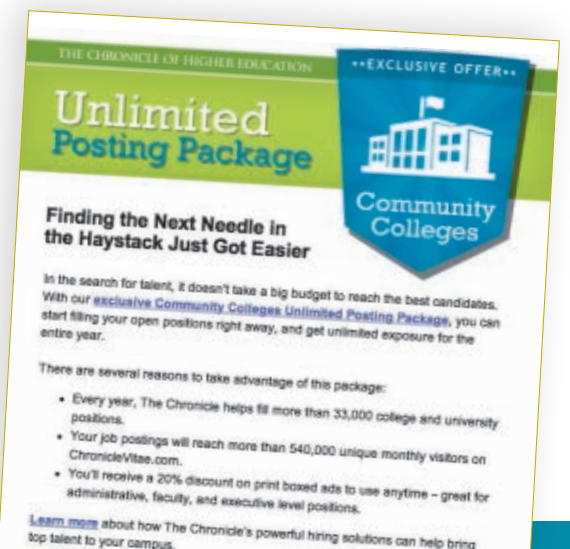


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For further information contact: olavarri@smu.edu

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Prothro Endowed Professor of Molecular and Cellular Biology – Tenured (Position No. 00053683)
Education: Ph.D.
Application Due Date: June 1, 2015*
Specialization: Aging, cancer biology, epigenetics, infectious diseases, neurobiology, or structural biochemistry is preferred. Candidates currently at the Full Professor level with a distinguished record in biological or biomedical research that includes a history of significant external support, a strong publication record, and demonstrated commitment to student training are strongly encouraged to apply.

The William B. Hamilton Chair in Earth Sciences and Open Rank Professor of Earth Sciences – Tenure Track / Tenured (Position No. 06029)
Education: Ph.D.
Application Due Date: December 5, 2015
Specialization: Vigorous research and teaching of earth history and geologic processes with applied research in the national interest such as climate and environmental change, earthquake seismology, natural hazards, nuclear test ban monitoring and resources including geothermal energy.

Assistant Professor of Economics – Tenure Track (Position No. 50602)
Education: Ph.D.
Application Due Date: November 15, 2015*
Specialization: Particularly interested in candidates specializing in empirical microeconomics such as development, education, health, immigration, environment/natural resource, poverty, and urban economics.

Robert H. and Nancy Dedman Endowed Chair of Economics and Associate or Full Professor of Economics – Tenured (Position No. 50799)
Education: Ph.D.
Application Due Date: August 31, 2015*
Specialization: Candidate should have an outstanding record of scholarly publications in prestigious economics journals; the ability to direct Ph.D. dissertations in the candidate's field of expertise, and a record of excellence in teaching and service.

Lawrence Perrine Chair in Creative Writing and Open Rank Professor of English – Tenure Track / Tenured (Position No. 00006275)
Education: Advanced Degree in Creative Writing (M.A., M.F.A., or Ph.D.)
Application Due Date: November 2, 2015*
Specialization: Candidate should have major literary accomplishment including book publication via nationally recognized presses, along with appearances in top-tier periodicals; and a record of success in undergraduate teaching. Genre is open.

Assistant Professor of History (Modern Britain, 1800-Present) – Tenure Track (Position No. 00050093)
Education: Ph.D.
Application Due Date: November 2, 2015*
Specialization: Modern Britain since 1800, including Imperial or Commonwealth history.

Clements Chair of Mathematics – Full Professor in Mathematics – Tenured
(Position No. 00050961)
Education: Ph.D.
Application Due Date: December 15, 2015*
Specialization: Senior scholars with outstanding records of research in computational and applied mathematics.

Assistant Professor of Political Science – Tenure Track (Position No. 00053656)
Education: Ph.D.
Application Due Date: October 1, 2015*
Specialization: Comparative politics and/or international relations with an expertise in teaching undergraduate political science courses.

Assistant Professor of Psychology (Health Psychology) – Tenure Track (Position No. 00052695)
Education: Ph.D. in related Psychology field (clinical, health, social, or developmental).
Application Due Date: October 1, 2015*
Specialization: Research to include, but not limited to health disparities, and health intervention on prevention research.

Assistant Professor of Psychology (Clinical Psychology) – Tenure Track (Position Nos. 0005757 & 00052830)
Education: Ph.D. in related Psychology field.
Application Due Date: October 1, 2015*
Specialization: Research in psychopathology (broadly defined).

Assistant Professor of Sociology – Tenure Track (Position No. 00050341)
Education: Ph.D.
Application Due Date: October 1, 2015*
Specialization: One or more of the following areas: economic sociology, work and organizations, and race and ethnicity.

<http://www.smu.edu/Dedman/FacultyAndStaff/FacultyandStaffRecruitment>

DEDMAN SCHOOL OF LAW

Assistant Professor of Law – Tenure-Track – Position Nos. and (Area of Law): 052842 (Prop/Energy/Nat Res), 005778 (Tax), 053087 (Labor), 005724 (Evidence/Criminal), 006276 (Torts/Employment), 006018 (IP), 050030 (Family), 0053425 (Open), 053424 (Open)
Education: J.D.
Application Due Date: Committee will continue to accept applications until filled.
Specialization: Excellent legal credentials and scholarly distinction or promise.

Ellen Solender Endowed Chair in Women and the Law and Open Rank Professor of Law – Tenured/Tenure Track (Position No. 00053711)
Education: J.D.
Application Due Date: Committee will continue to accept applications until filled.
Specialization: Outstanding teaching, research, and community service in gender-related issues, including the devotion of special interest and attention to advancing the cause of women in legal education and the profession of law.

For further information contact: bettya@smu.edu

LYLE SCHOOL OF ENGINEERING

Chair and Professor of Civil and Environmental Engineering – Tenured (Position No. 053638)
Education: Ph.D., in Civil or Environmental Engineering or a closely-related field
Application Due Date: November 30, 2015*
Specialization: Candidate should be intellectual leader of CEE Department with strong interest in educational programs at the BS, MS and PhD levels and in developing a world renowned interdisciplinary research program synergistic with ongoing research in the Department and the Lyle School of Engineering.

Mary and Rich Templeton Centennial Chair and Professor of Electrical Engineering – Tenured (Position No. 053659)
Education: Ph.D., in Electrical Engineering or a closely-related field
Application Due Date: January 15, 2016*
Specialization: All areas of interest within electrical engineering will be considered.

Assistant Professor of Electrical Engineering – Tenure Track (Position No. 053724)
Education: Ph.D., in Electrical Engineering or a closely-related field
Application Due Date: January 15, 2016*
Specialization: All areas of interest within electrical engineering will be considered.

Open Rank Professor of Engineering Management, Information, and Systems – Tenured/Tenure Track (Position No. 053726)
Education: Ph.D., in Operations Research, Industrial Engineering, Systems Engineering, or a closely-related field
Application Due Date: January 15, 2016*
Specialization: All areas of interest within Operations Research, Management Science, Engineering Management, Systems Engineering, and Information Engineering will be considered.

Open Rank Professor of Engineering Management, Information, and Systems – Tenured/Tenure Track (Position No. 052644)
Education: Ph.D., in Operations Research, Industrial Engineering, Systems Engineering, or a closely-related field
Application Due Date: January 15, 2016*
Specialization: All areas of interest within Operations Research, Management Science, Engineering Management, Systems Engineering, and Information Engineering will be considered.

Assistant Professor of Mechanical Engineering – Tenure Track (Position No. 052680)
Education: Ph.D., in Mechanical Engineering or a closely-related field
Application Due Date: December 15, 2015*

Specialization: Dynamic Systems & Control and related fields.
Lecturer or Senior Lecturer of Mechanical Engineering – Non-Tenure Track (Position No. 53696)
Education: Ph.D., in Mechanical Engineering or a closely-related field
Application Due Date: Applications will be accepted until position is filled.
Specialization: Candidate should be able to rigorously deliver a wide variety of core mechanical engineering undergraduate courses.

For further information contact: mcompton@smu.edu

MEADOWS SCHOOL OF THE ARTS

Endowed Distinguished Research Chair in Art History – Associate or Full Professor of Art History – Tenured (Position No. 000053186)
Education: Doctoral degree in art history or related field.
Application Due Date: January 25, 2016*
Specialization: Research interrogates the development and use of visual media within historical cultures and societies in any period (ancient through present), or region of the world.

Assistant Professor of Art History – Tenure Track (Position No. 006067)
Education: Doctoral degree in art history or related field.
Application Due Date: December 15, 2015*
Specialization: Visual culture emerging from colonial encounters in an area outside of Europe or the United States.

Assistant Professor of Film and Media Arts – Tenure Track (Position No. 000049347)
Education: MFA or equivalent.
Application Due Date: October 30, 2015*
Specialization: Film and media production, and specialized courses in the candidate's particular area(s) of expertise.

Chair of Music Therapy Department – Assistant or Associate Professor of Music Therapy – Tenure Track (Position No. 49826)
Education: Doctoral Degree in Music Therapy or related field
Application Due Date: Applications accepted until position is filled.
Specialization: Undergraduate core music therapy courses; provide clinical supervision to undergraduate students in their clinical placements; pursue an agenda of research, scholarship and creative work consistent with the candidate's expertise and interests in music therapy.

Lecturer of Music Theory and Composition – Non-Tenure Track (Position No. 50226)
Education: Doctorate in composition
Application Due Date: Applications accepted until position is filled.
Specialization: Proven success in teaching undergraduate and graduate composition and music theory courses; graduate study in music theory pedagogy; and an interest in curricular development. Expertise in a wide range on analytical techniques, musical styles, and genres is highly desired.

Artist in Residence - Ballet – Non-Tenure Track (Position No. 0006587)
Education: Terminal degree and/or equivalent professional performing experience required
Application Due Date: January 10, 2016*
Specialization: Candidates should have a significant national/international profile and a record of achievement with distinction as an artist and teacher.

Artist in Residence – Jazz Dance – Non-Tenure Track (Position No. 0006335)
Education: Terminal degree and/or equivalent professional performing experience required
Application Due Date: January 10, 2016*
Specialization: Candidates should have a significant national/international profile and a record of achievement with distinction as an artist and teacher.

For further information contact: jcarrell@smu.edu

SIMMONS SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Open Rank Professor of Education Policy and Leadership – Tenure Track/Tenured (Position No. 00053713)
Education: Ph.D. or other terminal degree
Specialization: Research agenda situated around matters of policy, organizations, or leadership in higher education settings; expertise that contributes to understanding of higher education systems, to include organizational behavior, finance and economics, public policy, college student success, and related areas; evidence of the use of highly rigorous research methodology.
Application Due Date: October 16, 2015*
Where to apply: <http://goo.gl/3KhaCg>
For further information contact: kmilligan@smu.edu

SMU will not discriminate in any program or activity on the basis of race, color, religion, national origin, sex, age, disability, genetic information, veteran status, sexual orientation, or gender identity and expression. The Executive Director for Access and Equity/Title IX Coordinator is designated to handle inquiries regarding nondiscrimination policies and may be reached at the Perkins Administration Building, Room 204, 6425 Boaz Lane, Dallas, TX 75205, 214-768-3601, access@smu.edu. Hiring is contingent upon the satisfactory completion of a background check.

*Applications will be accepted until appointment is filled.



Administrative and Faculty Positions

Tennessee State University is a comprehensive, urban, land-grant university located in Nashville. It is one of 45 institutions in the Tennessee Board of Regents system, the seventh largest system of higher education in the nation.

For detailed position announcements and to apply online for the positions below, please visit our website at <https://jobs.tnstate.edu>. **Applications (online only), will be accepted through January 5, 2016.** The positions below are all of the anticipated academic vacancies at the university for the 2016-2017 academic year. The filling of these vacancies is contingent upon funding. All positions are tenure-track unless otherwise stated. Department Chairs are appointed for a 3 year rotation period subject to consecutive renewal.

DEPARTMENT	TITLE/RANK	POSITION NUMBER
ADMINISTRATION 12-MONTH		
College of Health Sciences		
Dean's Office	Dean	009161
Nursing Bachelor Program	Director/Associate Professor	037360
Graduate School		
Dean's Office	Dean	052400
FACULTY 12-MONTH		
College of Health Sciences		
Speech Pathology & Audiology	Assistant/Associate Professor	103510
Speech Pathology & Audiology	Assistant/Associate Professor	058840
College of Engineering		
Civil & Architectural Engineering	Department Chair/ Assistant /Associate/Professor	013270
FACULTY 9-MONTH:		
DEPARTMENT	TITLE/RANK	POSITION NUMBER
College of Agricultural		
Agricultural & Environmental Science	Assistant/Associate/Professor (Plant Biotechnology)	040581
Agricultural & Environmental Science	Assistant/Associate/Professor (Soil Microbiology)	014671
College of Business		
Accounting	Assistant/Associate/ Full Professor	006040
Accounting	Assistant/Associate/ Full Professor	052190
Accounting	Associate/Associate/Full Professor	082690
Business Information Systems	Assistant Professor	014370
Economics and Finance	Assistant/Associate Professor	005930
Economics and Finance		
Chair of Excellence in Banking & Financial Services	Associate /Full Professor	007650
FACULTY 9-MONTH:		
DEPARTMENT	TITLE/RANK	POSITION NUMBER
College of Education		
Educational Leadership	Assistant/Associate Professor	082740
Educational Leadership	Assistant/Associate Professor	006010
Psychology	Assistant/Associate Professor (School Psychology)	075440
Psychology	Assistant/Associate/ Professor (Counseling Psychology)	012040
Teacher Education	Assistant/Associate Professor (Technology/STEM Education)	004720
Teacher Education	Assistant/Associate Professor (Elementary Education/English Language Learner)	063470
Teaching & Learning	Assistant/Associate Professor (Elementary Education/Social Studies)	007120
Teacher & Learning (Teacher Education and Student Learning)	Assistant Professor	021000
College of Engineering		
Civil & Architectural Engineering	Assistant Professor	006930
Mechanical Engineering	Assistant Professor	012700
College of Health Sciences		
Respiratory Care and Health Information	Assistant Professor	082760
Human Performance and Sports Sciences	Assistant/Associate Professor	038380
Public Health, Health Administration & Health Sciences	Assistant/Associate/Professor	103810
Physical Therapy	Assistant/Associate/Professor	092070
Nursing Associate Program	Assistant/Associate Professor	006480
Nursing Associate Program	Assistant/Associate Professor	014170
Nursing Associate Program	Assistant /Associate Professor	053900
Nursing Bachelor Program	Assistant /Associate Professor	063400
Nursing Bachelor Program	Assistant /Associate Professor	099920
Nursing Bachelor Program	Assistant /Associate Professor	099930
Nursing Bachelor Program	Assistant /Associate Professor	099940
College of Liberal Arts		
Communications	Assistant Professor	083070
Criminal Justice	Assistant/Associate Professor	010041
History, Geography, Political Science and Africana Studies	Assistant Professor	075470
Languages, Literature & Philosophy	Assistant Professor (English)	004431
Languages, Literature & Philosophy	Assistant Professor (English)	082730
Languages, Literature & Philosophy	Assistant Professor (English)	014261
Languages, Literature & Philosophy	Assistant Professor (Spanish and/or French)	014241
Sociology	Assistant/Associate /Professor	008430

TSU is an EO/AA, M/F Employer



Multiple Faculty Positions (Academic Year 2016-2017)

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 over 11,000 students, enrollment is projected to exceed 13,000 students in 2016, 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 instructor, assistant, associate and full professor faculty positions to begin Fall Semester 2016. Applicants for assistant, associate and full professor should hold the doctorate or appropriate terminal degree in their discipline before or within the semester of the start date. 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 5 or 3 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 (Wellness, Public Health, Exercise Physiology, & Kinesiology).

Liberal Arts: Anthropology, Art, Criminal Justice/Criminology, Film Studies (MFA acceptable), English (Composition/Rhetoric: first-year writing instruction/ developmental writing), Geography, 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, Mathematics Education, 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/or 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, Communications, International Business, and/or other areas as needed).

Health Sciences: Nursing (Medical Surgical, Obstetrical, Pediatrics, and Psychiatric).

To Apply: We accept applications using an online 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, age, disability, sexual orientation or religion. Georgia is an open records state.

TENURE-TRACK FACULTY POSITIONS

Texas State University invites applications for tenure-track faculty positions in the **School of Family & Consumer Sciences:**

- Family & Child Development
 - Open Rank Professor
 - Assistant Professor
- Nutrition**
 - Assistant/Associate Professor
- Fashion Merchandising**
 - Assistant/Associate Professor

Information and application online:

<http://facultyrecords.provost.txstate.edu/faculty-employment/faculty-employment.html>



Birmingham-Southern College invites applications for tenure-track assistant professor positions to begin fall 2016.

- Accounting
- Biology (2)
- Education
- Mathematics
- Psychology
- Religion (2)
- Sociology
- Library

For more information about each of these positions and how to apply, visit http://www.bsc.edu/administration/humanresources/job_opportunities.cfm



FACULTY POSITIONS 2015-2016

Truman State University seeks teacher-scholar applicants for multiple faculty positions. As Missouri's only public liberal arts and sciences university, Truman has been recognized by U.S. News & World Report as the No. 1 Public University in the Midwest Region-Master's Category.

- Tenure-Track Faculty Positions
- Assistant Professor of Art (Visual Communication)
- Assistant Professor of Justice Systems

For complete job descriptions and application instructions, please visit: <https://secure.truman.edu/positionlisting-s/faculty.asp>

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MONTCLAIR STATE UNIVERSITY

Openings - Fall 2016

Built on a distinguished 107-year history, Montclair State University is proud to be a leading institution of higher education in New Jersey. The University's eight colleges and schools serve over 20,000 undergraduate and graduate students in more than 300 doctoral, master's, and baccalaureate level programs. Situated on a beautiful, 250-acre suburban campus just 14 miles from New York City, Montclair State delivers the instructional and research resources of a large public university in a supportive, sophisticated and diverse academic environment. Additional information can be found on the MSU website at montclair.edu.

All positions are Assistant Professor, tenure track, unless otherwise noted and are subject to available funding. ABDs must complete the degree by August 1, 2016. **Screening begins immediately and continues until position is filled. Include three letters of recommendation for all positions.** For more information, go to our website at: <http://www.montclair.edu/human-resources/employment/prospective-employees/job-opportunities/>

COLLEGE OF THE ARTS

Candidates are expected to develop an on-going artistic/scholarly agenda.

Department of Art and Design: Assistant Professor – Fashion Design (V-F1)

Teach undergraduate courses in fashion design—including computer-aided design, line development, and portfolio—and related areas of the program; lead in the development of a fashion design BFA program; advise students; and engage industry partners. MFA or Ph.D. (or an equivalent non-US degree) with at least one degree in fashion field; evidence of relevant experience in industry; a record of creative and/or scholarly work; familiarity with apparel software; and successful teaching experience.

School of Communication and Media: Assistant Professor – Public Relations (V-F2)

Teach introductory and advanced courses in the undergraduate program in public relations and the graduate program in public and organizational relations; and serve as the coordinator of the Communication + Media Lab and develop and lead empirical and applied projects. Ph.D. in the field of public relations or communication.

Department of Theatre and Dance:

Assistant/Associate/Full Professor – Theatre Studies (V-F3)

Teach in and serve as the coordinator of the graduate and undergraduate Theatre Studies programs. Candidate will be engaged in curricular oversight; recruitment; student advisement and mentorship; participation in university and national assessments; organization, execution, and analysis of student outcomes. Ph.D. in Theatre. A strong commitment to teaching. Demonstrated administrative ability. A record of research and publication.

For a comprehensive description on these positions, please contact

Dr. Ronald Sharps (sharprr@mail.montclair.edu), Associate Dean, College of the Arts.

COLLEGE OF EDUCATION AND HUMAN SERVICES

All candidates must demonstrate a well-defined research agenda and evidence of scholarly activities appropriate for the faculty rank. Faculty members are expected to participate in department, college, and University committees and activities; contribute to assessment and accreditation processes; advise students; and be adept at the emerging uses of instructional technology.

Department of Counseling and Educational Leadership: Assistant/Associate/ Full Professor – Counselor Education/Addictions Counseling (V-F4)

Appointment includes teaching and advising master's degree students in School Counseling (CACREP Accredited), Clinical Mental Health Counseling (CACREP Accredited), Student Affairs in Higher Education (CACREP Accredited), and Addictions Counseling with emphasis on the latter. Applicant may also teach, advise, and mentor students in the thriving doctoral program in Counselor or Counselor Education, which emphasizes advanced training in Teaching/Pedagogy, Research, Leadership, and Counseling Practice. Required: Earned doctorate in Counselor Education or related field; experience in and evidence of excellence in teaching courses in addictions. Preferred: Experience with online teaching.

Department of Educational Foundations: Assistant/Associate/Full Professor – Quantitative Research/Sociology of Education (V-F5)

Appointment includes teaching advanced level quantitative classes for rapidly growing doctoral programs as well as master's programs in the College of Education and Human Services, mentoring graduate students in research design and development, creating collaborative research opportunities with graduate students, and contributing to the ongoing curriculum development of the research sequence and departmental programs. Required: Earned doctorate in Sociology of Education or related field with expertise and strong academic preparation in quantitative research.

Department of Health and Nutrition Sciences:

Assistant/Associate/Full Professor – Public Health (V-F6)

Appointment includes research, curriculum development, and teaching undergraduate and graduate public health courses. Required: Earned doctorate in public health or related field.

Department of Health and Nutrition Sciences:

Assistant Professor – Applied Nutrition (V-F7)

Appointment includes research, curriculum development, and teaching both undergraduate and graduate nutrition courses, including courses in chronic disease prevention, community nutrition education, and nutrition program planning and evaluation. Required: Earned doctorate in nutritional sciences or related field; research with a focus on areas related to chronic disease, community nutrition, nutrition policy, international nutrition, or nutritional epidemiology.

For more information about these positions, please contact Dr. Suzanne McCotter

(mccotters@mail.montclair.edu), Acting Associate Dean, College of Education and Human Services.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Demonstrated success or strong potential in teaching and scholarship is required for all tenure track positions. Experience in grant seeking/writing to support research and related activities and willingness to provide service to the department, University, and the larger professional community are expected.

Include C.V., letter of interest, names, phone numbers and e-mail addresses of three references.

Center for Child Advocacy: Assistant Professor – Child Advocacy and Policy (V-F8)

Area of research specialization is open, but preference will be given to candidates with interests in child welfare, disabilities and/or school-based policy. Earned Ph.D. in discipline related to child advocacy and policy. Special consideration afforded to those with an MSW and/or Ph.D. in social work and licensure if appropriate.

Department of Communication Sciences and Disorders:

Assistant/Associate/ Full Professor – Audiology (V-F9)

Earned research doctoral degree in Audiology required. CCC-A and New Jersey State Licensure in audiology or eligibility for license preferred. Expertise in hearing science, auditory brainstem testing, hearing conservation, tinnitus and/or vestibular testing is highly desirable.

Department of Communication Sciences and Disorders:

Assistant/Associate Professor – Speech-Language Pathology (V-F10)

Earned research doctoral degree in Speech-Language Pathology or related area is required. CCC-SLP and New Jersey State Licensure in SLP or eligibility for license strongly preferred.

Department of English: Assistant Professor – Modern American (V-F11)

Modern American literature; teach specialized and survey courses required for the major and graduate courses, including courses on women and minority writers. Ph.D. in English or related field.

Department of Justice Studies: Assistant Professor – Policing (V-F12)

Teach Research Methods, Statistics, and Criminology, as well as wide-range of undergraduate policing-related courses, including Police and Society, Policing Terrorism, Community Policing and Current Issues in Policing. Ph.D. in Criminal Justice or Criminology, with a specialization in policing preferred.

Department of Philosophy: Assistant Professor – Modern Philosophy (V-F13)

AOS: Modern Philosophy. AOC: Open. Teach both introductory survey courses and upper-level courses for the major, engage in an active program of scholarly research, and perform service appropriate for the rank of appointment. Ph.D. in Philosophy is required.

Department of Psychology: Assistant Professor – Social Cognition (V-F14)

Expertise area in social cognition relevant to developmental psychology, health psychology, conflict, judgment,

and decision making, neuroscience, multiculturalism, psychometrics and statistics, or clinical applications.

Doctorate in experimental psychology, social or cognitive psychology, or related field required.

Department of Psychology: Assistant Professor – Clinical Forensic Psychology (V-F15)

Expertise area in assessment, interpersonal violence, or clinical sub-specialties related to criminal or family courts. Doctorate in forensic psychology or clinical psychology with a forensic concentration is required; post-doctoral academic or forensic experience is desirable. Applicant must be licensed or license eligible in the State of New Jersey.

Department of Religion: Assistant Professor – Religion (V-F27)

Specialization in Religion and Contemporary Global Politics; Competency in Comparative Religion in the Non-West, preferably Africa, the Middle East and/or South Asia. The successful candidate must have an active research agenda and will teach introductory courses and upper-level major courses in religion and contemporary global politics. Ph.D. in Religion required.

Department of Sociology:

Assistant Professor – Qualitative Research Methods and Social Policy (V-F16)

Teach lower- and upper-level undergraduate courses in candidate's area of specialization, and graduate courses in qualitative research methods and policy/program evaluation as part of the Certificate in Data Collection and Management. Ph.D. in Sociology required.

For a complete job description of these positions, please contact

Dr. Emily Isaacs, (isaace@mail.montclair.edu),

Associate Dean, College of Humanities and Social Sciences or college webpage.

COLLEGE OF SCIENCE AND MATHEMATICS

Candidates must have a record of scholarly publication, research, and teaching appropriate to advertised rank and are expected to pursue research that will lead to competitive grant awards and scholarly publications, teach graduate and undergraduate courses, mentor student research, and participate in departmental, college, University and professional activities.

Department of Chemistry and Biochemistry:

Assistant Professor – Biochemistry (V-F17)

Primary teaching responsibilities will be in General Chemistry, Analytical Chemistry and Instrumental Analysis at both the undergraduate and graduate level. It is expected that a strong, externally funded research program will be developed that will include both graduate and undergraduate students and that leads to peer-reviewed, scholarly publications. Ph.D. in Analytical Chemistry, postdoctoral experience or significant research experience, and a strong commitment to the balance of research and teaching.

Department of Computer Science: Assistant/Associate Professor – Cybersecurity (V-F18)

Expertise in the area of Secure Software Development and in one or more of the following areas of Cybersecurity: Database Security, Network Security, and Web Security. Ph.D. in Computer Science with research publications in the areas mentioned above. Candidates must have strong research and teaching skills. Evidence of successful grant acquisitions or specific plans for grants seeking in the future will be considered.

Department of Computer Science:

Assistant/Associate Professor – Parallel Computing (V-F19)

The ideal candidate will have expertise in both Parallel Programming and Parallel Architectures. Ph.D. in Computer Science with research publications in the area of Parallel Computing. Candidates must have strong research and teaching skills. Evidence of successful grant acquisitions and ongoing applications a plus.

Earth and Environmental Studies: Assistant Professor – Sustainability Science (V-F20)

Expertise in areas including but not limited to urban design and planning, life cycle assessment, green building, industrial ecology, carbon auditing and energy are encouraged to apply. Teaching responsibilities will include introductory courses as well as upper-level undergraduate and graduate courses within the applicant's areas of expertise. Ph.D. in sustainability science, environmental science, urban planning, geosciences, geography, resource management, or other appropriate field plus a record of peer-reviewed scholarship in sustainability, and evidence of current or potential success in grant activity.

Department of Mathematical Sciences: Assistant Professor – Physics (V-F21)

Candidates with a strong background in experiment, observation, or instrumentation in the fields of gravitational physics or astronomy are strongly encouraged. Ph.D. in Physics or Astronomy is required; postdoctoral experience is preferred. Candidates should demonstrate evidence of scholarly publication, active research, and effective teaching.

For a complete job description on these positions, please contact Dr. Jinan Jaber (jaberlinsalj@mail.montclair.edu), Associate Dean, College of Science and Mathematics.

SCHOOL OF BUSINESS

Candidates are expected to teach courses at both the undergraduate and graduate levels, pursue scholarly research leading to publications in high-quality peer-reviewed journals, participate in service activities, advise and mentor students, participate in curriculum review and development activities, and engage in outreach activities with business partners and external stakeholders.

Preference will be given to candidates who have publications in refereed journals and/or a strong research pipeline; demonstrated excellence in teaching; experience and/or interest in teaching and curricular development in on-line or hybrid formats; and experience in building relationships with external stakeholders.

Department (To be Determined): Assistant Professor – Data Analytics (V-F22)

Expertise and experience in one of the following areas: healthcare informatics; healthcare information systems; healthcare analytics; social media and web analytics; data-driven analysis and decision making; management of customers, media, and markets based on data capture; human resource analytics; or financial analytics.

Candidates must have knowledge and skill sets in one or more of the following areas: data management and/or business analytics. Ph.D. in business analytics, applied statistics, decision sciences, information systems or a related area.

Department of Economics, Finance and Real Estate: Assistant/Associate Professor – Real Estate Finance (V-F23)

Ph.D. in Real Estate or related field.

Department of Management: Assistant Professor – Business Strategy (V-F24)

Ph.D. in Management (Strategy) or related field.

Department of Marketing: Assistant Professor - Sports, Events, and Tourism

Marketing (V-F25) Ph.D. in Sports, Events, and Tourism Marketing or related field.

Department (To be Determined): Assistant Professor – Entrepreneurship (V-F26)

Teach courses in entrepreneurial mindset, creativity, business model development, pitching, and business launch at the undergraduate and graduate levels. Candidates with entrepreneurial experience in the form of starting and operating businesses and/or working with university-based outreach programs such as entrepreneurship centers and small business institutes will have a major advantage. Ph.D. in Entrepreneurship or related field.

For a complete job description on these positions, please contact Prof. Frank Aquilino (aquilinof@mail.montclair.edu), Acting Associate Dean, School of Business.

ADJUNCTS/VISITING SPECIALISTS

Montclair State University is seeking an applicant pool of adjunct/visiting specialist faculty for University departments across all colleges and the School of Business for Fall 2016, Spring 2017. (AV# 001)

Montclair State University has a long history of commitment to cultural diversity in its programs, faculty and students. To foster this multicultural environment, the University encourages applications from underrepresented group members for its faculty openings. Screening of applications begins immediately and continues until position is filled. Complete job descriptions will be mailed upon receipt of application.

Send separate letter and resume for each position to:

Montclair State University, Box C316 V# or AV# 001, Montclair, New Jersey 07043 (include c/o name, job title and V# or AV# 001)

Montclair State University is an Equal Opportunity/
Affirmative Action institution with a strong commitment to diversity.

MISSOURI STATE UNIVERSITY

WE'RE COMMITTED TO:

STUDENT SUCCESS • STRONG ACADEMIC PROGRAMS • DIVERSITY AND INCLUSIVE EXCELLENCE • PUBLIC AFFAIRS • INNOVATION AND RESEARCH

AND WE'RE HIRING.



Follow your passion and find your place at Missouri State University. We are an employer of choice seeking higher-education professionals who want to be a part of Missouri's public affairs university. We're a university to join: Our institution is committed to strengthening and expanding our undergraduate and graduate programs. We have a distinctive public affairs mission that radiates into all areas of campus and translates to an engaged student body. Missouri State is actively pursuing a diverse workforce because we know people from different cultures, backgrounds and experiences make our institution stronger. We value and support our employees and will engage your full potential.

Missouri State University at a glance:

- Four campuses in system: Springfield, Mo., West Plains, Mo., Mountain Grove, Mo., and Dalian, China
- More than 24,000 students
- Students' average ACT score above national average
- Strong commitment to both teaching and research
- About 185 undergraduate options, more than 70 graduate options
- Located in Springfield, third-largest city in state; known for beautiful outdoors, friendly people, strong work ethic
- Community offers superior health care, excellent public schools, plenty of entertainment and cultural opportunities

Be a partner in our progress! Apply to join us.

Duties include teaching, research and departmental service. If applicable, positions may be filled at the associate professor level depending on qualifications.

Apply online: WWW.JOBS.MISSOURISTATE.EDU

For more information
 Phone: 417-836-5119 • Email: provost@missouristate.edu
 Address: 901 S. National Ave., Springfield, MO 65897

EO/AA/MF/Veterans/Disability

Missouri State University in Springfield, Mo., is accepting applications for the following positions, pending funding

COLLEGE OF HEALTH AND HUMAN SERVICES

BIOMEDICAL SCIENCE
 Assistant Professor—
 Cell and Molecular Biology

Assistant Professor—
 Anatomy

Clinical Instructor—
 Health Services

COMMUNICATION SCIENCES AND DISORDERS
 Assistant Professor—
 Audiology

KINESIOLOGY
 Assistant Professor—
 Physical Education

Assistant Professor—
 Recreation, Sport & Park Administration

Assistant Professor—
 Kinesiology

NURSING
 Department Head

Assistant Professor

Clinical Assistant Professor/
 Assistant Professor—
 Doctor of Nursing Practice

PSYCHOLOGY
 Department Head

Assistant Professor

Instructor
PHYSICIAN ASSISTANT STUDIES
 Assistant Professor

PHYSICAL THERAPY
 Assistant Professor

ADMINISTRATIVE
 Associate Dean—
 College of Health and Human Services

COLLEGE OF BUSINESS

SCHOOL OF ACCOUNTANCY
 2 Instructors

COMPUTER INFORMATION SYSTEMS
 Department Head

Assistant Professor—
 Cybersecurity or Database Management

FINANCE AND GENERAL BUSINESS
 Assistant Professor/
 Instructor—
 Business Law

MANAGEMENT
 Department Head

Assistant Professor—
 Entertainment Management

Assistant Professor—
 Health Care Management

CURRENT JOB OPENINGS

MARKETING
 Assistant Professor—
 Logistics/Supply Chain/
 Operations

Assistant Professor—
 Marketing

Instructor—
 Marketing

COLLEGE OF NATURAL AND APPLIED SCIENCE

BIOLOGY
 Assistant Professor—
 Freshwater Biology

COMPUTER SCIENCE
 Assistant Professor

COOPERATIVE ENGINEERING PROGRAM
 Assistant Professor—
 Electrical Engineering

GEOGRAPHY, GEOLOGY AND PLANNING
 Assistant Professor—
 Structural Geology

PHYSICS, ASTRONOMY AND MATERIALS SCIENCE
 Assistant Professor—
 Physics Education

COLLEGE OF EDUCATION

READING FOUNDATIONS AND TECHNOLOGY
 Assistant Professor—
 Multicultural Education

Assistant Professor—
 Literacy

COUNSELING, LEADERSHIP AND SPECIAL EDUCATION
 Department Head

Clinical Assistant Professor—
 Educational Leadership & Professional Development

Clinical Instructor—
 Certification & Clinical Placements

COLLEGE OF ARTS AND LETTERS

ART AND DESIGN
 Assistant Professor—
 Multiple Positions

COMMUNICATION
 Assistant Professor—
 Organizational Communication

ENGLISH
 Assistant Professor—
 Multiple Positions

MEDIA, JOURNALISM AND FILM
 Assistant Professor—
 Media Theory

Instructor—
 Broadcast Journalism

MUSIC
 Assistant Professor—
 Wind Ensemble

THEATRE AND DANCE
 Assistant Professor—
 Dance

Assistant Professor—
 Acting

INTERDISCIPLINARY
 Coordinator—
 Musical Theatre Program

COLLEGE OF HUMANITIES AND PUBLIC AFFAIRS

ECONOMICS
 Assistant Professor—
 Behavioral Economics

HISTORY
 Assistant Professor—
 Middle Eastern History

RELIGIOUS STUDIES
 Assistant Professor—
 Religion and American Culture

SOCIOLOGY
 Assistant Professor—
 Sociology of the Family



MORRIS COLLEGE

MULTIPLE POSITIONS

Morris College, a private four year Liberal Arts College in Sumter, South Carolina, is seeking to fill the following position(s):

CHAIRPERSON, DIVISION OF BUSINESS ADMINISTRATION: To lead the Division of Business Administration effective immediately. Must have a doctorate in Business Administration and five years experience teaching college courses in Business Administration. Position carries faculty rank of Assistant or Associate Professor and salary commensurate with training and experience. The division chair serves as Coordinator of the Business Administration curriculum, teaches at least three courses each semester and also teaches in the Summer School, recommends the appointment of new faculty, evaluates faculty performance, works with faculty to improve instruction and academic advising, prepares and administers the divisional budget, and presides over regular divisional meetings. The chair assists the Academic Dean in preparing class schedules and making faculty assignments. **Must be available January 4, 2016.**

ASSISTANT/ASSOCIATE PROFESSOR OF MASS COMMUNICATIONS: Applicants should hold the Ph.D. or other terminal degree in Mass Communications or a related field from a regionally accredited institution. Preference will be given to candidates with experience teaching courses in radio programming and production, television production, broadcast announcing and basic sound recording at the university level. Television and/or radio experience is a plus. The position requires teaching four or five courses (12-15 credit hours) per semester, including evening classes as needed. Duties also include student advising, committee assignments, participation in student registration, and other duties as needed. **Must be available January 4, 2016.**

DIRECTOR OF TEACHER EDUCATION: To provide leadership and strategic planning for all teacher education programs and is responsible for coordinating teacher education internships; recommending prospective teachers for certification; and coordinating follow-up studies of the employment records of graduates. In addition, the Director of Education serves as a faculty member in the Division of Education, as Chairman of the Teacher Education Advisory Council, and as faculty advisor to the Student National Education Association. The successful candidate must have a terminal degree from an accredited institution in a teacher education content area and at least three years demonstrated experience in education administration. **Effective Immediately.**

Submit letter of application and personal resumé to: Director of Personnel, Morris College, 100 W. College St., Sumter, SC 29150-3599. Morris College is an Equal Opportunity/Affirmative Action employer.



TENURE-TRACK POSITIONS

Fall 2016

Join a vibrant campus community whose excellence is reflected in its diversity and student success. West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is actively building a culturally diverse academic community that fosters an inclusive environment and encourages a broad spectrum of candidates including people of color, women, and individuals with disabilities to apply for positions. West Chester, located 25 miles west of Philadelphia, is convenient to major cultural & commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, NYC, and Washington, DC.

Unless indicated in the job descriptions, a terminal degree in the field or related field is required. For all positions, excellence in teaching and the potential to develop an active program of research or scholarly activity in the discipline are essential. Effective communication and teaching may be demonstrated by presenting a seminar or lecture during an on-campus interview. To be considered a finalist, candidates must successfully complete the interview process. Successful candidates will also have the opportunity to participate in teaching and research within interdisciplinary programs. Teaching assignments may include distance education/online courses. Rank and salary are commensurate with experience. For full job descriptions, including position requirements, as well as application instructions, visit our web page at <http://agency.governmentjobs.com/wcupa/default.cfm>

West Chester University is recruiting for the following Assistant/Associate Professor positions:

COLLEGE OF ARTS & SCIENCES

- Biology
- Communication Studies
- Geology & Astronomy
- Mathematics
- Physics
- Psychology
- Anthropology & Sociology
- Chemistry
- English
- Languages & Cultures
- Philosophy

COLLEGE OF BUSINESS & PUBLIC AFFAIRS

- Accounting
- Management
- Economics & Finance
- Social Work
- Criminal Justice
- Marketing

COLLEGE OF VISUAL & PERFORMING ARTS

- Art
- Music Education

COLLEGE OF EDUCATION

- Prof. & Secondary Education
- Special Education

COLLEGE OF HEALTH SCIENCES

- Health
- Nursing
- Kinesiology

Developing and sustaining a diverse faculty and staff advances WCU's educational mission and strategic Plan for Excellence. West Chester University is an Affirmative Action – Equal Opportunity Employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply. The filling of these positions is contingent upon available funding.

All offers of employment are subject to and contingent upon satisfactory completion of all pre-employment criminal background checks.

FULL-TIME FACULTY

Liberal Studies ARTS AND SCIENCE

Liberal Studies at New York University invites applications for full-time faculty positions to begin September 1, 2016, pending administrative and budgetary approval.

Liberal Studies is an interdisciplinary program, and we welcome applicants from a broad range of disciplinary backgrounds. Liberal Studies offers the Bachelor of Arts in Global Liberal Studies, which has established 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 divisions.

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:

- **Environmental Studies**
PhD in Environmental Science or Biology with Environmental emphasis
- **Writing Studies, with secondary specialty in New Media Journalism**
Appropriate terminal degree in English, Journalism, Media Studies, Creative Writing, Writing Studies, or Rhetoric

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 9th, 2015 [Writing Studies]/January 4th, 2016 [Environmental Studies]**. 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/1516LSJobs/>



NEW YORK UNIVERSITY

EOE/Minorities/Females/Vet/Disabled



WORCESTER STATE UNIVERSITY

Worcester State University is a public university offering 50 undergraduate and graduate academic programs. WSU is part of the Higher Education Consortium – an association of 12 local institutions which provide opportunities for collaboration with researchers and educators. We rank as one of the 75 “Best Value” public colleges in the country by the Princeton Review, as well as a “Best in the Northeast” for 12 consecutive years. Worcester State University is an Affirmative Action/Equal Opportunity Employer which seeks to reflect the diversity of its community.

2016-17 Faculty Positions Tenure-Track Professors

- Mathematics
- Mathematical Statistics
- Psychology
- Human Geography
- American Politics and Government
- Urban Studies
- Health Sciences
- Community/Public Health Nursing
- Occupational Therapy (2)
- Bio-Organic Chemistry
- English-US Multi-ethnic Literature
- English-Rhetoric & Composition
- Spanish-Latin American Culture
- Spanish- Latin American Literature
- Business Administration Management (2)
- Business Administration Health Care Mgmt
- Business Administration Accounting

Qualified Candidates will possess a terminal degree consistent with the position description. All applicants must apply online at:

worcester.interviewexchange.com

Initial screening of applications will begin Nov. 16 and will continue until the positions are filled. Necessary documents for submission include a CV, Letter of Interest, Letter of Teaching Philosophy and Research Statement. Finalists are required to submit 3 letters of recommendation signed, dated within the last six months, along with an official transcript (in a sealed envelope) of the highest degree sent by the Registrar's Office of the institution where they received such degree.

All information that can be uploaded to one's e-account should be done so by the applicant; information which cannot may be faxed to 508-929-8163 or emailed to jrodriguez7@worcester.edu or you may send by mail to:

Director of Human Resources, Worcester State University,
486 Chandler Street, Worcester, MA 01602-2597



Troy University – is a comprehensive public institution serving more than 20,000 students worldwide at four campuses in Alabama, multiple sites throughout the United States, multiple international locations, and through an extensive online learning program.

Troy University is currently accepting applications for the following positions:

Lecturer/Assistant/Associate Professor Division of Education:

Earned Doctorate and three years experience required
Troy, AL

Assistant/Associate/Full Professor - Division of CRIT:

Earned Doctorate or ABD required
Montgomery, AL

Lecturer - Social Science:

Earned Doctorate required
Troy, AL

Lecturer - History:

Earned Doctorate required
Troy, AL

Please visit our website at
www.troyuniversityjobs.com
for further details and information on how to apply.

Troy University is an EEO and AA employer.



— Faculty Positions —

The Evergreen State College, a public, progressive, liberal arts college emphasizing interdisciplinary study and collaborative team teaching, is recruiting for the following positions.

- **Public Administration (2 positions)**
- **Interdisciplinary Mathematics**

For complete job announcements and to apply visit:
www.evergreen.edu/facultyhiring

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, genetic information, disability or veteran status.

The Evergreen State College • Faculty Hiring Office
L2002 • 2700 Evergreen Pkwy NW • Olympia, WA 98505
360-867-6861 • www.evergreen.edu



The City University of New York is the nation's leading urban public university, with 6,700 full-time faculty at 24 institutions in New York City. To learn about the positions listed below and the wide range of opportunity CUNY has to offer, go to:

www.cuny.jobs

**EXECUTIVE AND SR. ADMINISTRATIVE
Borough of Manhattan C.C.**
Assoc Dean of Faculty
Asst Dean for Acad Support Svcs
Chief Librarian
Dean for Inst Effectiveness & Strategic Planning

Bronx C.C.
VP of Admin & Finance
Hostos C.C.
Provost & VP of Academic Affairs

**MANAGERIAL AND PROFESSIONAL
Baruch College**
Acad Operations Coord - Cont & Prof Studies
Admin Coord - School of Public Affairs
Admissions Advisor/ Recruiter Transfer Ctr
Facilities Property Coord
Marketing Mgr
Borough of Manhattan C.C.
Acad Program Coord - College Now

Acad Resource Ctr Coord
- Online Tutoring
Campus Security Asst Dir
Instructional Computer Svcs Mgr
Mgr of Events & Alumni Relations
Student Life Intl
Student Specl

Bronx C.C.
Acad Student Support
Prog Specl
Central Office
Nanofabrication Process Engineer
PeopleSoft HCM Workforce Admin/ Position Mgmt Support Lead
PeopleSoft Security Administrator
PeopleSoft Student Admissions Impl Architect
PeopleSoft Student Admissions Impl Mgr

College of Staten Island
HR Manager
Student Psychological Counselor

CUNY Law
Library Coordinator
Kingsborough C.C.
Acad Student Support Specl
Admin Coord, Student Life
Admin Superintendent of Campus B&G
Development Mgr
Facilities Property Specl for Fixed Assets

LaGuardia C.C.
Acad Advising Coord
Acad Ctr Mgr - LaGuardia & Wagner Archives
Acad Sr Advisor - Veteran Affairs
Assoc Dir - The English Lang Ctr
Confidential Exec Ofcr
Enrollment Specl - CUNY Fatherhood Academy

Queens College
Student Psychological Counselor

Many People - One University

We are committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply. At CUNY, Italian Americans are also included among our protected groups. All qualified applicants will receive consideration for employment and will not be discriminated against on the basis of any legally protected category.



MULTIPLE FACULTY POSITIONS

Applications are invited for positions in the disciplines/areas listed below. Faculty positions are tenure-track and begin August, 2016 (unless otherwise specified).

Complete position descriptions and application can be found on the Austin Peay State University web site: <http://www.apsu.edu/human-resources/faculty>. The following positions are available at APSU:

- Agriculture** (Agri-Business, Agricultural Economics) – Assistant Professor
- Art & Design** – Foundations – Assistant Professor
- Art (Printmaking)** – Assistant Professor
- Chemistry (2)** – Assistant Professor
- Communication** – Assistant Professor
- Computer Science (2)** – Assistant Professor
- Early Childhood** – Assistant Professor
- History** – Assistant Professor
- Hospitality Administration** – Instructor/Assistant Professor
- Mathematics (2)** – Assistant/Associate Professor
- Nursing (2)** – Assistant/Associate Professor
- Political Science (2)** – Assistant Professor
- Psychology** – Counselor Education – Assistant Professor
- Teacher Education Generalist** – Assistant Professor
- Theater and Dance** – Assistant Professor

For more information about Austin Peay State University (APSU): APSU Fast Facts <http://www.apsu.edu/about-apsu/fast-facts-about-apsu> APSU is located in Clarksville, Tennessee <http://clarksvillepartnership.com/>

Austin Peay State University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity/ expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs and activities sponsored by APSU. <http://www.apsu.edu/files/policy/5002.pdf>.



Tenure-Track Faculty Positions

The College of Idaho, a private liberal arts college that prizes excellent teaching in its innovative PEAK curriculum, has the following tenure-track faculty positions available (August 2016 start):

Business: Tenure-track position in department of business and accounting with an emphasis in general organizational management (social impact of business, business and society, non-profit, sustainability, entrepreneurship).

Chemistry: Tenure-track position in department of chemistry with an emphasis in physical biochemistry.

French: Tenure-track position in department of modern foreign language.

Human Performance: Tenure-track position in department of health and human performance department.

Social Psychology: Tenure-track position in department of psychology.

Please see full descriptions and application instructions at <http://collegeofidaho.edu/hr>. Review of applicants will begin soon for all searches.

Founded in 1891, The College of Idaho is the state's oldest private college. The C of I has a national reputation for academic excellence and for preparing successful graduates, including seven Rhodes Scholars, three governors, four NFL players and countless business leaders and innovators. The College is located on a beautiful campus in Caldwell, a community of 50,000 located in Idaho's vibrant Treasure Valley. Campus is just 30 minutes from downtown Boise, a thriving city with a multitude of dining and entertainment options including the Idaho Shakespeare Festival, the Boise Philharmonic Orchestra, professional sports and more. The area also offers world-class opportunities for hiking, camping, fishing, skiing, mountain biking and whitewater rafting. For more information on The College of Idaho, visit www.collegeofidaho.edu.

The College of Idaho is proud to be an equal opportunity employer. We are committed to attracting, retaining, and maximizing the

Accounting: Murray State University-position to begin August 15, 2016. Doctoral degree in accounting from an AACSB-accredited university with a residence requirement. ABDs with degree completion expected by start of contract period are encouraged to apply. Candidates with Juris Doctor and appropriate accounting educational background will also be considered to teach taxation and law-related courses. Capacity for effective classroom teaching, ability to produce quality research, and a commitment to service are required. Professional certification and recent professional experience are desirable. Principal responsibility for candidates with taxation credentials

will be teaching tax courses at the undergraduate and graduate level. Qualified candidates in non-tax areas may also teach information systems, financial and managerial/cost courses, or other courses as desired and consistent with credentials. Juris Doctor candidates may also teach law-related courses. To apply please go to: <http://www.murraystatejobs.com/postings/4860> Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

Art History: Art History Dept. of Indiana University, Bloomington seeks applicants for tenure-track position



TOWSON UNIVERSITY

Towson University (www.towson.edu) was founded in 1866, is recognized by *U. S. News & World Report* as one of the top public universities in the Northeast and Mid-Atlantic regions, is Baltimore's largest university, and is the largest public, comprehensive institution in the University of Maryland System. TU enrolls almost 19,000 undergraduates and over 3,000 graduate students across six academic colleges (business, education, fine arts, health professions, liberal arts, science & mathematics), has over 890 full-time faculty, and offers more than 65 Bachelor's, 45 Master's, and 5 Doctoral programs. Our centrally located campus sits on 330 rolling green acres and is 10 miles north of Baltimore, 45 miles north of Washington D.C., and 95 miles south of Philadelphia.

COLLEGE OF LIBERAL ARTS
Department of English
Assistant or Associate Professor

Tenure-track, 10-month Assistant or Associate Professor of English to serve as the Director of First-Year Writing beginning August 2016. Required qualifications: PhD in rhetoric and composition, English or a related field. Assistant Professors are assigned an instructional workload of six (6) course units per academic year for the first year and seven to eight (7-8) course units in subsequent years. Associate Professors are assigned standard instructional workload of seven to eight (7-8) course units. Teaching will include first-year writing and may include other undergraduate composition courses and graduate courses in the University's Professional Writing program. The Director of First-Year Writing will be responsible for the development and coordination of the first-year writing course in the University's Core Curriculum which serves approximately 2,600 students each academic year across some 125 course sections. Send a letter of application, a current CV, a statement of teaching philosophy, and a list of three references to engl@towson.edu (as a single PDF document) no later than November 16, 2015. **CLA-N-2924**

Department of Political Science
Assistant Professor

Tenure-track, 10-month Assistant Professor position in the Department of Political Science beginning August 2016. PhD in Political Science. ABD applicants considered, but appointment will be at the Instructor rank and all degree requirements must be completed by February 1, 2017. Possess strong commitment to excellence in teaching and show a strong potential for productive scholarly program. Faculty assigned an instructional workload of six (6) course units per academic year for the first year. Beginning the second year the workload reverts back to the standard instructional workload of seven to eight (7-8) course units. Teach courses in the classic thinkers of the Western Tradition. Additional area of teaching and research specialization is open, though the fields of public law, constitutional law, and/or other political theory will be given priority. Review of applications begin immediately and continue until the position is filled. **CLA-N-2923**

For detailed information on any of these positions, please visit:
http://www.towson.edu/odeo/employmentatTU/academic_positions.asp
Towson University is an equal opportunity/affirmative action employer and has a strong commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply. These positions are contingent on availability of the funds at the time of hire.



COLLEGE OF THE Holy Cross

Tenure-Track Faculty Positions

The College of the Holy Cross is a highly selective liberal arts college in the Jesuit tradition. It enrolls about 2,900 students and is located in Worcester, Massachusetts, a medium-sized city 45 miles west of Boston.


The College seeks faculty members whose scholarship, teaching, advising, and on- and off-campus service demonstrate commitment to the educational benefits of a richly diverse community and invites applications for tenure-track appointments to begin in August 2016 in the following disciplines:

- **Economics** (2 positions- behavioral economics; macroeconomics)
- **English** (2 positions-creative writing; modernism)
- **Psychology** (clinical developmental science)
- **Religious Studies** (christian social ethics)
- **Spanish** (creative expression in Spanish)

For details about these positions and application instructions, please visit <http://www.holycross.edu/office-vice-president-academic-affairs-and-dean-college/faculty-resources/faculty-openings>

in contemporary art. Duties: Teach a range of courses dealing with the history and theory of art since 1960. 2/2 course load. Required: Ph.D. degree by 8/2016, teaching experience. Interested candidates should submit applications to <https://indiana.peopleadmin.com/postings/1895>. Indiana University is an Equal Employment Opportunity/Affirmative Action employer.

Art: The University of Montevallo invites nominations and applications for a full-time, tenure-track faculty position in Art to direct the Sculpture Program and teach all levels of Sculpture and 3D Design beginning in August 2016. A new 3D Art facility for Sculpture and Ceramics opened in 2015. Facilities and curriculum include sheet metal fabrication, metal casting, glass casting, woodworking, digital fabrication, and environmental/installation.



TEXAS A&M UNIVERSITY KINGSVILLE
 COLLEGE OF Arts and Sciences
 Department of History, Political Science, and Philosophy

MULTIPLE POSITIONS

The following positions will begin in August, 2016. For additional information and to apply, please visit the following website: <https://javjobs.tamuk.edu>; Texas A&M University—Kingsville, an EO/AA/Vet/Disabled Employer.

Criminal Justice: Assistant Professor. A PhD in Criminal Justice or a closely related field is required from a regionally accredited University or Institution. Teaching responsibilities will include Criminal Justice courses at the undergraduate level. He/she must develop a viable, sustainable, strong and externally fundable research program involving undergraduate students. JavJobs, job posting #0602258.

History: Assistant Professor, Colonial America. A PhD in History is required from a regionally accredited University or Institution. Teaching responsibilities will include U.S. History surveys, upper-level Colonial America classes, and online MA classes. He/she must develop a viable, sustainable research program. JavJobs, job posting #0602260.

Philosophy: Assistant Professor, AOS: Open. A PhD in Philosophy is required from a regionally accredited University or Institution. Teaching responsibilities will include introductory and upper-division courses. He/she must develop a viable, sustainable research program. JavJobs, job posting #0602261.

Political Science: Assistant Professor, Asian Politics. A PhD in Political Science is required from a regionally accredited University or Institution. Teaching responsibilities will include teaching U.S. and Texas politics surveys, as upper-level Asian politics classes. He/she must develop a viable, sustainable research program. JavJobs, job posting #0602259.



CUNY The City University of New York

The City University of New York is the nation's leading urban public university, with 6,700 full-time faculty at 24 institutions in New York City. To learn about the positions listed below and the wide range of opportunity CUNY has to offer, go to: www.cuny.jobs

FACULTY Baruch College Accountancy Communications Studies Health Policy Multimedia Journalism Nonprofit Mgmt	Comm Arts & Sci Nursing & Allied Health Svcs Web Page Dvpmnt & CIS Central Office Environmental Crossroads Nanoscience Structural Biology	Neurobiology Neuroscience Hostos C.C. Business LaGuardia C.C. Instruction Librarian Philosophy Queens College Elementary & Early Childhood
Borough of Manhattan C.C. Criminal Justice	City College Jewish History Mathematics Medical Student Advisor/ Learning Community Facilitator	
Bronx C.C. Accounting Business & Info Systems		

Many People - One University

We are committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply. At CUNY, Italian Americans are also included among our protected groups. All qualified applicants will receive consideration for employment and will not be discriminated against on the basis of any legally protected category.



Visiting Professorship in Contemporary International Issues – Middle East

The University of Pittsburgh's Global Studies Center is currently seeking a Visiting Professor in Contemporary International Issues for the 2016-17 academic year. We invite applications from scholars with expertise in the Middle East. Candidates from any discipline whose research and teaching interests intersect with one or more of our focal themes of global health, human rights/human security, and inequalities may apply. Candidates whose research also addresses gender issues are especially encouraged to apply. Applicants should have an earned PhD in a relevant discipline, though individuals with extensive high-level international experience in government or non-governmental organizations may also apply. For more information regarding how to apply for this position, visit: www.ucis.pitt.edu/global/visitingprofessor. Applications are due by November 16, 2015.

lation. An MFA in Sculpture is required; teaching experience, exhibition record, and commitment to undergraduate education are preferred. The Department of Art is housed in the College of Fine Arts and is NASAD accredited. A full-time faculty of thirteen serves approximately 250 undergraduate art majors in BA, BS, and BFA degree programs. With an enrollment of approximately 3,000, UM is Alabama's designated public liberal arts university, offering baccalaure-

ate, master's, and education specialist degree programs with an emphasis on high quality, innovative teaching. The University seeks to recruit, develop, and retain the most talented people from a diverse candidate pool. The successful applicant will be a dedicated teacher, active scholar, and effective academic advisor and mentor for students with diverse backgrounds, preparation, and career goals. Nominations and inquiries should be directed to Prof. Collin Williams, chair of the search

University of California, Irvine


Distinguished Scholars

- Claire Trevor School of the Arts
- Francisco J. Ayala School of Biological Sciences
- The Paul Merage School of Business
- School of Education
- The Henry Samueli School of Engineering
- School of Humanities
- Donald Bren School of Information and Computer Sciences
- School of Law
- School of Medicine
- Program in Nursing Science
- Department of Pharmaceutical Sciences
- School of Physical Sciences
- Program in Public Health
- School of Social Ecology
- School of Social Sciences

The University of California, Irvine invites applications from highly accomplished scholars for tenured faculty positions that carry a title of distinction in UCI's academic schools and programs (Distinguished Professor, Chancellor's Professor, Chancellor's Fellow) and distinguished early career candidates whose research and/or creative works are pioneering and have transformational/high impact in their field. Successful candidates must have a strong record of research or creative achievement, enjoy national and international recognition for their scholarship, and demonstrate excellent teaching and a strong commitment to service, equal opportunity, diversity and inclusion.

Interested applicants should contact the Dean of one of the schools or departments listed above at the following address:
Dean, School of (name of school)
University of California, Irvine
Irvine, CA 92697
www.uci.edu


The University of California, Irvine is an Equal Opportunity/Affirmative Action Employer advancing inclusive excellence. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age, protected veteran status, or other protected categories covered by the UC nondiscrimination policy. A recipient of an NSF ADVANCE award for gender equity, UCI is responsive to the needs of dual career couples, supports work-life balance through an array of family-friendly policies, and is dedicated to broadening participation in higher education.



ASSISTANT PROFESSOR (TENURE TRACK) IN COMPARATIVE THEOLOGY/SPIRITUALITY

The College of Saint Benedict and Saint John's University announce a tenure-track position in undergraduate and graduate level teaching in the field of comparative theology/spirituality. Candidates for this position must have expertise in the history of Christian spirituality and the study of Christian theological/spiritual traditions in relation to one or more of the religions of East Asia or South Asia. Teaching responsibilities will include introductory and upper division college courses in the department of theology, some with cross-listing in the department of Asian studies, as well as master's level courses in Christian spirituality. Candidates must demonstrate excellence in teaching and be committed to supporting the Benedictine, Catholic, and liberal arts character of the institutions. Ph.D. must be completed by August 2016.

For further posting information and to apply online, please visit <http://employment.csbsju.edu>. Applications will be accepted until November 30. AA/EOE



BINGHAMTON UNIVERSITY
 STATE UNIVERSITY OF NEW YORK

Associate Professor - Human Rights
Department: Citizenship, Rights and Cultural Belonging

This position is one of several new cluster hires in the Citizenship, Rights, and Cultural Belonging Transdisciplinary Area of Excellence (CRCB-TAE) (see <http://binghamton.edu/tae/citizenship-rights-cultural-belonging/>). A successful candidate (i) will have long term research interests and intellectual investments and an established record of research and scholarly publications in the area of human rights, and (ii) an interest in the development and leadership of a human rights research center that will bring together social scientists, humanists and others to pursue collaborative work. A track record of external funding is desirable. The search for this position will involve the CRCB-TAE and the following Binghamton University departments: Anthropology, Asian and Asian-American Studies, English, Human Development, German and Russian Studies, Philosophy, and Political Science. The successful candidate will join the faculty of one of these departments in addition to being associated with the CRCB-TAE in a leadership capacity. Please submit applications using Interview exchange <<http://binghamton.interviewexchange.com>> An application should include a letter of application, a CV, a research statement, a writing sample (article or chapter), a teaching statement, a syllabus for an introductory course and another syllabus for an upper division/graduate course both in the area of human rights, contact information for three references. Letters of reference will be solicited from finalists. Review of applications will begin 02 December and will continue until the position is filled. For questions contact ami@binghamton.edu

The State University of New York and Binghamton University are Equal Opportunity/Affirmative Action Employers

committee, at Williamsj@montevallo.edu. Applicants should apply online at <https://jobs.montevallo.edu>. Review of applications begins immediately and continues until the position is filled - for best consideration, please apply by January 8, 2016.

Art: Truman State University. Tenure track position - Visual Communications. For further information see <http://employment.truman.edu> AA/EOE/ADA.
Biology: Plant Biologist. The Department of Biology at the Univer-



57th World University
5th World's top 50 Universities under age 50
1st Engineering/Technology/Computer Sciences in Hong Kong
2nd Business School in Asia

Worldwide Search for Talent

City University of Hong Kong is a dynamic, fast-growing university that is pursuing excellence in research and professional education. As a publicly-funded institution, the University is committed to nurturing and developing students' talents and creating applicable knowledge to support social and economic advancement. The University has seven Colleges/Schools. As part of its pursuit of excellence, the University aims to recruit **outstanding scholars** from all over the world in various disciplines, including **business, creative media, energy, engineering, environment, humanities, law, science, social sciences, veterinary sciences** and other strategic growth areas.

Applications and nominations are invited for:

Head of Department of English [Ref. C/311/30]

The Position
 Reporting to the Provost through the Dean of College of Liberal Arts and Social Sciences, the Head of Department will provide leadership and strategic direction in research and professional education for the Department. The Head will encourage and promote academic excellence, and steer the Department to enhance the mission and vision of the University in alignment with the University's Strategic Plan.

The Person
 A doctorate degree with strong academic and professional qualifications, a distinguished record of teaching, research and scholarship, and substantial relevant experience in tertiary education; outstanding management effectiveness; commitment to teamwork; and strong communication and networking skills to build and nurture internal and external contacts to the benefit of the Department.

Salary and Conditions of Service
 The appointee will be offered appointment to an academic rank commensurate with qualifications and experience. The headship appointment will be on a concurrent basis for an initial period of three years. Remuneration package will be attractive and driven by market competitiveness and individual performance. Excellent fringe benefits include gratuity, leave, medical and dental schemes, and relocation assistance (where applicable).


Information and Application
 Further information on the post and the University is available at <http://www.cityu.edu.hk>.

The University is being represented in this search by the Korn/Ferry International (H.K.) Ltd. Please send a nomination or application with a current curriculum vitae to Mr. T.T. HO, Senior Client Partner, Korn/Ferry International (H.K.) Ltd., 15/F, St. George's Building, 2 Ice House Street, Central, Hong Kong, or email to "cityu-en@kornferry.com". **Applications and nominations received on or before 15 December 2015 will receive full consideration.** The University's privacy policy is available on the homepage.

City University of Hong Kong is an equal opportunity employer and we are committed to the principle of diversity. Personal data provided by applicants will be used for recruitment and other employment-related purposes.

Worldwide recognition ranking 57th (QS survey 2015); 5th among top 50 universities under age 50 (QS survey 2014); 1st in Engineering/Technology/Computer Sciences in Hong Kong (Shanghai Jiao Tong University survey 2015); and 2nd Business School in Asia-Pacific region (UT Dallas survey 2014).

**PROGRAM IN GENDER AND SEXUALITY STUDIES
 POSTDOCTORAL RESEARCH ASSOCIATES**



Princeton University's Program in Gender and Sexuality Studies is pleased to announce two residential Postdoctoral Research Associate positions, renewable annually for three years contingent upon satisfactory performance. One will be awarded to a scholar in the field of Disability Studies. We welcome applications from scholars studying disability from a broad range of social science and humanities fields engaged with gender and sexuality studies. One of the postdoctoral research associates is shared with the Program in American Studies and will support a scholar working at the intersection of race/ethnicity and gender/sexuality.

The Program in Gender and Sexuality Studies Postdoctoral Research Associate Program aims to support scholars who address issues related to gender, sexuality, disability, race, and ethnicity using a multidisciplinary lens. These fellowships are designed to nurture the academic careers of new scholars by providing opportunities to pursue research while gaining mentoring from Princeton faculty. To that end, we are interested in scholars of unusual promise who plan to pursue faculty positions and who demonstrate promising teaching skills. It is our expectation that, with three years of postdoctoral teaching and research experience at Princeton, these postdocs will be highly competitive for tenure-track appointments.

Terms of Agreement

Postdoctoral Research Associates will be expected to pursue research, teach two undergraduate courses per year upon the approval of the Dean of the Faculty, and to participate in the intellectual life of the Programs in Gender and Sexuality Studies, American Studies, and the university. Fellows are expected to reside in or near Princeton during the academic year.

The expected term of appointment is July 1, 2016-June 30, 2019, renewed annually. Postdoctoral research associates will receive a 12-month annual salary of \$60,000 with Princeton health benefits and an annual research fund of \$5,000.

Application Process

We invite applications from qualified candidates in the early years of their academic careers who do not yet hold tenure-track academic positions. Ph.D. required. Candidates who do not hold a Ph.D. but expect to by June 30, 2016 must provide a letter from the chair of their dissertation committee confirming the timeline for completion. Applicants should submit a cover letter, CV, research statement (3,000 words), writing sample (no more than 25 pages), 1-page teaching statement, proposals for two undergraduate courses, and names and contact information for three references.

Applications received by December 1, 2015 at 11:59 pm EST will receive full consideration. Information about the Program in Gender and Sexuality Studies can be found at: <http://gss.princeton.edu/>. Information about the Program in American Studies can be found at: <http://www.princeton.edu/ams/>. These positions are subject to the University's background check policy.

Applications must be submitted online at:

<https://jobs.princeton.edu/applicants/Central?quickFind=67454>

Princeton University is an Equal Opportunity 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, gender identity, national origin, disability status or protected veteran status. The Program strongly encourages underrepresented minority and international scholars to apply.

The Program strongly encourages underrepresented minority and international scholars to apply.

**FACULTY POSITIONS
 TISCH SCHOOL OF THE ARTS**

New York University's Tisch School of the Arts, one of the world's leading arts schools, invites qualified candidates to apply for faculty positions in the following departments:

Emerging Media

- Clive Davis Institute of Recorded Music
- Photography & Imaging

Institute of Performing Arts

- Art & Public Policy
- Dance
- Drama
- Graduate Musical Theatre Writing

Kanbar Institute of Film & Television

- Cinema Studies
- Graduate Film
- Undergraduate Film and Television
- Rita & Burton Goldberg Department of Dramatic Writing

Open Arts

tisch.nyu.edu/faculty/faculty-positions



NYU | **TISCH SCHOOL OF THE ARTS**

NYU is an equal opportunity employer.



HISTORY INSTRUCTOR

Jefferson Community College, Watertown, New York, part of the State University of New York (SUNY) system, seeks a full-time, tenure-track instructor to begin January 2016. The teaching load is five classes per semester (Spring and Fall, day and evening), 30 credit hours per year. Additional responsibilities include student advising and participation in College committees and community outreach.

Required: Master's degree in History or related field; college level teaching experience; excellent communication skills; and the ability to work with students and colleagues from diverse backgrounds.

Preferred: Community College teaching experience, ability to teach both U.S. and Western Civilization survey courses as well as other coursework within the discipline; ability to work in a collaborative environment; experience in online course delivery; ability to use technology; academic advising; excellent written and oral communication skills; and experience working with students from diverse backgrounds.

To Apply: Send completed JCC application, cover letter, resume (vitae), unofficial transcripts, and contact information for three professional references to: Human Resources, Dept. #10, Jefferson Community College, 1220 Coffee Street, Watertown, New York 13601-1897, or via email at humanresources@sunyjefferson.edu.

Review of applications will begin immediately. For consideration, completed application materials must be submitted by 4:00 p.m., November 6, 2015. Finalists will be responsible for interview-related expenses. For more information about JCC & an employment application, visit <http://www.sunyjefferson.edu/about-jcc/employment-resources>.

JCC is an equal employment opportunity, affirmative action institution.


**ASSISTANT PROFESSOR
 Department of Linguistics and
 the Center for Data Science
 ARTS AND SCIENCE**

The Department of Linguistics and the Center for Data Science at New York University seek an assistant professor to fill a tenure-track position in natural language processing, beginning September 1, 2016, pending administrative and budgetary approval. We are looking for outstanding applicants with demonstrated excellence in teaching and an active research program that uses quantitative, computational methods and other digital technologies to address substantive questions about natural language.

The successful candidate will be expected to engage collaboratively with the faculty in both the Linguistics department and the Center for Data Science. Responsibilities include teaching in both the CDS and the Department of Linguistics at the undergraduate, masters, and PhD level, as well as supervising student research.

Review of applications will begin on **December 1, 2015**. To apply, see the NYU Department of Linguistics web site at <http://linguistics.as.nyu.edu/page/home>. Instructions for electronic submission of documents can be found under the link 'Employment'. Applicants should submit an application including a description of their research program; a teaching statement; curriculum vitae; work samples, and three references.

For further information about this position, please contact Professor Chris Barker, chris.barker@nyu.edu.



NEW YORK UNIVERSITY

EOE/Minorities/Females/Vet/Disabled



South University of Science and Technology of China
Division of Humanities

Professor/Associate Professor/Assistant Professor

The Division of Humanities invites applications for full-time faculty positions in literature, linguistics and philosophy at Professor/Associate Professor/Assistant Professor rank to be filled commencing September 2015 (or no later than January 2016). The successful candidates will teach general education courses covering Classical Chinese literature, modern and contemporary Chinese literature, English language and literature, linguistics, religions, Philosophy, history of arts, museology, musicology and other Humanities related subjects. They should also design and prepare course syllabuses. The hired candidates will perform administrative duties assigned by the Head of Division.

Applicants should have a PhD degree in Chinese Language and Literature, Linguistics, Philosophy or a relevant discipline from a reputable university, a high international standing in the fields of Humanities, with an exceptional track record of high-quality research and scholarly publications in the fields of any particular area. Satisfactory knowledge of spoken and written Chinese is preferable.

Salary is highly competitive. A team of research and administrative staff will be provided according to needs. Housing benefits of a 100-150m² flat will be provided. With the exception of strong senior candidates who may be offered appointment on substantive terms, initial appointment will normally be made on a three-year contract, renewable subject to mutual agreement. Substantiation review normally takes place before completion of the second three-year contract.

Applicants should send a cover letter and curriculum vitae by email to zhub@sustc.edu.cn preferably before 31 October 2015. Applications are open until the positions are filled.



Honors College Assistant Professor

The University of New Mexico Honors College invites applications for a tenure-track, Assistant Professor position from Humanities-focused scholars in the areas of Latin American Studies, Latina/o Studies, Chicana/o Studies or Native American/Indigenous Studies. To apply, go to <https://unmjobs.unm.edu> and search for Posting No. 0832282. For best consideration, applications must be submitted no later than November 23, 2015. Queries may be directed to: Dr. Christopher Holden, Search Committee Chair, cholden@unm.edu.



Associate or Full Professor Creative Writing, Fiction University of California, Berkeley

The Department of English at the University of California, Berkeley is recruiting for a tenured Associate Professor or Full Professor in the area of Creative Writing of Fiction, with an expected start date of July 1, 2016.

For more information about the position, including required qualifications and application materials, go to <http://apptrkr.com/688279>.

The deadline to apply is November 13, 2015. For questions, please contact Grace De Guzman at acadhr_english@berkeley.edu.

UC Berkeley is an AA/EEO employer.



Fred and Dorothy Chau Postdoctoral Fellowship

Pomona College seeks applications for the Fred and Dorothy Chau postdoctoral fellowship, a two-year position, beginning July 2016. This fellowship is open to scholars in any field in the arts, humanities or social sciences whose research engages race, ethnicity, class, gender, sexuality, or transnational studies. We are especially interested in scholars who will complement our curriculum in Art History, Dance, English, Linguistics, Politics or Theater. Successful candidates will teach two courses per year. Fellows are also responsible for giving one public presentation each year. Salary is commensurate with a visiting full-time faculty position. Please submit letter of application, CV, writing sample, short description of dissertation, statement about teaching at a liberal arts college, a statement addressing the candidate's demonstrated ability to mentor a diverse student body, and three letters of recommendation by November 2, 2015 to www.academicjobsonline.org.

Pomona College, a member of the Claremont Colleges, supports equal access to higher education and values working in a richly diverse environment.



Full or Associate Professor Position Thai Studies

Harvard University – Faculty of Arts and Sciences
Department of Anthropology

The Department of Anthropology seeks to appoint a tenured or tenure-track professor in Thai studies. The successful candidate will specialize in the social anthropology of Thai society and will be asked to advance the scholarship and teaching of topics related to Thailand at Harvard. The appointment is expected to begin on July 1, 2016. The professor will teach courses (normally four courses/year) and advise students at the undergraduate and graduate levels. Candidates are required to have a doctorate as well as a substantial record of research, publications and teaching at the time of application. Demonstrated excellence in teaching and research is highly desired. Candidates should evince evidence of intellectual leadership and the ability to have an impact on the field of Thai studies at Harvard and in the wider scholarly community.

Applicants should submit the following materials through the ARIES portal (<http://academicpositions.harvard.edu/postings/6358>). Applications must be submitted by December 1, 2015.

1. Cover letter
2. Curriculum Vitae
3. Teaching statement (describing teaching approach and philosophy)
4. Research statement

Contact Information: Chair, Thai Studies Chair Search Committee (anthrochair@fas.harvard.edu), Department of Anthropology, Faculty of Arts and Sciences, Harvard University, Cambridge, MA 02138.

Harvard is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.



Chairperson, Department of Teaching and Learning and A. Elwood and Juneth S. Adams Endowed Professor

Indiana State University (ISU) is seeking applications and nominations for the position of Chairperson for the new Department of Teaching and Learning at the rank of full or associate professor beginning October 1, 2015. The successful candidate will also be named as the first Adams Endowed Professor in the Bayh College of Education and will join a dynamic team dedicated to expanding the vision of the college and supporting ISU's strategic plan. The Endowed Professorship is intended to stimulate innovation, creativity and growth in scholarship, teaching, service in the areas of teacher leadership, diversity and inclusive excellence, P-12 partnerships and community engagement. We seek an innovative, servant-leader and distinguished scholar who is committed to academic excellence and has a rich appreciation for diversity and inclusion. This is a unique opportunity for an individual to bring inspiring leadership to the Department, College, University, state, and nation for teacher education.

For more information go to <http://jobs.indstate.edu/postings/8712>.

EOE/Minority/Female/Individual with Disability/Veteran



Electrical and Computer Engineering Department Chair

Lawrence Technological University's Department of Electrical and Computer Engineering has 7 full-time faculty and enrolls some 140 graduate and 180 undergraduate students. It offers accredited B.S. degrees in Electrical Engineering and Computer Engineering, as well as a B.S. degrees in Embedded Software Engineering (new) and an M.S. in Electrical and Computer Engineering. The department also has a commendable scholarship program.

Qualified applicants for the chair position will have strong leadership and administrative skills, an interest in advanced teaching methodologies, a vision for growing the research enterprise in the department, and the ability to build strong relationships with academic departments, potential students, and corporations. A Ph.D. in electrical or computer engineering or a closely related field is required as well as credentials commensurate with appointment as a full professor with tenure. Past experience in formal academic leadership and in the ABET accreditation process is preferred. Salary is competitive and commensurate with qualifications and experience.

Lawrence Tech is a private, focused university with Colleges of Architecture & Design, Arts & Sciences, Engineering, and Management. Of these, Engineering is the oldest and largest, enrolling more than 1,000 undergraduate and 700 graduate students. The College includes five departments: civil and architectural; biomedical; electrical and computer; mechanical; and technology. Over a third of the students enroll in evening programs, and the College serves both full-time and working adult students. The University enjoys strong ties with many industries headquartered in the region and is expanding academic, service, and applied research programs.

Lawrence Tech welcomes applications from minorities and women. The position is available July 1, 2016. Applications are accepted until the position is filled and will be reviewed as they are received. Interested candidates should send resume and references to: Dr. Nabil Grace, Dean, College of Engineering, Lawrence Technological University, 21000 W. Ten Mile Rd., Southfield, MI 48075-1058 or engrdean@ltu.edu. EOE



PSYCHOLOGY FACULTY POSITION

DEPARTMENT OF PSYCHOLOGY

We seek candidates qualified to teach foundational, undergraduate courses in psychology and upper level courses in their area of specialization. Teaching competencies in areas of research methods and statistics are essential. Competencies in areas such as community mental health, human cognition, abnormal psychology, dyadic communication, biological bases for behavior and/or organizational psychology would be considered an asset. Applicants should have a PhD in Psychology or be advanced ABD status at the time of appointment. In concert with teaching, applicants would be expected to contribute collaboratively to the development of a growing new degree program in an interdisciplinary environment and establish a modest research program involving undergraduate students. The successful applicant must have an active Christian faith and commitment to the integration of faith and learning in a Christian university-level setting. All qualified candidates are encouraged to apply; however in accordance with Canadian Immigration requirements, Canadians and permanent residents will be given priority.

For application instructions and the full text of the job posting go to www.chroniclevitae.com/jobs/0000893760. For information on other faculty and staff openings at Booth University College visit www.boothuc.ca/employment



POLITICAL ECONOMY.

The University of Michigan's Organizational Studies Program and the Residential College seek qualified applicants for a jointly-appointed tenure-track assistant professor in the area of Political Economy. This is a university-year appointment with an expected start date of September 1, 2016.

We seek an interdisciplinary scholar trained in economics (or with a strong background in economics) and dedicated to undergraduate teaching, who can pursue the analysis of economic, social, political, and/or institutional questions. The successful candidate should be able to offer undergraduate courses in industrial and institutional organization or the history of American business and government and a larger course on research methods and the evaluation of evidence. The candidate should also be able to offer an introductory course on political economy approached from perspectives anchored in economics as well as upper level electives on possible topics such as grassroots economic development, the economics of urban crisis, or the economic impact of crime and of criminal justice.

Candidates should reference our job posting at <http://www.lsa.umich.edu/rc/people/jobopenings> and submit application dossier (in Microsoft Word or PDF format) through our candidate portal.

Deadline for submission of applications is November 15, 2015. Women and minorities are encouraged to apply. *The University of Michigan is supportive of the needs of dual career couples and is an Equal Opportunity/Affirmative Action Employer.*



THE OHIO STATE UNIVERSITY

COLUMBUS, OH

Assistant Professor Data Analytics and Geodetic Engineering College of Engineering

The College of Engineering at The Ohio State University seeks applications to fill a tenure-track faculty position at the level of Assistant Professor rank in Data Analytics and Geodetic Engineering within the Department of Civil, Environmental and Geodetic Engineering.

This position is partially funded by The Ohio State's Discovery Themes Initiative, a significant faculty hiring investment in key thematic areas in which the university can build on its culture of academic collaboration to make a global impact.

An earned doctoral degree in Geodesy, Geomatics Engineering, Remote Sensing or a closely related field is required prior to the anticipated start date of August 2016. View complete announcement here: <https://ceg.osu.edu/about-us/faculty-position>

To apply: please submit your application electronically in the form of a single PDF file attached to an e-mail message addressed to eng-cege-geodeticsearch@osu.edu. The PDF file must include, in this order, a cover letter; curriculum vita; statements of research and teaching interests; the names and contact information of three references; and copies of up to three papers (published, under review, or in preparation). Review of applications will begin on December 15, 2015 and continue until the position is filled.

Commitment to Diversity and Inclusion:

The Ohio State University is committed to establishing a culturally and intellectually diverse environment, encouraging all members of our learning community to reach their full potential. We are responsive to dual-career families and strongly promote work-life balance to support our community members through a suite of institutionalized policies. We are an NSF ADVANCE Institution and a member of the Ohio/Western Pennsylvania/West Virginia Higher Education Recruitment Consortium.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, or protected veteran status. The Ohio State University is an EEO/AA employer and an NSF ADVANCE Institution.



Tenure-Track Faculty Position – Assistant Professor – Hydrology and Water Resources

UMass Amherst, located in Amherst, Massachusetts, sits on nearly 1,450-acres in the scenic Pioneer Valley of western Massachusetts, 90 miles from Boston and 175 miles from New York City. The campus provides a rich cultural environment in a rural setting close to major urban centers.

The Department of Civil and Environmental Engineering at the University of Massachusetts Amherst invites applications for a tenure-track faculty position at the assistant professor level in the area of Water Resources. The appointment is expected to begin September 1, 2016. We seek an individual who can provide innovative solutions to national and international issues of concern including: environmental data science, systems analysis, hydrologic applications of remote sensing, hydroclimatology and adaptation to climate change, risk assessment, environmental restoration, and sustainable water infrastructure.

The Department of Civil and Environmental Engineering has 27 full-time, tenure track faculty members and approximately 120 graduate students and 330 undergraduates. The department's research expenditures exceed \$8 million/year. Additional information about the department can be obtained at cee.umass.edu.

The successful candidate will be responsible for establishing and maintaining a program of externally funded research. We anticipate the successful candidate will build research collaborations within the department as well as throughout the campus, including with the Department of Interior Northeast Climate Science Center housed at UMass. The candidate should have graduate and undergraduate teaching interests that draw from one or more of the following areas: mathematical modeling, statistics, systems analysis, environmental fluid mechanics, hydrology and hydraulics. Applicants must have a Ph.D. in a civil engineering or a closely related field or anticipate such a degree by August 2016. Salary will be commensurate with qualifications and experience.

Candidates should provide the following in their application package:

- (1) statement of interest, teaching and research qualifications, description of research goals and how the candidate's expertise would successfully integrate with department and University strengths;
- (2) current Curriculum Vitae;
- (3) three original research articles or equivalent;
- (4) full contact information for at least four references; and
- (5) a brief abstract for a potential research seminar.

Review of applications will begin on December 15, 2015, and continue until a suitable candidate is identified.

Submit your application materials to:

<http://umass.interviewexchange.com/candapply.jsp?JOBID=64499>

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.

We are seeking talented applicants qualified for an assistant professor position. Under exceptional circumstances, highly qualified candidates at other ranks may receive consideration.



Come work with us!

Faculty Position

Department of Materials Science and Engineering

The Department of Materials Science and Engineering (DMSE) seeks candidates for open tenure-track faculty positions to begin July 2016 or thereafter. Appointments would be at the assistant or untenured associate professor level and will be located in Cambridge, Massachusetts. In special cases, a senior faculty appointment may be possible. Faculty duties include teaching at the graduate and undergraduate levels, research, and supervision of student research.

Candidates should hold a Ph.D. in Materials Science and Engineering or a related field by the start of employment. DMSE intends to broaden its research portfolio in computational materials science and in particular seeks candidates who conduct research in theory, modeling and simulation of materials. All areas of computational materials science and materials classes will be considered, including application and development of first-principles methods; materials theory; data-driven design and discovery of materials; and development and application of meso-scale, multi-scale, and multi-physics methods.

DMSE has strengths and interests across the full spectrum of materials science and engineering, and excellent candidates with expertise in any and all areas of the field are welcomed. This includes candidates who can engage with Institute initiatives in Manufacturing, Energy, Environment, Health, and Data.

Interested candidates should submit application materials electronically at <http://dmsefacsrch.mit.edu>. Each application should include: a curriculum vitae; a statement of research interests; and a statement of teaching interests. We request that each candidate arrange for 3 letters of reference to be uploaded at <http://dmsefacsrch.mit.edu/letters/>. Questions should be addressed to DMSE-Search-Master@dmsefacsrch.mit.edu. Responses received by December 31, 2015, will be given priority. No application received after March 1, 2016, will be considered in this year's search.

MIT is an Equal Opportunity/Affirmative Action employer. MIT is committed to diversity in engineering education, research and practice, and we especially encourage minorities and women to apply.

<http://web.mit.edu>



Faculty Position in Geotechnical Engineering

The Department of Civil and Environmental Engineering at The Pennsylvania State University invites applications for a tenure-line faculty position in the area of geotechnical engineering. The position is open at the Assistant and Associate ranks. The research focus of the position is open; however, those candidates who exhibit exceptional potential in emerging areas relevant to geotechnical and geoenvironmental engineering will receive the highest consideration. Beyond the specific areas of research interest, the candidate's intellectual depth and promise in both research and teaching are of the highest priority. Individuals having demonstrated the ability to collaborate across disciplines are especially encouraged to apply.

The Department of Civil and Environmental Engineering is a dynamic group with 30 tenure-line faculty, annual research expenditures exceeding 15 million dollars, 33,000 peer-reviewed paper citations indexed by Thomson's Web of Science, and U.S. News and World Report rankings of 15th at the undergraduate level and 21st for the Civil Engineering graduate program in the U.S. The Department's faculty has received a number of prestigious honors including NAE membership and 7 NSF CAREER awards. Excellent opportunities exist for candidates to interact with faculty in multidisciplinary projects through the Penn State Materials Research Institute, Institute for Cyberscience, Larson Transportation Institute, Institutes of Energy and the Environment, Institute for Natural Gas Research, Sustainability Institute, Protective Technology Center, and Civil Infrastructure Testing and Evaluation Laboratory, among others. Penn State is one of the nation's leading research universities with expenditures exceeding \$840 million annually. The university is also one of the nation's leaders in industry-sponsored research, with partnerships involving over 400 companies on an annual basis.

Applicants shall hold a Ph.D. in Civil Engineering or closely related discipline. Candidates will be expected to engage in instruction at both the undergraduate and graduate levels in the area of geotechnical engineering and enhance the Department's existing curriculum.

For full consideration, applications should be submitted by November 15, 2015. Review of applications will continue until the position is filled. Applicants should upload a cover letter, curriculum vitae, separate statements of research interest and teaching philosophy, up to four representative publications, and names, affiliations, and contact information for four references.

Apply to job 60077 at <http://aptrkr.com/687469>

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 all qualified applicants without regard to race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability or protected veteran status.



Assistant Professor of Information Sciences and Technology

The Pennsylvania State University Altoona College invites applications for Fall 2016 for one full time, tenure-track Assistant Professor position in Information Sciences and Technology. We offer a baccalaureate degree in Security and Risk Analysis with an emphasis on Information and Cyber Security. We seek candidates with educational and industry experience in information technology, preferably with a background in information systems security or risk management. In addition, the college seeks candidates with strong communication skills, and evidence of significant research and knowledge in computer science, information technology and/or risk management. A Ph.D. degree in computer science, information technology or a related field is required. Please see job listing for application process. Review of applications will begin the week of December 14, 2015, and continue until the position is filled.

Apply to job 60054 at <http://aptrkr.com/683756>

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 all qualified applicants without regard to race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability or protected veteran status.

ing responsibilities will include introductory courses and upper-level courses in the candidate's area of expertise. The successful candidate will be expected to establish a productive research program involving undergraduate and graduate students. The University of West Georgia (<http://www.westga.edu>) is a comprehensive regional university of approximately 12,000 students located on a 644-acre wooded campus in



Assistant Professor in Bioinformatics and/or Biostatistics

The Department of Mathematics and Statistics at Auburn University is seeking a qualified individual for a tenure-track position at the level of assistant professor in the area of Bioinformatics and/or Biostatistics with strong computational skills. The hire is part of Auburn University's cluster hiring initiative in Omics and Informatics. This is a nine-month position and the desired starting date is August 16, 2016. Applicants must have a Ph.D. or equivalent degree in Statistics or Biostatistics or a closely related field by the appointment start date. Postdoctoral research experience and an interdisciplinary research component are desirable.

The successful candidate will be expected to: (1) develop her/his independent research program in Bioinformatics and/or Biostatistics, (2) interact with and contribute to the interdisciplinary research advancement at Auburn University, (3) advise and mentor both undergraduate and graduate students, (4) have a strong commitment to high quality teaching at the undergraduate and graduate levels because teaching will be required at both levels.

In addition, the successful candidate for this position will be expected to actively participate in Auburn University multidisciplinary Cluster Hire Initiative in the cluster of Omics and Informatics. New faculty expertise in Bioinformatics or Biostatistics will complement the University's considerable existing expertise in these areas to form the core of this innovative multidisciplinary initiative. Participation in the Omics cluster will be an important component in faculty annual reviews. For more information regarding the Cluster Hires please click the following link: http://www.auburn.edu/academic/provost/strategic_hire.html

Interested candidates should submit a letter of interest, curriculum vitae, transcripts, a teaching statement, a research statement, and the names of three references.

In order to apply for this position and view full details, please visit our website at <http://aufacultypositions.peopleadmin.com/postings/1320>.

Review of applications will begin on December 1, 2015 and will continue until the position is filled.

The candidate selected for this position must be able to meet eligibility requirements for work in the United States at the time the appointment is scheduled to begin and continue working legally for the proposed term of employment. The candidate must possess excellent written and interpersonal communication skills.

Auburn University is an EEO/Vet/Disability Employer.



Open Rank Faculty of Mechanical Science

The Department of Mechanical Science and Engineering at the University of Illinois at Urbana-Champaign invites applications for multiple faculty positions in all ranks. Emphasis is on the areas of manufacturing, materials, and computational science; however, excellent candidates will be considered in all areas related to mechanical science and engineering. Successful candidates are expected to teach at the undergraduate and graduate levels, establish and maintain active research programs, and provide service to the department, the university, and the profession.

The department has top-ranked graduate and undergraduate programs in mechanical engineering, engineering mechanics, and theoretical and applied mechanics. Our faculty and students have access to world-class interdisciplinary opportunities, including extensive state-of-the-art facilities housed on campus. These facilities include the Frederick Seitz Materials Research Laboratory, the Beckman Institute, the Coordinated Science Laboratory, the Micro and Nanotechnology Laboratory, the National Center for Supercomputing Applications, the Carver Biotechnology Laboratory and the Institute for Genomic Biology.

Senior qualified candidates will also be considered for tenured full professor positions as part of the Grainger Engineering Breakthroughs Initiative, which is backed by a \$100-million gift from the Grainger Foundation. More information regarding this unique opportunity can be found at <http://graingerinitiative.engineering.illinois.edu>.

We have an active and successful dual-career partner placement program with strong commitment to work-life balance and family-friendly programs for faculty (<http://provost.illinois.edu/worklife/index.html>).

The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer.

Illinois is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, sexual orientation, gender identity, 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)

sity of West Georgia invites applications for a tenure-track assistant professor position in plant biology, beginning in August 2016. The

research specialty is open but we are particularly interested in candidates with expertise in genetics, physiology, or development. Teach-



Assistant Professor (2) - Tenure-Track Positions Chemical Engineering

Duties: Teaching graduate and undergraduate courses; supervision of graduate student research; pursuit of external research funding; publication of research; participation in university governance. Start Date: August 22, 2016

Minimum Qualifications: Doctorate in Chemical Engineering or closely related field.

Preferred Qualifications: Experience in teaching engineering courses (undergraduate and graduate level); excellent communication skills; track record of productive research in core area of Chemical Engineering (especially separations and mass transport); research interests in an area with applications in energy or other field that complements existing research strengths in the department; potential for collaborative research with industry and researchers in other departments at CSU and the ability to contribute through teaching and/or service to the diversity, cultural sensitivity, and excellence of the academic community.

Additional Information: The Department offers Bachelor's, Master's and Doctoral degrees in Chemical Engineering and Biomedical Engineering degrees at the Master's and Doctoral level. Please visit the Department website <http://www.csuohio.edu/engineering/chemical>. Women and members of under-represented minority groups in engineering are especially encouraged to apply.

Application Requirements: Applications will be exclusively accepted online at <https://hrjobs.csuohio.edu/postings/3921>. Mailed or emailed application materials will not be accepted. Submit a cover letter; curriculum vitae (including the names of at least three (3) professional references); a statement of teaching interests; a research plan. Position is open until filled. Review begins November 6, 2015.

Contact Information: Dr. Nolan Holland by email at n.holland1@csuohio.edu or by phone at 216-687-2572 to answer any questions.



Hiring is contingent on maintaining existing levels of funding from the state of Ohio. 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.

An Equal Opportunity Employer-Disabled/Protected Veterans.



Come work with us!

Tenure Track Faculty

The Department of Brain & Cognitive Sciences (BCS) (<http://bcs.mit.edu>) at MIT is looking to hire up to five (5) tenure-track faculty at the assistant professor level. Affiliations with the Picower Institute for Learning & Memory and the McGovern Institute for Brain Research are possible. We are most excited about candidates who work in one or more of the following four (4) areas:

i. Computational and theoretical approaches to neuroscience and cognition. Possible areas of focus include but are not limited to: statistics and data science, neural circuits, neural population representations and transformations, and cognitive processes. Candidates with the ability to build bridges across empirical domains are especially attractive. An affiliation with Electrical Engineering and Computer Science (EECS), the Computer Science and Artificial Intelligence Laboratory (CSAIL), Institute for Data, Systems, and Society (IDSS), or other allied departments is possible.

ii. Systems neuroscience in non-human animals. The ideal candidate would be driven by computational questions and ideas from human cognition, with the goal of reverse engineering the underlying neural representations and processes using tools that allow access to multiple brain regions.

iii. Cognitive neuroscience in humans, especially if the candidate's work bridges levels of analysis using a variety of methods including MRI, MEG, fMRI, theoretical modeling, genetics and reverse engineering approaches.

iv. Human cognition using behavioral methods, especially in the areas of language and/or cognitive development.

Successful applicants are expected to develop and lead independent, internationally competitive research programs and to share in our commitment to excellence in undergraduate and graduate education by teaching courses and mentoring graduate and undergraduate students. PhD must be completed by start day of employment and some postdoctoral training is preferred.

Please submit application materials – cover letter, CV, statement of research and teaching interests and representative reprints – online at <https://academicjobsonline.org/ajob/jobs/5972>. Please state research area in cover letter. To help direct the application, applicants should indicate which of the four areas listed above is their main research area by answering the mandatory questions included in the application. In addition, please arrange to have three letters of recommendation submitted online. Review of applications will begin on October 31, 2015.

MIT is an affirmative action employer, and we encourage applications from women and underrepresented minorities.

<http://web.mit.edu>

Mechanical and Aerospace Engineering
www.princeton.edu/mae



Assistant Professor

The Department of Mechanical and Aerospace Engineering (MAE) at Princeton University is conducting a broad search for two (2) tenure-track assistant professors. We welcome applications from all areas in mechanical and aerospace engineering, including but not limited to the fields of particular interest, namely, (1) robotics and (2) aerospace-related sciences and engineering. Applicants must hold a Ph.D. in Engineering, Materials Science, Physics, or a related subject, and have a demonstrated record of excellence in research with the potential to establish an independent research program. We seek faculty members who will create a climate that embraces excellence and diversity, with a strong commitment to teaching and mentoring.

Princeton's MAE department has a long history of leadership in its core areas of Applied Physics, Dynamics and Controls, Fluid Mechanics, Materials Science, and Propulsion and Energy Sciences, with additional strength in cross-disciplinary efforts impacting areas such as biology, bio-inspired design, the environment, security, and astronautics. We seek creative and enthusiastic candidates with the background and skills to build upon and complement our existing departmental strengths and those who can lead the department into new and exciting research areas in the future.

To ensure full consideration, applications should be received by November 15, 2015. Applicants should submit a curriculum vitae, including a list of publications and presentations, a 3-5 page summary of research accomplishments and future plans, a 1-2 page teaching statement, and contact information for at least three references online at <http://jobs.princeton.edu>, reference number 1500603. Personal statements that summarize leadership experience and contributions to diversity are encouraged.

Princeton University is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law. We welcome applications from members of all underrepresented groups. This position is subject to the University's background check policy.

Princeton University | Engineering Quadrangle | Princeton, NJ 08544

IOWA STATE UNIVERSITY

Department Chair The Department of Electrical and Computer Engineering

The Department of Electrical and Computer Engineering at Iowa State University (www.ece.iastate.edu) is seeking a distinguished scholar internationally recognized in research, education and professional service for appointment at the rank of tenured full professor to be the Department Chair in Electrical and Computer Engineering.

The Department of Electrical and Computer Engineering at Iowa State University is home to 60 faculty, and is associated with 11 research centers and institutes. The department boasts 15 IEEE Fellows, \$18.5M in funded research proposals (2014), and one of the largest ECE enrollments in the nation. For more information about our department's engineering programs, go to www.ece.iastate.edu.

Iowa State University is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, age, religion, sex, sexual orientation, gender identity, genetic information, national origin, marital status, disability, or protected veteran status, and will not be discriminated against. Inquiries can be directed to the Director of Equal Opportunity, 3350 Beardshear Hall, (515) 294-7612.

All interested, qualified persons are encouraged to apply early and must apply for this position by visiting <http://www.iastatejobs.com/postings/14418> and completing the Employment Application for vacancy #500157. Questions and nominations should be directed to Dr. Steve Mickelson, chair of the search committee, at ECPEChairSearch@iastate.edu. For full consideration, applications must be received by Dec. 1, 2015.

Iowa State University is an Equal Opportunity/Affirmative Action Employer.

Carrollton, Georgia, with a satellite campus in Newnan, Georgia. The Department of Biology is a growing program that has 17 tenured and tenure-track faculty and approximately 500 undergraduate majors, plus a M.S. graduate program that currently has 21 students. Applicants must have a Ph.D. in a relevant field; postdoctoral experience is preferred. To apply, please send a single PDF file containing the following items to biosearch@westga.edu: 1) cover letter, 2) curriculum vitae, 3) statement of teaching philosophy and interests, 4) statement of research interests, and 5) copies of undergraduate and graduate transcripts. In addition, each applicant should arrange for three letters of recommendation to be sent to the same email address directly from the applicant's refer-

ences. Review of applications will begin November 16 and continue until the position is filled. The University of West Georgia is an Affirmative Action/Equal Opportunity institution.

Biology: The Biology Department at Gonzaga University invites applications for a tenure-track Assistant Professor position beginning fall, 2016. We seek to hire a biologist who can teach courses for non-majors, introductory courses in the major, such as Information Flow in Biological Systems, a science inquiry Phage Hunters lab, and upper division courses such as microbiology or developmental biology. The successful candidate also will be able to establish a research program involving undergraduate students and teach upper division courses in an



ASSISTANT PROFESSOR OF COMPUTER SCIENCE to teach a wide range of courses in the major, including foundation courses in computer science and upper level courses in database systems, data management, data mining and software engineering. In addition, the candidate will be expected to take an active, collaborative role in the evolution of the computer science major. Start date is September 2016. Position will remain open until a successful candidate is identified.

Qualifications: College teaching experience is expected; Ph.D. in Computer Science, Computer Information Systems, or Management Information Systems strongly preferred; advanced ABD considered. The College prides itself on the high quality of the teaching of its faculty as well as on their contributions to their discipline; therefore, a successful candidate should be able to demonstrate experience balancing these expectations.

Candidates should have experience with teaching, research and/or expertise in database systems, data analytics, data mining, "big data", and data science. Candidates working at the intersection of data analytics and digital forensics are especially encouraged.

Application process: A cover letter addressing the applicant's credentials and experience as they relate to the position; a statement of teaching philosophy; curriculum vitae; samples of relevant syllabi; and three letters of recommendation, one of which should address teaching, should be sent electronically to Dr. S. Burns, Acting Dean of the School of Arts and Sciences at sburns@stac.edu. Preference will be given to applications received prior to December 1, 2015 (applications will be accepted until the position is filled).



Assistant Professor Department of Chemical Engineering

The MIT Department of Chemical Engineering (<http://web.mit.edu/cheme/>) invites candidates for faculty positions starting July 2016 or thereafter. Appointment will be at the assistant or a tenured associate professor level and will be located in Cambridge, MA. In special cases, a senior faculty appointment may be possible. Candidates must have a Ph.D. in chemical engineering or a related field by the start of their employment. Candidates with research and teaching interests in all areas relevant to the field of chemical engineering will be considered. The successful candidate is expected to advise students, and develop and teach chemical engineering courses at both undergraduate and graduate levels, as well as to develop a sponsored research program and be involved in service to MIT and the profession.

Interested candidates should submit application materials electronically at <https://chemefacsrch.mit.edu>. Each application must include: a curriculum vitae; the names and addresses of three or more references; a strategic statement of research interests; and a statement of teaching interests. It is the responsibility of the candidate to arrange for reference letters to be uploaded at <https://chemefacsrch.mit.edu/letters/>.

Please address questions to ChemE-Search-Master@chemefacsrch.mit.edu. Responses received by December 1, 2015, will be given priority.

With MIT's strong commitment to diversity in engineering education, research and practice, we especially encourage minorities and women to apply. MIT is an Equal Opportunity/Affirmative Action employer.

<http://web.mit.edu>

UNITED STATES AIR FORCE ACADEMY



Assistant Professor of Engineering Mechanics (#16-10DFEM). The Department of Engineering Mechanics anticipates hiring an Assistant Professor beginning June 27, 2016. Desired experience includes mechanics of materials, aerospace structures, finite element analysis, fatigue and fracture, composite materials, structural dynamics, and experimental mechanics. The initial appointment will be for three years. Successive reappointments of up to four years are possible. Responsibilities include teaching undergraduate mechanical engineering courses and fulfilling departmental duties. An earned doctoral degree in Engineering Mechanics or Mechanical, Aeronautical, or Astronautical Engineering focused in structural mechanics with demonstrated expertise in the specified fields by the time of application is required. **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 30, 2015. U. S. citizenship required.

area of specialization that complements those of the existing faculty in the department. Required Qualifications: A Ph.D. in Biology or appropriate related discipline, at least 1 year of postdoctoral experience,

and evidence of teaching effectiveness with undergraduates. To apply or view the full position description, please visit our website at <https://gonzaga.peopleadmin.com/>. Email department inquiries to Mia Bert-

SYRACUSE UNIVERSITY

College of Arts & Sciences / Education

Two Tenure-Track Dual Assistant Professors of Mathematics and Mathematics Education

Syracuse University seeks qualified individuals for two tenure-track positions as a Dual Assistant Professor of Mathematics and Mathematics Education, with a joint appointment in the College of Arts & Sciences (Department of Mathematics) and the School of Education (Department of Teaching and Leadership) with a start date of August 22, 2016.

Qualifications - earned Doctorate by August 2016 in mathematics education and a strong mathematics background (Master's in mathematics or equivalent is required).

Evidence of a strong mathematics education research trajectory and potential for funded research.

Experience in teaching mathematics in secondary classrooms. Ability to teach a diverse student population and to prepare others to do so.

Preferred Qualifications- experience working with secondary mathematics teachers, particularly in urban or high needs school districts. All applicants must complete an on-line application at <http://www.sujobopps.com>.

For a detailed position description and online instructions go to www.sujobopps.com (072078). Applicants should attach a cover letter, a current CV, a teaching statement and a research statement, examples of representative publications and contact information for three letters of recommendation. Review of the applications will begin November 1, 2015 and continue until the position is filled or closed.

Syracuse University is an Affirmative Action/Equal Opportunity Employer. Women, military veterans, individuals with disabilities, and members of other traditionally underrepresented groups are encouraged to apply.

www.tepper.cmu.edu**Economics Faculty Tenure-Track Position**

Tenure-track faculty opening at the Assistant Professor level in Economics, commencing September 1, 2016 at Carnegie Mellon University, Tepper School of Business (www.tepper.cmu.edu). Applicants should have completed or be nearing completion of a Ph.D. degree in Economics and should have potential for excellence in research and teaching in economics. Candidates from all fields of economics will be given consideration. Teaching assignments encompass undergraduate, MBA, and Ph.D. programs. Interested individuals must submit a current curriculum vita, evidence of research (such as publications, working papers, or dissertation proposal), and three recommendation letters to ecogroup@andrew.cmu.edu. Material may also be sent via the Postal Service to Ms. Rosanne Christy, Faculty Search Coordinator for Economics, Carnegie Mellon University, Tepper School of Business, Posner 233, 5000 Forbes Avenue, Pittsburgh, PA 15213. If you have any questions about the application please contact Ms. Christy at 412-268-1320. **In order to ensure full consideration, completed applications must be received by November 20, 2015.**

Junior Faculty Tenure-Track Position in Finance

Tenure-track faculty openings at the Assistant Professor level in Finance, commencing September 1, 2016. Applicants should have completed or be nearing completion of a Ph.D. in Finance or Economics, have strong training in finance, economics, mathematics, and statistics, and have demonstrated potential for excellence in research and teaching. Teaching assignments encompass the undergraduate, masters, and doctoral levels.

All application materials (including a current curriculum vitae, evidence of research such as publications or working papers, and three recommendation letters) should be emailed to fingroup@andrew.cmu.edu. If you have any questions, please contact the Administrative Coordinator, Rosanne Christy, at 412-268-1350.

In order to ensure full consideration, completed applications must be received by **November 22, 2015**.

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.

agnolli (bertagnolli@gonzaga.edu), Chair of Biology. Position closes on December 15, 2015, midnight, PST. For assistance with your online application, call 509.313.5996. Gonzaga University is a Jesuit, Catholic, humanistic institution, and is therefore interested in candidates who will contribute to its distinctive mission. Gonzaga University is a committed EEO/AA employer and diversity candidates are encouraged to apply. All qualified applicants will receive consideration for employment without regard to their disability status and/or protected veteran status.


Business: Florida A&M University in Tallahassee has two openings for Instructor positions. The first position is in the area of Management Information Systems, and the second in Business and Finance. Both require teaching in the relevant area, student advising and service to the University. Requirements for each are Master's in a relevant area, and excellent teaching potential or ability. Interested persons should send a resume to Lisa Kong, lisa.kong@famou.edu FAMU is an EEO/AAE institution.

Business: The College of Wooster seeks to fill a tenure-track position at the assistant professor level in Business Economics to begin Fall 2016. Associate professor level will also be considered. Full description available and application materials should be submitted through the AEA job posting website: https://www.aeaweb.org/joe/listing.php?JOE_ID=2015-02_111453787. Wooster is an EEO/AA employer.

Chemistry: Assistant/Associate Professor, Department of Chemistry. Two Tenure-track faculty positions available August 19, 2016 will include those in analytical, biochemistry, inorganic or physical chemistry.

Responsibilities: develop an externally-funded research program that complements the department's existing research, that involves undergraduate and graduate students, and preferably with applications in materials, computational or environmental science; teach undergraduate and graduate classes in specialty as well as teach general chemistry. Minimum qualifications: Ph.D. degree in Chemistry or closely related area; postdoctoral research experience or equivalent; evidence of potential for excellence in teaching; evidence of potential for excellence in research. Preferred qualifications: Teaching experience at the collegiate level, e.g. teaching assistant, instructor, Assistant Professor; research interests that focus on an area which complements the department's existing research programs. For more information, please go to <https://bsu.peopleadmin.com>. The university offers an excellent benefits package, including health care and retirement plans, tuition assistance for employees and dependents, and generous time off with pay. EEO/AA EMPLOYER/Veterans/Disabled.

Chemistry: Kettering University's Department of Chemistry & Biochemistry seeks outstanding applicants for a tenure-track faculty position at the rank of assistant professor beginning in July 2016. A PhD in Analytical Chemistry or closely related discipline is required. Primary duties will include classroom and laboratory instruction, design, and assessment across a broad spectrum of undergraduate courses in chemistry. The successful candidate must be qualified to teach undergraduate courses in chemistry, demonstrate excellence in undergraduate instruction, develop an externally funded research program that engages undergraduate students, and be willing to participate in university, professional



Assistant Professor of Chemistry (#16-09DFC)

The Department of Chemistry anticipates filling an Assistant Professor of Chemistry position beginning June 27, 2016. The initial appointment will be for three years. Successive reappointments of up to four years in length are possible. Responsibilities include teaching and developing general and upper level biochemistry and organic chemistry courses at the undergraduate level, establishing a research program involving undergraduate students, and service in support of the Department and Academy. A Ph.D. in Chemistry with emphasis in bioorganic is required. Preference will be given to candidates who have demonstrated excellence and innovation in undergraduate teaching to include supervision of undergraduate researchers. 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 7, 2015**. U. S. citizenship required.

society, and community service. Interested individuals must apply for the position on-line at <http://jobs.kettering.edu/postings/1919>. Candidates should submit an application including a cover letter, curriculum vitae, a statement of teaching philosophy, graduate and undergraduate transcripts, the names and contact information of three references, letters of recommendation, and a statement of research interests. Applications will be reviewed beginning December 1, 2015 and continue until the position is filled. Kettering University values a diverse college community and is committed to excellence through diversity in its faculty, staff, and students. AA/EEOE.

Communication Disorders: The Department of Communication Science and Disorders at the University of Montevallo is seeking candidates for a nine-month position. Ph.D. required for tenure-track assistant or associate professor rank, but a strong M.S. candidate with experience in adult neurogenic disorders and potential for doctoral work would be considered at the non-tenure track Instructor level. CCC-SLP is required at either level. Applicants for tenure-track Assistant or Associate Professor position: areas of interest should include Neuroscience, Acquired Cognitive Communication Disorders, and Aphasia. Responsibilities include undergraduate and graduate teaching, graduate



57th World University | 5th World's top 50 Universities under age 50

1st Engineering/Technology/Computer Sciences in Hong Kong | 2nd Business School in Asia



Worldwide Search for Talent

City University of Hong Kong is a dynamic, fast-growing university that is pursuing excellence in research and professional education. As a publicly-funded institution, the University is committed to nurturing and developing students' talents and creating applicable knowledge to support social and economic advancement. The University has seven Colleges/Schools. As part of its pursuit of excellence, the University aims to recruit outstanding scholars from all over the world in various disciplines, including **business, creative media, energy, engineering, environment, humanities, law, science, social sciences, veterinary sciences** and other strategic growth areas.

Applications and nominations are invited for :

University Librarian [Ref. B/032/30]

As a large administrative unit with over 100 staff members supporting the University's academic enterprise, the Library provides a range of user-centred services to support the teaching, learning and research activities of the University community in a dynamic academic environment. The Library's current collection includes more than 1 million volumes of print books and over 2.5 million electronic books. The collection also comprises several hundred thousand volumes of bound periodicals. The Library maintains an expanding number of electronic databases, e-journals, and media resources.

Reporting to the Provost, the University Librarian plays a pivotal role in providing strategic leadership to the Library and effective management of resources in the delivery of services. The appointee will also work closely with the University senior management to develop the Library as a key resource centre to provide professional intellectual support in the utilization and creation of knowledge and scholarly information.

Qualifications for Appointment

Candidates should possess strong academic credentials, preferably at the level of Professor or above, with proven track record of effective management and leadership of an academic library. Other essential qualities include relevant professional qualifications, commitment to excellence, outstanding interpersonal and collaboration skills to work effectively with different stakeholders, demonstrated management and leadership ability, and considerable knowledge of emerging technologies to support excellence in research and professional education.

Salary and Conditions of Service

The appointee will be offered appointment to a rank commensurate with qualifications and experience. Remuneration package will be attractive and driven by market competitiveness and individual performance. Excellent fringe benefits include gratuity, leave, medical and dental schemes, and relocation assistance (where applicable).

Information and Application

Further information on the post and the University is available at <http://www.cityu.edu.hk>, or from the Human Resources Office, City University of Hong Kong, Tat Chee Avenue, Kowloon Tong, Hong Kong [Email : libsearch@cityu.edu.hk/Fax : (852) 2788 1154 or (852) 3442 0311].

To apply, please submit an online application at <http://jobs.cityu.edu.hk>, and include a current curriculum vitae. Nominations can be sent directly to the Human Resources Office, or email to "libsearch@cityu.edu.hk". **Applications and nominations received before 30 November 2015 will receive full consideration.** The University's privacy policy is available on the homepage.

City University of Hong Kong is an equal opportunity employer and we are committed to the principle of diversity. Personal data provided by applicants will be used for recruitment and other employment-related purposes.

Worldwide recognition ranking 57th (QS survey 2015); 5th among top 50 universities under age 50 (QS survey 2014); 1st in Engineering/Technology/Computer Sciences in Hong Kong (Shanghai Jiao Tong University survey 2015); and 2nd Business School in Asia-Pacific region (UT Dallas survey 2014).

Milwaukee School of Engineering MECHANICAL ENGINEERING FACULTY

Milwaukee School of Engineering (MSOE) invites applications for faculty positions at the **Assistant or Associate Professor** levels for Fall 2016 teaching in the Mechanical Engineering Program.

The full-time faculty positions are open to applicants of all areas of mechanical engineering.

These positions require an earned Doctorate in Mechanical Engineering (or a related field), relevant industrial experience, and a strong interest in effective undergraduate teaching, integrating theory, applications and laboratory practice. A Bachelor of Science degree in Mechanical Engineering or a related degree from an ABET-accredited program is preferred. In addition to teaching duties, the successful candidates will be expected to become involved with academic advising, course/curriculum development, supervision of student projects, and continued professional growth through a combination of consulting, scholarship, and research. Excellent communication skills are required. The review of applications will begin as they are received and continue until the positions are filled.

Please visit our website at www.msOE.edu/hr for additional information including requirements and the application process.



MSOE is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, gender identity, sexual orientation, age, status as a protected veteran, among other things, or status as a qualified individual with disability.

clinical supervision, academic advising, mentoring of research projects, research and scholarly activities including publications in peer-reviewed journals, and service to the department and the University. Applicants for non-tenure-track In-

structor position: responsibilities include undergraduate teaching, graduate clinical supervision in Acquired Communication Disorders, Aphasia, Motor Speech Disorders, academic advising, and service to the department and the University.



Multiple Positions

School of Public Health
Georgia State University
Atlanta, GA

Georgia State University is a leading urban research institution located in Atlanta, Georgia. The School of Public Health is a CEPH-accredited program with more than 280 graduate students and over 35 core faculty and academic professionals.

The School of Public Health is currently seeking outstanding applicants for tenure-track (TT) and non-tenure track (NTT) positions in several areas. Successful applicants will join a unique, multi-disciplinary public health program with emphasis in urban health research, applied public health, health policy, and community applications. Prior work experience in a university setting is highly desirable. Good oral and written communication skills are essential. Candidates who demonstrate a strong record of independent or collaborative research with extramural funding support are preferred but candidates who demonstrate the potential to become funded independent investigators will be considered. Full position descriptions can be found at <http://publichealth.gsu.edu/about/employment/> and are as follows:

Health Promotion and Behavior, Open Rank Professor (TT)/Lecturer (NTT), (Log# 17-023 A&B)

The selected tenure track candidate will be responsible for teaching, research, and publication activities in the health promotion and disease prevention areas. The selected non-tenure track candidate will be expected to teach Public Health courses that address departmental priorities in areas of specialization and provide academic and research advisement to Public Health students. The ideal candidate will have an earned doctorate in one of a variety of disciplines including Public Health, Psychology, Sociology, and Anthropology, Communications, Ethics or a related field.

Environmental Health, Open Rank Professor (TT)/Lecturer (NTT), (Log# 17-021 A&B)

The selected tenure track candidate will be expected to teach introductory and advanced courses in environmental health including toxicology, as well as pursue an independent line of research and scholarship. The selected non-tenure track candidate will be expected to teach Public Health courses that address departmental priorities in areas of specialization and provide academic and research advisement to Public Health students. The ideal candidate will have an earned doctorate one of a variety of disciplines including Public Health, Environmental Health or a related field. Preferred qualifications will include training in one or more of the following areas: ambient and/or indoor air pollution, environmental epidemiology, health effects of chemical exposures, risk assessment and public health toxicology.

Health Management and Policy, Open Rank Professor (TT)/Lecturer (NTT), (Log# 17-020 A&B)

The selected tenure track candidate will be expected to teach Public Health courses as well as pursue an independent line of research and scholarship in Health Services Research. The selected non-tenure track candidate will be expected to teach Public Health courses, advise and provide service to the university, community and field of Public Health. The ideal candidate will have an earned doctorate in the disciplines of Public Health, Economics, Medical Sociology, Public Policy, Health Management & Policy, Health Administration or other disciplines related to Health Services Research and have academic, practice and leadership experience in Health Services Research.

Epidemiology & Biostatistics, Open Rank Professor (TT)/Lecturer (NTT), (Log# 17-022 A&B)

The selected tenure track candidate will be expected to teach epidemiology and biostatistics courses, mentor students, develop research agenda, collaborate with interdisciplinary colleagues to establish appropriate research designs and methods, and work with other programs in the university. The selected non-tenure track candidate will be expected to teach Public Health courses that address departmental priorities in areas of specialization and provide academic and research advisement to Public Health students. The ideal candidate will have an earned doctorate in one of a variety of disciplines including Public Health, Biostatistics, Epidemiology or a related field, have advanced analytic skills, including designing clinical trials and observational studies, manipulating large and complex databases, and knowledge of advanced statistical techniques or a focus on epidemiologic methods, infectious diseases, chronic disease, prevention science and other fields that have general bearing on Public Health.

Application Process: Electronic submissions are preferred: Submit a letter of interest, resume or curriculum vitae, and names/contact information for three references to:

Search Committee Chair (Please specify Log# and Area of interest)
Phone: 404-413-1130
Email: publichealthjobs@gsu.edu
Please include "Area of Interest" Search Committee (Log# __) in the subject line.

Other documentation may be requested of applicants considered for interviews. Employment will be conditional upon a background investigation/verification.

*Georgia State University is an Affirmative Action/Equal Opportunity Institution.
Women, minorities and persons with disabilities are encouraged to apply*

Lecturer Position in Management Communication School of Hotel Administration Cornell University, Ithaca, NY 14853

Cornell is a community of scholars, known for intellectual rigor and engaged in deep and broad research, teaching tomorrow's thought leaders to think otherwise, care for others, and create and disseminate knowledge with a public purpose.

Responsibilities: The primary responsibility is teaching "Management Communication I," a first-year, core course that emphasizes written communication in professional contexts and includes an introduction to presentational speaking in business. Opportunities may be available in the future to teach "Management Communication II," which focuses on persuasion, or other courses. Lecturers teach six classes each academic year and hold regular, individual conferences to discuss students' papers and presentations. Being accessible to students is critical. Lecturers teach multi-section courses and collaborate extensively on curriculum development, student assignments, School projects, and, at times, research projects.

In addition to teaching responsibilities, lecturers have school service responsibilities and are expected to pursue professional development activities, such as presenting at business-communication discipline conferences and interacting with hospitality-industry managers. The School of Hotel Administration supports such activities with professional development funds.

Major Qualifications:

- Discipline-related Master's degree or Ph.D., preferably from a professional communication or rhetoric program.
- Experience teaching in a four-year, accredited college or university, preferably teaching multi-section courses.
- Experience and skill in teaching writing in professional contexts and willingness to teach both written and oral communication.
- Demonstrated experience and interest in collaborating with colleagues.
- Direct engagement with the business communication discipline—through, for example, presenting at business, technical, or professional communication conferences—is an advantage, as is business knowledge and experience.

Conditions of Appointment: The position's teaching responsibilities begin in the Spring 2016 or possibly the Fall 2016 semester, and appointment is for three years, renewable. A new hire will be considered for promotion from lecturer to senior lecturer after appropriate quality and length of service. Salary is commensurate with qualifications. Support is provided, including administrative assistance, office space, computers, and other resources.

Institution: The School of Hotel Administration (<http://www.hotelschool.cornell.edu/>), one of Cornell's ten colleges, has approximately 900 undergraduates and 60 graduate students. The School has over 55 resident faculty members (including five in communication). The School is located at the center of campus in Statler Hall and has an adjacent 150-room hotel and conference center that serves as a learning laboratory for students.

Application: Review of applications will begin immediately and continue until the position is filled. Please include a detailed cover letter, your curriculum vitae, an original course assignment, one writing sample, and the names and contact information for two references and submit using Interfolio at the following link: <http://apply.interfolio.com/29364>

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.



Disabilities & Health Disparities, 2CI Associate/Full Professor (Log# 17-019)

School of Public Health
Georgia State University
Atlanta, GA

Georgia State University is a leading urban research institution located in downtown Atlanta with a diverse and growing student body. The university houses several interdisciplinary initiatives and centers in related areas, including the Center for Research in Atypical Development and Learning, the Center of Excellence for Health Disparities Research, the Language Research Center, the Georgia Leadership Education in Neurodevelopmental Disabilities (GaLEND) Program; university-level initiatives in Language & Literacy, Brains & Behavior, and the Partnership for Urban Health Research; and inter-institutional collaborations including the Center for Behavioral Neuroscience, the GSU/Georgia Tech Center for Advanced Brain Imaging, and the Atlanta Census Data Research Center.

Georgia State University (GSU) is seeking a senior faculty member in public health to address disparities occurring at the intersection of developmental disabilities and racial and ethnic minority status. This position is part of GSU's Second Century Initiative (2CI) (www.gsu.edu/secondcentury), a major program to expand the University's priority research areas. This new faculty member will add depth and breadth to current GSU interdisciplinary efforts related to the reduction and elimination of disparities in access, quality, and outcomes experienced by individuals with neurodevelopmental disabilities from racial and ethnic minorities. Candidates must have an earned doctorate in Public Health, Social Science, Epidemiology, or Medicine. Position description can be found at <http://publichealth.gsu.edu/about/employment/>

Application Process: Electronic submissions are preferred: submit a cover letter discussing interest and qualifications, curriculum vitae, two examples of published material, three letters of recommendation, and evidence of instructional effectiveness to:

Disabilities & Health Disparities Search Committee Chair (Log# 17-019)
Phone: 404-413-1130
Email: publichealthjobs@gsu.edu
Please include **Disabilities & Health Disparities Search Committee (Log# 17-019)** in the subject line.

Other documentation may be requested of applicants considered for interviews. Employment will be conditional on background investigation/verification.

*Georgia State University is an Affirmative Action/Equal Opportunity Institution.
Women, minorities and persons with disabilities are encouraged to apply.*



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ASSISTANT/ASSOCIATE/FULL PROFESSOR OF FINANCE

DEPARTMENT OF FINANCE THE ELI BROAD COLLEGE OF BUSINESS

The Department of Finance, Eli Broad College of Business, Michigan State University is seeking applications for two positions at the rank of **Assistant/Associate/Full Professor** in the areas of Corporate Finance, Investments, and Risk Management. Both are tenure system, academic year appointments. Candidates for Assistant Professor should exhibit strong potential for high quality research that is likely to result in top-level publications and national recognition. Candidates for Associate/Full Professor must have an established national reputation for original and influential research and demonstrable evidence that they will continue to grow their national status. Strong teaching skills are expected at the undergraduate, graduate, and doctoral levels to a diverse student body. Faculty members are expected to advise Ph.D. students, advise undergraduate and graduate students, and engage in service activities of the department and the college. Candidates are expected to complete all requirements for their Ph.D. by June 30, 2016. Teaching load, salary and benefits are competitive.

Application materials should be submitted electronically at jobs.msu.edu job posting 2154. Candidates must provide a resume, three letters of recommendation, and copies of their best published work or work-in-progress.

All applications must be received by December 1, 2015. Any material that cannot be sent electronically should be mailed to:

Professor Naveen Khanna
Chair, Faculty Search Committee
Department of Finance
Eli Broad College of Business
645 N. Shaw Lane, Room 315
Michigan State University
East Lansing, MI 48824-1121



Broad College of Business

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. Job applicants are considered for employment opportunities and employees are treated without regard to their race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status.

MSU is an Affirmative Action, Equal Opportunity Employer.



FREEMAN SCHOOL OF BUSINESS

POSITION ANNOUNCEMENTS

The A. B. Freeman School of Business and Dean Ira Solomon are seeking research-oriented faculty to fill the following positions beginning fall 2016:

ACCOUNTING

Tenure-Track Assistant Professor

APPLY: <http://apply.interfolio.com/30098>

Jayne Ritchey Cohen Chair in Business Administration

APPLY: <http://apply.interfolio.com/30382>

MARKETING

Tenure-Track Assistant Professor

APPLY: <http://apply.interfolio.com/29883>

FINANCE

Tenure-Track Assistant Professor

APPLY: <http://apply.interfolio.com/30099>

MANAGEMENT SCIENCE

Albert R. Lepage Endowed Professorship in Business (Management Science or Marketing)

APPLY: <http://apply.interfolio.com/31505>

MANAGEMENT

Tenure-Track Assistant Professor

APPLY: <http://apply.interfolio.com/30100>

Earl P. and Ethel B. Koerner Chair of Strategy and Entrepreneurship

APPLY: <http://apply.interfolio.com/30385>

Candidates must hold a PhD or have a definite plan for completion of dissertation prior to the date of employment. Applicants must have credentials and experience commensurate with appointments at these rank levels. Ultimate recruitment for this position is subject to final budgetary approval by the University. Women and minorities are encouraged to apply.

TULANE UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

New Orleans, Louisiana



Rutgers Business School
Newark and New Brunswick

Rutgers, The State University of New Jersey
Department of Management Science and Information Systems

Assistant Professor

The Department of Management Science and Information Systems of Rutgers School of Business-Newark and New Brunswick invites applications for a tenure-track position at the rank of assistant professor, to start on September 2016.

We are primarily interested in candidates in Operations Research with emphasis on strong analytical abilities. All areas of Operations Research (deterministic and stochastic), and optimization (continuous, discrete or stochastic) will be considered. The ideal candidate will show strong potential for exceptional research, while capable of applying his/her expertise in application areas such as business analytics, machine learning, data mining, and quantitative finance. The successful candidate will teach both undergraduate and graduate (including PhD level) courses on both Newark and New Brunswick campuses.

The Department of Management Science and Information Systems of Rutgers Business School consists of faculty in all areas of operations research, statistics and information technology. The department hosts RUTCOR, the Rutgers Center for Operations Research, and CIMIC (Center for Information Management, Integration and Connectivity). Our faculty have close connections to other units of Rutgers including the departments of Supply Chain Management, Finance and Economics, Computer Science, Industrial Engineering, Mathematics, as well as research centers, such as DIMACS (Rutgers Center for Discrete Mathematics and Theoretical Computer Science) and CCICADA (Command, Control and Interoperability Center for Advanced Data Analysis - a US Department of Homeland Security University Center of Excellence.)

Both Newark and New Brunswick campuses of Rutgers are located within New York City metropolitan area, which offers great cultural and entertainment opportunities.

A letter of application articulating the candidate's vision (both in terms of research and teaching), a curriculum vitae, and the names and contact information of three persons who can provide references should be sent by e-mail to the department administrator Ms. Luz Kosar at kosar@business.rutgers.edu, or by mail to:

Luz Kosar,
MSIS, Rutgers Business School-Newark and New Brunswick
1 Washington Park #1068
Newark, NJ 07102-1895



SAINT LOUIS
UNIVERSITY

Department Chair Physical Therapy and Athletic Training Doisy College of Health Sciences Saint Louis University

Saint Louis University, a Catholic, Jesuit institution dedicated to student learning, research, health care, and service, is seeking applicants for the Chair position in the Department of Physical Therapy and Athletic Training within Doisy College of Health Sciences. This individual will build upon the strengths of two accredited, successful programs, with a history of working together in a culture of collegiality, interprofessionalism and excellence.

The Department Chairperson responsibilities include administration of the Program in Physical Therapy and oversight for the Athletic Training Program. There are presently 21 faculty in the Department who engage in teaching and scholarship, and participate in service to the University, the profession, and the community. Department faculty and students are supported by 6 staff members. Both programs are freshmen admit/early assurance with a combined total of over 500 students seeking a Doctor of Physical Therapy degree or a Master of Athletic Training degree.

The University is a Carnegie Research Extensive institution and currently employs over 3,277 full and part-time faculty and enrolls more than 13,500 students in the graduate, professional, and undergraduate programs. Doisy College of Health Sciences has total enrollment of 1630 students across its undergraduate, graduate and professional program. The Department is housed in the Doisy College of Health Sciences on the Health Science Campus with a well-established interprofessional education program.

All applications must be made online at <https://jobs.slu.edu>. Interested candidates must complete the online application; submit a cover letter, curriculum vitae, a writing sample, and names of references with contact information. Applications should be received by **December 10, 2015**.

pus environment," UM is actively seeking applicants who fully represent racial, ethnic, and cultural diversity.

Communication: IUPUC, Division of Liberal Arts, Assistant Professor of Communication Studies - A tenure-track appointment is avail-



CENTENNIAL
COLLEGE 明 | 德 | 學 | 院

A member of The University of Hong Kong Group

About Centennial College and The School of Management

Established in 2012 by The University of Hong Kong (HKU), Centennial College is a self-financed, 4-year degree granting institution, underpinned by HKU's academic excellence and tradition of providing the highest quality of education. Centennial College is a pioneer in liberal studies education in Hong Kong, and aspires to be an outstanding provider of liberal education and research at university level in the Asia-Pacific Region. At present, the College offers 8 undergraduate programmes: **Bachelor of Arts (Honours)** in China Studies; Gender, Media and Culture; Global Studies; Integrated Business; Language and Communication; Management as a Liberal Art; Sustainability and Society; and **Bachelor of Professional Accounting (Honours)**.

Supported by an endowment fund, The School of Management is set up as a self-financed unit within the College. The key missions of the School are to promote Management as a Liberal Art, and to research, explore and teach the interplay between Liberal Arts and Management. The School has offered a new major in Management as a Liberal Art under the Bachelor of Arts (Honours) programme starting from the 2015/16 academic year, and will initiate a series of postgraduate/executive education courses in coming years. A Case Research Centre has also been established under the School to promote case-based teaching in the tertiary education sector in Hong Kong.

Director

[RF: 2015/16-FT-087-CHE]

The College is now seeking an outstanding candidate to fill the position of Director of The School of Management, commencing from 1 January, 2016 or as soon as possible thereafter, on a two-year fixed-term basis, with renewal subject to review.

Reporting to the President, the Director leads the School, provides academic vision and leadership, and oversees the School's academic programmes. The Director also has cost and revenue responsibilities in an academic context with a view to developing the School into a financially self-sufficient unit. With the resources available, the appointee is expected to promote excellence and quality in teaching and learning, foster academic collaborations within and outside the School/College, and make substantial contributions to the strategic development of the School.

The successful candidate should

- Demonstrate a strong commitment to the values and principles of Management as a Liberal Art;
- Preferably have a doctorate degree in management or a related field (e.g. marketing, business or leadership development), with an outstanding academic reputation and a strong research track record;
- Have proven experience and ability to provide strong academic leadership and vision in a similar setting;
- Have excellent interpersonal and communication skills, and be able to work effectively in a team;
- Be innovative and entrepreneurial in developing resources, building networks and partnerships, and identifying opportunities and improvement areas to develop academic programmes; and
- Be energetic, enthusiastic and self-motivated.

Salary placement will be commensurate with qualifications and experience. A contract-end gratuity (taxable) will be payable upon satisfactory completion of contract. Medical and dental benefits, annual leave, and the use of sports and library facilities will be provided where applicable.

The appointment may be concurrent with a professorial appointment depending on the candidate's qualifications and academic experience.

Interested applicants are invited to submit a completed application form and an up-to-date C.V. to the Secretary of the Search Committee, c/o Human Resources Unit, Centennial College, 3 Wah Lam Path, Pokfulam, Hong Kong (email: career@centennialcollege.hku.hk). You may download an application form from <http://centennialcollege.hku.hk/en/employment-opportunities> or obtain it by fax at 2551 2055.

Review of applications will begin in November 2015 and continue until the position is filled.



ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

College of Liberal Arts and Sciences
Department of Economics

Assistant, Associate, Full Professor

The Department of Economics invites applications for a full-time tenure/tenure-track positions in the fields of Macroeconomics and International Economics. Target start date of August 16, 2016. PhD required. Assistant Professor applicants must have a strong research record, or a promising research agenda. Associate/Full Professor applicants must have an outstanding research record. All applicants must have the ability to contribute effectively to the instruction and supervision of students in our department. Deadline: December 1, 2015.

For complete details, please visit:

<http://go.illinois.edu/EconJobs>

Illinois is an EEO Employer/Vet/Disabled
www.inclusiveillinois.illinois.edu

able August 2016 at the rank of Assistant Professor in the Indiana University Division of Liberal Arts at IUPUC. We are seeking a generalist in Communication Studies. Responsibilities include Ph.D. in Communication Studies earned by August 2016, ability to maintain an active program of research, interest in teaching freshman through senior level courses, and participation in campus service activities. Letter of application, CV, and contact information for three references should be e-mailed to facmploy@iupuc.edu or mailed to Communication Studies Search and Screen, Office of the Vice Chancellor and Dean, IUPUC, 4601 Central Avenue, Columbus, IN 47203. Additional information: Dr. Anna Carmon, 812.348.7213 or

acarmon@iupuc.edu. Review of applications begins November 15, 2015, and will continue until the position is filled. IUPUC is an Affirmative Action/Equal Opportunity employer M/F/D.

Communication: Kettering University seeks qualified applicants for a tenure-track assistant professor position in the Department of Liberal Studies. Ph.D. in English, rhetoric or composition is required. Responsibilities include teaching first- and third-year written and oral communication courses (which focus on workplace communication), teaching advanced electives, engaging in research, and engaging in university service. All qualified applicants are encouraged to apply; preference will

ty. Salary is competitive and commensurate with rank, qualifications and experience. UM offers the B.S. and M.S. in SLP through an accredited program. Application review begins immediately and continues until the position is filled. Additional information and application may be found at <https://jobs.montevallo.edu>. For

questions, contact Dr. Linda Murdock, Search Committee Chair, at 205.665.6718 or murdocklc@montevallo.edu. In keeping with the charge of the President's Diversity Task Force, which is to implement practices that help the University recruit and retain a diverse workforce and to foster initiatives that promote an inclusive cam-



Assistant Dean of Nursing/ Clinical Coordinator

The Assistant Dean of Nursing/Clinical Coordinator serves as the clinical liaison between the Department of Nursing and clinical agencies. Responsibilities include but are not limited to, developing, seeking and maintaining appropriate acute care and community clinical sites; liaising with clinical programs and facilities to facilitate agreements for learning opportunities that are congruent with program outcomes and maximizing faculty productivity and student learning; spearheading the development and utilization of mechanisms to maintain timely processing of clinical site affiliation agreements; spearheading the orientation, coaching, supervision and evaluation of new and existing adjunct clinical faculty; assisting in the recruitment of new adjuncts; in collaboration with course faculty, reviewing student clinical rotation lists and pertinent information to clinical facilities; communicating results of clinical site evaluations; creating and distributing reports; collaborating with Student Health Services, office of the Associate Dean and faculty to verify that student requirements are up-to-date and maintaining student compliance records and database; participating in program accreditation process, assuring compliance with College program, NJ Board of Nursing and accrediting agency policies; participating in department meetings, committee work and making site visits; participating in Health Professions information sessions; coordinating and participating in new nursing student orientation; performing additional tasks or duties as assigned.

Required: Master's degree in Nursing and current New Jersey RN license are required. Must have a minimum of 3 years of clinical teaching experience in an academic setting; this qualification may be waived for an individual with appropriate alternate experience. The review, analysis and evaluation of academic outcomes assessment is highly desired. Must exhibit strong skills in building relationships, organizing, planning and coaching/mentoring; must be customer and student focused demonstrating commitment to provide excellent customer service with ability to handle inquiries of diverse and multicultural students, staff, faculty and visitors with sensitivity and diplomacy; must possess strong level of interpersonal, written and verbal communication skills; must demonstrate understanding of the community college mission and practice an open door policy; must have ability to manage multiple projects and possess a team approach to problem solving; must be detail oriented, self-starter with ability to work independently with little to no supervision and as a team in a collaborative manner; must have excellent computer skills, including proficiency in MS Office (MS Word, Excel, PowerPoint); must have ability to exercise good judgment, as well as, ability to understand and follow established protocols. Evening availability is required with occasional Saturday or Sunday availability. Must have a valid driver's license with the ability to drive to and from clinical affiliation visits and must have own transportation for clinical affiliation visits.

Application materials will be accepted until position is filled.

All interested candidates should send a letter of intent (including the job code NURSING ASSISTANT DEAN) curriculum vitae, transcripts, salary requirements, and three professional references with current contact information. Send materials by email with the appropriate job code in the subject line to employment@bergen.edu.

Bergen Community College • Department of Human Resources
400 Paramus Road, Room A-316 • Paramus, New Jersey 07652

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FACULTY POSITIONS AVAILABLE

Olin Business School at Washington University in St. Louis is recruiting faculty in the following areas, with the effective hire date of July 1, 2016.

Open Rank Faculty in Accounting; All Levels Being Considered
Open Rank Faculty in Economics; All Levels Being Considered
Open Rank Faculty in Finance; All Levels Being Considered
Open Rank Faculty in Operations & Manufacturing Management; All Levels Being Considered

Olin Business School is highly ranked with a national and international reputation. We offer degree programs at the Bachelor's, Master's, and Ph.D. level, and provide faculty with excellent general support for both research and teaching. More information about the school and current faculty can be found at <http://www.olin.wustl.edu/>.

Candidates should visit the Washington University in St. Louis recruitment website at <https://jobs.wustl.edu> to access and review specific postings and the guidelines for submitting application materials. Please note—not all faculty postings will be active at the present time, so check the website during the standard recruitment “season” for your area.

Olin Business School is an Affirmative Action/Equal Opportunity Employer committed to increasing the diversity of its faculty and staff. We encourage women and minority groups, dual career couples, and persons with disabilities to apply.

be given to those with one or more of the following: professional writing experience, specialties in rhetoric of science and technology, rhetoric of public policy, rhetoric of modern

culture, or green studies. Applicants must provide evidence of teaching excellence and potential for scholarly productivity. University-certified proof of completion of all Ph.D.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

SCHOOL OF EDUCATION HEALTH & HUMAN BEHAVIOR

The School of Education, Health and Human Behavior at Southern Illinois University Edwardsville seeks to attract culturally and academically diverse higher educators dedicated to teaching in a comprehensive metropolitan university. Located 20 minutes from downtown St. Louis, SIUE offers opportunities to work with diverse populations through teaching, service, and research in rural, metropolitan, and urban settings.

The School anticipates the following openings.

Curriculum and Instruction

Assistant Professor of Early Childhood Education

<http://www.siue.edu/employment/employmentopportunities/education/FY16-031.shtml>

Assistant Professor of Elementary Education

<http://www.siue.edu/employment/employmentopportunities/education/FY16-030.shtml>

Educational Leadership

Assistant Professor of College Student Personnel Administration

<http://www.siue.edu/employment/employmentopportunities/education/FY16-022.shtml>

Kinesiology and Health Education

Assistant Professor of Kinesiology (Exercise Science/Physiology)

<http://www.siue.edu/employment/employmentopportunities/education/FY16-021.shtml>

For additional information, please contact the Search Committee Chair listed on the job description web sites.

The School of Education, Health and Human Behavior is fully committed to a culturally diverse faculty and student body. As an Affirmative Action Employer, SIUE offers equal employment opportunities without regard to age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran status. As SIUE is a state University, benefits under state sponsored plans may not be available to holders of F1 or J1 visas.

THE UNIVERSITY OF HONG KONG



Founded in 1911, the University of Hong Kong is committed to the highest international standards of excellence in teaching and research, and has been at the international forefront of academic scholarship for many years. The University has a comprehensive range of study programmes and research disciplines spread across 10 faculties and over 140 academic departments and institutes/centres. There are over 27,700 undergraduate and postgraduate students who are recruited globally, and more than 2,000 members of academic and academic-related staff coming from multi-cultural backgrounds, many of whom are internationally renowned.

Tenure-Track Associate Professor/Assistant Professor in Interdisciplinary Project Management (Ref.: 201501254)

Applications are invited for a tenure-track appointment as Associate Professor/Assistant Professor in Interdisciplinary Project Management in the Department of Real Estate and Construction to commence as soon as possible. The appointment will initially be made on a three-year fixed-term basis, with the possibility of renewal and with consideration for tenure before the expiry of the second three-year contract.

Applicants should have a Ph.D. degree in the relevant field and an established record of productive research output with regular publication in high quality journals, or outputs in other creative outlets, consistent with an international reputation in the field. They should also have a track record of achievements in and commitment to excellence in teaching and learning; and possess a significant record of obtaining research incomes, including nationally competitive research grants and fellowships. We are particularly interested in candidates with a multi-disciplinary background and significant relevant professional experience in the area of virtual design and construction (VDC) applied to design, construction and facilities management. The appointee is expected to contribute to leadership of relevant programs in the Faculty of Architecture, including BIM-related research and teaching in the newly established HKUrbanLab <http://www.arch.hku.hk/>. He/She will be responsible for the development and management of a new inter-disciplinary Master's programme in sustainable digital urban development, to be launched in 2016.

A globally competitive remuneration package commensurate with qualifications and experience will be offered. At current rates, salaries tax does not exceed 15% of gross income. The appointment will attract a contract-end gratuity and University contribution to a retirement benefits scheme, totalling up to 15% of basic salary, as well as annual leave, and medical benefits. Housing benefits will be provided as applicable.

Applicants should send a completed application form together with an up-to-date C.V. to recappt@hku.hk. Application forms (341/1111) can be downloaded at <http://www.hku.hk/apptunit/form-ext.doc>. Further particulars can be obtained at <http://jobs.hku.hk/>. **Closes November 21, 2015.**

The University thanks applicants for their interest, but advises that only candidates shortlisted for interviews will be notified of the application result.

The University is an equal opportunities employer and is committed to a No-Smoking Policy

requirements by June 1, 2016 is required. To apply, go to <http://jobs.kettering.edu/postings/1965>, then create an application, uploading cover letter, list of references, curriculum vitae, and statement of teaching philosophy. Request 3 letters of recommendation be sent to Mark Gellis, Department of Liberal Studies, Kettering University, 1700 University Ave., Flint, MI 48504 by November 30, 2015. AA/EOE.

Communication Studies: Contract faculty position available August 19, 2015. Responsibilities: teach Communication Studies courses such as

argumentation and debate and public speaking, and classes in organizational, interpersonal, or public communication undergraduate curricular options; primary service responsibility will be serving as the Assistant Director of Debate (planning, budgeting, evaluating, recruiting, coaching, operating and attending tournaments); other service responsibilities include contributing to the intellectual and professional life of the Department of Communication Studies and serving on departmental, college, and university committees as needed; teaching load is 9 hours in Fall and Spring; potential

for Summer teaching. For more information, please go to <https://bsu.peopleadmin.com>. The university offers an excellent benefits package, including health care and retirement plans, tuition assistance for employees and dependents, and generous time off with pay. EEO/AA EMPLOYER/Veterans/Disabled.

Computer Engineering: Assistant Professor - The School of Engineering & Technology at Central Michigan University seeks energetic individual for a Tenure Track Assistant Professor position in computer engineering, begin-

CAL POLY POMONA

Two Nutrition Science Dietetics Tenure-Track Positions

Human Nutrition & Food Science Dept. For full description see website:

<http://www.cpp.edu/~faculty-affairs/open-positions/index.shtml>

EOE/Minorities/Females/Vets/Disability employer



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VICE PRESIDENT FOR INTERNATIONAL AND GLOBAL AFFAIRS

Rutgers, The State University of New Jersey, invites applications and nominations for the position of Vice President for International and Global Affairs.

Rutgers University's international mission is to advance and promote global citizenship and awareness by engaging faculty, students, and staff in international studies, research, and initiatives that benefit New Jersey, the nation, and the world. The Vice President for International and Global Affairs provides vision and dynamic leadership for Rutgers' comprehensive internationalization strategy, works closely with the senior university academic and administrative leadership and leads the development of the university's strategic international agenda including developing new initiatives and strategic partnerships. He/she secures external and internal funding to support international activities and programs and represents the university to external constituents at the national and international levels. The Vice President also leads the Centers for Global Advancement and International Affairs (GAIA Centers), the university-wide office that oversees international and global affairs. The portfolio includes responsibility for developing and overseeing study abroad; servicing international students and scholars at Rutgers; initiating activities and programs to internationalize the faculty and academic units; and building strategic international partnerships.

The successful candidate for this position will have a clear and compelling vision for the further development and implementation of Rutgers' international mission and engagement strategy. The successful candidate will be an innovative and experienced manager and leader capable of motivating diverse teams of employees with the skills and talent to develop and execute plans to enhance the overall success of international education and engagement university-wide. The successful candidate should have a demonstrated record of accomplishment in a leadership position and possess excellent administrative and interpersonal skills and fund-raising capabilities. Candidates who have an earned doctorate or other terminal degree and a record of scholarly achievement sufficient to merit a tenured appointment at the rank of professor are strongly encouraged to apply. Additionally, candidates from non-academic environments with significant international engagement and leadership experience are also encouraged to apply.

Rutgers University is a leading national research university and the state of New Jersey's preeminent, comprehensive public institution of higher education. Chartered in 1766 as Queen's College, Rutgers is celebrating a milestone 250th anniversary in 2016. It is the eighth oldest higher education institution in the United States and a member of the AAU, the Big Ten and the CIC. More than 66,000 students and 22,000 faculty and staff learn, work, and serve the public at Rutgers locations across New Jersey and around the world. Rutgers comprises Rutgers University-New Brunswick, which includes Rutgers Biomedical and Health Sciences; Rutgers University-Newark; and Rutgers University-Camden. Rutgers has 33 schools and colleges and is home to more than 300 research centers and institutes. The University is dedicated to teaching that meets the highest standards of excellence; to conducting research that breaks new ground and is of global significance; and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live. Rutgers is located at the center of the Boston to Washington, D.C. corridor, with easy access to New York and Philadelphia.

Greenwood/Asher & Associates, an executive search firm, is assisting the University in the search. Applications and nominations are now being accepted. Screening of applications will continue until an appointment is made and applications are encouraged to be submitted by November 13, 2015. Application materials should include a letter addressing how the candidate's experience and skills match the position requirements and a résumé or CV. Individuals wishing to nominate a candidate should include the name, position, address and telephone number of the nominee.

Inquiries, nominations, and applications should be directed to:

Jan Greenwood or Betty Turner Asher, Partners
Julie Holley, Principal
Greenwood/Asher & Associates, Inc.
42 Business Centre Drive, Suite 206
Miramar Beach, Florida 32550
Phone: 850-650-2277 / Fax: 850-650-2272
Email: jangreenwood@greenwoodsearch.com
Email: bettyasher@greenwoodsearch.com
Email: julieholley@greenwoodsearch.com

For more information about Rutgers University and the Centers for Global Advancement and International Affairs, please visit <http://www.rutgers.edu> and <http://global.rutgers.edu/>

Rutgers is an Affirmative Action, Equal Opportunity Employer



ning fall 2016. Requires a Ph.D. in computer engineering, electrical engineering or other closely related engineering field; ABD candidates will be considered if degree completion is assured before duties commence; demonstrated excellent verbal and written communication skills; demonstrated strong commitment to and potential for excellent teaching at the undergraduate level; demonstrated ability to develop and teach courses and laboratories, which could include digital signal processing, VLSI, reconfigurable computing, cyber-physical systems, and network security. For application to the position and Central Michigan University, please go to: <https://www.jobs.cmich.edu/>. For application to the position and Central Michigan University, please go to: <https://www.jobs.cmich.edu/>. Central Michigan University 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>).

Computer Science: The Department of Computer Science (CS) at the University of Illinois at Urbana-Champaign invites applications for faculty positions at all levels and in all areas of CS, but with particular emphasis in the areas of architecture, bioinformatics and genomics, computer systems (including trustworthy computing, distributed, cloud, mobile, and OS), data systems, machine learning, parallel and high-performance computing, privacy and security, programming languages, and theoretical

computer science. Applications are encouraged from candidates whose research programs are in traditional as well as in nontraditional and interdisciplinary areas of computer science. The department is engaged in exciting new and expanding programs for research, education, and professional development, with strong ties to industry. Applicants for positions at the assistant professor level must have an earned Ph.D. or equivalent degree, excellent academic credentials, and an outstanding ability to teach effectively at both the graduate and undergraduate levels. Successful candidates will be expected to initiate and carry out independent research and to perform academic duties associated with our B.S., M.S., and Ph.D. programs. Senior level appointments with tenure are available for persons of international stature. Faculty in the department carry out research in a broad spectrum of areas and are supported by world-class facilities, starting with our department's home in the Siebel Center for Computer Science, and including collaborations with the National Center for Supercomputing Applications, the Coordinated Science Laboratory, the Information Trust Institute, the Parallel Computing Institute, the Beckman Institute for Advanced Science and Technology, the Institute for Genomic Biology, as well as several industrial centers and programs that foster international collaborations. The department has one of the leading programs in the United States, granting over 200 B.S. degrees, 100 M.S. degrees, and 60 Ph.D. degrees annually. If qualified, candidates

may be hired as a Blue Waters Professor. Blue Waters Professors will be provided substantial allocations on and expedited access to the Blue Waters supercomputer. Blue Waters is one of the most powerful supercomputers in the world, supported by the National Science Foundation and developed and run by the University of Illinois' National Center for Supercomputing Applications (NCSA). If you are interested in being considered for this unique opportunity, be sure to include Blue Waters as one of your preferred research areas when prompted during your online application process and include a reference to Blue Waters in your cover letter. Qualified senior candidates may also be considered for tenured full Professor positions as part of the Grainger Engineering Breakthroughs Initiative, which is backed by a \$100-million gift from the Grainger Foundation. Over the next few years, more than 35 new endowed professorships and chairs will be established, which will provide incredible opportunities for world-renowned researchers. More information regarding the Grainger Initiative can be found at <http://graingerinitiative.engineering.illinois.edu/>. In order to ensure full consideration, applications must be received by January 8, 2016. Applicants may be interviewed before the closing date; however, no hiring decision will be made until after that date. Salary will be commensurate with qualifications. Preferred starting date is August 16, 2016, but is negotiable. Applications can be submitted by going to <http://jobs.illinois.edu> and uploading a cover letter, CV, research



DIRECTOR, CENTER FOR EXCELLENCE IN DISABILITIES

West Virginia University [WVU] is seeking an energetic and visionary leader who possesses strong academic credentials and leadership ability in the field of disabilities to serve as Director of the WVU Center for Excellence in Disabilities (CED). The WVU CED was established in 1978 as part of a nation-wide network of university affiliated centers for developmental disabilities. Concurrent with new initiatives at the university and the academic health sciences center, university leadership is committed to fulfilling the WVU land grant mission of addressing the needs of the citizens of the state, which currently ranks #1 in the country for citizens with disability. The leader we seek will be capable of building on an existing infrastructure of state wide service delivery and optimize the clinical, research and education potential of CED to advocate, build capacity, and change systems for people with disabilities in West Virginia.

The Director serves as the principal investigator of the federal grant which established and funds the CED, as well as government and private funded projects. The Director should have significant experience in the field of disabilities for a minimum of ten years. The Director is expected to provide academic and research leadership for the CED and academic partners across the university. He or she should be eligible for a WVU faculty appointment in the appropriate department at the rank of Associate or full Professor. The applicant should have a doctoral degree in a disability related field, such as medicine, education, special education, disability, human services. Doctorates in other fields that are related to intellectual and developmental disabilities, or have been applied to the field of disability in some way, will be considered. Applicants with Master's degrees will be considered if they otherwise meet all other credentials outlined as well as more than 10 years of experience in the disability field.

Qualified applicants will have demonstrated cultural competence, expertise, leadership and commitment in the field of developmental disabilities and have demonstrable ability in proposal development and grant writing, as well as in the administration and management of federal and state grants and contracts. It is expected the qualified applicant will demonstrate the ability to leverage both public and private funds, including philanthropic and corporate sources. The qualified applicant should have knowledge of federal, state and local policies, practices, and systems as they relate to disability, including the Developmental Disabilities Assistance and Bill of Rights Act of 2000. It is highly desired that qualified applicants have strong ability to lead and conduct interdisciplinary research and training activities. It is essential that the qualified applicant show they have the potential for leadership and vision in carrying out the mission of the CED and WVU in addressing the needs of individuals with disabilities of all cultures in the state of West Virginia.

The CED Director provides leadership to the university and state in developing and implementing best practices in education, employment, independent living and support services for persons with disabilities across multiple cultural backgrounds. He or she is responsible for all aspects of program and policy development, human resources, financial and leadership functions within the CED. He or she is responsible for developing and maintaining relationships with a wide variety of stakeholders at the local, state and national levels. The Director will serve as a member of the Health Sciences Executive committee and is expected to develop and maintain collaborations with interdisciplinary faculty across departments, schools and programs within the Health Sciences Center and across the university. The ability to develop partnerships with clinical services of the WVU Medicine system in order to enhance comprehensive service delivery for individuals with disabilities is expected.

West Virginia University is a land grant Carnegie-designated Doctoral Research/Extensive institution, with approximately 32,500 students, including 27,000 undergraduate and 5,500 graduate/professional students. The WVU Health Sciences Center includes the Schools of Pharmacy, Medicine, Dentistry, Public Health and Nursing. Patient care facilities include a 460-bed teaching hospital, a Level I trauma center, and a 70-bed psychiatric hospital. Morgantown is within easy traveling distance of Washington, D.C., to the east, Pittsburgh, Pa., to the north, and Cleveland and Columbus, Ohio, to the northwest. Morgantown has 55,000 residents and is rated as one of the best small towns in the U.S., with affordable housing, excellent schools, a picturesque countryside and many outdoor activities.

Review of applications will begin immediately and continue until the position is filled. To inquire about the position please contact the chairperson of the search committee, Dr. Mary Beth Mandich, PT, PhD, Professor & Chairperson of the Division of Physical Therapy and Vice Dean for Professional Programs at mmandich@hsc.wvu.edu. To apply for this position, please send electronically a CV with a cover letter addressing how you meet the qualifications put forth in this advertisement and contact information for three professional references to: cbsmith@hsc.wvu.edu

WVU is an EEO/Affirmative Action employer – Minority/Female/Disability/Veteran

statement, and teaching statement, along with names of three references. For inquiry, please call 217-244-7949 or email HR@cs.illinois.edu. The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer. Illinois is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, sexual orientation, gender identity, 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.inclusivellinois.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>).

Computer Science: The School of Informatics, Computing and Cyber Systems invites applications for multiple lecturer positions in the Computer Science program to begin August 22, 2016. Candidates holding a Masters degree in Computer Science, Software Engineering, or a closely related field will be considered. For more information, see the complete position posting at <https://goo.gl/0xkCdf>

Counseling/ Guidance: (Higher Education/Student Affairs), -The School of Education (SOE) in the College of Science and Mathematics at California Polytechnic State University, San Luis Obispo, is seeking applicants for a full-time, academic year, tenure track position in Counseling and Guidance with an emphasis in Higher Education Counseling/



Vice President for Education Programs

The National Humanities Center, in Research Triangle Park, NC, is seeking a new Vice President for Educational Programs.

The National Humanities Center is a private, nonprofit organization, and the only independent institute exclusively dedicated to advanced study in the humanities. We seek a visionary leader who can take our successful programs for pre-collegiate and collegiate instruction to the next level. A capacity for generating funding through grants and donor support is important.

The ideal candidate will bring a passion for the humanities, and will be driven by a desire to enhance understanding and respect for the important role of humanistic values in our society. The candidate will have experience teaching in both a traditional and web-enabled context, and will bring creative energy to the challenge of reaching across the country and the world to broaden and strengthen the impact of humanities education. The candidate will have demonstrated ability to work effectively with distinguished scholars to craft creative ways to share their deep knowledge of important subjects with students, faculty and the public.

Competitive compensation. Official start date: July 1.

Please submit electronically a letter, cv, and the names of three references by November 20, 2015 to:
EdSearchComm@nationalhumanitiescenter.org
nationalhumanitiescenter.org/vp-education

QUINNIPIAC UNIVERSITY

ASSOCIATE VICE PRESIDENT FOR ADMISSIONS AND FINANCIAL AID

Quinnipiac University invites applications and nominations for the position of Associate Vice President for Admissions and Financial Aid. This position reports directly to the Vice President for Admissions and Financial Aid, Ms. Joan Isaac Mohr, who will be retiring in June of 2018. The AVP position has been developed as the likely successor. The University is, therefore, seeking a candidate with proven experience in leadership in Admissions and Financial Aid, who can provide a seamless transition at an important time in the University's history. A preferred start date is July 1, 2016.

The Vice President for Admissions and Financial Aid directs the Offices of Undergraduate and Graduate Admissions and Financial Aid. The AVP will have primary responsibilities to coordinate and direct the recruitment/enrollment efforts for the undergraduate class of 2000 new students each fall, work closely with the Office of Financial Aid, and the leadership and faculty within Academic and Student Affairs. The AVP will lead the selection and development of a CRM system which will strategically and operationally enhance the recruitment and enrollment efforts. He/she will develop and monitor the admissions' operational budget as it relates to recruitment, advertising, publications, and outreach. The AVP will work collaboratively with the Graduate, Law, and Medical School Admissions Teams.

Quinnipiac University:

Quinnipiac is a private, coeducational, nonsectarian institution located 90 minutes north of New York City and two hours from Boston. The university enrolls 6,700 full-time undergraduate and 3,000 graduate students in 58 undergraduate and more than 20 graduate programs of study in its Schools of Business, Communications, Education, Engineering, Health Sciences, Law, Frank H. Netter MD School of Medicine, Nursing and the College of Arts and Sciences. Quinnipiac consistently ranks among the top regional universities in the North in U.S. News & World Report's America's "Best Colleges" issue. Quinnipiac also is recognized in Princeton Review's "The Best 380 Colleges." The Chronicle of Higher Education has named Quinnipiac among the "Great Colleges to Work For." For more information, please visit www.quinnipiac.edu.

The Greater New Haven Area:

Quinnipiac is situated mid-way between New York City and Boston, in the vibrant business, health care, and communication corridor, with access to the exciting restaurants, outdoor life, and performing arts of the New Haven area. Rich in history and culture, the New Haven area offers concerts on the green, Broadway shows at the Shubert, concerts at the Oakdale Theater, and quaint New England shore towns. The area offers an immense variety of lifestyles.

Qualifications: Candidates for this position should have substantial experience with contemporary recruitment, financial aid and enrollment management practices and be astute observers of local, regional, national, and global market trends in higher education. The preferred candidate will be analytical, data-informed, team-oriented, and results-oriented. Candidates must have strong leadership, communication, marketing, planning and organizational skills. The Associate Vice President should also be skilled at hiring, motivating, and developing staff, fostering teamwork and managing change. The current staff in all areas of admissions and financial aid is experienced and has carried the enrollment and financial aid functions to a very high degree of success.

An advanced degree is preferred, as is 10+ years of experience with private, tuition-dependent institutions. An understanding of the mission of Quinnipiac University and its unique culture and the ability to effectively communicate the value of the University will be expected. Familiarity with graduate and non-traditional student recruitment will be a plus. A candidate who is flexible, optimistic, responsive, agile and appropriately opportunistic will be a good match for this position.

Quinnipiac University has a strong commitment to the principles and practices of diversity throughout the University community. Women, minorities, and individuals with disabilities are invited and encouraged to consider this opportunity and to apply.

Quinnipiac University is considering only those applicants who have valid authorization to work in the United States. Quinnipiac University does not sponsor employment based visas for this position.

Application and Nomination Process: The educational consulting firm of Scott Healy & Associates has been hired to oversee the national search process. Please refer all questions to Dr. Scott F. Healy at scott@scotthealy.com. All inquiries, applications, and nominations will be held in the strictest confidence.

Dr. Scott F. Healy, President
Scott Healy & Associates
scott@scotthealy.com

Send all materials electronically to include: a cover letter outlining your complete history and experience in admissions, enrollment management, and financial aid; a full and complete resume; and the names, affiliation, email, and direct phone numbers of five (5) professional references to: Dr. Scott F. Healy, Search Consultant for the AVP for Admissions and Financial Aid at scott@scotthealy.com by the priority deadline of **December 1, 2015**.

Student Affairs beginning September 15, 2016. Salary is commensurate with qualifications and experience. Required: Doctorate in Higher Education, Counseling, Student Affairs, or related field. Preferred: university teaching experience and research experience in higher education, student affairs. Further department information can be found at <http://soe.calpoly.edu/> or contact Dr. Steve Kane, Search Committee Chair, skane@calpoly.edu. Log on to <http://www.calpolyjobs.org> for application details and to complete an online faculty application; submit to Requisition #103839. Review of applications will begin November 30, 2015. Applications received after this date may be considered. EEO.

Criminal Justice: Hardin-Simmons University invites applications for a tenure-track position in the Department of Criminal Justice. Applicants with an earned doctorate in criminal justice are preferred, but well-qualified ABD's and Master's level candidates will be considered. Peace officer experience is required, and the candidate must be prepared to teach law enforcement related courses. For more information and application instructions, please see <http://www.hsutx.edu/employment/applicants/faculty/>.

Dean: Associate Dean, Teachers College. Professional position available immediately. Responsibilities: serve as part of the college leadership team, in collaboration with the other Associate Dean and reports directly to the Dean of the Teachers College. For more information, please go to <https://bsu.peopleadmin.com>. The university offers an excellent benefits package, including health care and retirement plans, tuition assistance for employees and dependents, and generous time off with pay. EEO/AA EMPLOYER/Veterans/Disabled.

Dean: Rutgers University-Newark seeks a visionary and transformative leader to head its Honors College. Reporting to the Dean of Arts and Sciences and serving 300 dynamic, high-achieving, extremely motivated, and highly diverse undergraduates from the arts and sciences as well as the professional schools, the Dean of the Honors College will provide strategic leadership for the Honors College and work closely with faculty in reimagining the role of the Honors College in a research university with a strong commitment to Rutgers-Newark's identity as an anchor institution for the local community. The Dean will be appointed as a member of the facul-

ty, preferably with tenure. The Dean of the Honors College will develop and implement a five-year strategic plan that will define and solidify an Honors College identity to be communicated and marketed to both internal and external constituencies. The Dean is expected to strengthen the recruiting, admission, and retention of students in the Honors College; engage faculty in significant program and curriculum development; employ strategies to broaden and enhance the robustness of undergraduate student research projects within the Honors College and throughout the university; and fundraise for the Honors College, as well as manage the Honors College's staff and budget. The Dean will also play a leadership role, working collaboratively with other college and university leaders, and representing the Rutgers-Newark Honors College both locally and nationally. Qualifications include a Ph.D. or equivalent terminal degree in an academic discipline, demonstrated administrative ability, a proven record as a teacher, and research or creative accomplishment(s) suitable for a research university. Applications, including cover letter, C.V. and contact information for three references, should be submitted electronically to: academicjobsonline.org/



UNIVERSITY OF EVANSVILLE

Civic Mission...Sacred Trust

UNIVERSITY LIBRARIAN

Applications and nominations are invited for the position of University Librarian at the University of Evansville (UE). Established in 1854, UE is located in southwestern Indiana and has a rich history and reputation as one of the nation's top comprehensive universities. The University is recognized as a top ten school in U.S. News and World Report's "America's Best Colleges" annual rankings for master's institutions in the Midwest. The newly renovated University Library serves 176 faculty and 2,100 students from 42 states and 53 countries. UE offers bachelor's and master's level courses in three colleges and one school: the William L. Ridgway College of Arts and Sciences; the College of Education and Health Sciences; the College of Engineering and Computer Science; and, the Schroeder Family School of Business Administration. UE has received national recognition for its dedication to international education, and the University's signature study abroad program, Harlaxton College, was ranked this year as the number one study abroad program in the United States.

The University Librarian reports to the Executive Vice President for Academic Affairs and provides leadership to five professional librarians and seven paraprofessionals to ensure that the information needs of the University community are met through a combination of collections and services. It is expected that the new University Librarian will provide strategic leadership and administrative management as well as foster a culture of innovation and collaborative interactions with faculty, staff, and students to uphold and strengthen the University Library as an important intellectual and resource center of the University. A comprehensive renovation to more than 50,000 sq. ft. of the University Library is nearing completion. The project will create a wide variety of individual and collaborative study spaces for students and facilitate the use of technology in learning and research.

Qualifications:

The University Librarian must provide visionary leadership and ensure that library resources and services are aligned with the mission, identity, strategic plan, and core goals of the University. The ideal candidate should be an experienced, strategic and resourceful professional who possesses the following qualifications:

- minimum of a Master's degree from an ALA-accredited LIS Program
- minimum of 10 years of experience in positions of increasing responsibility, including supervisory leadership and budgetary management experience
- demonstrated student-centered approach to library services and commitment to personnel development and teamwork
- excellence in organizational communication and interpersonal skills
- record in developing and implementing flexible and innovative approaches for an academic library setting
- familiarity with library assessment practices
- knowledge of current issues and trends in instruction of information literacy and application
- knowledge of current trends in resource discovery and management
- ability to lead, advocate for, and be an effective spokesperson for the University Library as part of the intellectual core of the University of Evansville

Application:

To apply, please submit a letter of interest and curriculum vitae to the Office of the Senior Vice President for Academic Affairs, University of Evansville, 1800 Lincoln Avenue, Evansville, IN 47722. Materials may be submitted electronically to ta74@evansville.edu. Applications will be accepted until the position is filled, but to ensure full consideration, please submit by November 30, 2015. Review of applications will begin upon receipt. To learn more about the University, please visit us at <http://www.evansville.edu>. The University is an equal opportunity and affirmative action employer.



UNIVERSITY OF NOTRE DAME

Director, Academic Diversity and Inclusion

The University of Notre Dame (ND.jobs) is accepting applications for its inaugural Director, Academic Diversity and Inclusion.

The Director will coordinate institutional efforts within the academy focused on diversity and inclusion, working in partnership across all academic levels of the university (program, department, college, and university-wide) to establish Notre Dame as an environment in which all may flourish. The Director will report to the Vice President and Associate Provost for Faculty Affairs, with additional management from the Vice President and Associate Provost for Undergraduate Affairs, the Vice President and Associate Provost and Dean of the Graduate School, and the Vice President of Research. Key responsibilities center on coordination, training and development, recruitment, retention and communications. In addition, the Director will work closely with the Faculty Affairs Specialist in the Provost office to identify systemic issues that should be addressed with workshops and training, and with the Director for Staff Diversity and Inclusion to share resources, best practices, and approaches. This position will serve as a resource for a wide range of constituencies such as University level administrators, deans, faculty, etc.

Applications will be accepted until **November 15, 2015**.

MINIMUM QUALIFICATIONS: We expect the Director to have prior experience in a D&I role. Requires the ability to conceptualize creative solutions to challenging issues; developing, implementing, and assessing their effectiveness. Must have excellent communication skills; the ability to address critical topics; communicate with deans, faculty, postdocs, and graduate students. Must have the proven ability to influence others that are outside of the direct reporting structure. Requires experience and skill with data collection, management, analysis and reporting.

APPLICATION PROCESS: Please apply online at <http://ND.jobs> to Job # S15296. For additional information about working at the University of Notre Dame and various benefits available to employees, please visit <http://hr.nd.edu/why-nd>. The University of Notre Dame supports the needs of dual career couples and has a Dual Career Assistance Program in place to assist relocating spouses and significant others with their job search. The University of Notre Dame seeks to attract, develop, and retain the highest quality faculty, staff and administration. The University is an Equal Opportunity Employer, and is committed to building a culturally diverse workplace. We strongly encourage applications from female and minority candidates and others that will enhance our community. Moreover, Notre Dame prohibits discrimination against veterans or disabled qualified individuals, and requires affirmative action by covered contractors to employ and advance veterans and qualified individuals with disabilities in compliance with 41 CFR 60-741.5(a) and 41 CFR 60-300.5(a).

ajo/jobs/6384 by November 6, 2015. Questions about the position may be directed to Dr. Lynn Kuzma, lynn.kuzma@rutgers.edu. We especially encourage applications from women and members of minority groups.

Rutgers, the State University of New Jersey, is an Equal Opportunity/Affirmative Action Employer. Qualified applicants will be considered for employment without regard to race, creed, color, religion, sex, sexual ori-

entation, gender identity or expression, national origin, disability status, genetic information, protected veteran status, military service or any other classification protected by law. As an institution, we value di-

BINGHAMTON UNIVERSITY

State University of New York

College of Community and Public Affairs (CCPA) • Department of Student Affairs Administration

Chair (Associate or Full Professor) Position (Tenure Track)

Binghamton University offers an opportunity to be part of a new, progressive Student Affairs Administration (SAA) program at one of the highest-ranking public universities in the nation. We seek a senior level faculty member to join a collegial team of faculty and staff to further enhance and develop our outstanding graduate program. Responsibilities include a leadership role in the SAA program embracing curriculum development, an active research agenda, and teaching at the graduate level. The position starts in September 2016.

The Chair will be responsible for leading departmental faculty in the areas of teaching, scholarship, and practice. The Chair of SAA will report directly to the Dean of the College, will be a member of the Dean's council and will interact closely with other key campus administrators. Successful candidates will have evidence of: earned doctorate in Higher Education or closely related field, successful experience as an educator/practitioner in student affairs and/or higher education administration, published research, grants, and conference presentations, successful teaching in a university setting, especially at the graduate level, commitment to diversity, comprehensive understanding of organization and administration, student development, and other circular issues impacting student affairs/higher education. Previous experience with program development is desirable, but not required.

Salary will be competitive and commensurate with rank and responsibilities.

The individual's credentials should qualify her or him for tenure at Binghamton University. Interested candidates should submit the following items electronically to <http://binghamton.interviewexchange.com>: (1) a letter of application addressing the qualifications noted above including a statement of leadership philosophy; (2) curriculum vitae; and (3) contact information for three references who can speak authoritatively concerning the applicant's candidacy. Review of applications will begin November 1, 2015. The application process will remain open until the position is filled.

For additional information, contact Dr. Elizabeth A. Mellin, PhD Program Director and Associate Professor. E-mail: emellin@binghamton.edu.

Binghamton University is an EEO/Affirmative Action Employer

R. WILLIAM FUNK & ASSOCIATES

Cleveland State University



DEAN

LEVIN COLLEGE OF URBAN AFFAIRS

The Levin College of Urban Affairs at Cleveland State University announces a nationwide Dean search.

The Levin College is ranked among the top schools of Urban Affairs in the country. The College's MPA program specialization in City Management/Urban Policy has been ranked second in the nation by *U.S. News & World Report* since 1998, and the Nonprofit Management specialization is ranked twelfth. *Planetizen* has ranked the College's Masters of Urban Planning and Development program among the top fifteen in both the Economic Development and Community Development categories.

The College includes the Department of Urban Studies and several Urban Research Centers. The Department consists of 25 multidisciplinary faculty members, 44 part-time faculty, and 700 students. The Urban Research Centers constitute the largest resource in Ohio dedicated to creatively addressing community challenges. The Centers and their programs have served as the focal point of applied research, technical assistance and public service in Ohio for over 35 years. More than 20 professional staff and scholars conduct research and provide services in the full range of Urban Affairs-related issues.

Reporting to the Provost, the Dean will be the chief academic and administrative officer of the College. He/she will have a visible presence in the Cleveland community, throughout Ohio and nationally, in furthering the mission of the College. Candidates are expected to have an earned Ph.D. or a terminal degree in a discipline related to the programs of the College, and management experience within a shared governance environment as an administrator in an academic or comparable setting. Candidates also should have experience in collaborating with private, nonprofit and public sector entities. (A more complete "Leadership Statement" can be found at www.csuohio.edu/urban/).

Founded in 1964, Cleveland State University is a public research institution that provides a dynamic setting for engaged learning. With an enrollment of more than 17,500 students, 8 colleges and more than 200 academic programs, CSU provides a hands-on learning environment that connects faculty and students, ideas and real-world experience. With more than \$500 million in new construction and building renovations, Cleveland State has developed a 21st century urban residential campus for the student of today and tomorrow.

While applications and nominations will be accepted until a new Dean is selected, interested parties are encouraged to submit their materials to our consultant at the address below by December 15th to assure optimal consideration. Application materials should include a resume and letter of interest.

Cleveland State VPES Search
R. William Funk & Associates
100 Highland Park Village, Suite 200
Dallas, Texas 75205
Email: krisha.creal@rwilliamfunk.com
Fax: 214/295-3312

~Cleveland State University is an equal opportunity/affirmative action employer~

Assistant, Associate and Full Professors of Finance



Positions: Assistant, Associate and Full Professors of Finance

Appointment Date: July 1, 2016

Fields of Emphasis: Corporate Finance, Investments, Macro Economics

Requirements: Applicants must have a Ph.D. from an accredited institution. (Expected completion by June 30, 2017 is acceptable.) Demonstrated ability or potential for high quality research and teaching are important.

Teaching: The Wharton School offers finance courses at the undergraduate, MBA and doctoral levels. Teaching responsibilities would be at the undergraduate, MBA, and doctoral levels.

Research: Applicants should have a strong interest and proven competence in research and scholarship.

Salary: Competitive

Submit: We strongly encourage you to submit your job market package electronically via our secure website in order to have your application reviewed as quickly as possible.

<https://fnce.wharton.upenn.edu/faculty/open-faculty-positions>

Application Deadline: December 11, 2015

Contact: David Musto, Chairperson, Finance Department, 2300 Steinberg Hall-Dietrich Hall, University of Pennsylvania, Philadelphia, PA 19104-6367 The Wharton School, University of Pennsylvania

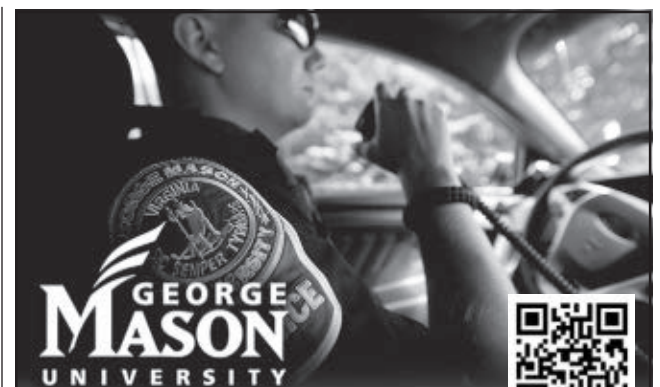
The University of Pennsylvania is an affirmative action/equal opportunity employer. All qualified applicants will receive consideration for employment and will not be discriminated against on the basis of race, color, religion, sex, sexual orientation, gender identity, creed, national or ethnic origin, citizenship status, age, disability, veteran status, or any other characteristic protected by law.

The Wharton School, University of Pennsylvania

College's technology transfer and industrial research relations, and approving requests for consultant or other service agreements. Developing new programs, and growing and managing the existing undergraduate and graduate programs. Managing data collection and reporting for collegiate research and graduate and undergraduate programs. Assisting the Dean with facilities management, including renovation projects and space planning. Assisting the Dean with fiscal planning including forecasting, budgeting, risk management, and oversight of College's budget expenditures, reporting and compliance. Managing and collaborating with the Department Chairs on processes and data analyses related to the Student Learning Outcomes (SLOs), assessment, and continuous improvement processes with the result that ABET accreditation standards are maintained. Coordinating with Department Chairs and University administration, the scheduling of courses, the resolution of course conflicts, and the allocation of assigned time for research. Working with the College Curriculum Committee and reviewing curriculum proposals. Serving as a point of contact for effectively managing personnel issues and conflict of interest in accordance with SDSU Policies. Only applicants who have earned a doctorate in engineering with experience in university administration that would qualify them for an appointment in one of the College's academic departments will be considered. The SDSU College of Engineering is the fastest growing College at SDSU with over 14 new faculty hired in the past two years and an FTES of over 1700 in Fall 2015. The College of Engineering offers B.S. degrees in seven programs through its four departments (Aerospace Engineering, Civil, Construction and Environmental Engineering, Electrical and Computer Engineering, and Mechanical Engineering), M.S. degrees in six programs (Aerospace, Bio-, Civil, Environmental, Electrical, and Mechanical Engineering), a Master of Engineering degree in collaboration with the College of Business Administration, as well as Ph.D. degrees in four engineering science areas (Mechanical and Aerospace, Bio-, Electrical and Computer, and Structural Engineering) jointly with the University of California, San Diego. San Diego State University is a large, diverse, urban university and Hispanic-Serving Institution with a commitment to diversity, equity, and inclusive excellence. Our campus community is diverse in many ways, including race, religion, color, sex, age, disability, marital status, sexual orientation, gender identity and expression, national origin, pregnancy, medical condition, and covered veteran status. We strive to build and sustain a welcoming environment for all. SDSU is seeking applicants with demonstrated experience in and/or commitment to teaching and working effectively with individuals from diverse backgrounds and members of underrepresented groups. For more information about SDSU or the College of Engineering visit: <http://www.sdsu.edu> or <http://www.engineering.sdsu.edu/engineering>. Review of applications will begin on December 1, 2015, and will continue until position is filled. Applicants can apply through Interfolio: <http://apply.interfolio.com/32047>. The person holding this position is considered a "mandated reporter" under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment. A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU. Failure to satisfactorily complete the background check may affect the application status of applicants or continued employment of current CSU employees who apply for the position. SDSU is a Title IX, equal opportunity employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, gender identity and expression, marital status, age, disability, pregnancy, medical condition, or covered veteran status.

Economics: The College of Wooster seeks to fill a tenure-track position at the assistant professor level beginning Fall 2016 in Macroeconomics, Economic Development and International Economics. Full description is available and application materials should be submitted through the American Economics Association job posting website: https://www.aeaweb.org/joe/listing.php?JOE_ID=2015-02_111453754. Wooster is an EEO/AA employer.

Economics: The Department of Economics at Emory University seeks to hire an assistant professor in the area of econometrics. Ph.D. in economics, a strong research record, and evidence of teaching excellence are required. The faculty member will teach graduate and undergraduate courses and serve on dissertation committees. Emory University



ASSISTANT VICE PRESIDENT AND CHIEF OF POLICE

Nominations are being accepted for this position; letters must reference the proposed candidate's specific qualifications and should be sent via e-mail to **Michael Biggiani at jobs@gmu.edu**. For full consideration, applicants must complete and submit the online application for position **FA088z** at <http://jobs.gmu.edu/>.

EO/AA/Vet/Disabled Employer

is an Equal Opportunity/Affirmative Action/Disability/Veteran employer. Women, minorities, persons with disabilities and veterans are encouraged to apply. To Apply: Applications should include a cover letter, curriculum vita, teaching evaluations, copies of recent research papers and publications, and three reference letters. ALL sent to: Elena Pesavento, Econometrics Search Committee Chair, Department of Economics 1602 Fishburne Drive, Emory University, Atlanta, Georgia 30322-2240. Files completed by November 30, 2015 will be given full consideration.

Economics: The Department of Economics invites applications for two faculty position at the assistant pro-

fessor level. The priorities for these positions are applied econometrics, econometrics, environmental, public, and health. Applicants should expect to have a Ph.D. in Economics completed by August 1, 2016. For primary consideration, candidates should apply by December 1, 2015 to be interviewed at the AEA meetings in San Francisco. Thereafter, the position is open until 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, religion, sex, na-

iversity of background and opinion, and prohibit discrimination or harassment on the basis of any legally protected class in the areas of hiring, recruitment, promotion, transfer, demotion, training, compensation, pay, fringe benefits, layoff, termination or any other terms and conditions of employment.

Dean: The College of Engineering at San Diego State University (SDSU) invites applications and nominations for the position of Associate Dean to begin in August 2016. The Associate Dean who is a key administrator within the College of Engineering is responsible for overseeing initiatives that support and enhance the undergraduate and graduate pro-

grams and the research enterprise within the College of Engineering including: Serving as liaison to the SDSU Research Foundation, managing grants and contracts (approving the proposal routing forms, indirect costs, and cost sharing), and research infrastructure. Facilitating the organizational and institutional support for major research initiatives and proposals, mentoring new faculty, reviewing proposals, assisting faculty in identifying new research opportunities especially those that are interdisciplinary. Ensuring responsible research conduct and research safety. Developing research collaborations with San Diego's robust local engineering industry and governmental laboratories, overseeing the



Dean, School of Medicine

The University of California, Riverside (UCR) invites nominations and applications for the position of Dean of the School of Medicine.

Recognized for its academic impact, UCR enrolls more than 21,000 students and was ranked by *Washington Monthly* as number two in the country for contributing to the public good in 2015. UCR is one of the most diverse research universities in the nation and home to seven schools and colleges – engineering; humanities, arts, and social sciences; natural and agricultural sciences; business administration; education; public policy; and medicine. A major new cluster hiring initiative will add 300 tenure-track positions and focus strategic investments in research infrastructure over the next three years. The campus community achieves success through access rather than exclusion and this inclusive environment has led to some of the lowest racial and socioeconomic graduation rate gaps in the country. UCR is now poised to become the model for the new American research university.

The Dean of the School of Medicine at UCR leads the first new public medical school in California in more than 40 years and the sixth medical school in the world-renowned University of California system. The UCR School of Medicine welcomed its first four-year class of students in the fall of 2013, and today, the School enrolls 150 medical students. By 2021, the School of Medicine aims to serve 275 medical students, 160 residents, and 50 doctoral students. The School has residency programs in internal medicine, general surgery, psychiatry, and family medicine, as well as primary care pediatrics in partnership with a nearby institution. Additional residency training programs are in development. The mission of the UCR School of Medicine is to improve the health of the people of California and, especially, to serve Inland Southern California by training a diverse workforce of physicians and by developing innovative research and health care delivery programs that will improve the health of the medically underserved in the region and become models to be emulated throughout the state and nation.

The Dean of the School of Medicine reports directly to the Provost and Executive Vice Chancellor. S/he provides vision and executes strategy for the School of Medicine, which has the unique mission of training a diverse physician workforce and developing research and healthcare delivery programs to improve the health of medically underserved populations in Inland Southern California. The Dean oversees the academic, administrative, and clinical functions of the School and works closely with senior leaders and fellow deans on a campus that places a high priority on interdisciplinary teaching, research, and community engagement.

The successful candidate must possess a deep and abiding passion for serving the needs of the community, with a particular emphasis on the underserved and on diversifying the physician workforce. The Dean will be a board-certified physician with an M.D. or M.D./Ph.D. and extensive experience developing medical education and research programs. The Dean will have an established ability to recruit a diverse faculty; an outstanding reputation in extramurally funded research; demonstrated excellence in teaching; extensive experience in managing people, programs, and finances; a record of fundraising and revenue generation; and proven success in a leadership role in a medical school or academic medical center.

The University of California, Riverside has retained Isaacson, Miller, a national executive search firm, to assist in this search. Confidential inquiries, nominations, and applications should be submitted online at <https://aprecruit.ucr.edu/apply/JPF00435>. For best consideration, apply by **November 12, 2015**, position will remain open until filled.

David Bellshaw and Cati Mitchell
Isaacson, Miller
(415) 655-4900
www.imsearch.com/5575

The University of California is an Equal Opportunity / Affirmative Action Employer with a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, protected veteran status, or any other characteristic protected by law.



tional origin, or any characteristic protected by law including protected veterans and individuals with disabilities." All applications must be submitted electronically through UC Recruit, at <https://recruit.ap.ucsb.edu/>. A completed application will include: -letter of intent, - CV, - 3 reference letters, - samples of research. If you have any questions regarding the recruitment process feel free to contact Anne Ellis at (805)893-3569 or anne.ellis@ucsb.edu.

Economics: The Economics Program at The University of Texas at Dallas invites applications for a microeconomist to teach the first class in its Ph.D. core. Applicants must have completed a Ph.D. in economics at the time of application, possess evidence of high-quality teaching for a minimum of two years post-Ph.D. and have a record of high quality publications commensurate with the rank of appointment. Preference will be given to those who currently teach in the Ph.D. core, have demonstrated a capacity for Ph.D. supervision and placement as well as successful grant procurement. Applicants with the demonstrated ability to additionally contribute to Ph.D. area fields such as industrial organization, public economics, behavioral economics, and urban/regional economics will be given priority. Review of applicants will begin immediately and continue until the position is filled. Early applicants may be interviewed before the ASSA meetings and a hiring decision may be made prior to the ASSA meetings. Indication of gender and ethnicity for affirmative action statistical purposes is requested as part of the applica-

tion. Applicants should provide the following information: curriculum vitae, research paper, evidence of teaching effectiveness and three or more references via the Online Application Form available at <http://go.utdallas.edu/peb151007>. The University of Texas at Dallas is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, pregnancy, age, veteran status, genetic information or sexual orientation.

Education: Tenure-track faculty position available August 19, 2016. Responsibilities: teach and develop undergraduate and graduate courses in English/Language Arts and Young Adult Literature, supervise student teachers, advise students, and perform administrative duties in the English Education major. Minimum qualifications: earned doctorate in secondary English Education or another field of education awarded by August 1, 2016, record of effective teaching, including at least three years of experience teaching English/Language Arts at the secondary level; other related service or employment, such as substitute teaching, in-service work with teachers, or on-site classroom research, may be substituted for one of the three years of teaching experience. Preferred qualifications: teaching experience at the college or university level; record of scholarship, including publication and/or presentation in primary area(s) of scholarship; record of service in relevant English/Language Arts associations; experience

supervising student teachers; license to teach English/Language Arts at the secondary level; record of building successful partnerships with K-12 schools. For more information, please go to <https://bsu.peopleadmin.com>. The university offers an excellent benefits package, including health care and retirement plans, tuition assistance for employees and dependents, and generous time off with pay. EEO/AA EMPLOYER/Veterans/Disabled.

Education: The Department of Special Education at Gonzaga University invites individuals to submit an application for a full-time, tenure track faculty position at the rank of Assistant Professor to begin August 30, 2016. The position is likely to include teaching courses in the areas of behavior analysis, classroom management, precision teaching, research and statistics, early childhood special education along with specialty courses as needed. Required Qualifications: Doctorate in Special Education or closely related discipline, ABD with completion by August 1, 2016 will be considered; a minimum of three years of teaching experience; a minimum of five years' experience working with specialized populations; and a strong research background. Preferred Qualifications: BCBA or BCBA-D, or BCBA eligible; K-12 teaching experience; strong background/training in research and statistics, assessment, and other Special Education core courses; and strong spoken and written communication skills. To apply or view the full position description, please visit our website at <https://gonzaga.peopleadmin.com/>. Questions

about this position may be directed to Dr. Kimberly Weber, weberk@gonzaga.edu. Position closes on 11/13/15, midnight, PST. For assistance with your online application, call 509-313-5997. Gonzaga University is a Jesuit, Catholic, humanistic institution, and is therefore interested in candidates who will contribute to its distinctive mission. Gonzaga University is a committed AA/EEO employer and diversity candidates are encouraged to apply. All qualified candidates will receive consideration for employment without regard to their disability status and/or protected veteran status.

Education: The University of Montevallo seeks applicants for two part-time, non-tenure-track, 9-month faculty positions as Instructor of Instructional Leadership. The successful candidates will teach two graduate courses per semester in IL; supervise residency experiences; advise IL students; participate in curriculum and program development; serve on committees at the university, college, and department levels; participate in professional organizations; and engage in service activities in P12 settings. An earned doctorate in Instructional Leadership, Educational Administration or other closely-related disciplines from an accredited institution and at least three years of formal administrative experience at the P12 school or district level and a current and valid teaching certificate in administration or closely-related field are required. Preferred qualifications include experience in Alabama school/district administration within the last five years; teaching



Dean of the College of Liberal Arts and Social Sciences

DePaul University
Chicago, Illinois

DePaul University announces a search for the Dean of its College of Liberal Arts and Social Sciences. Founded in 1898, DePaul is the largest Catholic university and the 12th largest private, not-for-profit university in the nation, serving over 23,500 students. The University offers nearly 300 graduate and undergraduate programs, awards nearly 7,000 degrees annually, and is deeply engaged with Chicago, the third largest city in the U.S. With an abiding commitment to diversity and inclusivity, DePaul welcomes all people and all faiths and creeds. Drawn from the heritage of St. Vincent de Paul, DePaul's mission of social justice and service to the poor is manifested today as a special concern for educating first-generation and traditionally underserved students.

The College of Liberal Arts and Social Sciences (LAS), the founding college at DePaul, brings that heritage and mission into the modern student experience. The curriculum and inquiry at DePaul and LAS continue to evolve as the world in which students live transforms around them. The College of LAS is home to DePaul's Liberal Studies Program and the University Honors program, and is defined by a vibrant and diverse academic community. The College is unique in its emphasis on inter-disciplinary programs and centers, its strong service-oriented mission, and its commitment to scholarship. The College is also recognized for its emphasis on teaching, small class sizes, and robust humanities, social science, and studio arts programs.

The successful candidate will have a demonstrated involvement with liberal arts education and the ability to articulate a vision for its enduring value in the 21st century. The candidate will engage a variety of external audiences (media, alumni, professional groups, and peer institutions) while also working effectively within the University administration and demonstrating a commitment to shared governance. As the University continues its review of the core curriculum (the Liberal Studies Program), the Dean will play an important role in this discussion. The Dean will oversee 30 departments and interdisciplinary programs and 10 centers. LAS has over 100 major and minor programs of study, including over 25 graduate programs at the master's level and a Ph.D. program in continental philosophy widely considered among the nation's top programs in the field.

The requirements for the position include a terminal degree, significant senior leadership experience in higher education, and a notable record of scholarly contributions and teaching. The Dean is expected to play an important role in fundraising and development, an expectation greatly facilitated by an extensive alumni network and DePaul's location in a premier international city. Above all, the Dean must be a person of integrity whose personal interactions embody respect for and appreciation of the dignity and worth of all individuals.

PROCEDURE FOR NOMINATIONS AND APPLICATIONS

The search is being assisted by Academic Search, Inc. A full position and institutional prospectus can be viewed at <http://academic-search.com/data/files/DePaulDeanLASprofile.pdf>. Applications should consist of a substantive cover letter, a curriculum vitae, and a list of five professional references with full contact information, none of whom will be contacted without the explicit permission of the candidate.

Nominations, applications, and expressions of interest can be submitted electronically, and in confidence, to:

DePaulDeanLAS@academic-search.com.

Applications received by January 14, 2016, will be assured full consideration. Confidential discussions about this opportunity may be arranged by contacting:

Ann Die Hasselmo at Ann.Hasselmo@academic-search.com (202-276-8654) or
John Hicks at John.Hicks@academic-search.com (205-345-7221)

DePaul University is an Equal Opportunity / Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, ethnicity, religion, sex, sexual orientation, gender identity, national origin, age, marital status, physical or mental disability, protected veteran status, genetic information or any other legally protected status, in accordance with applicable federal, state and local EEO laws.

experience at the higher education level; and the ability to work effectively with faculty, staff, and students from diverse ethnic, cultural, and socioeconomic backgrounds and evidence of ability to use a network of professional connections to facilitate collaboration between the university and P12 schools. This is a part-time, entry-level position. For more information about the positions, contact Dr. Elizabeth Thrower (Department Chair) at 205-665-6355. Applicants should apply online at <https://jobs.montevallo.edu/>. Review of applications begins on November 2, 2015, and will continue until the position is filled.

Engineering: Director of School of Engineering & Technology - Central Michigan University (CMU) seeks an experienced and dynamic individual to serve as the Director of the School of Engineering & Technology beginning July 2016. The successful applicant will be appointed as full professor with tenure. Required Responsibilities: 1. Manage the dynamic and growing School of Engineering & Technology. 2. Provide leadership and vision to the existing engineering and technology programs and identify potential growth areas for expansion. 3. Manage activities related to continued external accreditation of new and existing programs. 4. Teach undergraduate and graduate courses and laboratories in engineering or technology. 5. Be actively engaged in research/scholarly and professional development activities. 6. Obtain external funding in support of teaching, research, and professional service. 7. Participate in professional activities, meetings,

workshops and other relevant activities including establishing appropriate relationships with industry. Deadline: Review of applications will begin January 15th, 2016 and continue until the position is filled. For application to the position and Central Michigan University, please go to: <https://www.jobs.cmich.edu/>.

Engineering: Tenure-Track Faculty Position in Engineering Informatics and Applied Big Data-Enabled Systems - The Department of Computer Science and the College of Engineering at the University of Georgia invite applications for a tenure-track assistant professor position, starting in August 2016. Informatics and Big Data-enabled Systems are having a major impact on many diverse areas such as Sustainability (e.g., smart grid, transportation), Health and Wellness, Ecology, Geography, Disaster Management, and Agriculture. The Department of Computer Science and the College of Engineering at UGA seek applications from exceptional candidates in the area of engineering informatics and applied big data systems. The preferred candidate will have demonstrated abilities in leading or significantly contributing to collaborative research projects that apply informatics to one or more application areas, and will effectively complement existing university expertise in informatics. Specific areas of interest include, but are not limited to, applied big data management analytics and visualization, high performance computing, mobile and sensor-based informatics, Internet of Things, human-computer interfaces, and applied systems security and privacy.

QUINNIPIAC UNIVERSITY

ASSOCIATE VICE PRESIDENT & DEAN OF LAW ADMISSIONS

Quinnipiac University School of Law invites applications and nominations for the position of Associate Vice President & Dean of Law Admissions. This position reports directly to the Dean of the School of Law and is responsible for all recruitment, admissions processing, financial aid, and enrollment of all law students.

Quinnipiac University and the School of Law:

Situated on the University's North Haven Campus, with views of surrounding lakes and woodlands, the new School of Law Center is inspiring both inside and out and is strategically located amidst the University's growing community of graduate programs, including the Frank H. Netter MD School of Medicine and programs in health sciences, nursing, education, and social work. With the opening of the medical school, Quinnipiac joined a select number of universities in the country with both law and medical schools, and the potential for interdisciplinary collaboration between Quinnipiac Law students and professional peers in medicine and other disciplines is exciting.

For more information, please visit www.quinnipiac.edu/law

Quinnipiac is a private, coeducational, nonsectarian institution located 90 minutes north of New York City and two hours from Boston. The university enrolls 6,700 full-time undergraduate and 3,000 graduate students in 58 undergraduate and more than 20 graduate programs of study in its Schools of Business, Communications, Education, Engineering, Health Sciences, Law, Frank H. Netter MD School of Medicine, Nursing and the College of Arts and Sciences. Quinnipiac consistently ranks among the top regional universities in the North in U.S. News & World Report's America's "Best Colleges" issue. Quinnipiac also is recognized in Princeton Review's "The Best 380 Colleges." The Chronicle of Higher Education has named Quinnipiac among the "Great Colleges to Work For." For more information, please visit www.quinnipiac.edu

The Greater New Haven Area: Quinnipiac is situated mid-way between New York City and Boston, in the vibrant business, health care, and communication corridor, with access to the exciting restaurants, outdoor life, and performing arts of the New Haven area. Rich in history and culture, the New Haven area offers concerts on the green, Broadway shows at the Shubert, concerts at the Oakdale Theater, and quaint New England shore towns. The area offers an immense variety of lifestyles.

The Associate Vice President Position: The opening for a new AVP has occurred because of a planned retirement. The Associate Vice President will provide leadership within the School of Law for the areas of admissions, financial aid, scholarship, and retention. He/she has a primary responsibility for forecasting enrollments and enrollment results while implementing, overseeing, and assessing all recruitment initiatives and using the most advanced technology available. The enrollment priority at The School of Law is first and foremost enrolling the very best academic quality of students.

The position will focus on strategic and implementation issues and programs; the creation of models to accurately forecast enrollments through new student enrollment initiatives and retention programs; development and refinement of fiscally sound policies and practices in the use of merit-based financial aid; introduction of technology that would support all recruitment, communication, and enrollment programs and practices; development of a marketing/advertising campaign including web development, social media, etc. to enhance recruitment; and development and initiation of a law school-wide program that uses selected faculty, students, alumni/ae and the effective administration of all phases of the recruitment process.

Qualifications: The selected AVP should have the following qualifications to be considered:

Extensive and successful experience in enrollment management for 10 years or more in either the undergraduate, graduate, or professional arenas in higher education;

Effective leadership in the areas of strategic marketing with the ability to motivate, guide, and work side-by-side with the admissions and financial aid staff and the law faculty admissions committee;

Sound knowledge, programmatic understanding and a proven approach in the use of technology in the areas of admissions, financial aid, retention, and enrollment management;

Law school admissions, financial aid, and enrollment management experience is desirable but not required for full consideration.

Quinnipiac University has a strong commitment to the principles and practices of diversity throughout the University community. Women, minorities, and individuals with disabilities are invited and encouraged to consider this opportunity and to apply.

Quinnipiac University is considering only those applicants who have valid authorization to work in the United States. Quinnipiac University does not sponsor employment based visas for this position.

Application and Nomination Process: The educational consulting firm of

Scott Healy & Associates has been hired to oversee the national search process. Please refer all questions to Dr. Scott F. Healy at scott@scotthealy.com. All inquiries, applications, and nominations will be held in the strictest confidence.

Dr. Scott F. Healy, President
Scott Healy & Associates
scott@scotthealy.com

Send all materials electronically to include: a cover letter outlining your complete history and experience in admissions, enrollment management, and financial aid; a full and complete resume; and the names, affiliation, email, and direct phone numbers of five (5) professional references to: Dr. Scott F. Healy, Search Consultant for AVP and Dean of Law Admissions at scott@scotthealy.com by the priority deadline of **November 15, 2015**.



VCU

VIRGINIA COMMONWEALTH UNIVERSITY

Dean, College of Humanities and Sciences

Virginia Commonwealth University (VCU) situated in Richmond, Virginia and one of the nation's top research universities with an acclaimed academic medical center and school of the arts, invites applications and nominations for the position of Dean of the College of Humanities and Sciences. The VCU College of Humanities and Sciences seeks an experienced, committed and dynamic leader with a strong entrepreneurial spirit to advance the college, its two schools and nineteen departments and programs. With a strong commitment to community engaged-scholarship, teaching, and service, the college embraces diversity among students, faculty and staff, as well as programmatically. It operates at the heart of a distinguished urban, public research institution and one of Virginia's largest universities. The dean will ensure the college's growth and continuing excellence.

The College of Humanities and Sciences is the foundation of educational and intellectual life at Virginia Commonwealth University, and houses the core disciplines in the natural sciences, social sciences and humanities. The college offers innovative graduate and post-graduate degree programs in the sciences, humanities and unique interdisciplinary programs such as Media, Art and Text, Nanoscience and Nanotechnology, and provides an education that enables students to link a foundation of understanding and knowledge with skills on which they can build careers, become responsible citizens and continue lifelong learning.

The College of Humanities and Sciences also has the largest research profile on the Monroe Park campus of VCU, with over \$25,000,000 in sponsored program awards in 2014-15 to fund research. In both teaching and research, the college takes seriously the responsibilities of being a leader at a public, urban research university. Service learning and public teaching, and a focus on impactful research that increases human knowledge and has a positive impact on the community and the world are all stressed.

Reporting to the provost and vice president for academic affairs, the new dean will have responsibility for providing leadership in academic, research, community outreach and fund development activities to sustain and enhance the outstanding reputation of the College of Humanities and Sciences. The dean will take the lead in shaping the future of the college articulating a vision that defines its standard of excellence, the directions of its growth and the new and multidisciplinary connections that are possible across the university and abroad. With the faculty, the dean will be responsible for the recruitment and retention of faculty members, assuring excellence in teaching, research and service. He or she will also have the opportunity to shape new directions programmatically and to extend those now in place, building on existing strengths in the university and the college. The dean also will extend partnerships with the public sector, expanding connections in support of the development of the college.

Additionally, the dean will be responsible for all matters relating to the management of the resources of the college, including its academic programs, its faculty, staff, and students, its facilities, and its budget. The dean will actively support the university's advancement initiatives and will lead that effort within the college and among its constituents. The dean will assure continued focus on the students, both undergraduate and graduate, providing the services and the support to ensure their success. Finally, the dean will recognize, reward, facilitate and actively participate in high-level research activities.

The university anticipates that the new dean will bring a distinguished record of academic and management success and a record of scholarly achievement; however, candidates whose leadership abilities and outstanding accomplishments in related areas, which could translate well to the humanities and sciences, also are welcomed and will receive serious consideration. He or she will have demonstrated the ability to foster a climate where learning and discovery flourish. The dean will have the ability to balance strong academic and intellectual leadership with effective external relationship-building and resource development.

Greenwood/Asher & Associates, Inc. is assisting Virginia Commonwealth University in this search. Initial screening of applications will begin immediately and will continue until an appointment is made. For best consideration, applications should be provided by November 13, 2015. Nominations should include the name, position, email address and telephone number of the nominee. Application materials should include a letter addressing how the candidate's experiences match the position requirements, a resume and contact information for at least five references.

Submission of materials as PDF attachments is strongly encouraged. Inquiries, nominations, and applications are invited. The search will be conducted with a commitment of confidentiality for candidates until finalists are selected. Greenwood/Asher & Associates, Inc. is assisting Virginia Commonwealth University in this search. Initial screening of applications will begin immediately and will continue until an appointment is made. Submission of materials as PDF attachments is strongly encouraged. Confidential inquiries, nominations, and application materials should be directed to Greenwood/Asher. Basic personal and demographic information must also be submitted to VCU's job site <https://www.vcujobs.com/postings/47297>

Jan Greenwood or Betty Turner Asher, Partners
Julie Holley, Principal
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bettyasher@greenwoodsearch.com
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For more information about Virginia Commonwealth University and the College of Humanities and Sciences, please visit: <http://www.vcu.edu/> or <http://has.vcu.edu/>

Virginia Commonwealth University is an equal opportunity, affirmative action university providing access to education and employment without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation or disability.



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For Your Academic Life

A demonstrated record exhibiting leadership traits, effective communication, and the ability to develop innovative collaborative programs across disciplines is required. Candidates should have a Ph.D. degree in Computer Science, Computer Engineering or related fields. This position is one of nine hires being made as part of the University of Georgia (UGA) President's Informatics Faculty Hiring Initiative. This initiative supports the campus-wide Georgia Informatics Institute for Research and Education now being launched to strengthen and build research and education in informatics and information security across the entire University. Additional information

about the Georgia Informatics Institute can be found at <http://columns.uga.edu/news/fulltext/georgia-informatics-institute-for-research-education-takes-shape/>. The position's startup and teaching profile will give the successful candidate an exceptional opportunity to establish an innovative and highly productive research program. The successful candidate is expected to: (1) establish an outstanding research program recognized nationally and internationally, (2) establish collaborations and partnerships between the Computer Science Department and the College of Engineering as well as with other units on campus such as the College of Agriculture, School of Ecol-

ogy, College of Public Health, Department of Geography, etc. (3) be an outstanding, inspiring educator who exhibits a strong commitment to teaching excellence at both the undergraduate and graduate levels by creating innovative courses and instructional methodologies in applied big data systems and informatics, and (4) compete successfully for extramural funding to support an active research program and a companion graduate and postdoctoral training program. The candidate will have broad latitude to develop a research program that focuses on applying big data informatics to a variety of application domains. Georgia is well known for its quality of life



Dean of the College of Arts and Sciences

The College of Arts and Sciences has more than 295 fulltime faculty and an annual budget of over \$22 million. It is home to 15 academic departments: Art and Design; Biology; Chemistry; Communication; Criminology and Criminal Justice; English; History; Languages, Literatures and Cultures; Mathematics & Statistics; Music; Philosophy and Religious Studies; Physics, Political Science & Public Administration; Psychology; and Sociology, Anthropology and Social Work. The College is responsible for the University's general education program, and it offers a full range of bachelor's and master's degree programs.

The University of North Florida is seeking a Dean of the College of Arts and Sciences (COAS) who can lead the College in a shared vision and promote that vision within the broader community. The COAS dean (position # 313970) is one of five academic deans who report directly to the Provost and Vice President for Academic Affairs.

Candidates for this position must have an earned doctorate, currently hold the rank of full professor, be eligible for tenure within one of the College's academic departments, and have had at least five years of administrative experience including line authority over university faculty.

The qualified candidate will provide evidence of the following in his or her application:

1. Administrative and organizational skills that demonstrate collaboration with the college's faculty and chairs, other university administrators, faculty, and staff, and effective advocacy both inside and outside the university;
2. A strong record of scholarship and commitment to excellence in research, teaching, and service commensurate with the appointment to the rank of full professor;
3. An inclusive, participative, collaborative leadership style and the ability to listen and communicate effectively to build consensus across a diverse range of constituencies;
4. An appreciation of the individual value and interrelationships between the types of programs offered by COAS and experience advancing similar programs;
5. A commitment to leading the College in strategic planning, program assessment, and institutional accreditation efforts;
6. Community engagement and outreach and successful fund raising experience.
7. Understanding of recruitment and retention of a strong and diverse student body.

Duties will include administering a College's promotion and tenure process, fundraising, conducting personnel evaluations, budget management and oversight, strategic planning, overseeing program assessment efforts, assisting with recruitment and retention efforts, and full participation with other senior administrators to advance the University. Administrative duties will be carried out in a collective bargaining environment.

For more information on the College of Arts and Sciences, visit the website: <http://www.unf.edu/coas/>. Review of applications begins November 10th, 2015 and the position is open until filled. The anticipated start date is July, 2016.

To apply for this position, a candidate must complete a one-page online application in the UNF Human Resource system (OASys) at www.unfjobs.org, and upload a letter of interest addressing the qualifications mentioned above and a curriculum vitae including the names, titles, business contact information, and email addresses of five references.

Questions regarding this search should be directed to:

Dr. Mark A Tumeo, Chair, Search Committee
Dean, College of Computing, Engineering and Construction
University of North Florida
1 UNF Drive
Jacksonville, FL 32224
(904) 620-1350
m.tumeo@unf.edu

Florida's "Sunshine Law" requires that all search committee business be open to public review.

For more information about the University of North Florida, visit our website at www.unf.edu. "UNF is an equal opportunity/equal access/affirmative action institution."



Dean of the College of Education and Human Services (Position #313990)

The mission of the College of Education and Human Services is to collaborate with local, regional, national, and international stakeholders to promote transformational learning experiences in our urban, suburban, and rural communities. The College offers rigorous programs of study that promote high standards and evidence-based practices to prepare effective practitioners. The COEHS values integrity that informs ethical behavior and professional excellence; active engagement in efforts to promote equity and social justice; respect for others demonstrated by caring, compassion, and cultural sensitivity; and intellectual curiosity that leads to professional scholarship and innovation.

The College is home to approximately 1,200 undergraduate, masters, and doctoral students. It offers 14 undergraduate majors and concentrations, four undergraduate minors, seven master's degrees featuring 15 concentrations, four graduate certificate programs, and one doctoral program. There is a strong commitment to field based learning including four professional development schools within Duval County and strong relationships with sport organizations and agencies. To find out more about the College, go to www.unf.edu/coehs.

The University of North Florida is seeking a dean of COEHS who can lead the College in a shared vision and promote that vision within the broader community.

Required qualifications include: an earned doctorate from a regionally accredited institution; a record of recent scholarly achievement appropriate for appointment as a tenured full professor in one of the departments within the College; a minimum of five years of successful leadership experience in higher education as department chair, associate dean, or other similar position; leadership experience with accreditation and program approval processes; effective communication and interpersonal skills; fiscal management ability, demonstrated skill in community collaboration and partnership building; and demonstrated excellence in working with diverse community members.

The qualified candidate will also provide evidence of the following in the application:

1. Comprehensive understanding of national, state and local education, higher education administration, sports management and interpreting/interpreter education policy issues;
2. Strong commitment to scholarship, teaching, service, and social justice;
3. Demonstrated participative, collaborative leadership style and the ability to listen and communicate effectively to build consensus;
4. Ability to build, promote, and sustain diverse and inclusive partnerships with schools, sport entities, community agencies and institutions of higher education;
5. Foster a wide array of faculty research, from contextually-specific scholarship that serves the local community to internationally recognized scholarship.

Duties will include but are not limited to:

1. Faculty recruitment, development, evaluation and promotion;
2. Management of financial, personnel and physical resources;
3. Supervision of accreditation processes;
4. Cultivation and stewardship of alumni and community relations;
5. Collaboration with partners within and outside the University;
6. Securing and facilitating external funding;
7. Development of programs in response to community and student demand;
8. Management of enrollment and student recruitment;
9. Supporting international efforts for students and faculty;
10. Ability to manage college advancement.

To review bylaws: <http://www.unf.edu/coehs/about/Bylaws.aspx>.

To apply for this position, go to www.unfjobs.org and complete the required one page application and upload required documents. Review of applications begins November 5, 2016 and the position is open until filled. Anticipated start date is July 1, 2016.

UNF embraces and promotes diversity and inclusion by attracting and retaining a diverse student body, faculty and staff. This creates a welcoming and inclusive environment that fosters development of cultural competencies

in both outdoor and urban activities (<http://www.georgia.gov>). UGA (<http://www.uga.edu>) is a land grant/sea grant institution located 90 miles northeast of Atlanta. Complete applications received by November 23, 2015 are assured of consideration. Please submit applications at <http://facultyjobs.uga.edu/postings/416>. The University of Georgia is an EEO/AA/Vet/Disability Institution.

Exercise Science: Murray State University - Earned doctorate in exercise science or related area. ABDs will be considered but must be completed prior to August 1, 2017. An earned a professional certification (ACSM, NSCA, or other profession-specific certification) is preferred. Candidates should be committed to high-quality classroom and clinical instruction, university service, scholarly activity (grant-writing, research, etc.) and be devoted to innovative teaching and student advising. International applicants must have appropriate documentation to hold a full-time employment position in the US. Will teach undergraduate courses with preferred strengths in exercise prescription in special populations and wellness programming. Application Deadline: December 2, 2015. To apply please go to: <http://www.murraystatejobs.com/postings/4819> Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

Health Education: Two Tenure-track faculty positions available August 19, 2016. Responsibilities: teach undergraduate courses in health education and promotion such as community health methods, theories of health behavior, health policy and administration, or intervention strategies; and content such as environmental health; scholarship; and service. Minimum qualifications: Doctoral degree in community or public health education/promotion or

closely related field by August 12, 2016; experience in community or public health education; evidence of excellent teaching skills; evidence of potential for establishing a defined line of scholarship; CHES/MCHES or CHES/MCHES eligible; willingness to commit to active engagement in departmental activities and service initiatives. Preferred qualifications: Successful college or university teaching experience; record of scholarly accomplishments including refereed publications, presentations, and research funding; experience with online, hybrid, or emerging media materials and teaching strategies; involvement in appropriate professional organizations. For more information, please go to <https://bsu.peopleadmin.com>. The university offers an excellent benefits package, including health care and retirement plans, tuition assistance for employees and dependents, and generous time off with pay. EEO/AA EMPLOYER/Veterans/Disabled.

Health Sciences: Assistant Professor. Physician Assistant Studies - Physiology and Human Anatomy. Tenure track. August 2016. Francis Marion University. PhD preferred. ABD considered. Position description and support services at <http://www.fmarion.edu/about/positions>. EOE/AA.

Health: The University of Missouri, School of Health Professions, seeks applicants for a tenured or tenure-track, full-time Associate Professor or Professor faculty position for the Department of Health Sciences. Desired focus areas include but are not limited to Social Determinants of Health and Health Outcomes. PhD in Health Sciences related profession or closely related field required. Candidates will be evaluated on their background in the health sciences, ability to teach in an academic setting and scholarly productivity. The position includes teaching health sciences core courses in-

cluding introductory public health courses, research and service to fit School/Departmental needs. We are seeking applications from scholars at the Associate or Full Professor levels who have a record of funded research and experience with interdisciplinary research. Applicants should apply through the HR website (eRecruit): <http://hrs.missouri.edu/find-a-job/academic/index.php>. Candidates should submit a cover letter describing their research agenda; a curriculum vitae; three professional references and up to three writing samples. Letters of reference will be requested at a later date. Review of applications will begin immediately, and applications will be accepted until the position is filled. Compensation is competitive and commensurate with qualifications of the applicant. The University of Missouri is an Equal Opportunity/Access/Affirmative Action/Pro Disabled & Veteran employer. To request ADA accommodations, please contact our ADA Coordinator at (573) 884-7278 (V/TTY).

History: San Jose State University seeks a tenure-track assistant professor whose research specialty is in late medieval or early modern European history with the ability to make connections between emerging European nation states and the cultures of Asia and Africa between 1000 and 1800. Candidates should be able to teach comparative upper-division undergraduate courses, topical courses in World History and European History at the graduate level in their areas of expertise, and occasional lower-division surveys. Ph.D. in History and teaching experience are required. Faculty members are expected to contribute to shared governance through committee service and student advisement. The successful candidate will be expected to contribute to the advancement of the discipline through peer-reviewed scholarship and professional activities. Candidates must

address the needs of a student population of great diversity - in age, cultural background, ethnicity, primary language, and academic preparation. San Jose State University is California's oldest institution of public higher learning. The campus is located on the southern end of San Francisco Bay in downtown San Jose (pop. 1,000,000), hub of the world-famous Silicon Valley high-technology research and development center. Part of the 23-campus CSU system, San Jose State University enrolls approximately 30,000 students, a significant percentage of whom are members of minority groups. For full consideration upload a letter of application, curriculum vitae, statement of teaching interests/philosophy, research plans, and at least three original letters of reference with contact information by November 20, 2015 at apply.interfolio.com/32230. Contact Dr. Mary Pickering, Search Committee Chair, Mary.Pickering@sjsu.edu with questions. SJSU is an Affirmative Action/ Equal Opportunity employer committed to the core values of inclusion, civility, and respect for each individual. A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU. For full position announcement: <http://www.sjsu.edu/faculty-affairs/unit3/tenuretrack/Employment/index.html>.

History: The University of California, Berkeley seeks applications for a faculty appointment at the assistant professor level to teach graduate and undergraduate courses in history, maintain an active research and publication agenda, advise students and perform faculty service. Requirements: PhD History or closely related field. We are seeking a historian of the United States, any period, with a specialization in women, gender, and/or sexuality. Excellent teaching and research abilities. Interested applicants mail cover letter

and CV to: Kristina Andrews, Department of History, Berkeley, CA 94720 within 30 days of publication to be considered. 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, disability, age or protected veteran status.

Humanities: The School of Music at the University of Wisconsin-Madison invites applications for a full-time Artistic Director of University Opera and teacher of operatic performance, interpretation, and literature beginning August 2016. Successful candidate will hold the title of Karen K. Bishop Assistant Professor of Opera (tenure-track). Candidates must demonstrate evidence of an established or emerging national/international career, along with an ability to enhance the School's educational mission and overall commitment to teaching. Candidates will be expected to pursue creative activities or research interests appropriate to a tenure-track position, assist with the recruitment and teaching of a diverse student body of undergraduate and graduate students, and advise and mentor students. Service on graduate degree committees and leadership and service duties within the School, College, and University is required. To ensure full consideration, applications must be received no later than December 1, 2015. For more information and application procedures, please visit: https://www.ohr.wisc.edu/Weblisting/External/PVLSummary.aspx?pv1_num=84299 UW-Madison is committed to providing opportunities to people from all backgrounds to help create a welcoming, empowered, and inclusive community. UW-Madison encourages women, minorities and other members of under-represented groups to apply. A criminal background check is required prior to employment.

Language: Assistant Professor, with specialization in second language acquisition and multilingual learning and development in social settings to begin August 1, 2016. The Department of Second Language Studies offers a BA, an MA and a PhD in Second Language Studies as well as an Advanced Graduate Certificate. The University of Hawaii is a Carnegie very high research activity university with a strong orientation to the Asia-Pacific region. The University supports interdisciplinary initiatives within and across departments and colleges, and places high value on extramural funding. It also values research that addresses locally-relevant issues and local populations in Hawaii. The successful applicant will teach courses at the undergraduate and graduate levels, including in the area of second language acquisition and multilingual learning and development in social settings, mentor undergraduate and graduate students, and engage in research and service. Of particular interest are applicants whose research focuses on language learning and development across the lifespan, in multilingual populations such as (but not limited to) immigrants and heritage language learners. Applicants must be ABD at time of application; have a PhD in second language studies, applied linguistics, or closely related field from a college or university of recognized standing by July 31, 2016; have demonstrated ability to conduct research in the applicant's specialization, as evidenced by publication, and demonstrated ability as a teacher. To Apply and see the full job ad go to: <http://workatuh.hawaii.edu/Jobs/NADvert/21929/3499404/1/postdate/desc>.

Library: Electronic Collections and Metadata Coordinator Search #50-15. The J. Paul Leonard Library at San Francisco State University seeks applicants for a tenure track Senior Assistant or Associate Librarian position to fulfill a combination of re-



DEAN OF THE SCHOOL OF EDUCATION AND EWING MARION KAUFFMAN/ MISSOURI ENDOWED CHAIR

The University of Missouri-Kansas City (UMKC) invites nominations and applications for the position of Dean of the School of Education and Ewing Marion Kauffman/Missouri Endowed Chair. UMKC seeks an experienced and accomplished leader who will engage the entire community in reflecting, visioning, and planning for the future of the School.

One of the campuses of the University of Missouri System, UMKC has a student enrollment of 16,700. Its educational mission emphasizes four areas: leading in life and health sciences, deepening and expanding strength in the visual and performing arts; developing a professional workforce and collaborating in urban issues and education; and creating a vibrant learning and campus life experience. UMKC offers a dynamic mix of undergraduate, graduate and professional programs in areas such as Business, Biological Sciences, Medicine, Nursing, Dentistry, Honors, Pharmacy, Computing and Engineering, Education, Law and the Conservatory.

Founded in 1954, the same year as the historic Brown v. Topeka Board of Education decision, the UMKC School of Education is committed to social justice, urban education, and to fulfilling the unfulfilled promises of Brown. The School of Education's mission is to recruit, prepare, and support outstanding teachers, mental health professionals, and administrators who will create lifelong opportunities through education for America's diverse urban communities. The undergraduate, post-bachelors, masters, educational specialists, and doctoral programs prepare a diverse population of learners across a wide range of professions ranging from teachers to principals and administrators, to counseling psychologists and other mental health professionals in order that they may transform the world.

The School of Education faculty at UMKC is actively engaged with Kansas City-area school districts to create educational reform with a vision to be a leading urban-serving school of education in the nation. The School is engaged in the study of issues that affect urban communities and its urban and diverse community engagement initiatives have garnered wide community support and funding.

The successful candidate must have an earned doctoral degree and a notable record in teaching, scholarship and service sufficient to merit the rank of full professor in one of the divisions of the School of Education. UMKC seeks a leader who embraces diversity and who has demonstrated a commitment to helping others reach their full potential, fostering an environment where democracy, equity and social justice are valued. The candidate must have the ability to bring people together within the School to collaborate in developing a shared vision and reaching strategic goals.

The search committee will accept confidential applications and nominations until the position is filled. Candidate screening will begin immediately. For best consideration, applications and nominations should be submitted by December 4, 2015. An application should include a letter describing relevant experiences and interest in the position; a vitae; and the names of five references with titles, addresses, business and home telephone numbers and e-mail addresses. Greenwood/Asher & Associates, an executive search firm, is assisting the University in the search.

Applications and letters of nominations should be submitted to:

Jan Greenwood or Betty Turner Asher
Greenwood/Asher & Associates
46 Business Center Drive, Suite 206
Miramar Beach, FL 32550
Phone: 850.650.2277 • Fax: 850.650.2272
Email: [jgreenwood@greenwoodsearch.com](mailto:jangreenwood@greenwoodsearch.com)
Email: bettyasher@greenwoodsearch.com

For more information about UMKC, please visit <http://www.umkc.edu/> and <http://education.umkc.edu/>

UMKC is an equal access, equal opportunity, affirmative action employer that is fully committed to achieving a diverse faculty and staff. Equal Opportunity is and shall be provided for all employees and applicants for employment on the basis of their demonstrated ability and competence without unlawful discrimination on the basis of their race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, gender expression, age, genetic information, disability, or protected veteran status. To request ADA accommodations, please call the Director of Affirmative Action at 816-235-1323.



sponsibilities, primarily in technical services, with an emphasis on coordinating access to and control of electronic collections and the management of metadata beginning January 2016. Complete job description available at: <http://library.sfsu.edu/about/jobs/Electronic%20Collections%20and%20Metadata%20Coordinator-PDF%20File.pdf>. SF State serves a diverse student body with a mission to promote scholarship, diversity, instructional excellence and intellectual accomplishment. Faculty are expected to be effective teachers, demonstrate professional achievement and growth through research, publications, and/or creative activities, and engage in service to the campus and community. Salary and academic rank commensurate with qualifications and experience. Application review begins October 31, 2015, continues until filled. Send letter of interest, CV, names and contact information of three references (Letters of recommendation upon request at a later date) to: Elizabeth Detrich, Personnel Coordinator, J. Paul Leonard Library, San Francisco State University, 1630 Holloway Avenue, San Francisco, CA 94132-4030, edetrich@sfsu.edu.

Library: Head, Technical Services (Cataloguing), East Asian Library needed in Berkeley, CA. Will oversee cataloguing unit & participate in cataloguing original Asian language texts. In this regard, will review, set & oversee technical standards for cataloguing; train & oversee staff; ensure compliance with local & national cataloguing practices & metadata standards; represent library in cooperative programs in technical processing. Req: MLS or closely related degree; two years' experience managing an Asian collection; in depth knowledge of: MARC, RDA, AACR2r, LCSH, LCCS, OCLC Connexion; PHP, JavaScript, MySQL; content mgmt systems, such as Drupal; emerging technologies for metadata & cataloguing services, such as linked data & semantic web technologies, including XML, RDF, SPARQL, RESTful Web Services, next gen metadata & cataloguing frameworks, Google

Maps API, Google Custom Search API, and other API's. Collecting approx. 20,000 volumes/materials per annum, & managing an overall collection of over 1 million volumes in Chinese, Korean, & Japanese, both the modern & classical languages, the library seeks a qualified candidate with expert knowledge of one or more of these languages, both modern & classical. The incumbent must be able to speedily catalogue in the material's original language, without need for translation. Send CV & cover letter to Susan E. Wong, Library Human Resources Department, 110 Doe Library, University of California Berkeley, Berkeley CA 94720-6000 within 30 days and refer to Job #15279 to be considered.

Library/Music: Seeking creative, enthusiastic individual to lead Public Services of William and Gayle Cook Music Library. Responsibilities: Oversee and coordinate Cook Library's Public Services, which include: Teaching and Learning: Creating, designing instructional materials in traditional and new formats; leading Information Fluency activities as required for the Jacobs School of Music curriculum. Reference Service: Providing in-person, phone, mail, and online (chat, email, web) reference service; overseeing and training a team of Music Library staff members working at the desk. Circulation and Reserves: Overseeing, training a team that coordinates all circulation and reserve functions, including student hiring/firing, reserves processing, stacks maintenance/shelving, access digitization; maintain the Cook Music Library's website and related online finding aids and materials. Qualifications: ALA-accredited master's degree and bachelor's degree in Music preferred; minimum three years professional experience providing and/or coordinating music reference services; experience in providing library instruction and/or with information literacy programs in research library setting; supervisory and project management experience and demonstrated ability to handle multiple responsibilities in a rap-

idly changing environment; experience in collaboration with information technology and/or instructional technology units; ability to work in a team environment and build working relationships with campus colleagues; ability to communicate and work effectively with diverse populations; ability to meet requirements of a tenure-track librarian position. For complete list of responsibilities, qualifications and benefit programs go to: <http://www.libraries.iub.edu/index.php?pageId=1410>. To apply: Review of applications begins Friday, November 13, 2015. Position remains open until filled. Interested candidates should review application requirements and submit their application at: <https://indiana.peopleadmin.com>. Questions regarding the position or application process can be directed to: Jennifer Chaffin, Director of Human Resources, Libraries Human Resources, Herman B Wells Library 201, Indiana University, Bloomington, IN 47405 - Phone: 812-855-8196 - Fax: 812-855-2576 - Email: libpers@indiana.edu. For more information about Indiana University Bloomington go to <http://www.iub.edu>. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status.

Marketing: Hastings College seeks Assistant/Associate Professor of Marketing to teach in a comprehensive undergraduate Business and Economics program. Specific course menu will depend on candidate's strengths but will include courses in Marketing and Management. The candidate will also participate in departmental planning and curriculum development, advise undergraduate students, and play an active role in student recruitment. Hastings College gives highest priority to teaching effectiveness. PhD preferred, ABD candidates will be considered. Will also consider candidates with Master's degree and professional



DEAN, COLLEGE OF BUSINESS AND ECONOMICS

West Virginia University (WVU) invites nominations and applications for the position of Dean of the College of Business and Economics. WVU seeks a dynamic and innovative leader with a track record of leadership in academia, private industry, or government who will strengthen the national and international reputation and visibility of the College and WVU.

As the chief academic and administrative officer of the College, the Dean must be a leader in building and articulating a clear vision for the future of the College. The Dean must encourage and facilitate excellence in faculty teaching, research, and service; have a strong appreciation for faculty governance; understand and support the role of College staff; appreciate the importance of collaboration with other parts of the University; and foster a commitment to diversity and social justice. The successful candidate must have either a terminal degree and academic accomplishments sufficient to satisfy the standards for appointment as a faculty member at the rank of full professor with tenure, or extensive and distinguished leadership experience in a business or government setting.

WVU is a public land-grant institution classified as an institution with high research activity by the Carnegie Foundation for the Advancement of Teaching. The University has an enrollment of over 29,000 in Morgantown and nearly 31,700 including regional campuses; employs a total of more than 6,600 benefits-eligible faculty, staff, and other employees; and has an annual operating budget of approximately \$2 billion. In addition to the 15 colleges and schools on the main campus, WVU also has two fully integrated divisions and regional campuses.

The College of Business and Economics offers seven bachelors, eight masters, and two doctoral degrees, and it has an undergraduate enrollment of 2,300, a graduate enrollment of 450, a faculty of 98 full-time, a staff of 58 full-time, and more than 22,000 alumni worldwide. The College also has nine centers and other special units of distinction. Business programs at the College are accredited by AACSB International (The Association to Advance Collegiate Schools of Business). Please visit <http://www.be.wvu.edu/> for additional information.

The Search Committee will accept confidential applications and nominations until the position is filled. Candidate screening will begin immediately. For best consideration, applications and nominations should be provided by November 16, 2015. Applications should include a letter describing relevant experience and interest in the position, a resume, and the names of five references with titles, addresses, telephone numbers, and e-mail addresses. Application materials should be submitted in PDF format. Individuals who wish to nominate a candidate should submit a letter of nomination that includes the nominee's name, position, address, telephone number, and email address.

Greenwood/Asher & Associates, an executive search firm, is assisting the University in this search.

Applications and letters of nominations should be submitted to:

Jan Greenwood or Betty Turner Asher
Greenwood/Asher & Associates
42 Business Center Drive, Suite 206
Miramar Beach, FL 32550
Phone: 850-650-2277
Fax: 850-650-2272

E-mail: jgreenwood@greenwoodsearch.com
E-mail: bettyasher@greenwoodsearch.com
E-mail: cindyreed@greenwoodsearch.com

For more information about WVU, please visit <http://www.wvu.edu/>
WVU is an affirmative action, equal opportunity employer.

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DEAN OF THE SCHOOL OF ARTS AND SCIENCES

St. Thomas Aquinas College, a liberal arts and sciences college with very strong pre-professional programs in the heart of the New York Metropolitan Area, invites applications for the position of Dean of the School of Arts and Sciences. Reporting directly to the Provost, the Dean is responsible for all of the academic activities of the School, including faculty, curricula, and strategic planning. The Dean should have a strong vision of the role of the liberal arts and sciences, and a solid grasp of the challenges faced by institutions of higher education in the United States. The Dean should be well prepared to:

- Take the lead in the School's response to academic and marketplace trends, especially in innovative programming and technological change
- Recommend faculty for hiring, retention, promotion, and tenure
- Coordinate evaluation and professional development of faculty in the School of Arts and Sciences
- Oversee program assessment and accreditation activities within the School of Arts and Sciences
- Improve enrollment and retention by working in concert with the Enrollment Management team
- Promote a culture of faculty scholarship and model by example
- Develop and maintain collaborative academic relationships internally and externally
- Pursue professional development
- Coordinate academic planning, scheduling, and budgeting
- Work collaboratively with the Deans of the Schools of Business and Education and all levels of administration
- Work supportively with students

Required:

- Earned Doctorate in field offered within the School of Arts and Sciences from accredited institution
- Proven record of administrative excellence and commitment to teaching and research
- Excellent interpersonal and communication skills
- Experience with accreditation and assessment strongly recommended

Please send the following materials electronically to Dr. R. Murray, Provost & Vice President for Academic Affairs, St. Thomas Aquinas College at sasdeansearch@stac.edu: a cover letter addressing the applicant's credentials and experience as they relate to the position; a personal philosophy statement about the value of a liberal arts and sciences education; curriculum vitae; and names, addresses, and contact information for five professional references. Preference will be given to applications received by November 30, 2015, but will be considered until the position filled. Start date: July 1, 2016.



WORCESTER STATE UNIVERSITY

Worcester State University is a public university offering 50 undergraduate and graduate academic programs. WSU is part of the Higher Education Consortium – an association of 12 local institutions which provide opportunities for collaboration with researchers and educators. Worcester State University is an Affirmative Action/Equal Opportunity Employer which seeks to reflect the diversity of its community.

2016-2017 Dean of the School of Humanities and Social Sciences

The Dean provides strategic leadership and serves as the administrative officer for a diverse group of disciplines. The Dean works with Departments to recruit new faculty who are committed to teaching, service, and scholarly activities, to revise and develop curricula in specific majors and in support of the Liberal Arts and Sciences (general education) curriculum; to plan and administer the School's budget; to increase external grants, to strengthen and broaden alumni and community relations, to enhance fundraising and to advance diversity. Qualifications include: doctorate in a discipline in a unit within the School; a minimum of 3 years full-time teaching in higher education and a minimum of 3 years of higher education management experience, preferably at the level of department chair or above, are also required.

All applicants must apply online at: worcester.interviewexchange.com

Initial screening of applications will begin Nov. 16 and will continue until the position is filled. Necessary documents for submission include a CV, Letter of Interest, Letter of Leadership Philosophy and Research Statement. Finalists are required to submit 3 letters of recommendation signed, dated within the last six months, along with an official transcript (in a sealed envelope) of the highest degree sent by the Registrar's Office of the institution where they received such degree.

All information that can be uploaded to one's e-account should be done so by the applicant; information which cannot may be faxed to 508-929-8163 or emailed to jrodriguez7@worcester.edu or you may send by mail to: Director of Human Resources, Worcester State University, 486 Chandler Street, Worcester, MA 01602-2597

experience. Status of appointment, academic rank, and salary will be commensurate with academic credentials and experience. A comprehensive employee benefit package including a sabbatical program is provided. Founded in 1882, Hastings

College is an independent, coeducational, Presbyterian-related, liberal arts college with an enrollment of 1150 students. Candidates who meet the qualifications are encouraged to send a letter of application establishing those qualifications, a cur-



STANFORD UNIVERSITY Dean of the Graduate School of Business

Stanford University invites applications and nominations for the position of Dean of the Graduate School of Business. The mission of Stanford's Graduate School of Business is to create ideas that deepen and advance our understanding of management and with those ideas to develop innovative, principled, and insightful leaders who change the world.

The Dean of the School must possess the capacity to lead the Graduate School of Business community and support the highest standards of faculty scholarship and teaching. The Dean should demonstrate the ability to manage a complex organization, understand the academic process, connect with students, and provide leadership in building a culturally diverse, globally connected institution. The Dean must also forge links with other Stanford schools, the GSB's alumni and, more generally, the business community, and express important viewpoints in public speeches and writing.

As the senior officer of the School, the Dean is responsible for both the School's academic strategy and its fiscal management. The Dean works closely with and provides leadership for faculty in planning and implementing academic programs, administers the School's resources, communicates the School's mission and goals to internal and external constituencies, and raises funds from alumni, friends, corporations and foundations.

The Dean reports to the Provost of the University and serves on the Executive Cabinet.

Stanford is an equal employment opportunity and affirmative action employer and is committed to recruiting and hiring without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, veteran status, or any other characteristic protected by law.

Please address inquiries, nominations, and applications by Friday, November 6, 2015 to:

GSB Dean Search Committee
Building 10, Stanford University
Stanford, California 94305-2061
or
deansearch@stanford.edu

rent vita, and a description of teaching philosophy to Dr. Gary Johnson, Vice President for Academic Affairs, Hastings College, 710 N. Turner Ave., Hastings, NE 68901. Phone: (402) 461-7346. Fax: (402) 461-7778. Email: hsearch@hastings.edu. Experienced teachers are also encouraged to submit copies of course syllabi and results of teaching evaluations. To be assured full consideration, all materials should be received by December 15, 2015. To find out more about Hastings College please visit our website at www.hastings.edu EOE.

Mathematics: Juniata College, a nationally ranked liberal arts college of 1600 students located in the scenic mountains of central Pennsylvania, invites applications for the tenure-track position of Assistant Professor of Mathematics to begin August 2016. Candidates must have a Ph.D. in mathematics or a related field, a strong commitment to excellence in undergraduate teaching, and evidence of continuing professional development. We are seeking an excellent teacher able to offer courses across our broad mathematical curriculum, from quantitative literacy to calculus to the supervision of undergraduate research. Preference will be given to candidates able to teach courses from among the following: number theory, real and complex analysis, probability and statistics. Experience with the use of technology in the classroom is a definite plus. The teaching load in the Department of Mathematics is three courses per semester. The Department graduates 10-12 students per year, many of whom have interdisciplinary interests. Juniata College has a strong reputation for science education in the context of the liberal arts. Additional information on the College, the Department, and its facilities is available at <http://www.juniata.edu>. Applicants should submit a cover letter, curriculum vitae, a statement describing teaching interests and experience, and graduate school transcripts. Three letters of recommendation should be sent to hr@juniata.edu or to Gail Leiby Ulrich, 1700 Moore Street, Huntingdon, PA 16652. Complete applications received by December 1, 2015, will receive fullest consideration. Preliminary interviews will take place at the Joint Mathematics Meetings in January 2016. Informal inquiries can be directed to Dr. John Bukowski, Chair, Department of Mathematics, bukowski@juniata.edu. Juniata College takes positive steps to enhance diversity in both its community and its curriculum. The college commits to this policy not because of legal obligations but because it fully believes that such practices are basic to human dignity. It is the policy of Juniata College to conduct background checks. To apply for this position, please complete our online

application at <http://www.juniata.edu/jobs>.

Media Studies: UCSB seeks Associate/Full Professor for Dick Wolf Director of Carsey-Wolf Center & Presidential Chair in Media Studies. Interested in candidates who can contribute to the diversity/excellence of the academic community through research, teaching and service. Apply <https://recruit.ap.ucsb.edu/apply/JPF00567>, by 12/16/15. EO/AA.

Medicine: Academic Infectious Disease Physician- The Department of Medicine at the University of Illinois, College of Medicine at Peoria (UICOMP), located in a mid-size metropolitan area, is seeking applicants for multiple openings for the titles of Assistant Professor of Clinical Medicine/Physician Surgeon and Associate Professor of Clinical Medicine/Physician Surgeon to assist the department teach medical students, residents and fellows in Internal Medicine and Infectious Diseases. Other duties include assisting the department: provide clinical patient care in Internal Medicine and Infectious Diseases in the hospital and clinics; provide Grand Rounds and lectures; assist with curriculum development; participate in clinical medical science research; and perform administrative duties and University service as assigned. Requirements for the title of Assistant Professor of Clinical Medicine are an MD degree or its foreign equivalent, plus 5 years of training (3 years in an Internal Medicine residency program, and 2 years in an Infectious Diseases fellowship program), eligible for medical licensure in Illinois, and board certification or eligibility for certification in Internal Medicine and Infectious Diseases. Requirements for the title of Associate Professor of Clinical Medicine/Physician Surgeon are an MD degree or its foreign equivalent, plus 5 years of training (3 years in an Internal Medicine residency program, and 2 years in an Infectious Diseases fellowship program), at least 5 years' experience as an Assistant Professor, eligible for medical licensure in Illinois, and board certification or eligibility for certification in Internal Medicine and Infectious Diseases. Travel may be periodically required between health-care facilities or for professional development. For fullest consideration, please apply online at <https://jobs.uic.edu/peoria> complete job description is available via email at skwynn@uic.edu. The University of Illinois at Chicago is an Equal Opportunity, Affirmative Action employ-



Dean of the College of Human and Environmental Sciences

MU seeks a visionary leader for the College of Human and Environmental Sciences, founded in 1900, to provide leadership and strong advocacy for education in human sciences, and to help shape the college's mission to address human needs and enhance individual and family life in a diverse and global society by conducting advanced research, preparing professionals and providing outreach. We are proud of our growth and national reputation for strong, relevant programs, and we take pride in the accomplishments of our alumni, who represent the college with distinction in the professional fields of education, business and industry, technology, government and social services. The University of Missouri is fully committed to achieving the goal of a diverse and inclusive academic community of faculty, staff and students. We seek individuals who are committed to this goal and our core campus values of respect, responsibility, discovery and excellence.

Nominations, applications and inquiries should be sent to hesdeansearch@missouri.edu. Please contact Teresa Davis at 573-884-5140 or davistl@missouri.edu with questions. Information about how to apply may be found at <http://hes.missouri.edu/deansearch/>. **For full consideration, please submit your application materials by Monday, January 11, 2016.**

The University of Missouri is an Equal Opportunity, Affirmative Action Employer. Applications from women and minorities are strongly encouraged. To request ADA accommodations, please contact our ADA Coordinator at (573)884-7278 (V/TTY).

er. Minorities, women, veterans, and individuals with disabilities are encouraged to apply.

Medicine: The Department of Medicine at the University of Illinois College of Medicine at Peoria seeks an academic hospitalist/internist to join a growing department known for innovative educational programs. The candidate will supervise the performance of patient care services on patients at a 616-bed, tertiary care, academic medical center and will fully participate in the teaching programs for undergraduate medical students and residents. The position requires a medical doctorate (MD or DO) or foreign equivalent. Candidate must be Board Certified/Board Eligible in Internal Medicine, eligible for licensure in Illinois, and eligible for medical staff appointment at a university-affiliated hospital. Peoria is a mid-sized city ideal for convenient living while still close to major metropolitan centers. For fullest consideration, interested applicants should upload a letter of interest and curriculum vitae and apply online at <https://jobs.uic.edu/job-board/job-details?jobID=51862&job=asst-asoc-professor-of-clinical-medicine>. Job descriptions are available by request at skwynn@uic.edu. The University of Illinois is an Equal Opportunity, Affirmative Action employer. Minorities, women, veterans and individuals with disabilities are encouraged to apply. The University of Illinois may conduct background checks on all job candidates upon acceptance of a contingent offer. Background checks will be performed in compliance with the Fair Credit Report Act.

Music: Central Michigan University School of Music seeks an Assistant Professor of Music in applied violin. Ten-month, full-time, tenure-track position to begin fall 2016. Required qualifications: Doctorate in violin performance or related area (ABD considered), or commensurate professional experience, outstanding performance skills, successful college teaching experience, and qualifications to teach in related areas. Duties: recruit and teach applied string students at the graduate and undergraduate levels; teach courses in string techniques, repertoire, and pedagogy; assist with orchestra; teach in related areas subject to the candidate's expertise and the needs of the School of Music; maintain an active scholarly, creative, and service agenda. You must submit an on-line application in order to be considered as an applicant for this position at <https://www.jobs.cmich.edu>. The Search Committee will begin review of candidates immediately and will accept applications until finalists are selected.

Nursing: The University of Virginia's College at Wise, a division of the University of Virginia, invites applications for the Thurston H. Strunk Endowed Chair in Nursing. The University of Virginia's College at Wise is a nationally ranked four year undergraduate public liberal arts college located in the mountains of

southwestern Virginia. The successful candidate must have a Ph.D. in nursing and an established record of scholarship and experience in nursing education. The College seeks an experienced educator with a record of scholarship appropriate for a tenure appointment. Appointment to this tenure track position will be at a level commensurate with experience. The Chair offers a reduced teaching load, discretionary research funds, and competitive salary and benefits. To apply, please visit <https://jobs.virginia.edu> and search for posting #0617054. Complete a candidate profile, attaching a current cv/resume, cover letter, unofficial transcripts and contact information for three references. For more information, visit our web page at <http://www.uvawise.edu> or contact Stephanie Perry at sdh9y@uvawise.edu or call 276-328-0240. UVA-Wise is committed to helping the campus community provide for their own safety and security. Information on campus security and personal safety, including alerts, crime prevention tips and crime statistics may be found at <http://www.wise.virginia.edu/campuspolice>. UVA-Wise is an equal opportunity/affirmative action employer committed to excellence through diversity. Women, minorities, veterans and persons with disabilities are encouraged to apply.

Philosophy: Indiana University, Bloomington, IN. Oscar R. Ewing Visiting Assistant Professor, a three-year, non-tenure-track position beginning August 2016. AOS: Either ethics/metaethics, the history of early modern (seventeenth century) philosophy, or political philosophy. AOC: open. The normal teaching load is 4 courses annually, divided equally between Fall and Spring Semester. The successful candidate will be released from teaching two courses over the three-year period of the appointment, with the timing of the releases to be decided in consultation with the department chair and scheduling committee. Strong commitment to teaching and research expected; Ph.D. required at time of appointment or soon after. 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. Applications for women and minority group members are especially encouraged. A full dossier will include a CV, writing sample, letters of recommendation, and evidence of teaching effectiveness. Electronic submissions are preferred: <http://indiana.peopleadmin.com/postings/1984>. Postal submissions may be sent to: Search Committee, Philosophy Department, Indiana University, 1033 E. 3rd St., Bloomington, IN 47405-7005. Deadline for applications is November 20, 2015.

Political Science: The University of Montevallo seeks applicants for a tenure-track position in Political



Dean of the College of Science and Mathematics

The University of West Georgia (UWG) invites nominations and applications for the position of Dean of the College of Science and Mathematics (COSM); it seeks an energetic and visionary leader dedicated to enhancing and strengthening the mission of COSM and to further its commitment to excellence in teaching, research, and service. UWG is a growing regional, comprehensive university with an enrollment of over 12,000. COSM is composed of the departments of Biology, Chemistry, Computer Science, Geosciences, Mathematics, and Physics, each of which offers one or more undergraduate degree programs. Biology, Computer Science, and Mathematics also offer master's degrees. The Department of Computer Science is accredited by ABET and the Department of Chemistry is certified by the American Chemical Society.

The College of Science and Mathematics takes pride in many areas of distinction, such as the following:

- Commitment to a balance of teaching and research in a student-centric environment;
- Dedication to student success;
- Involvement in community outreach; and
- Close collaboration with the College of Education, as evidenced by the UTeach program and the largest number of successful collaborative Teacher Quality Grants within the state.

Several successful external grants, institutional support and a culture that celebrates the accomplishments of undergraduate research all attest to the value COSM and UWG place on undergraduate science instruction. UWG's commitment to COSM is further highlighted by the upcoming \$22 million renovation of the Biology complex.

STRATEGIC PRIORITIES FOR NEW LEADERSHIP:

- Enhance an ongoing focus on teaching excellence.
- Commit to support faculty research and faculty-mentored undergraduate and M.S. level research.
- Increase external funding for teaching, research, and service.
- Foster new opportunities to expand COSM visibility at all levels.
- Develop goals for the continued improvement of infrastructure for teaching and research within COSM.
- Contribute to the COSM mission, vision, and strategic plan.

REQUIRED QUALIFICATIONS FOR THE SUCCESSFUL CANDIDATE WILL INCLUDE:

- An overall record of administrative service, research (including an earned doctorate), and teaching that will qualify the candidate for a tenured professorship in a discipline contained within COSM.
- A record of successful administrative experience in faculty relations, academic governance, program development, and budgeting.
- Excellent leadership and communication skills.
- A demonstrated commitment to work in a shared faculty governance environment and to create a transparent culture that values and seeks input from all stakeholders.
- A commitment to the enhancement of an open and supportive environment to foster excellence in teaching, research, and service.
- A demonstrated ability to develop and strengthen relationships within the college, the University, and the broader community.
- A demonstrated commitment and respect for the role that diversity plays in furthering the goals of a liberal education.
- An understanding of the needs of students, faculty, staff, and alumni of a regional, comprehensive university.

APPLICATION PROCEDURES:

This tenure-eligible, 12-month appointment begins July 1, 2016. The salary is competitive with peer institutions and the benefit package is attractive. Interested candidates should send a letter of application that includes a description of their qualifications; curriculum vitae; and the names, contact information, including e-mail addresses and telephone numbers, of five references. Review of applications will begin on November 15, 2015, and will continue until the position is filled. Please send applications or nominations to: Dr. Jennifer Schuessler, Chair, COSM Dean Search Committee, The University of West Georgia, 1601 Maple Street, Carrollton, GA 30118. Electronic applications are encouraged and should be sent to: jschuess@westga.edu.

The University of West Georgia is an Affirmative Action, Equal Opportunity Employer, and strongly encourages the applications and nominations of women and minorities. University System of Georgia Board of Regents policy requires the completion of a background check as a prior condition of employment.

Science. Candidates should be prepared to teach introductory political science courses such as American National Government and a variety of upper-division courses in substantive areas of public policy which may include Environment and Sustainability, Civil and Human Rights, Healthcare, Public Administration, Lawmaking and Policy Process. The completed Ph.D. is required by the time of appointment in August 2016. Montevallo faculty teach a 4/4 course load, serve as academic advisors, conduct research in their fields of interest, and perform service for the university community. The University of Montevallo is a public liberal arts university where successful faculty members exhibit innovation and enthusiasm for working with students in the classroom, on undergraduate research projects, and with extracurricular activities. Inquiries should be directed to Dr. Scott Turner (turners@montevallo.edu). Applicants should apply online at <https://jobs.montevallo.edu>. Review of applications begins immediately and continues until the position is filled. UM is an EO Employer.

Professional: The Addictive Disorders and Recovery Studies program in the Department of Community, Family, and Addiction Services seeks an energetic faculty member to join a growing program. The successful applicant will be expected to teach undergraduate and graduate courses, conduct meaningful research, and provide service to the department, the college, and the University as necessary. The preferred applicant should be able to show a clear progression toward recovery science research and funding effort and success. Research collaboration is expected and opportunities for multi-disciplinary research exist within the college and university. Doctorate related to Addiction

and Recovery or a related field such as, family scholars, health professionals, mental health or social scientists with a demonstrated focus in addiction/recovery. Applicants are expected to establish a focused research program and engage in scholarship or creative activity that attracts outside funding in the form of fellowships, grants, exhibits, etc. A record of service and engaged outreach appropriate to the discipline or profession is also expected. Apply at www.depts.ttu.edu/personnel. Click on "Prospective Employees" then "Apply Now". Create an application for position requisition T91263. The quick link for this job posting is <http://www.texastech.edu/careers/>. Include with the completed application a letter of application, vita, copy of transcripts (official transcripts will be required upon appointment), and the contact information (name, address, telephone number, and email address) of three references. As an Equal Employment Opportunity/Affirmative Action employer, Texas Tech University is dedicated to the goal of building a culturally diverse faculty committed to teaching and working in a multicultural environment. We actively encourage applications from all those who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community at Texas Tech University. The university welcomes applications from minorities, women, veterans, persons with disabilities, and dual-career couples.

Professional: The Addictive Disorders and Recovery Studies program in the Department of Community, Family, and Addiction Sciences seeks an energetic faculty member to join a growing program. The successful applicant will be expected to teach undergraduate and graduate courses, conduct meaning-

ful research, and provide service to the department, the college, and the University as necessary. The preferred applicant should be able to show a clear progression toward recovery science research and funding effort and success. Research collaboration is expected and opportunities for multi-disciplinary research exist within the college and university. This position offers the potential to bring an assistant professor, whose has an established research collaboration with the potential candidate. Doctorate related to Addiction and Recovery or a related field such as, family scholars, health professionals, mental health or social scientists with a demonstrated focus in addiction/recovery. Applicants should have a strong record of scholarly publications, active research, and proven capacity or clear potential to bring external funding in the form of fellowships, grants, exhibits, etc. Apply at www.depts.ttu.edu/personnel. Click on "Prospective Employees" then "Apply Now". Create an application for position number 5450BR. The quick link for this job posting is: <http://www.texastech.edu/careers/>. Include with the completed application a letter of application, vita, copy of transcripts (official transcripts will be required upon appointment), and the contact information (name, address, telephone number, and email address) of three references. As an Equal Employment Opportunity/Affirmative Action employer, Texas Tech University is dedicated to the goal of building a culturally diverse faculty committed to teaching and working in a multicultural environment. We actively encourage applications from all those who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community at Texas Tech University. The university welcomes applications from minorities,



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DEAN OF THE COLLEGE OF EDUCATION AND HEALTH SCIENCES

Applications and nominations are invited for the position of Dean of the College of Education and Health Sciences at the University of Evansville. Established in 1854, the University of Evansville (UE), located in southwestern Indiana, has a rich history and a reputation as one of the nation's top comprehensive universities. The University of Evansville is an independent, academically selective, internationally committed University that integrates a distinctive liberal arts and sciences education and dynamic professional programs. The University's 2,250 undergraduate and graduate students from 42 states and 53 countries experience a distinctive curriculum based on exposure to great ideas, timeless themes, significant questions, multiple perspectives, and experiences outside the classroom. The University is recognized as a top ten school in U.S. News and World Report's "America's Best Colleges" annual rankings for master's institutions in the Midwest. UE has received national recognition for its dedication to international education, and the University is consistently listed among the top universities in the United States for study abroad.

The Dean of the College of Education and Health Sciences is responsible to the Executive Vice President of Academic Affairs for providing leadership and direction in the planning, development, evaluation, and administration of the College's five units: the School of Education; the Department of Physical Therapy; the School of Public Health, the Physician Assistant Program, and the Dunigan Family Department of Nursing and Health Sciences. The programs in the College provide learning experiences to develop knowledge, intellectual and professional skills, and personal and social responsibility. All programs feature supervised field experiences - such as internships, clinicals, and student teaching.

Qualifications:

The Dean of the College of Education and Health Sciences must provide visionary leadership to the University and ensure that academic and operational planning is aligned with the mission, identity, strategic plan, and core goals of the University. The ideal candidate should possess the following qualifications:

- A strong history of progressive academic leadership, including curriculum development and assessment, fiscal and personnel management, and representation to external agencies
- A commitment to the liberal arts and sciences as a foundation for professional education
- An earned doctorate in an academic field represented in the College, and evidence of personal excellence in teaching and scholarship
- Substantial administrative experience in personnel development and evaluation, programmatic review and external accreditation, and allocation of resources
- Record of accomplishment in developing effective strategies to build and support interdisciplinary and collaborative academic initiatives and innovations
- Extraordinary communication skills, strong organizational and interpersonal skills and a high level of professional integrity
- A deep sense of civic engagement, global perspective, and social responsibility
- Proven ability in developing relationships with the community and attracting external support through grant writing and cooperative agreements
- A strong record of working on a collegial basis through consultative processes with a dedicated faculty in a setting of shared governance
- A commitment to creating a diverse academic community
- Ability to lead, advocate for, and be an effective spokesperson for the College

Application:

To apply, please submit a letter of interest, curriculum vitae, and information for three references to the Office of the Senior Vice President of Academic Affairs, University of Evansville, 1800 Lincoln Avenue, Evansville, IN 47722. Materials may be submitted online to ta74@evansville.edu. Applications will be accepted until the position is filled, but to ensure full consideration, please submit by November 15, 2015. Review of applications will begin upon receipt. To learn more about the University, please visit us at <http://www.evansville.edu>. The University is an equal opportunity and affirmative action employer.

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VICE-PRINCIPAL (ACADEMIC) & DEAN



The University of Toronto Mississauga invites applications, nominations and expressions of interest for the position of Vice-Principal (Academic) & Dean. The appointment will be effective January 1, 2016, or as soon thereafter as possible. The standard term of a Vice-Principal (Academic) & Dean is five years, with the possibility of renewal for an additional term. The successful candidate would also hold a tenured faculty position at the University of Toronto.

Established in 1827, the University of Toronto (U of T) is the largest and most prestigious research-intensive university in Canada, located in one of the world's great urban centres. The University has more than 19,800 faculty and staff, some 84,500 students enrolled across three campuses, an annual operating budget of \$2.2 billion, \$1.3 million in externally funded research, and one of the premier research university libraries in North America.

The University of Toronto Mississauga (UTM), one of three U of T campuses and the University's second-largest division, was established in 1967. The campus has 15 academic departments; an Institute for Management and Innovation with its distinct emphasis on sector-oriented interdisciplinary management education; and an Institute of Communication, Culture, Information and Technology. Its 147 programs cover 90 areas of study. The campus is also home to the Mississauga Academy of Medicine – a medical education and research facility involving collaboration among UTM, the Faculty of Medicine and three major hospitals. The campus population numbers approximately 13,700 undergraduate students and 575 graduate students, along with 2,300 full- and part-time employees, including 915 permanent faculty and staff. In accordance with the University's strategic vision outlined in Towards 2030, UTM is expected to see substantial further growth in undergraduate and graduate programs and enrolment within a differentiated campus model.

The campus is situated in the city of Mississauga on 225 acres of protected greenbelt along the Credit River, 33 kilometers west of U of T's downtown Toronto campus. The modern campus boasts a number of award-winning facilities, including the Hazel McCallion Academic Learning Centre (library and information complex), and the Recreation, Athletics and Wellness Centre.

The Vice-Principal (Academic) & Dean is the senior academic officer of the University of Toronto Mississauga, and is responsible for all aspects of academic administration, vision and leadership on the campus. She/he reports directly to the Vice-President & Principal (campus chief executive) and also works closely with the Vice-President (Academic) & Provost of the U of T. She/he is also the leading academic ambassador of UTM across the university and externally. Her/his direct reports include two Vice-Deans, an Assistant Dean, 17 heads of departments and institutes, and the Director of the Mississauga Academy of Medicine. She/he will be a distinguished leader and communicator, with outstanding academic and professional achievements and a record as an exemplary administrator.

Candidates must have a PhD and must be able to receive tenure at U of T upon commencement of this role. The successful candidate will have a background in academic leadership.

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

The Search Committee will begin its consideration of individuals immediately and will continue until the position is successfully filled. Please email Colleen McColeman (colleen.mccoleman@utoronto.ca) for copies of the position profile, Towards 2030, UTM academic plan, and other information. Applications including a letter of introduction, curriculum vitae and five references (who will not be contacted without the consent of the applicant) should be forwarded to her, in confidence, at the following address:

Ms. Colleen McColeman
Office of the Vice-President & Principal
University of Toronto Mississauga
3359 Mississauga Rd
Mississauga, Ontario L5L 1C6
Email: colleen.mccoleman@utoronto.ca

Yale

DEAN, SCHOOL OF PUBLIC HEALTH

Yale University invites nominations and letters of application for the position of Dean of the School of Public Health (YSPH).

Since the Yale School of Public Health was founded in 1915, its exceptional and multidisciplinary faculty have conducted innovative and important research and policy analysis and have trained researchers, practitioners, administrators and educators who have had a positive impact on the health of populations. The School offers a range of programs in addition to a two-year MPH program. These include an 11-month MPH program for individuals with a doctoral-level (or equivalent) degree and U.S. medical students, a joint accelerated MBA/MPH degree with the Yale School of Management, a joint MD/MPH program for Yale medical students, a BA-BS/MPH program for Yale College undergraduates and joint degree programs with many other professional schools at Yale. Through the Yale Graduate School of Arts and Sciences, YSPH grants PhD degrees in Biostatistics, Chronic Disease Epidemiology, Environmental Health Sciences, the Epidemiology of Microbial Diseases and Health Policy and Management. YSPH also offers an MS in Epidemiology and Public Health with an emphasis in either Biostatistics or Chronic Disease Epidemiology.

The Yale School of Public Health is seeking a preeminent Dean, who will provide academic and administrative leadership in expanding academic, research, and public health practice opportunities, and move the School toward a new century of excellence. The Dean will serve as a visionary leader in public health initiatives at Yale University, and also with local, national, and international constituencies in the public and private sectors. The Dean will also be expected to lead an effective planning process for setting short-term and long-term goals of the Yale School of Public Health and priorities for program development and budget allocations; facilitate recruitment of the highest quality faculty members and promotes the mentoring, development, and retention of productive members of the faculty; and, foster the highest quality environment of academic teaching, research, and intellectual achievement, and to create and strengthen partnerships within and outside the School.

Candidates must have a Doctoral degree or equivalent and significant leadership experience in a public health discipline or related field. Preference will be given to candidates with an impressive portfolio of academic accomplishment, sustained record of funded research, and a reputation in public health or a related discipline that has resulted in significant national and international recognition.

Korn Ferry is assisting the Yale School of Public Health with this important search. Please forward applications or confidential nominations of appropriate candidates to:

**Ken Kring, Senior Client Partner and
Co-Managing Director, Global Education Practice**
Michelle Ting, Senior Associate
Korn Ferry
yale-publichealth@kornferry.com

Yale is an affirmative action equal opportunity employer. Yale values diversity among its students, staff, and faculty and strongly welcomes applications from women, persons with disabilities, underrepresented minorities, and protected veterans.



women, veterans, persons with disabilities, and dual-career couples.

Professional: The Communication Studies Department at Gonzaga University seeks a faculty member who will serve as chair of the department beginning fall 2016. We seek a person who can provide strong, supportive leadership to a dynamic department of six full-time faculty members. Responsibilities of the chair include administering, enriching, and coordinating the program; mentoring and evaluating faculty; and teaching nine credits per academic year. Current departmental emphases include rhetoric, media, and cultural studies. We seek a candidate who will complement and possibly expand our strengths in areas that support the institutional mission of educating students for lives of leadership and service for the common good. Potential areas include environmental politics, health, global communication flows, and/or 21st century citizenship practices. Required Qualifications: A Ph.D. in Communication, evidence of effective, collaborative leadership, evidence of teaching excellence, a strong and ongoing record of scholarly accomplishments and service that will support appointment at the rank of Associate Professor, and an ability to articulate a vision for the discipline. To apply or view the complete position description, please visit our website at <https://gonzaga.peopleadmin.com/>. Applicants must complete an online application and submit (1) a cover letter, (2) a curriculum vitae, (3) copies of graduate school transcripts, (4) a statement of teaching philosophy, and (5) three letters of recommendation. Application materials must address the candidate's fit with Gonzaga's Jesuit, Catholic, and humanistic mission. Questions about the position can be directed to Dr. Patricia Terry, Chair, Communication Studies, terry@gonzaga.edu or Connie Hickman, Dept. Asst., hickmanc@gonzaga.edu. Position closes on Friday, November 13, 2015, midnight, PST. For assistance with your online application, call 509.313.5996. Gonzaga University is a Jesuit, Catholic, humanistic institution, and is therefore interested in candidates who will contribute to its distinctive mission. Gonzaga University is a committed EEO/AA employer and diversity candidates are encouraged to apply. All qualified applicants will receive consideration for employment without regard to their disability status and/or protected veteran status.

Psychology: Assistant Professor of Psychology School of Behavioral Sciences and Education Penn State Harrisburg, School of Behavioral Sciences and Education, invites applications for a tenure-track appointment as Assistant Professor of Psychology to begin August 2016. A PhD in clinical psychology and licensure or license eligibility as a psychologist are expected. An active program of research with potential for external funding is required. Preference will be given to candidates with clinical developmental sub-specialties or related areas. The successful candidate will teach graduate and undergraduate courses, maintain an active research agenda, guide student research, and provide service. Teaching responsibilities will include undergraduate and grad-

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B. THOMAS GOLISANO
College of COMPUTING AND
INFORMATION SCIENCES

DEAN of the B. Thomas Golisano College of Computing and Information Sciences (GCCIS)

Rochester Institute of Technology, one of the largest private universities in the nation, is seeking applications and nominations for the position of Dean of the B. Thomas Golisano College of Computing and Information Sciences (GCCIS). This position offers an exceptional opportunity for an energetic and visionary leader to partner with members of the talented faculty, student body, staff, and broader institute and national community to teach, promote, and reflect the value of the significant and integral role computing and information sciences disciplines play in today's complex world. Reporting to and working with the Provost, and in coordination with the Deans from other colleges, the GCCIS Dean will have responsibility for the strategic, programmatic, financial, fundraising, and management operations that support the mission and vision of the GCCIS.

About The Golisano College of Computing and Information Sciences: RIT features one of the most comprehensive computing colleges in the nation, the B. Thomas Golisano College of Computing and Information Sciences (GCCIS). RIT has been at the forefront of computing since launching a computer science program more than 40 years ago. Continuing a tradition of innovation, RIT consistently has anticipated developments in the computing field. We have responded by designing academic programs flexible enough to keep up with changing demands, yet focused enough to develop the computing expertise required today. For example, RIT was the first university in the nation to offer baccalaureate degree programs in information technology (1991) and software engineering (1996), a minor in free and open source software and free culture (2014), and introduced one of the nation's first dedicated schools of interactive games and media (2009) and computing security departments (2013).

About Rochester Institute of Technology: Founded in 1829, Rochester Institute of Technology is a privately endowed, coeducational university with nine colleges emphasizing career education and experiential learning. The campus occupies 1,300 acres in suburban Rochester, the third-largest city in New York State. RIT also has international locations in Eastern Europe, Dubai, and China. The RIT student body consists of approximately 15,400 undergraduate and 3,200 graduate students representing all 50 states and more than 100 countries. RIT has the fourth-oldest and one of the largest cooperative education programs in the world, annually placing more than 4,100 students in more than 6,100 co-op assignments with more than 2,100 employers across the United States and overseas. For more than 30 years, RIT has been recognized for educational quality and value in *U.S. News & World Report*, traditionally listed among the top 10 regional universities.

Send applications (curriculum vitae and cover letter), nominations, and inquiries to the address below. For priority consideration, please apply by November 23, 2015. For additional information about RIT and the GCCIS, visit our web sites at www.rit.edu and www.rit.edu/gccis.

rit-gccis@kornferry.com

Paul Chou, Co-Managing Director, Global Education Practice
Josh Ward, Senior Associate, Global Education Practice
Korn Ferry
Philadelphia, PA

Rochester Institute of Technology is an equal opportunity and affirmative action employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, gender identity and expression, marital status, age, disability, pregnancy, medical condition, or covered veteran status.



DEAN, SCHOOL OF COMMUNICATION AND THE ARTS

Marist College seeks an innovative, collegial, and entrepreneurial dean to lead the School of Communication and the Arts. The dean is the school's chief academic and administrative officer overseeing nine undergraduate programs and three graduate degrees set among our main campus in the historic Hudson River Valley of New York; our branch campus in the rich cultural center of Florence, Italy; and online.

Undergraduate majors include studio art, art history, communication, games and emerging media, media studies and production, digital media, fashion design, and fashion merchandising. Graduate programs include Master's degrees in communication, integrated marketing communication, and museum studies.

As a member of both the Dean's Council and the President's Cabinet, the dean fills an important leadership position at an institution with a national reputation for teaching excellence and technology innovation. Reporting to the vice president for academic affairs/dean of faculty, the dean is responsible to: develop and implement programs that bring students and distinction to Marist; engage with alumni, advisory boards, and other professionals to promote grants, post-graduate placements, internship opportunities, and support for academic initiatives; and hire and evaluate all full-time faculty in the school.

The ideal candidate will have experience in the academic community, although candidates with distinguished careers in communication or the arts will be carefully considered. He or she will be aware of disruptive trends in higher education and will possess the vision and skills to array our talented faculty and other resources to meet those challenges and opportunities. Proven experience in developing support and cultivating partnerships with internal and external constituencies is required. A terminal degree in a relevant field or comparable outstanding achievement in the private sector is required.

Marist is an independent, comprehensive college grounded in the liberal arts, located on a 210-acre riverfront campus in New York's Hudson River Valley, midway between New York City and Albany, the state capital. The College enrolls 4,800 traditional-age undergraduates, 540 adult undergraduate students, and 800 graduate students, offering 44 undergraduate majors and 12 graduate programs including online M.B.A., M.P.A., M.S., and M.A. programs.

The review of applications will begin immediately and will continue until a candidate is selected. The expected starting date is summer 2016. Application materials should include: a letter addressing how the candidate's experience matches the position requirements and responsibilities, a curriculum vita, and contact information for at least three professional references. References will only be contacted with the applicant's explicit permission.

Applications may be submitted by going to

jobs.marist.edu

MARIST

Marist College is strongly committed to the principle of diversity and is especially interested in receiving applications from members of ethnic and racial minority groups, women, persons with disabilities, veterans, and persons from other under-represented groups.

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

Psychology at the rank of Assistant Professor to begin in Fall 2016. Applicants should have a Ph.D. or, if ABD, must complete their degree by Fall 2016 from an APA accredited program in psychology. The successful candidate must have evidence of excellence in teaching and be able to teach a variety of undergraduate courses including Foundations in Psychology, Social Psychology, and Statistics. Additional responsibilities include academic advising, research/scholarly activity, professional service, and support for undergraduate research. With an enrollment of approximately 3000, UM is Alabama's designated public liberal arts university. Adjacent to Birmingham, in one of the nation's fastest growing counties, Montevallo provides an attractive lifestyle in a moderate climate with ready access to metropolitan and recreational opportunities. Interested candidates should complete the online process at <https://jobs.montervallo.edu> that includes submission of a letter of application, curriculum vitae, unofficial transcripts, evidence of teaching effectiveness, selected reprints, and at least three letters of recommendation. Official transcripts will be required at interview. Address correspondence to: Dr. Lee Bare, Chair of Search Committee. Review of applications will begin immediately and continue until position is filled. UM is an EO Employer.

Psychology: The Department of Psychology at Washington State University in Pullman, WA has an opening for a full-time tenure-track associ-

ate or full professor who will serve as Director of its Psychology Clinic. This position is a 12-month appointment beginning August 1, 2016, pending budgetary approval. Responsibilities include overseeing the operations of the Psychology Clinic, supervising graduate students' clinical work, teaching a clinical practicum course in assessment and therapy, conducting research, and mentoring the research work of graduate students. The Psychology Clinic is the training clinic for the Clinical Psychology Program and serves both child and adult clients from the community and the university. There may be the opportunity to teach graduate-level courses in addition to the clinical practicum course, although the teaching load will be reduced given the clinic responsibilities. The Clinical Psychology Program endorses a scientist-practitioner training model and has been accredited by APA since 1956. For a description of the Department of Psychology and Clinical Psychology Program see <https://psychology.wsu.edu/> and for further details about the clinic see <http://psychologyclinic.wsu.edu/>. Requirements: Candidates must have earned a Ph.D. in psychology from an APA-accredited clinical psychology program, completed an APA-approved internship, and be licensed or license eligible in the state of Washington. Applicants should have an established program of research and experience mentoring and providing clinical supervision to graduate students. Candidate for Associate Professor should have served at least 6 years as an Assistant Professor or equivalent. Candi-

M UNIVERSITY OF MICHIGAN

DEAN, SCHOOL OF INFORMATION Ann Arbor, Michigan

The University of Michigan seeks applications and nominations for the position of Dean of the School of Information (UMSI). UMSI offers advanced research and programs of study from the bachelor's to the doctoral level to address the social and technical aspects of contemporary information use, creating and sharing knowledge so that people can use information — with technology — to build a better world. The School's degree programs include a Bachelor of Science in Information; a Master of Science in Information; a Master of Health Informatics; and a Ph.D. in Information. UMSI has approximately 450 graduate students, and brought its first undergraduate students in 2014 for its ground-breaking bachelor of information degree (the first of its kind in the U.S.), which examines what makes information valuable, memorable, and accessible in our lives and communities.

The School of Information was chartered by the Board of Regents in 1996, but the school had its origin as the Department of Library Science in 1926. The School's distinguished faculty are drawn from many disciplines, including computer science, economics, information systems, history, library and information science, and psychology. The school features areas of study including archives and record management, human-computer interaction, information analysis and retrieval, information economics for management, library and information science, preservation of information, and social computing.

The School is deeply committed to helping all sectors of society realize the potential benefits of the dramatic changes that are occurring in information resources and technology. Candidates should have the vision and experience to lead the community of faculty, students and staff in synthesizing the new, interdisciplinary lines of research and education that are so urgently required.

The School expects the Dean to provide intellectual leadership, to be strongly engaged in its research and teaching missions, to steward its finances, to oversee its administration, to take a key role in raising external funds, and to represent it effectively in relations with the university and with external communities, locally and around the world. The Dean will report to the Provost and Executive Vice President for Academic Affairs.

The successful candidate will be tenurable at the full professor level in the School of Information. Candidates with distinguished scholarly accomplishments and records of success in academic administration are strongly encouraged. However, the path-breaking mission of the School implies that candidates from other backgrounds — such as information technology companies — may also be highly attractive.

Applications will begin immediately. For full consideration, please submit by November 15, 2015. The University of Michigan has engaged the services of Korn Ferry to assist the search committee. Inquiries, nominations and applications should be directed electronically to:

Email: umichschooldean@kornferry.com
Korn/Ferry
1835 Market Street, Suite 2000
Philadelphia, PA 19103

More can be learned about the mission and resources of the School of Information at <https://si.umich.edu>

*The University of Michigan is an
equal opportunity/affirmative action employer.*



uate courses in research methods, developmental psychology, and other clinical courses related to one's area of specialization. Applicants must have excellence in research and teaching, along with a commitment to integrity, diversity, collaboration, and professional service. The psychology program offers a BS in psychology and two graduate degrees leading to the MA, Applied Psychological Research and Applied Clinical Psychology, which may result in licensure as a Master's-level therapist. Penn State Harrisburg, with an enrollment of approximately 4,500 students, is located in Middletown, Pennsylvania. The College is easily accessible via interstate and rail routes from Baltimore, Philadelphia, Washington DC, and New York. The College offers students the opportunity to earn baccalaureate degrees in thirty academic majors. As a graduate center, the College offers twenty-two master's degrees and three doctoral degree programs. The College is located near the Penn State Milton S. Eisenhower Medical Center, which facilitates collaborative research opportunities. To learn more about the College and the School, visit <http://harrisburg.psu.edu> or <http://harrisburg.psu.edu/behavioral-sciences-and-education>. Applicants should submit a letter of application, curriculum vitae, copies of graduate tran-

scripts, statement of teaching and research interests, and samples of recently published work to <http://psu.jobs>, job number 59965. Additionally, three confidential written letters of reference should be sent directly to: Assistant Professor of Psychology Search Committee, Penn State Harrisburg, School of Behavioral Sciences and Education, W319 Olmsted, Middletown, PA 17057. Review of applications will begin immediately and continue until the position is filled. Campus Security 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 refer 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.

Psychology: Assistant Professor of Psychology, University of Montevallo. The Department of Behavioral and Social Sciences at the University of Montevallo invites applications for a tenure-track position in Social

date for Full Professor should have served at least 6 years as an Associate Professor or equivalent. Previous experience in clinic administration is preferred. Applicants should apply online through WSU Human Resources (<http://www.wsujobs.com>) and submit a letter of application describing their relevant experience, vita, up to four reprints, and three letters of recommendation. Salary will be competitive, commensurate with qualifications and years of experience. Review of applications will begin November 16, 2015 and continue until the position is filled. Questions should be directed to Dr. Tammy Barry at tammy.barry@wsu.edu. Washington State University is a moderate-sized (approximately 20,000 students) land-grant institution located in Pullman, Washington, a small college town in rural southeastern Washington. Our department is interested in candidates who will contribute to diversity and equal opportunity in higher education through their teaching, research, and service. WSU employs only US citizens and lawfully authorized non-US citizens. All new employees must show employment eligibility verification as required by US Citizenship and Immigration Services. Washington State University is an Equal Opportunity/Affirmative Action educator and employer. Members of ethnic minorities, women, special disabled veterans, veterans of the Vietnam-era, recently separated veterans, and other protected veterans, persons of disability and/or persons age 40 and over are encouraged to apply.

Psychology: The Psychology Department at Gonzaga University invites applications for one full-time, tenure-track Assistant Professor position in Psychology beginning fall, 2016. Candidates must be able to teach General Psychology, Research Methods/Statistics, and upper division courses in behavioral economics/judgement and decision-making or industrial/organizational psychology. Required Qualifications: A Ph.D. in Psychology (ABD considered with completion by August 1, 2016) that must include expertise in behavioral economics/judgement and decision-making or industrial/organizational psychology and at least one year of experience (or equivalent) teaching undergraduates. Desired Qualifications: Research amenable to significant undergraduate participation. To apply or view the complete position description, please visit our website at: <https://gonzaga.peopleadmin.com/>. Questions about the position can be directed to Dr. Monica Bartlett, Chair of the Search Committee (bartlett@gonzaga.edu). Position closes on December 15, 2015, midnight, PST. For assistance with your online application, call 509.315.5996. Gonzaga University is a Jesuit, Catholic, humanistic institution, and is therefore interested in candidates who will contribute to its distinctive mission. Gonzaga University is a committed EEO/AA employer and diversity candidates are encouraged to apply. All qualified applicants will receive consideration for employment without regard to their disability status and/or protected veteran status.

Public Affairs: Columbia University School of International and Public Affairs Professor (open rank), Energy Policy Columbia University's School of International and Public Affairs (SIPA) invites applications for a named professorship to begin in July 1, 2016 (or as soon thereafter as possible) in the field of Energy Policy. The professorship can be filled at the rank of the assistant, associate or full professor. PhD in economics or related field is required. Senior candidates must have a distinguished publication record; junior candidates must show promise of developing an outstanding publication

R·I·T The Kate Gleason COLLEGE OF ENGINEERING

DEAN OF THE KATE GLEASON COLLEGE OF ENGINEERING (KGCOE)

Rochester Institute of Technology, one of the largest private universities in the nation, is seeking applications and nominations for the position of Dean of the Kate Gleason College of Engineering (KGCOE). This position offers an exceptional opportunity for an energetic and visionary leader to partner with members of the talented faculty, student body, staff, and broader institute and national community to teach, promote, and reflect the value of the significant and integral role engineering disciplines play in today's complex world. Reporting to and working with the Provost, and in coordination with the Deans from other colleges, the KGCOE Dean will have responsibility for the strategic, programmatic, financial, fundraising, and management operations that support the mission and vision of the KGCOE.

About The Kate Gleason College of Engineering: Named in honor of Kate Gleason, the first woman to be elected a member of the American Society of Mechanical Engineers, the KGCOE proudly continues a tradition of equal opportunity and excellence in engineering education. The engineering program combines classroom and laboratory learning in technical areas with a broad liberal arts curriculum and cooperative work assignments. All undergraduate majors include four years of academic study and approximately one year of paid cooperative education work experience. The KGCOE has an outstanding record of achievement in engineering education (96% placement rate), producing graduates who are well versed in current engineering practice, educated to lead technical innovation and to develop next-generation products and processes. *Business Insider* ranked the KGCOE 27th globally in "The World's Best Engineering Schools" in 2012 and *US News and World Report* ranked RIT as 2nd among the "Most Innovative Schools" in their 2016 publication. The KGCOE offers biomedical, chemical, computer, electrical, industrial, mechanical, and microelectronic engineering majors that let students specialize in industry-specific options. The KGCOE also offers an accelerated dual Bachelors / Masters degree program, allowing students to complete both degrees in five years. The KGCOE has also launched the nation's first interdisciplinary Ph.D. program in microsystems engineering and a Ph.D. in engineering that focuses on communications, energy, health care, and transportation. The KGCOE fosters education and research that leverage the white space between disciplines, and augment existing MS degree programs to support a rapidly growing research enterprise. Recent advancements in the Gleason research portfolio include the establishment of the National Photonics Manufacturing Institute and the Center for Advanced Technology in Additive Manufacturing. The KGCOE is well suited to continued research portfolio growth and it is expected that a greater emphasis will be placed on cutting-edge faculty research.

About Rochester Institute of Technology: Founded in 1829, Rochester Institute of Technology is a privately endowed, coeducational university with nine colleges emphasizing career education and experiential learning. The campus occupies 1,300 acres in suburban Rochester, the third-largest city in New York State. RIT also has international locations in Eastern Europe, Dubai, and China. The RIT student body consists of approximately 15,400 undergraduate and 3,200 graduate students representing all 50 states and more than 100 countries. RIT has the fourth-oldest and one of the largest cooperative education programs in the world, annually placing more than 4,100 students in more than 6,100 co-op assignments with more than 2,100 employers across the United States and overseas. For more than 30 years, RIT has been recognized for educational quality and value in *U.S. News & World Report*, traditionally listed among the top 10 regional universities.

Send applications (curriculum vitae and cover letter), nominations, and inquiries to rit-kgcoe@kornferry.com. For priority consideration, please apply by **November 23, 2015**. For additional information about RIT and the KGCOE, visit our web sites at www.rit.edu and www.rit.edu/kgcoe.

Paul Chou, Co-Managing Director, Global Education Practice
Josh Ward, Senior Associate, Global Education Practice
Korn Ferry
Philadelphia, PA

Rochester Institute of Technology is an equal opportunity and affirmative action employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, gender identity and expression, marital status, age, disability, pregnancy, medical condition, or covered veteran status.



record, suitable for tenure at a leading research university. Research and teaching interests must include conventional energy resources, such as hydrocarbons, nuclear or hydroelectric power. Interest in the relevance of research for policy is essential. A record of engagement in the policy process would be an advantage. The successful candidate will contribute to teaching and intellectual leadership in the SIPA energy curriculum at the master's and PhD level, and engage with other Columbia faculty working in the energy, sustainable development, and related fields. Applications will be reviewed until a suitable candidate is identified. Please visit our online application site at: <https://academicjobs.columbia.edu/applicants/Central?quickFind=61586> for further information about this position and to submit your application. Screening of the candidates will begin immediately and the search will remain open until filled. For further information, please contact Joe Chartier, Academic Department Administrator, School of In-

ternational and Public Affairs, at jc3317@sipa.columbia.edu. Columbia University's School of International and Public Affairs brings together an interdisciplinary faculty to conduct research in policy-related fields and train students at the master's and doctoral level for careers in global public policy. Columbia University is an Equal Opportunity/Affirmative Action employer. The search committee is especially interested in candidates who, through their research, teaching, and/or service, will contribute to the diversity and excellence of SIPA's academic community. Applications from women and underrepresented minorities are strongly encouraged.

Registrar: Ithaca College seeks a Registrar who is a strategic thinker ready to provide leadership in managing student records, supporting implementation of academic policy and curricular changes, overseeing academic course scheduling and student registration processes, and maintaining the security, reliability, and responsiveness of the Col-

R. WILLIAM FUNK & ASSOCIATES



DEAN COLLEGE OF BUSINESS AND ECONOMICS

Western Washington University announces a nationwide search to recruit a new Dean of the College of Business and Economics (CBE).

The College of Business and Economics (CBE), an AACSB-accredited college, houses five academic departments (Accounting, Decision Sciences, Economics, Finance & Marketing, and Management) and several interdisciplinary centers. Degrees offered at the main campus in Bellingham include BAs in Accounting, Business Administration, Economics, and Financial Economics; a BS in Manufacturing and Supply Chain Management; an MBA; and a Master of Professional Accountancy (MPAcc). Students who get a BA in business have the opportunity to concentrate in a variety of disciplines. The College also oversees an MBA program in Everett and a BA in General Business in Poulsbo.

The College employs 66 tenure and tenure-track faculty at the Bellingham campus with over 95% having a research doctorate. CBE also has a team of talented and committed NTT instructors who bring significant professional experience to our classrooms. Seventeen administrative and professional staff work for CBE. There are about 1,200 full-time students in the undergraduate program and about 80 in the Master's programs.

Western seeks a dean who fosters innovation, collegiality, inclusiveness, and diversity. The Dean is the chief visionary of the college as well as its academic and administrative leader, providing strategic direction in an environment that is founded in faculty governance and collaborative leadership. Outreach and advocacy are critical parts of this role. As a key member of the university's central executive leadership team, the Dean works with other executive leaders and the faculty in a collaborative collective bargaining environment to implement the university's mission and is an active and visible leader within both the university and greater community.

In conjunction with the department chairs, policy council, and faculty governance committee, the Dean creates and implements short- and long-term strategic goals consistent with the CBE's mission and vision. The Dean reports to the provost and works closely with the Deans of Western's six other colleges and the graduate school. (A "Leadership Statement" providing more information about the College and position is available at <http://cbe.wwu.edu/>).

According to the 2016 *U.S. News & World Report* rankings, Western Washington University is the highest ranking public, master's granting university in the Pacific Northwest and second among top public, master's-granting universities in the West. Western Washington University is also a top producer of Fulbright Scholars; no institution of its class produced more Fulbright winners than Western in 2013. Few institutions of higher learning can match Western Washington University's combination of academic excellence and extraordinary natural setting. The 15,000 student, 224-acre campus, located in Bellingham, Washington, overlooks Bellingham Bay and the San Juan Islands and was named one of the most beautiful coastal campuses. Bellingham lies 90 miles north of Seattle and 55 miles south of Vancouver, BC. With its year-round mild climate, recreational opportunities abound from the water to the nearby ski slopes of 10,778-foot Mount Baker and the alpine country of the cascades.

While applications and nominations will be accepted until a new Dean is selected, interested parties are encouraged to submit a cover letter, vitae, and other supporting materials addressing the qualifications, skills, and experience as outlined in the Leadership Statement (<http://cbe.wwu.edu/>) to our consulting firm at the address below by December 15th to assure optimal consideration. Please address materials to:

WWU College of Business and Economics Dean Search
R. William Funk & Associates
100 Highland Park Village, Suite 200
Dallas, Texas 75205
Email: krisha.creal@rwilliamfunk.com
Fax: 214/295-3312

~ WWU is an equal opportunity/affirmative action employer, committed to assembling a diverse, broadly trained faculty and staff. Women, minorities, persons with disabilities, and veterans are encouraged to apply. ~

lege's student information system. This individual will be responsible for supervising all staff members in the Office of the Registrar and will work effectively across campus constituencies to promote transparent and effective logistical academic processes for students, faculty, and staff. Interested applicants must apply online at <http://www.ithaca.edu/jobs/>. Questions about online application should be directed to the Office of Human Resources at (607) 274-8000. Screening of applications will begin immediately. To ensure full consideration, complete applications should be received by November 20, 2015. Ithaca College is committed to building a diverse academic community and encourages members of underrepresented groups to apply. Experience that contributes to the diversity of the college is appreciated.

Social & Behavioral Sciences: Faculty Position in Department of Biobehavioral Health and Population Sciences The University of Minnesota Medical School in Duluth invites applications for a full-time Assistant Professor (tenure track) in the Department of Biobehavioral Health and Population Sciences. We seek candidates with a PhD/DrPH in public health or related fields, such as the areas of health disparities research, population health, epidemiology, and health economics. Candidates must have experience leading to peer-reviewed publications and

demonstrate high potential for establishing an independent research program that is externally funded. All candidates must have strong verbal and written communication skills. Preference will be given to candidates with research interest in rural and/or Indigenous health, a history of externally funded research, background in health services and policy research, experience teaching in a university setting, and/or experience with interprofessional collaborative research. Duties and responsibilities of the position include: Develop and implement a strong, externally funded research program supportive of the missions and goals of the Department and the Medical School, Duluth campus with appropriate interprofessional emphases with the two campuses of the Medical School; Develop and implement excellent teaching programs for medical and other students; Provide internal and external service to the institution across Medical School campuses. The mission of the Medical School in Duluth is to be a national leader in educating physicians dedicated to family medicine, to serve the health care needs of rural Minnesota and American Indian communities, and to discover and disseminate knowledge through research. The Department of Biobehavioral Health and Population Sciences integrates social and behavioral medicine training for rural family medicine and for American Indian/Alaska Native physi-

cians, with research in rural and Indigenous health, and community engaged service, to promote rural and Indigenous health equity. Review of applications will continue until the position is filled. Applications must be submitted online at: <http://www1.umn.edu/ohr/employment/index.html> (Job ID 305039). To be considered for this position, please click the Apply button and follow the instructions. To ensure consideration, a cover letter, a curriculum vitae, a statement of teaching and research philosophy (two page maximum) and the names and contact information of three references should be directed to James G. Boulger, Ph.D., Chair of the Search Committee, via the online process. Three letters of recommendation should be sent under separate cover to: Ms. Tracy Kemp, 1035 University Drive, 232 SMed, Duluth, MN 55812-3031 or tkemp1@d.umn.edu. Completed applications will be evaluated starting November 1, 2015 and will continue until the position is filled. Top candidates will be invited for a seminar/interview as a component of the selection process. Questions concerning the online application process should be directed to Tracy Kemp at tkemp1@d.umn.edu.

Social Work: Indiana University School of Social Work. TENURE TRACK FACULTY POSITION(IU South Bend campus) IN-SOCW 15005. Assistant Professor. The Indiana University School of Social

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President

Farmingdale State College

State University of New York

Farmingdale State College, a campus of the State University of New York (SUNY), announces a national search to succeed President Hubert Keen who will be stepping down in June 2016 after nine years of exemplary leadership.

Established in 1912 as an institute for agricultural study, Farmingdale has developed into a comprehensive college of applied science and technology. Today, Farmingdale is the largest college of technology within the State University of New York system with over 8,700 students. The College has a national reputation for high-quality and technology-based education and a congenial and collaborative campus environment. The College has been recognized by several external validators, including *U.S. News & World Report*, which named Farmingdale one of the "Best Colleges in the North" for the last four years. Located on 380 acres in central Long Island, the College is 45 minutes by car from mid-town Manhattan and is the only public college on Long Island to offer comprehensive programs in the applied sciences and technology. The College offers primarily Bachelor and some Associate degrees and has pending a proposal for its first graduate degree, a Master of Science in Technology Management. Students are served by 251 full-time and over 400 adjunct faculty in the Schools of Arts and Sciences, Business, Engineering Technology and Health Sciences. The College also offers a wide range of minors, certificate and non-credit programs, workshops, seminars, and outreach to the P-12 schools.

The College is a member of SUNY's network of 64 institutions, nearly a half-million students, 88,000 faculty and staff and more than 7,500 degree programs. The successful candidate will join a dynamic team of presidents that are fully engaged in dialogue and planning at a national level, at a time when SUNY's commitment to student success, academic excellence, leadership, research and economic and community engagement has never been stronger. SUNY Chancellor Nancy Zimpher increasingly looks to the campus presidents to work collaboratively with other SUNY colleges, administrators, faculty and staff, and surrounding communities to maximize economic revitalization in New York, demonstrate academic excellence and accountability, and elevate the importance of degree completion at each institution.

The College seeks a president with the utmost personal and professional qualifications. It is strongly preferred that the successful candidate possesses an advanced degree, and have significant and progressive professional leadership experience in higher education. It is essential that the successful candidate demonstrate an understanding of and commitment to Farmingdale's mission as the largest comprehensive college of technology within the SUNY system. For additional information about the College as well as other desired leadership characteristics and the leadership agenda, please view the full search profile under Current Searches at www.academic-search.com.

The new president will be expected to assume office in July 2016. The College is being assisted by Academic Search, Inc. Applications should consist of a substantive cover letter addressing the qualifications and desired attributes as described in the search profile noted above, a curriculum vitae or resume, and at least five professional references with full contact information and a note indicating the nature of the 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 FSCPres@academic-search.com. The position will remain open until filled, but only applications received by **December 29, 2015** can be assured full consideration. Confidential conversations with senior consultants Jessica Kozloff (jsk@academic-search.com) or Tom Fitch (rtf@academic-search.com) may be arranged by contacting associate consultant Michelle Sarver (mrs@academic-search.com or 202-263-7478).

Farmingdale State College is an Equal Opportunity/Affirmative Action Employer, committed to recruiting and supporting a diverse community of faculty, staff, and students. The College actively seeks applications from women and members of underrepresented groups.

ACADEMIC SEARCH
Identifying leaders for higher education since 1976



WHEELLOCK
COLLEGE

Boston, Massachusetts

PRESIDENT

Since its founding in 1888, the mission of Wheelock College—to improve the lives of children and families—has provided the necessary inspiration for tens of thousands of graduates to take on roles to serve others. At Wheelock, all decisions, programs and pedagogy are evaluated using this social justice lens.

The Board of Trustees invites nominations and expressions of interest from bold and engaging leaders for its 14th President. This search follows the successful 12-year presidency of Jackie Jenkins-Scott who is concluding her time at Wheelock at the end of the 2015-16 academic-year.

The next president will have the opportunity to build on the many successes of the last decade including strengthened graduate programs, a 50% growth in undergraduate student enrollment, the establishment of 11 new undergraduate majors, and exceptional improvements in facilities and infrastructure. The Campaign for Wheelock, which ended in 2014, surpassed its original goal and raised \$82 million, creating a platform for sustaining these successes.

A private college with a public mission, Wheelock strives to be the premier college educating people to create a safe, caring, and just world for children and families. Located in the historic Fenway neighborhood of Boston, more than 60% of undergraduates live on campus. Today, Wheelock has just over 800 undergraduate students, 380 graduate students, and over 19,000 living alumni. Through 21 undergraduate majors and nine master's degree programs, Wheelock's academic offerings are strategically focused on its mission.

The successful candidate will be an engaged and energetic visionary leader committed to the defining mission of the College. Possessing a record of achievement and demonstrating engagement in academic pursuits, he or she will have a track record of effectiveness as a trust builder and inspirational manager.

The presidential profile describing the opportunities for leadership and the details of the application process may be found at <http://agbsearch.com/searches/president-wheelock-college> and www.wheelock.edu/presidentialsearch.

To ensure full consideration, applications should be received by December 18, 2015, though applications will be accepted until a candidate has been selected. Please direct all confidential nominations and inquiries to **Ms. Georgia Yuan, Senior Consultant at AGB Search, gyuan@agbsearch.com, 202-590-7590.**

Wheelock College is an Equal Opportunity, Affirmative Action Employer



Work, South Bend campus invites applications for a tenure track position at the assistant professor level. Successful candidates will be expected to teach across the BSW and MSW curricula as well as occasional classes in IU-partner campus locations. Essential qualifications include an earned doctorate in social work or related field, an MSW degree from a CSWE-accredited program or equivalent, and at least two years of post-MSW practice or teaching. Applicants must provide evidence of skill in and commitment to teaching, research, and service to the School of Social Work and University. Successful candidates should also have a well demonstrated interest in seeking external grants to support scholarly activities. Salary is competitive and commensurate with qualifications and experience. Application materials can be sent electronically as pdf files to Dr. Cathy Pike, Associate Dean, melindop@iupui.edu, and should include a letter of application detailing qualifications for this position, curriculum vitae, and three letters of reference with original signatures. Official transcripts must be mailed to Dr. Cathy Pike, Associate Dean, Indiana University School of Social Work, 902 W. New York St., ES 4138G, Indianapolis, IN 46202. 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.

Sociology: Assistant Professor of Sociology, University of Montevallo. The Department of Behavioral and Social Sciences at the University of Montevallo (UM) welcomes applications for a nine-month tenure-track position in Sociology at the Assistant Professor level to begin Fall 2016. Sociology is one of five programs in an interdisciplinary department committed to liberal arts education and collegial cooperation. Applicants are expected to teach sections of Criminology, Introduction to Sociology, Deviance, and courses relevant to the candidate's areas of criminology expertise. Strong preference will be given to candidates whose work and training are grounded in the broad sociological tradition. In addition to teaching responsibilities, faculty members provide academic advising, participate in department, university, community, and professional service, and engage in scholarship. UM is Alabama's public liberal arts university and is a member of the Council of Public Liberal Arts



Provost/ Vice President for Academic Affairs

Responsibilities and Qualifications: Dickinson State University seeks a Provost[EG1]/Vice President for Academic Affairs. Reporting directly to the President and serving on his Cabinet, the VPAA is responsible for faculty and staff supervision; certification and evaluation; planning and leading initiatives; budgeting; and curriculum development. The successful candidate will demonstrate a commitment to student success and possess: a terminal degree and credentials to qualify as a full professor; a record of teaching, scholarship, and service appropriate for the rank of professor; three to five years of relevant, progressively responsible university experience at the administrative level; successful undergraduate teaching experience; strong skills in collaborative leadership and a commitment to collegial decision making. Applicants must have had experience with instructional technologies, and possess excellent written, oral and interpersonal communication skills as well as the ability to interact effectively with a wide variety of audiences. Salary and benefits are competitive.

Application Information: View description and apply online

www.dickinsonstate.edu/employment

TO APPLY OR FOR ASSISTANCE, CONTACT
Human Resources

Dickinson State University Dickinson, ND 58601
701-483-2476 or DSU.hr@dickinsonstate.edu
www.dickinsonstate.edu

Employment is contingent upon a satisfactory criminal history background check. AA/EOE

Colleges (COPLAC). The area offers attractive and affordable living in a moderate climate with ready access to numerous metropolitan and recreational resources. Interested candidates should go to <https://jobs.montevallo.edu> to complete an online process that requires a letter of application, curriculum vitae, unofficial transcripts, evidence of teaching effectiveness, and selected reprints. Candidates may be ABD, but the Ph.D. must be completed prior to mid-August 2016. Review of applications will begin immediately and continue until position is filled. Address correspondence to: Dr. Debo-

rah Lowry, Chair of Search Committee. UM is EO employer.

Spanish: Assistant Professor - Spanish. Tenure-track faculty position available August 19, 2016. Latin Americanist with specialty in Mexico or the Spanish-speaking Caribbean with special consideration given to candidate with visual studies experience; Responsibilities: teach a full range of courses in Spanish language, literature, and culture; commitment to excellence in teaching and scholarly research; willingness to participate in departmental activities, serve on committees, and



President

The Board of Regents of Eastern Michigan University (EMU) is conducting a national search for the next President of EMU. The Search Advisory Committee invites letters of nomination, applications (letter of interest, comprehensive curriculum vitae, and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting the University (electronic submissions preferred). Confidential 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 December 15, 2015. For a complete position description, please visit the Current Opportunities page at www.parkersearch.com.

Laurie C. Wilder, President
Porsha L. Williams, Vice President
Jacob C. Anderson, Associate
770-804-1996 ext. 111
lwilder@parkersearch.com || pwilliams@parkersearch.com
janderson@parkersearch.com

EMU is an equal opportunity employer, and the institution is regularly recognized by U.S. News and World Report for its diversity.



Five Concourse Parkway | Suite 2900 | Atlanta, GA 30328
770.804.1996 | parkersearch.com



President of Brooklyn College

The Board of Trustees of The City University of New York (CUNY) and the Brooklyn College Presidential Search Committee invite nominations and applications for the position of President of Brooklyn College.

Founded in 1930, Brooklyn College enrolls over 14,000 undergraduates and nearly 3,300 graduate students on a beautiful, 35-acre tree-lined campus in Brooklyn. Grounded in the liberal arts and sciences tradition, the College provides students of diverse backgrounds—many of them the first in their families to attend college—a high-quality, affordable education. With its strong focus on student success, the College has earned many national accolades, including recognition as a “Top 20 Best-Value College in the United States” by *Forbes* magazine in 2015.

Entering the last phase of a five-year strategic plan, Brooklyn College has made substantial progress toward its goals of attracting and retaining excellent faculty and staff, enhancing campus infrastructure, improving institutional effectiveness, and expanding active partnerships and learning opportunities beyond its campus to better serve students. The College's 1,304 outstanding faculty members form the core of its educational mission and teach, mentor, and advise students both in and out of the classroom. Additionally, the College's academic programs, distinguished by a nationally-acclaimed Core Curriculum, and its strong pre-professional services enable students to grow intellectually and flourish in their chosen careers after graduation. This fall, the new Barry Feirstein Graduate School of Cinema opened at Steiner Studio, and the new Tow Center for the Performing Arts is currently under construction. Major renovations in design include the first of a multi-phase renovation of Ingersoll Hall's Science Labs, while smaller maintenance and enhancement projects are in various states of design and construction.

Brooklyn College's 2014-2015 annual operating budget is over \$180 million, mostly funded through New York State tax-levy appropriations and student tuition (\$6,030 per year for full-time undergraduate students who are residents of New York). During the past academic year, the faculty received over \$13.2 million in external grants. Over the past five years, the fundraising efforts of the Brooklyn College Foundation have exceeded \$83 million in contributions.

For additional information about the institution, please visit <http://www.brooklyn.cuny.edu>

The President serves as the chief academic and administrative officer, reporting to the Chancellor and working within policy set by the CUNY Board of Trustees.

Preferred qualifications for the position include:

- An earned doctorate or professional equivalent and a record of scholarly and/or professional achievement that would merit appointment at the level of a full professor;
- A demonstrated record of senior-level management in a higher education institution;
- A strong track record of securing financial support from private donors, foundations and corporations;
- Strong communication skills to represent Brooklyn College to multiple local, national, and international constituencies, including alumni, the community, and governmental bodies;
- A strong commitment to enhancing academic opportunities and student support services;
- Demonstrated leadership in recruiting and retaining talented faculty and supporting scholarly research within a shared governance setting;
- A commitment to the College's mission to provide a top-quality education to an urban student body, and to building an inclusive and diverse community engaged in the rich cultures of New York City.

Review of candidates will begin in November 2015 and will continue until the position is filled.

Candidates are strongly encouraged to submit materials by January 1, 2016 for best consideration.

Shelly Weiss Storbeck and Julia Patton of Storbeck/Pimentel & Associates are assisting the search committee. Questions, requests for information, nominations, and applications should be sent electronically to:

Shelly Storbeck, Managing Partner
Julia Patton, Senior Associate
Storbeck/Pimentel & Associates
BrooklynCollegePresident@storbeckpimentel.com

All inquiries, nominations and applications will be held in the strictest confidence.

CUNY encourages people with disabilities, minorities, veterans and women to apply. At CUNY, Italian Americans are also included among our protected groups. Applicants and employees will not be discriminated against on the basis of any legally protected category, including sexual orientation or gender identity. EEO/AA/Vet/Disability Employer.



PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Bridgewater College seeks an innovative, energetic and collaborative leader to assume the position of Provost and Vice President for Academic Affairs. The provost will be the chief academic officer of this growing liberal arts college, providing leadership to achieve the highest standards in teaching and learning, scholarship, and student success. The College seeks an individual with vision and integrity who can work effectively with the president in maintaining and enhancing the College. The provost will be expected to begin service in July 2016.

Located in the beautiful Shenandoah Valley of Virginia, Bridgewater College educates the whole person by providing a challenging and supportive learning community that fosters the growth of its students and empowers and motivates them to live educated, intelligent, healthy, purposeful and ethical lives in a global society. The College embraces the core values of integrity, equality, service and community. The College is a welcoming, diverse and vibrant community, committed to understanding and respecting individual differences and actively engaging all of its members. Bridgewater College is accredited by the Southern Association of Colleges and Schools to award the baccalaureate degree. The College is also accredited by the State Board of Education of Virginia and offers a state-approved program of teacher education. Bridgewater College is a member of the American Council on Education, the Council of Independent Colleges and the National Association of Independent Colleges and Universities.

The provost will promote faculty development, curricular program innovation, student academic success, as well as fostering positive and productive relationships among faculty and staff. The successful candidate will have earned a terminal degree in a discipline appropriate to the College, demonstrate a deep commitment to the liberal arts tradition, show evidence of accomplishments requisite for a senior faculty appointment, possess a strong record of leadership as a faculty member, scholar, and administrator, have a deep knowledge of higher education trends, and possess excellent interpersonal and communication skills. A complete position prospectus may be found at www.agbsearch.com. Further information about Bridgewater College can be found at www.bridgewater.edu.

Assisting the search will be: Garry W. Owens, Ph.D., Senior Consultant, AGB Search, gwo@agbsearch.com, 806.239.3049 (mobile) and James P. Ferrare, Senior Consultant, AGB Search, jpf@agbsearch.com, 202.285.6105 (mobile).

The Bridgewater College VPAA Search Committee will be accepting nominations and evaluating application materials on a rolling basis throughout the fall, and will begin to narrow the pool in early December. Although applications will be accepted until the time that a provost is selected, candidates should submit materials by the target date of **December 1, 2015**. Application materials should include: 1) a letter of interest that addresses how the candidate's experiences and qualifications intersect with the listed strategic priorities and desired leadership characteristics as identified in the position prospectus; 2) a curriculum vitae; and, 3) the names, addresses, telephone numbers, and email addresses of five references for future contact. Please also include your professional relationship with each reference listed. All candidate names will remain confidential, except for those individuals invited to campus interviews. Application and nomination materials should be submitted electronically to: BridgewaterVPAA@agbsearch.com.

Bridgewater College is a welcoming and vibrant community committed to supporting a diverse faculty, and actively seeks applications from women, minorities, and other persons from traditionally under-represented groups. Bridgewater College is an equal opportunity provider and employer, and does not discriminate on the basis of race, color, national origin, sex, disability, religion or age in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic programs, or other college programs and activities, or with regard to employment.

Bridgewater College has partnered with the U.S. Department of Agriculture to obtain resources to enhance the College's facilities, including the recent addition to and renovation of the College's primary athletic facility. The College is posting the following notice as required by federal law by organizations which benefit from the USDA's funding program.

NOTICE

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.



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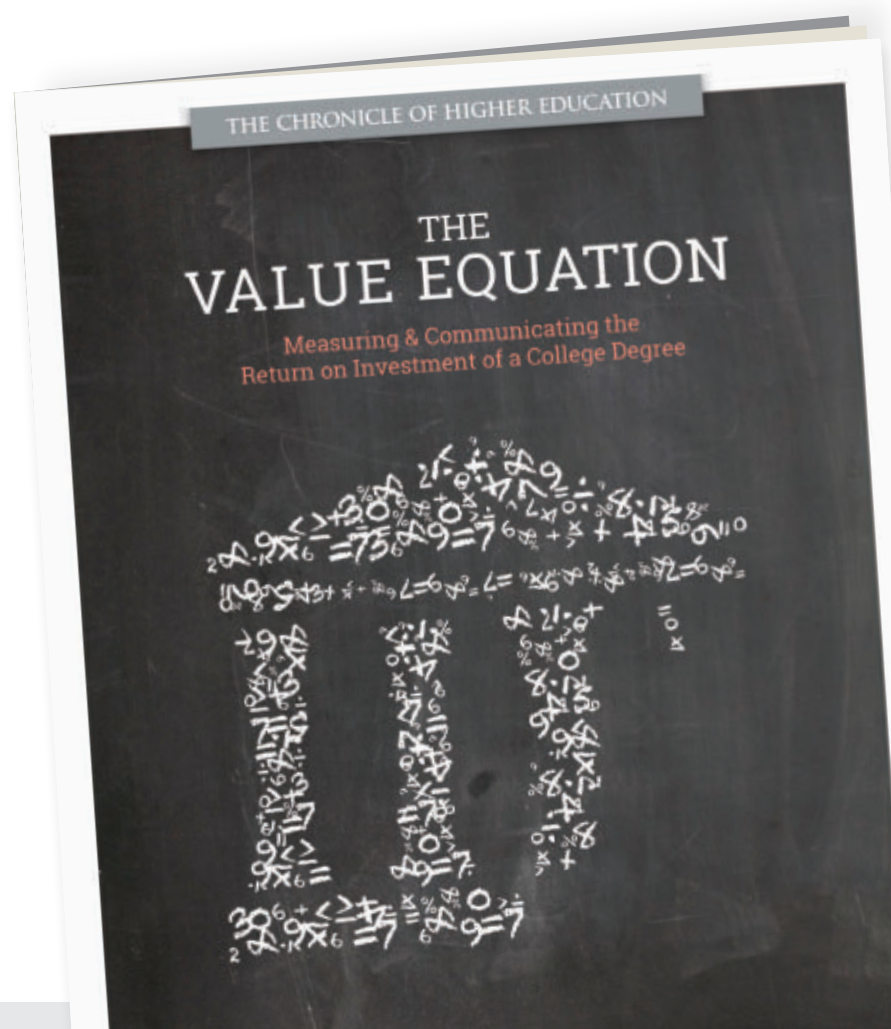
College leaders weigh in on the value of a degree

Student debt has already surpassed \$1 trillion, and students and parents want to know what they're getting in return for the high cost of a college degree.

How can college leaders show the value of higher education?

The Chronicle's latest report offers in-depth data and insights that will help you answer the critical questions from students and parents, including:

- What do college leaders say about publishing career outcomes of their graduates?
- What changes are being made to campus career services to ensure success after graduation?
- What are the most important skills for success in the job market?



DOWNLOAD THE FREE REPORT

Chronicle.com/TheValueEquation

The Value Equation: Measuring and Communicating the Return on Investment of a College Degree is based on a survey conducted by Huron Consulting Group, Inc., was written by Jeffrey J. Selingo, contributing editor at The Chronicle of Higher Education, Inc. and is sponsored by Pearson. The Chronicle is fully responsible for the report's editorial content. Copyright © 2015.

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PEARSON



Provost and Vice President for Academic Affairs


The State University of New York at New Paltz (New Paltz), a selective and highly regarded public four-year college of almost 8,000 undergraduate and graduate students, invites inquiries, nominations, and applications for the position of Provost and Vice President for Academic Affairs. The provost and vice president for academic affairs is the chief academic officer of the College, responsible for the vision, strategic leadership, and operational management of the academic programs and personnel of the institution. The new provost is to assume office in July 2016. New Paltz is located near the foothills of the beautiful Shawangunk Mountains in the scenic Hudson Valley, about 75 miles from metropolitan New York City and from the state capital of Albany.

For additional information about the College and the professional qualifications sought in the next provost and vice president for academic affairs, please visit:

<http://academic-search.com/data/files/sunynewpaltzprofile.pdf>

New Paltz is being assisted by Academic Search, Inc. Applications, nominations, and expressions of interest can be submitted in confidence to SUNYNewPaltzProvost@academic-search.com. Applications received by December 2, 2015, will be assured full consideration. Confidential discussions about this opportunity may be arranged by contacting Tom Fitch at rtf@academic-search.com or Andrea Warren Hamos at awh@academic-search.com.

The State University of New York at New Paltz is an AA/EOE/ADA employer. Diversity of thought and experience is highly sought and members of historically underrepresented groups are strongly encouraged to apply.



PROVOST

Southwest Baptist University, located in Southwest Missouri, invites nominations and applications for the position of Provost. Reporting to the President, the candidate selected will be the chief academic officer for the University. He or she will be a member of the Executive Cabinet and work closely with the President, Associate Provosts, Deans and Faculty Senate, providing visionary leadership and direction for the academic areas of the University. The position is a 12-month nonteaching tenure-eligible faculty position with rank determined by qualifications.

Requires 1) an earned doctorate; 2) previous experience as a faculty member and academic administrator; 3) proven accessible leader and manager able to develop collaborative working relationships; 4) effective oral and written communicator; 5) a committed active member of a Southern Baptist church with a commitment to Christian higher education and SBU's values and principles.


Applications will be accepted until the position is filled. Review/screening of applications will begin December 1. For more information or to apply, visit <http://www.sbuniv.edu/hr/employment.html>. All nominations and applications will be treated with the strictest confidence.

advise students. Minimum qualifications: ABD in Spanish or appropriate related field; native or near-native fluency in Spanish and English; evidence of successful college level teaching; willingness to commit to active engagement in departmental activities, service initiatives, and scholarly pursuits. Preferred qualifications: Ph.D. in Spanish or appropriate related field; record of research and publication; evidence of effective use of instructional technology; experience with online, hybrid, or emerging media material and teaching strategies; interdisciplinary interests; involvement in appropriate professional organizations. For more information, please go to <https://bsu.peopleadmin.com>. The university offers an excellent benefits package, including health care and retirement plans, tuition assistance for employees and dependents, and generous time off with pay. EEO/AA EMPLOYER/Veterans/Disabled.

Spanish: Murray State University - Ph.D. in Spanish by August 2016. Native or near-native fluency is required combined with excellent writing skills in both Spanish and

English. Provide evidence of teaching excellence at the college level. Show demonstrated or potential research (resulting in peer-reviewed publications). Perform appropriate departmental service. Prefer applicants with a specialty in Medieval, Colonial, or Post-Colonial literature; will also consider expertise in Hispanic Performance, Media, and the Arts. A second concentration in Linguistics or Visual Literacy is welcome. Experience with multimedia technology in modern languages instruction and outstanding skills in and enthusiasm for teaching all levels of Spanish language, literatures, and cultures are preferred. Application Deadline: December 3, 2015. To apply please go to: <http://www.murraystatejobs.com/postings/4821> Women and minorities are encouraged to apply. Murray State University is an equal education and employment opportunity, M/F/D, AA employer.

Statistics: Assistant/Associate Professor - Statistics. Tenure-track faculty position available August 19, 2016. Responsibilities: teach approximately 8 to 9 hours per semester, scholarship in statistics,



CHIEF OPERATING OFFICER

The Opportunity

Tulane University, founded in 1834, is one of the most highly regarded and selective independent research universities in the United States. Tulane's schools and colleges offer degrees in the liberal arts, science and engineering, architecture, business, law, social work, medicine, and public health and tropical medicine.

The university is a member of the prestigious Association of American Universities, a select group of the 62 leading research universities in the United States and Canada with "preeminent programs of graduate and professional education and scholarly research." Tulane also is ranked by the Carnegie Foundation for the Advancement of Teaching as a university with "very high research activity." Of more than 4,300 higher educational institutions rated by the foundation, Tulane remains in a prestigious category that includes only 2 percent of universities nationwide.

The Chief Operating Officer ("COO") reports to the President and is a key member of the President's Cabinet, working closely with the Provost and Senior Vice President for Academic Affairs, Executive Vice President for University Relations and Development, and Senior Vice President and Dean, School of Medicine. The COO provides strategic leadership to, and direction of, the university Finance and Administration functions.

The COO provides leadership for, and has managerial oversight of, a division of more than 650 employees, including those who provide services in treasury and university investments, finance and controllership, planning & budget, facilities, human resources, campus services, public safety & University police and insurance and risk management. The COO will also provide administrative guidance to the Director of Internal Audit (the Director of Internal Audit reports directly to the Audit and Compliance Committee of the University's Board). The COO works in close partnership with the President and the President's Cabinet in the allocation and oversight of the University's \$850 million operating budget.


Professional Experience/Qualifications

- Superior financial planning and analytical skills, and an in-depth knowledge of budgeting, modeling, debt management, compliance, construction finance, swap rates and bond markets, and strategic financial analysis, including demonstrated experience identifying and utilizing best practices and performance benchmarks.
- Outstanding administrative leadership capacity, excellent communication skills, and commitment to a diverse university.
- Experience as a senior executive officer in a higher education, foundation, government or business organization of relevant size and complexity with financial, business, capital improvement, and plant management responsibilities.
- Experience with major academic health centers is also highly desirable in this research intensive environment.
- A seasoned and skillful manager with a record of recruiting, developing, and mentoring a diverse and talented staff. A person who places a high priority on the professional development of staff through delegation of responsibility and expert tutelage.
- A record of ensuring that organizational and budgetary arrangements are aligned to optimize the ability to reach institutional priorities.

Tulane University has retained Korn Ferry, a national executive recruiting firm, to assist with this search. All nominations, inquiries, and application materials should be submitted in confidence to Korn Ferry.

Email: TulaneCOO@kornferry.com
Ken Kring, Senior Client Partner
Beau Lambert, Principal
Korn Ferry

For additional information about the position, visit: <https://www.ekornferry.com>




and professional service. Minimum qualifications: completed doctorate in statistics or mathematics by August 19, 2016. 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 <https://bsu.peopleadmin.com>. The university offers an excellent benefits package, including health care and retirement plans, tuition assistance for employees and dependents, and generous time off with pay. EEO/AA EMPLOYER/Veterans/Disabled.

Statistics: The Department of Statistics of the Wharton School, University of Pennsylvania, is seeking applicants for full-time, tenure-track faculty position(s) at any level: Assistant, Associate, or Full Professor. Applicants should show outstanding capacity and achievement in research, as well as excellent teaching and communication skills. Applicants must have a Ph.D. (expected completion by June 30, 2017 is acceptable) from an accredited institution. The appointment is expected to begin July 1, 2016. Please visit our website, <https://statistics.wharton.upenn.edu/recruiting/facultypositions/>, for a description of the department and link

to submit a CV and other relevant material. Any questions should be addressed to "Chair of the Search Committee" and sent to statistics.recruit@wharton.upenn.edu. The University of Pennsylvania is an EOE. Minorities / Women / Individuals with disabilities / Protected Veterans are encouraged to apply.

Theatre/Dance: University of California Santa Barbara, Department of Theater and Dance seeks a dynamic individual who embodies the leading edge of current developments in international dance performance, including a synthesis of classical and contemporary training and artistry. Successful candidate will work collaboratively with a strong team of faculty artists, scholars, and staff in a vibrant, multifaceted department offering BAs and BFAs in Theater and Dance and MA/PhD in Theater. S/he will teach all levels of ballet technique and/or modern dance, composition, and improvisation, interface with our professional dance company in residence, Santa Barbara Dance Theater, and contribute to the intellectual and artistic life of the university. The department includes 24 faculty, 200 students and 14 staff members. See <http://www.theaterdance.ucsb.edu>. Sub-



PROVOST

The University of Massachusetts Lowell — the tenth fastest growing public, doctoral university in the country — invites applications and nominations for Provost of one of the fastest rising public research universities in the nation.

UMass Lowell is a national research university committed to preparing students for work in the real world — solving real problems and helping real people — by providing an affordable, high-quality education. Its location in Lowell, the birthplace of the Industrial Revolution in America, provides a remarkable and diverse setting for teaching, learning and scholarship. The university actively partners with the City of Lowell to advance the city and to build its position of strength within the innovation-driven economy of metro Boston.

The second largest affiliate of the five-campus UMass system, the University of Massachusetts Lowell is committed to excellence in teaching, research and community engagement. The university is dedicated to transformational education that fosters student success, lifelong learning and global awareness. UMass Lowell offers experience-based undergraduate and graduate academic programs taught by internationally recognized faculty who conduct research to expand the horizons of knowledge. The programs span and interconnect the disciplines of business, education, engineering, fine arts, health, humanities, sciences and social sciences. The university continues to build on its founding tradition of innovation, entrepreneurship and partnerships with industry and the community to address challenges facing the region and the world.

UMass Lowell seeks an extraordinary academic leader to serve as its next provost to build upon and accelerate the pace of its evolution. The university's transformation over the past decade is ongoing and well documented, with significant growth in enrollment and selectivity, full-time faculty, endowment, facilities and sponsored research. The provost will be dynamic and visionary in helping the university to realize its academic and scholarly mission, to engage its distinguished alumni and local community and to guide the institution to new levels of achievement and renown.


Serving as the university's chief academic officer, the provost is responsible for the articulation of the university's vision of academic distinction through implementation of the 2020 Strategic Plan; the development and administration of academic programs; faculty and academic staff appointments and performance assessments; and scholarship and community service initiatives among faculty. For more information on the 2020 Strategic Plan, please visit: <http://www.uml.edu/2020/>

The successful candidate will have successful, relevant, and progressively responsible university experience at the administrative level including areas of budget and personnel. The successful candidate will be an educator and a scholar of distinction, with an earned doctorate or equivalent terminal degree and a record of scholarship, research, and teaching suitable for appointment as a tenured full professor. Preferred candidates will have an appreciation for the distinctive qualities of UMass Lowell and a commitment to build on those qualities to ensure further excellence and an ability to work with other academic and community leaders to further develop collaborative academic initiatives.

Inquiries, nominations, and applications are invited, and the position will remain open until filled. For full consideration, please submit materials by December 1, 2015. Applications should include a cover letter and curriculum vitae. Materials should be submitted electronically to consultants to the search committee, **Ken Kring, Rosa Morris, and David Mead-Fox at UMassLowell-provost@kornferry.com**.

The University of Massachusetts Lowell is committed to increasing diversity in its faculty, staff, and student populations, as well as curriculum and support programs, while promoting an inclusive environment. We seek candidates who can contribute to that goal and encourage you to apply and to identify your strengths in this area.

The University of Massachusetts Lowell is an Equal Opportunity/Affirmative Action, Title IX employer. All qualified applicants will receive consideration for employment without regard to race, sex, color, religion, national origin, ancestry, age over 40, protected veteran status, disability, sexual orientation, gender identity/expression, marital status, or other protected class.



stantial professional performance experience at a national/international level or an MFA in Dance are required, and university teaching experience is preferred. PhD's are welcome to apply. Application, including cover letter summarizing qualifications and approach to choreography and teaching, a current CV, contact information for 3 references to write letters of recommendation, and a link to a website containing video samples of performance or choreography must be submitted online for consideration. Scholarly writing samples are optional and may also be submitted online: <https://recruit.ap.ucsb.edu/apply/JPF00564>. Deadline to apply: December 15, 2015. Employment begins on 7/1/16. 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 and all qualified applicants will receive consideration for employment without regard to race, color,

religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Theatre: Tenure-eligible position beginning August 16, 2016. The Theatre Studies degree program combines an interdisciplinary education in theatre with broad experience in the liberal arts. The program develops theatre artists who not only practice theatre but also use theatre to reflect and shape the society in which we live. Interested applicants must apply online at www.ithaca.edu/jobs/. Questions about online application should be directed to the Office of Human Resources at (607) 274-8000. Screening of applications will begin immediately; for full consideration, applications should be received by November 15, 2015. Ithaca College is committed to building a diverse academic community and encourages members of underrepresented groups to apply. Experience that contributes to the diversity of the college is appreciated.

SJSU SAN JOSÉ STATE UNIVERSITY

PRESIDENT

San José State University, a comprehensive public university located in the heart of Silicon Valley, seeks an exceptional leader to serve as President.

Located on 154 acres in downtown San José, at the sunny southern end of San Francisco Bay, San José State University (SJSU) is the oldest public university in the state of California, founded in 1857. Once a training ground for teachers on the western frontier, the university has since grown to encompass eight colleges, which grant bachelor's and master's degrees in 134 areas of study, as well as two doctorate degrees. With an annual operating budget of roughly \$329 million, San José State has nearly 4,370 employees and enrolls roughly 33,000 students, more than 80% undergraduate and 90% of whom are California residents. *U.S. News & World Report* ranks San José State University as eighth overall among the West's top public universities offering bachelor's and master's degrees in 2016. To learn more about San José State, please see www.sjsu.edu.

SJSU operates as part of the 23-campus California State University system, the largest four-year system of higher education in the United States. Reporting to the Chancellor of the CSU System, the President serves as the chief academic and administrative officer for the San José State campus. The successful candidate for this position will leverage SJSU's many strengths – including its exceptional campus diversity and its proximity and connections to innovative businesses across Silicon Valley – and lead this vital institution to fulfill its potential as a globally distinguished university working in service of an important public mission.

Letters of interest with current resumes, as well as nominations and inquiries, can be submitted at www.imsearch.com/5531. Electronic submission of materials is preferred. Resume screening begins on **October 15, 2015**.

The University is committed to cultural diversity and it is expected that the successful candidate will further this commitment. The University is an affirmative action/equal opportunity employer.



PRESIDENT

The Board of Trustees of Arizona Western College (AWC) invites nominations and applications for the position of President of Arizona Western College. The president is the chief executive officer and reports to an elected five-member board. AWC, a designated Hispanic-Serving Institution (HSI), is a rural community college serving Yuma and La Paz counties in southwestern Arizona.

The main campus is located in Yuma with an additional 11 centers around Yuma and in San Luis, Somerton, Parker, Wellton, and Quartzsite. The College is accredited by the Higher Learning Commission of the North Central Association and will seek reaffirmation in 2018-2019. The College offers residence halls on the main campus.

AWC's next president will address the workforce development needs of a region with a multi-faceted economy based on agriculture, military, health care and hospitality/tourism. The president will lead planning of major expansion of facilities and services to address the dramatic growth in south Yuma County.

Application Process

Nominations and applications will be accepted until the position is filled. **The target date for applications is Thursday, November 5, 2015**

For detailed information, the presidential profile and information on how to apply please visit <http://www.azwestern.edu/search> or <http://www.acctsearches.org>.

To apply go to <http://acctsearches.org>

For additional information, nominations or confidential inquiries, contact:

- Narcisa Polonio, Ed.D., ACCT, Executive Vice President for Education, Research and Board Leadership Services, narcisa_polonio@acct.org or 202-276-1983 (mobile).
- Linda Thor, Ed.D. ACCT Search Consultant, lindamthor@gmail.com, 480-226-9176 (mobile).
- Julie Golder, J.D., Board Services Coordinator, jgolder@acct.org, 202-775-4466 (office) or 202-384-5816 (mobile).

<http://www.acctsearches.org>



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The Problem With Religious 'Tolerance'

LAST MONTH newspapers reported that the student union at Britain's University of Warwick had banned Maryam Namazie, a secular human-rights activist, from speaking on the campus.

The reasoning was simple. Namazie, an Iranian-born former Muslim, routinely challenges radical Islamist beliefs and criticizes many aspects of Islam. That was determined to violate the student union's policy, which forbids external speakers to spread "hatred and intolerance in the com-

munity" and says they "must seek to avoid insulting other faiths or groups." Namazie's critical views, the student union concluded, could infringe upon the "right of

Muslim students not to feel intimidated or discriminated against on their university campus."

When I teach introductory courses in religion, I find my students are unwilling to offer critical appraisals of religious beliefs, for the same reason cited by Warwick's student union: They think refraining from criticism is essential to religious tolerance. After all, if you claim that a religious belief is wrong, aren't you being intolerant? Better to accept religious relativism than run the risk of bigotry.

That approach is fundamentally misguided. You can think a religious belief is wrong without being intolerant. Tolerance is not synonymous with "believing someone else is right." It is a virtue that allows you to coexist with people whose way of life is different from your own without throwing a temper tantrum, or a punch.

The potential coexistence of all religions is a seductive fantasy. In its service, popular authors and academics have preached the comforting delusion that religions are essentially the same, and therefore fundamentally compatible. As Boston University's Stephen Prothero puts it in *God Is Not One*, "This is a lovely sentiment, but it is dangerous, disrespectful, and untrue." Thankfully, the vast majority of modern scholars now side with Prothero, and the American Academy of Religion's curriculum guidelines for public schools ensure that teachers at all levels will not irresponsibly homogenize the world's religious traditions.

But the academy's guidelines leave a crucial question unanswered: If religious people (and secular people) disagree on basic aspects of history, science, and ethics, how is it possible to maintain the truth of one's own position while "tolerating" others? Educators like me can respond in two ways. By far the most common response is to teach that there are multiple religious perspectives, all of which are equally valid and deserving of respect. This not only feels good, it also feels legal. Wouldn't I violate the Establishment Clause, thinks the terrified public-school teacher, if I implied that some religions are superior to others?



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The result, however, is disastrous. Suddenly we are in the land of bumper-sticker postmodernism, where truths are perspectival and no one can be objectively wrong. Like the unity of all religions, the validity of all religions is a lovely sentiment (Coexist!), but it is dangerous, disrespectful, and untrue. Dangerous, because it means people will be less likely to fight against injustices and falsehoods that are underwritten by religion. Disrespectful, because authentic respect involves caring when others' beliefs go wrong, not just letting them believe whatever they want. And untrue, because basic logic tells us that "God condones slavery" and "God forbids slavery" cannot be equally valid claims.

THE OTHER possible response, then, is to teach that there are multiple religious perspectives, which are not all equally valid and deserving of respect. If this sounds crazy or extreme, start by thinking in terms of historical claims: There are multiple perspectives on the age of the earth that aren't equally valid and deserving of respect.

Or maybe think about it in terms of ethics: There are multiple perspectives on child abuse that aren't equally valid and deserving of respect. Now the next step: Acknowledge that religious beliefs include historical and ethical claims. No extremism here, just common sense — the same common sense that allows religious traditions to correct mistaken positions on the age of the earth, or whether God wants black people to be priests.

Some may fear that emphasizing the fallibility of religious beliefs will work against the possibility of interfaith dialogue. In fact, the opposite is true. Intellectually honest people, religious or not, care deeply about truth. They want to make sure their own beliefs are worth holding, and they think others are better off doing the same.

Interfaith dialogue is an opportunity not only to learn about other people's beliefs, but also to challenge the basis of those beliefs and allow other people to challenge one's own. Otherwise, interfaith dialogue becomes a middle-school art show, where people ooh and aah and praise the work without passing judgment on its quality, lest they hurt someone's feelings. This version of dialogue cheapens religion by reducing it to taste, and disrespects the participants by treating them like children.

Which brings us back to Maryam Namazie and the right of Muslim students — or students of any religious persuasion — to be free from intolerance and discrimination. No doubt the question of how to engage with people whose beliefs we deem wrong is important and complicated. Tolerance can help. It calls on us to listen generously and seek, in dialogue, our own inevitable mistakes and blind spots. When beliefs we do not accept are part of someone's religious worldview, the

virtue of tolerance tells us to proceed with caution. It warns against making snap judgments about the quality of the person who holds those beliefs, which is the right way to be respectful.

But tolerance doesn't tell us that just because the belief is religious, there's no way to pronounce on its truth. It doesn't forbid us to criticize falsehoods if religion is used to justify those falsehoods. And it doesn't mean that people who challenge deeply held beliefs represent a threat. That's complacency, not tolerance, and it's time to start recognizing the difference.

It was encouraging to see that Warwick's student union reversed its decision following a public outcry, which included a petition in support of inviting Namazie that was signed by more than 5,000 people. But if students — and teachers — continue to conflate criticism and intolerance, similar issues are certain to arise in the future. Let's do our best to make sure they don't. ■

Alan Levinovitz is an assistant professor of religious studies at James Madison University.