How Diversity Spent Its Summer Vacation

A photographic look at college inclusion programs around the country

INSIDE: Dive into our 8-page Business School section!
Special Report: Business Schools

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Universities Hiring Full-Time Title IX Coordinators, Feds Clarifying Rules
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EEOC Offers Clarification on Pregnancy Discrimination Rules
By Julia Méndez, CDP, PHR, CELS, CAAP

Raising the Bar on Postsecondary Education for People with Disabilities
By Rebecca Prinster

On the Cover: Through its Diversity Project, University of California, Los Angeles Department of Ecology sent students to join researchers studying the reefs off nearby Catalina Island and faraway Mo’orea in French Polynesia. Photo courtesy of UCLA

Above: Graduates of San Diego State University’s College of Business Administration at this year’s ceremony
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10 Education Schools Selected to Improve Recruitment of Minority Men

Beginning this fall, 10 schools will engage in a program developed by the American Association of Colleges for Teacher Education to improve the representation of African American and Hispanic men in K-12 education.

The initiative, called “Changing the Demographic Makeup of the Teaching Workforce,” is the first Networked Improvement Community established by AACTE. NICs address specific problems through the lens of science-based solutions and a network of participants.

The goal of this NIC is to increase the number of African American and Hispanic male teachers by examining methods of minority recruitment, equitable admissions policies, and incentives to attract minorities to a teaching career.

The current makeup of teacher population versus the students they teach does not align. According to ACCTE, 80 percent of K-12 public school teachers are middle-class, white women, while more than 40 percent of the students at these schools are non-white. Two percent of public school teachers are African American men, and even fewer are Hispanic men, according to the National Center for Education Statistics.

More than 50 colleges and universities applied to take part in this NIC, but only 10 were selected. Those institutions are Boston University; California State University, Fullerton; Florida Atlantic University; MidAmerica Nazarene University in Kansas; Northeastern Illinois University; University of Arkansas at Little Rock; University of Connecticut; University of Saint Thomas in Minnesota; Western Kentucky University; and William Paterson University of New Jersey.

— Rebecca Prinster
23 Students Named Point Scholars

The Point Foundation, the largest LGBTQ scholarship fund in the country, has named 23 undergraduate and graduate students to its 2014 class of Point Scholars.

The group of LGBTQ and straight students is being recognized for work done in advancing the cause of lesbian, gay, bisexual, transgender, and queer individuals. Awardees have overcome discrimination from peers — and in some cases from family members — to make great strides through activism and LGBTQ inclusion.

“Helping hardworking and bright students afford the increasing cost of a college education is an investment in a better future for everyone,” Jorge Valencia, executive director and chief executive officer of Point, said in a press release.

“Embracing diversity in education — particularly empowering LGBTQ students — is necessary for building a more equitable and innovative society.”

Some of the students supported by the scholarship have been cut off from financial resources because of their sexual orientation or gender identity. The Point Foundation views its role as a “last provider,” granting scholarships to students only after loans, grants, and work/study programs have come up short.

Of this year’s 23 Scholars, 11 are people of color, and seven are first-generation college students.

Point exists not only to assist students with paying for college; its broader goal is to enable the education of LGBTQ leaders so that they may continue to work to change stigmas related to sexuality. Point Scholars are matched with mentors in professional fields and upon graduation become part of the Point alumni network, now numbering 184 members.

The first Point Scholarships were awarded in 2002 to eight students; the foundation has since awarded $15 million through donations from individuals, foundations, and corporations. Donors have the option of designating a name to their scholarship donation to acknowledge a specific source. Named scholarships provide $100,000 over four years to Point Scholars.

— Rebecca Prinster

Alliant International University Congratulates Provost Russ Newman Diversity Visionary Award Recipient

Alliant is honored by Dr. Newman’s steadfast dedication to educating our students to become local and global professionals by equipping them with the intercultural competency necessary to solve real-world problems in diverse communities here in the U.S. and around the world.

www.alliant.edu
FRESNO | IRVINE | LOS ANGELES
SACRAMENTO | SAN DIEGO | SAN FRANCISCO
HONG KONG | MEXICO CITY | TOKYO

INSIGHT Into Diversity congratulates our Editorial Board member, Tia T. Gordon, for being named a Diversity Visionary Award recipient!
Diversity Pioneer W. Terrell Jones Dies at 64

W. Terrell Jones, a nationally known advocate for education equity, died Aug. 19 after an extended illness.

The Penn State vice provost for educational equity had spent 34 years at the university, much of it “dedicated to helping less fortunate individuals grow and develop to their full potential,” said Blannie Bowen, vice provost for Academic Affairs.

In addition to his work at Penn State, Jones, 64, served as president of the Pennsylvania Black Conference on Higher Education, was author or co-author of several book chapters on cultural diversity, and was a faculty member of the Summer Institute for Intercultural Communication for more than 10 years.

“Terrell was an inspiration. His leadership, good will, humor, and warm personality helped to make our institution a much more diverse and inclusive place,” said Penn State President Eric Barron.

“When I was the dean of the College of Earth and Mineral Sciences, his vision and steadfast encouragement guided my efforts, and his valued counsel will be greatly missed. Penn State is better for his efforts.”

Tom Poole, vice president for Administration, noted that Jones was a highly sought after expert who trained thousands across the state and the nation. “His professional life made a profound impact on students, their families and communities, and countless colleagues,” he said.

According to the announcement of his death from Penn State, Jones also participated in the Arnelle Fly Fishing Initiative, which brought students from the inner city to campus to explore an outdoor environment foreign to them to learn new skills. An avid fly fisherman himself, Jones served as mentor for the program.

Jones earned his undergraduate degree from Lock Haven University, and master’s and doctoral degrees from Penn State. He is survived by his wife, Carla, and their children.

A newly created Dr. W. Terrell Jones Memorial Scholarship Fund has been established at The Pennsylvania State University.

— Richard Jackoway

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At the UT Dallas Naveen Jindal School of Management, our students cite the diversity of our 7,000-member student body as a key reason why they choose us for their business education. They like that their experience comes with a global perspective. This confluence of backgrounds is further enhanced by our 200+ faculty members who come from around the world to teach our scholars and lead problem-solving, practical research. Learn more at jindal.utdallas.edu.
2 Universities Recognized for Minority PhD Mentoring in STEM

The Alfred P. Sloan Foundation increased the number of schools endowed as University Centers of Exemplary Mentoring to five.

The University of Iowa and the University of South Florida have been awarded three-year grants to ensure the schools’ continued ability to award advanced degrees in science, technology, engineering, and mathematics to underrepresented groups. UI received $1.2 million, and $630,000 went to USF. They join Cornell University, the Georgia Institute of Technology, and Penn State University, which each received Sloan grants in 2013.

Iowa’s grant will endow 24 students with $40,000 each in scholarships. The university is matching all scholarships with $10,000. USF will provide stipend support to 30 minority PhD candidates in engineering and oceanography.

Awards were given to schools with quantifiable past success in graduating minority PhD students in STEM fields, as well as their plans for continuing efforts to recruit and support those students in the future. To be eligible to apply, schools were required to be participants in the Sloan Minority PhD program. There are currently 35 U.S. universities with this designation.

Principal investigator on the UI grant and mathematics professor Philip Kutzko attributed Iowa’s recognition to strong faculty support. “Our Sloan Center is built on a community of 175 senior UI faculty representing 22 programs and departments and enjoys the strong support of president [Sally] Mason, provost [Barry] Butler, and chief diversity officer and associate vice president Georgina Dodge,” Kutzko said.

In addition to training and creating a network of faculty mentors, UI’s center aims to increase the percentage of STEM PhDs awarded to minority students to 10 percent by 2022.

At USF, half of the 2013 graduating PhDs in marine science were African American or Hispanic. Bernard Batson, director of diversity programs at the College of Engineering, will manage the Sloan program at USF.

“In addition to the fellowships, the new center calls for the establishment of student professional development and faculty mentoring initiatives to impact STEM graduate education throughout the university,” Batson said in a press release.

The five awards now total $4.7 million.

— Rebecca Prinster
20 Schools Receive STEM Grants Under New TIDES Initiative

The Association of American Colleges and Universities has selected 20 institutions for its new $4.9 million TIDES initiative.

The Teaching to Increase Diversity and Equity in STEM program will help develop models for broader institutional change for evidence-based and culturally competent teaching in STEM fields, particularly computer and information sciences.

The 14 full awardees will each receive up to $300,000 for work completed over the next three years.

The full awardees are Bryn Mawr College; California State University, Northridge; Fairleigh Dickinson University; Fayetteville State University; Howard University; Lawrence Tech University; Montgomery College; Morgan State University; Salish Kootenai College; Smith College; the University of Dayton; the University of Puerto Rico-Humacao; Westminster College (Utah); and Wright State University.

Five other schools received honorable mentions, and one received noteworthy designation. The TIDES initiative is funded with a $4.9 million grant to AAC&U from the Leona M. and Harry B. Helmsley Charitable Trust.

“It is critically important for higher education to find ways to increase success in STEM fields for both women and all students from underserved communities,” said AAC&U President Carol Geary Schneider.

The TIDES schools were selected via a two-tiered peer review process that included reviewers from a range of disciplines, both STEM and non-STEM.

Over the next three years of the initiative, TIDES and its awardee institutions will do the following:

• provide STEM faculty with opportunities to become proficient in incorporating culturally sensitive pedagogies into STEM courses;
• develop interdisciplinary courses that include the computer/information science disciplines; and
• engage in course implementation that is grounded in evidence-based pedagogies that are culturally sensitive.

— Richard Jackoway

In Brief

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— Richard Jackoway
INSIGHT Into Diversity

honors individuals who have made significant past and present contributions to diversity in higher education with our Diversity Visionary Award.

These honorees were nominated by colleagues and selected by INSIGHT staff.

We will be profiling future award recipients in each issue of INSIGHT Into Diversity magazine.

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Richeleen A. Dashield

Dean of Multicultural Affairs at Raritan Valley Community College

Nomination excerpt: As the dean of Multicultural Affairs, Richeleen A. Dashield has relentlessly pursued several objectives to create an inclusive climate for faculty, staff, and students. The academic curricula and institutional programs include turning a service learning project into an academic course using the heritage series and incorporating podcasts of presentations by leading scholars on diversity to expand outreach to internal and external audiences.

To this end, her services and programs have a direct impact on (1) effective strategies for recruiting and retaining a diverse community; (2) enhanced educational awareness and institutional programs that reflect the college’s commitment to diversity and equity; and (3) creation of a pipeline with consistent community outreach programs that promote access and student success.

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Tia T. Gordon

Founder and CEO, TTG+PARTNERS

Nomination excerpt: Tia T. Gordon is a visionary leader who is dedicated to giving a voice to the voiceless. She had the foresight to establish TTG+PARTNERS, a creative communications consultancy in higher education specializing in starting thoughtful conversations on race, ethnicity, and diversity. Through her company, Gordon has carved out a niche within a niche in higher education, creating a unique space where she is known as the “fixer” who spearheads groundbreaking campaigns and initiatives.

Passionate in her stance that educational opportunities should be afforded to all people in an equitable manner, Gordon works with some of the nation's top colleges and universities, Fortune 500 companies, and nonprofit organizations to empower traditionally underserved student populations. With every client, Gordon brings her personal values — honesty, integrity, and thoughtful consideration — to help change attitudes and shift perceptions toward various communities in need.
Russ Newman, PhD, JD

Vice President and Provost of Academic Affairs, Alliant International University

Nomination excerpt: Dr. Russ Newman has shown steadfast commitment to educating students to become local and global professionals by equipping them with the intercultural competency necessary to solve real world problems in diverse communities both here in the U.S. and around the world. Consistent with his commitment and vision, he has championed blended international and multicultural initiatives from the diversity office, which is called I-MERIT (International-Multicultural Education, Research, Interventions, and Training). In fact, Alliant is one of the few universities in the country that promotes both multicultural and international initiatives out of the same office (which are usually siloed in different parts of a university). This is based on Newman’s vision that diversity and inclusion must be taught from multiple perspectives that are equally relevant to local and global contexts.

With this prestigious background and broad experience base, Newman is preparing Alliant students for a global future — a reality that some are only beginning to imagine. In this way, his leadership on diversity and global effectiveness has been visionary.

David Pilgrim, PhD

Vice President of Diversity and Inclusion at Ferris State University and Founder of the Jim Crow Museum

Nomination excerpt: The [Jim Crow] Museum is one of the most innovative teaching tools available in higher education, and Dr. David Pilgrim was the force and vision behind the museum's creation and growth into a national and international teaching resource.

In the mid-1990s, Pilgrim was a professor of sociology at Ferris State University in Big Rapids, Mich. He was also a collector of what is often called black memorabilia — objects made by or depicting a black person. In the past, a majority of these objects portrayed African Americans in negative, even contemptible, ways. For this reason, Pilgrim often referred to his collection as Contemptible Collectibles. … After seeing the learning it produced, he sought to make the collection publicly accessible by donating it to the university. The collection was then housed in a small room. He called it the Jim Crow Museum, though it was not a museum in the traditional sense. His creation became known beyond Big Rapids when a website was created in 2000 (ferris.edu/jimcrow). In 2012, it was relocated to a much larger facility and redesigned to function as an actual museum. Today, the Jim Crow Museum has become an internationally recognized resource for students, teachers, researchers, scholars, human rights workers, and the national media. It now houses more than 10,000 objects, and scholars and civil rights workers from across the country visit the facility.

Pilgrim, a Ferris Distinguished Teacher, is a visionary who believes that material objects could be used as an effective teaching tool — teaching people to objectively study race, race relations, and racism. The international prominence of the Jim Crow Museum is evidence that Pilgrim’s vision is not a dream — it is a reality, each day influencing discussions in this nation.
Joy Ruff, PhD
Director, Equal Opportunity Programs
Miami Dade College

Nomination excerpt: Throughout her personal and professional life, Dr. Joy Ruff has and continues to demonstrate her dedication to advocating civil rights, equal opportunities, employment counseling/training, and community outreach. She fosters programs that promote the inclusion of diversity within the student and employment populations consisting of, to name a few: protected classes, minorities, world cultures, veterans, and those with disabilities requiring reasonable accommodations.

One might think that with all of her accomplishments, acting as the college’s mediator, and resolving employment issues, she would not have the time to expand her horizons even further. In addition, Ruff has been a guest speaker for the Miami Dade Business Leadership Network, “Promoting the Employment of People with Disabilities.” She is also very active in asserting her diversity efforts within the other Human Resources departments. For example, she has been instrumental in providing assistance, both in the hiring process and the hiring committee selection criteria, for including diversity training for supervisors who hire within their departments.

Kerry Ann Rockquemore, PhD
Founder, The National Center for Faculty Development and Diversity

Nomination excerpt: Dr. Kerry Ann Rockquemore left her tenured position at University of Illinois at Chicago to start her own nonprofit, The National Center for Faculty Development and Diversity. What began as a small virtual organization that offered coaching services to roughly a dozen faculty members, the center has ballooned into a national and international organization that provides personal and professional support to over 45,000 academics. Most significantly, Rockquemore has successfully created a virtual community among faculty of color who often feel isolated and marginalized on their campuses.

She has not only gone above and beyond to make a difference in the lives of underrepresented faculty, but has also demonstrated a remarkable ability to effect institutional change from the bottom up and the top down by advising upper level administrators how they can (and should!) make diversity a priority.

Nominate a Visionary

If you would like to nominate someone for the INSIGHT into Diversity Visionary Award, submit a nomination letter no more than two pages long detailing your visionary’s contributions.

Please include specifics of any accomplishments that went above and beyond the routine to make a real difference. Include your contact information along with contact information and a mailing address for your nominee.

Email your letter of nomination to lpearlstein@insightintodiversity.com.
ALABAMA
Peter Edmund Millet, PhD, has been appointed president of Stillman College in Tuscaloosa. He was interim president of the university.

ARIZONA
Traci Morris, PhD, has been named director of the American Indian Policy Institute at Arizona State University in Phoenix.

CALIFORNIA
Juan González, PhD, has been appointed vice chancellor for student affairs at the University of California, San Diego. He was vice president for student affairs at the University of Texas at Austin.

Carol Padden, PhD, has been named dean of the Division of Social Sciences at the University of California, San Diego. She was interim vice chancellor for equity, diversity, and inclusion at the university.

Orlando Taylor, PhD, has been named vice president of strategic initiatives and research at Fielding Graduate University in Santa Barbara. He is founding president of the Washington, D.C., campus of The Chicago School of Professional Psychology and a senior fellow at the Association of American Colleges and Universities.

COLORADO
Rebecca Chopp, PhD, has been appointed chancellor of the University of Denver. She was president of Swarthmore College in Swarthmore, Penn.

DELAWARE
Carol Henderson, PhD, has been named vice provost for diversity at the University of Delaware in Newark. She was chairperson of the Department of Black American Studies and a professor of Black American studies, as well as a professor of English at the university.

FLORIDA
Dale Whittaker, PhD, has been named provost and vice president for academic affairs at the University of Central Florida in Orlando. He was vice provost for undergraduate academic affairs at Purdue University in West Lafayette, Ind.

GEORGIA
Damon Williams Jr., has been appointed director of diversity, community, and recruitment for the Laney Graduate School at Emory University in Atlanta. He was director of graduate placement and university summer programs at Xavier University in New Orleans.

ILLINOIS
Jamel Santa Cruz Bell, PhD, has been named special assistant to the president for strategic and diversity initiatives at Eureka College. She was assistant professor of communication at Saint Louis University in St. Louis.

INDIANA
Aurelio Curbelo-Ruiz, PhD, has been appointed director of the Latino Cultural Center at Purdue University in West Lafayette. He was director of multicultural programs and multicultural liaison officer at Iowa State University in Ames.

LOUISIANA
Joan Yvette Davis, JD, has been named chancellor of Delgado Community College in New Orleans. She was interim president of Shelton State Community College in Tuscaloosa, Ala.

Dereck Rovaris Sr., PhD, has been appointed vice provost for diversity at Louisiana State University in Baton Rouge. He was associate vice chancellor for academic and multicultural affairs at the LSU Health Sciences Center in New Orleans.

Cynthia Warrick, PhD, has been named interim president of Grambling State University. She was senior fellow at the Center for Minority Health Services Research in the College of Pharmacy at Howard University in Washington, D.C.

MARYLAND
James Felton has been appointed the first chief diversity officer of Anne Arundel Community College in Arnold. He was director for intercultural affairs at Western Carolina University in Cullowhee, N.C.

MICHIGAN
Jorge Zeballos has been named executive director of the newly formed center for diversity and innovation at Kellogg Community College in Battle Creek. He was latino community coordinator and director for diversity training and development at Guilford College in Greensboro, N.C.
Wayne Frederick, MD, has been appointed president of Howard University. He was interim president at the university.

WEST VIRGINIA
David Fryson, JD, has been elevated to vice president for diversity, equity, and inclusion at West Virginia University in Morgantown. He was chief diversity officer at the school.

WISCONSIN
Michael Bernard-Donals, PhD, has been appointed vice provost for faculty and staff at the University of Wisconsin-Madison. He was a professor of English at the university.

TEXAS
George Fair, PhD, has been named vice president for diversity and community engagement at the University of Texas at Dallas. He retains his position as dean of the School of Interdisciplinary Studies at the university.

WASHINGTON
Mary Cullinan, PhD, has been appointed president of Eastern Washington University in Cheney. She was president of Southern Oregon University in Ashland.

WASHINGTON, D.C.
Blake Morant, JD, has been named dean of the George Washington University School of Law. He was dean of the Wake Forest University School of Law in Winston-Salem, N.C.

Has your campus or company recently hired a new diversity administrator? INSIGHT Into Diversity would like to publish your news. Please email: editor@insightintodiversity.com.
You’ve Built It, But Then the Unforeseen Happens

Part three of a series of four articles by Brooke Barnett and Jeff Stein

Our first article in this series articulated strategies for building capacity to support particular groups on campus. What happens when national debates and local issues impede your ability to respond to individual communities and integrate groups on campus?

Your university has worked hard to create a diverse and inclusive campus community. You have experienced early success with recruiting more culturally diverse students and have enjoyed high retention rates across all groups; campus climate surveys show that students and colleagues alike are thriving. Then the world presses in, and your inclusive community is put to the test. Maybe it begins in your city or town. For example, students, alumni, and parents complain of racial profiling in a local store; or your sheriff is investigated by the Office of Civil Rights for racially profiling Hispanics in your county; or the local news covers a high profile racially-charged criminal case.

Perhaps the issue stems from a larger national or international conflict, such as a heated campus discussion of a fast food franchise that contributed to anti-LGBTQ causes, the U.S. Supreme Court releasing decisions about voting rights, the Catholic Church abuse scandal receiving international media attention, a student group calling for divestment from Israel, or students protesting a campus speaker invited by one cultural group and opposed by another. It can be difficult for campus communities to weather the local, national, and international storms affecting campus climate.

Few students, or campuses for that matter, possess the skills to navigate these complex issues with productive civic discourse. Your plans must include methods for mitigating conflicts on and off campus.

Tackling National and State Headlines

Not long ago in North Carolina, Jonathan Ferrell was in a car accident and sought help from a local resident, who called the police. Ferrell, an unarmed African American male with no criminal record and a blood-alcohol level below the legal limit, was shot 10 times by a police officer and killed. At Elon, this incident led to a panel that touched on issues of law enforcement, education, and economic opportunity in the experiences of black men. Students and community members raved about the chance to hear first person perspectives from a current Elon...
Campuses do not exist in a bubble, and engagement with the local community is important for student and university success. But local communities may not always know or fully appreciate your institution’s values. Elon is located in a predominantly Christian and politically conservative county in North Carolina. When our president wrote an editorial arguing for the importance of public education, letters to the editor described his position as controversial. When our chaplain, in an interview with the local paper, discussed multifaith programs and welcoming students and colleagues from diverse religions and worldviews, some letters to the editor argued the university had lost its way. And when our Gender and LGBTQIA Center opened on campus, local social media was abuzz with posts claiming our center had “caused” local high school students to ask questions and seek support around gender identity and sexual orientation.

Like it or not, your institution is part of your local community, and many of your institution’s faculty and staff live in that community and may share its predominant views. If your local community — or a portion of your campus community — doesn’t understand where you are going, chances are that some of your faculty, staff, students, alumni, and parents don’t either. Your initiatives must include strategies to appreciate and respond to the concerns of your supporters and detractors who may not know the goals of campus initiatives. Over the past two years, Elon has partnered with the local newspaper to hold university-community dialogues (instead of one-sided articles or interviews in the newspaper) and hosted panel discussions on issues from gun control to the local schools. Encourage your campus to consider a range of communication strategies that respect the values and expectations of local community members and directly engage those members.

Community Relations

They Might Come But Not Get Along

If you’ve been successful in attracting a diverse community of students and colleagues, some of the new tensions will come not from national news or local communities but from your own campus. As the variety of cultural and religious groups as well as political views increases, so will conversations and interactions that create tensions for specific demographic groups. For example, a number of campuses have had active Israel divestment and boycott conversations that can end up making Jewish students and colleagues feel extremely uncomfortable. Affirming certain groups may result in alienating others. Some religious or cultural groups will struggle with university support for healthy sexual relationships outside of marriage or for LGBTQ-affirming messages. Feminist student organizations will speak out against limited gender roles that more conservative groups see as culturally- and religiously-based traditions and norms. While we hope for utopian, integrated communities, bringing together diverse groups and views can make for moments of discomfort.

The challenge becomes seeing those moments as opportunities for dialogue rather than problems to ignore. Expect to experience difficulties that come with increased diversity and an increased focus on inclusion. Instead of letting these conflicts stall your progress or cause you to rethink your efforts, live in that messy space and learn from it.

Disruption and cognitive dissonance can result in tremendous learning — if you can structure intentional and constructive opportunities for dialogue and learning to occur. Develop panels and community forums that address contemporary issues. Create sustained and structured dialogues on campus around the issues that divide us. Engage local community partners in the process. These behaviors and skills — learning from others’ lived experiences through discussions about the things that divide us — are the central premise of learning on a college campus and represent the growth we expect both to model for our students, and for students to continue once they graduate.

Our final article will address some of the ways we structure those learning opportunities.

Brooke Barnett is an associate provost for inclusive community and a professor in the School of Communications at Elon University. Jeff Stein is the chief of staff for the Office of the President and an assistant professor of English.

Part 1 and 2 of their series ran in the June and July/August issues and are available on our website at www.insightintodiversity.com.
Colleges and universities across the country are hiring permanent, full-time Title IX coordinators as they look for ways to more fully implement the 42-year-old law.

Dartmouth, the University of Missouri-Columbia, Franklin and Marshall, and Harvard are among many schools that have added the position this year. Most are on a list of 76 schools being investigated by the U.S. Department of Education for alleged violation of some provisions of Title IX. The schools included Title IX enforcement as part of an administrator’s other duties.

Missouri is not one of the schools being investigated, but it was the focus of attention when the ESPN show “Outside the Lines” reported that in 2008 the school had failed to investigate an alleged rape by a star football player who went on to be convicted of a later rape.

In August, football coach Gary Pinkel admitted that he had known about the initial rape allegation, which was not pursued by county prosecutors, but was unaware that Title IX required the school to investigate the allegations as well.

In response, Missouri Chancellor R. Bowen Loftin said in a written statement: “As it relates to one case highlighted in the report of an assault in 2008, our internal processes broke down, and the proper procedures were not followed regarding the student conduct discipline process and a necessary Title IX investigation.”

In addition to hiring a Title IX coordinator, the university clarified reporting structures for any staff or faculty members who may become aware of an incident of sexual harassment of any kind. Everyone on campus, except those with professional privilege, such as counselors, are now “mandated reporters.”

Meanwhile, this summer also saw the California legislature considering a clarification of what it means to consent to sex.

A bill that has support from many of the major universities in the state would require schools receiving state funds to adopt a consent standard that defines consent as an “affirmative, conscious, and voluntary agreement to engage in sexual activity.”

If it passes, the law would be the first of its kind.

New Requirements Attempt to Clarify Gray Areas

The bill is an attempt to clarify one of many murky areas of Title IX law.

In the years since Title IX took effect, many universities have struggled with implementing the law’s provisions, which broadly prohibit discrimination on the basis of sex, including sexual harassment and sexual violence, in any education program or activity receiving federal financial assistance.

On April 29, in an attempt to clarify how universities should respond to complaints of sexual harassment under Title IX, the White House released new guidelines: Not Alone: the First Report of the White House Task Force to Protect Students from Sexual Assault. That same day, the U.S. Department of Education’s Office for Civil Rights issued a 52-point Q&A, Questions and Answers on Title IX Sexual Violence, to give colleges specific guidance for conducting an investigation, interviewing witnesses, examining evidence, and taking interim measures to protect the victim.

Under federal law, sexual violence is defined as an extreme form of hostile environment or sexual harassment and refers to physical sexual acts, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion, perpetrated against a person’s will or against a person incapable of giving consent. Title IX requires colleges to investigate and resolve these claims independently, determine who is responsible, and decide what the punishment should be regardless of whether an alleged victim decides to report the incident to the police.

Under these updated guidelines from the White House task force, when a school becomes aware of sexual violence, it must take immediate and appropriate steps to investigate.

If the investigation reveals that the sexual violence created a hostile environment, the school must take prompt and effective steps to end the sexual violence, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects. A school must conduct its own
investigation regardless of whether local law enforcement pursues the case.

At the same time, schools are getting ready to respond to changes in the Clery Act, named after Jeanne Clery, who was raped and murdered in her dorm room by a fellow student on April 5, 1986.

In June, the Obama administration released a proposal that would require colleges, under Clery, to compile and report statistics for incidents of dating violence, domestic violence, and stalking, in addition to the existing reporting requirements for sexual assaults. Also, gender identity and national origin are being added as categories of bias under the Clery Act’s definition of hate crimes.

These regulations are expected to become final in the fall.

**Sexual Orientation and Gender Identity**

Lexington, Ky., attorney and former General Counsel of Georgetown College James Newberry believes that the Title IX clarification will make it easier for schools to respond to complaints. “Prior materials from the Department of Education in 2001 and 2011 raised many questions about how to most effectively enforce the provisions of Title IX, but the added details released on April 29 will resolve many questions that had previously existed. The new guidance will undoubtedly raise more questions as schools begin to implement new procedures, but some of the old questions are now resolved,” he said.

Title IX’s sex discrimination prohibition now extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity, and the actual or perceived sexual orientation or gender identity of the parties does not change a school’s obligations. Universities are now specifically required to investigate and resolve allegations of sexual violence regarding LGBT students using the same procedures and standards used in all complaints involving sexual violence. “Though there has been a focus in the media coverage on male-on-female sexual violence on college campuses, it is important for schools to stay focused on responding appropriately to all allegations of sexual violence or harassment, no matter the gender or sexual orientation of the complainant or respondent,” said Karen Ibach, a Philadelphia attorney with extensive experience working with universities on Title IX compliance issues.

“Schools need to ensure that staff who are responsible for receiving and responding to complaints of sexual violence get appropriate training about working with LGBTQ and gender-nonconforming students, as well as same-sex sexual violence.”

**Reverse Title IX?**

After the updated guidelines and the White House report on sexual assault were released, Greg Lukianoff,
president of the civil liberties group FIRE, responded:

Sexual assault is one of the worst crimes a person can commit. ... But precisely because sexual assault is such a serious crime, providing those accused of it with due process — a term that appears nowhere in the entire report — becomes even more important. Due process is more than a system for protecting the rights of the accused; it’s a set of procedures intended to ensure that findings of guilt or innocence are accurate, fair, and reliable.

But ensuring due process may be easier said than done. According to the National Review, university courts are increasingly adopting a presumed guilty approach that may result in severe miscarriages of justice for those falsely accused of sexual assault. As a result, universities are now defending “reverse Title IX” lawsuits brought by students who say their rights were violated when they were found guilty of sexual misconduct on campus. Accused students have already filed such lawsuits against Swarthmore, Philadelphia University, Vassar, University of Michigan, and Denison, according to the report.

Although Ibach sympathizes with those wrongly accused, she stresses that a Title IX investigation differs vastly from a criminal proceeding. “We all understand that these kinds of cases have potentially devastating effects for a wrongly accused, but a Title IX investigation is nevertheless not the same as a criminal proceeding, which requires a higher burden of proof and various Constitutional protections, such as the right to counsel and the right to confrontation, among many others. In OCR’s view, the same procedural protections and legal standards are not necessary because a Title IX investigation will not result in incarceration or criminal penalties,” she said.

The Road to Compliance
Ultimately the best approach to Title IX compliance is one that does not tolerate illegal sexual harassment and violence yet is fair to all parties involved. “More strategies are being developed by the Department, but each campus needs to develop a culture in which everyone works to develop zero tolerance for sexual violence and a culture that supports victims when it does occur,” said Newberry.

According to Ibach, to effectively train and educate, universities need to have a sense of their campus climate regarding sexual harassment and violence. The White House Report includes a toolkit for schools to conduct climate surveys to gauge the prevalence of sexual assault on campus as well as students’ attitudes and awareness. Thus, schools might better design education and training programs and other solutions in the future.

Jan Hill is a contributing writer for INSIGHT Into Diversity. Richard Jackoway is the editor of INSIGHT Into Diversity.
I recently closed a search for a new president for a highly specialized public institution of higher education and had the usual flurry of calls from candidates not selected asking me what to do to succeed next time. It surprised me, because the candidates in this particular search were the most highly qualified that I have dealt with in 15 years. These were people with their own Wiki entries. They didn’t seem like the type who needed advice from me about how to get a job, which is exactly what tipped me off.

A few of these highly qualified individuals had achieved success not by planning but by being gifted in the necessary skill sets, and then by chance being in the right place at the right time. That’s the reason that they made up only 2 percent of my candidate pool. That casual approach doesn’t spell success for most people.

If you wanted to start a florist shop, you wouldn’t slap down your life savings on the first empty storefront you saw and order up a bunch of long-stemmed roses. You would take time to develop a course of action. You would look at the current market, check out store locations, assess your resources, create a brand identity, design a marketing program, and get advice from experts in the field and in related businesses. There’s a name for this: having a business plan.

How would this work on a personal level, looking at yourself as your business? Let’s look at two individuals from the search I just completed. The career of our first example positioned him perfectly for a presidential opportunity when it arose. He started out with a great love for a particular technology and designed his early education and job search to allow him an opportunity to make a living in that field. He was successful and continued to develop himself, upgrading his skills and knowledge, seeking new challenges, and expanding his abilities. At some point he realized he looked for what he could to do to build on what he had already accomplished.

He refocused his efforts into higher education and took the same proactive approach to his own continued growth, moving to positions of higher responsibility.

After a few years, when an institution specializing in his specific area of expertise began the search for a president, he found himself already sitting in the seat just below the presidency of an almost identical institution. The next step was logical, and it was successful. He is the new president that was selected.

The other individual is one of the candidates who called me to find out what didn’t work. He, too, had a great love for a highly technical field and on it had built a remarkable career. The economy in the last 10 years, however, had negatively affected his company, and he felt like he was going backward.

It was at that point that he saw the announcement of the presidency and entered the pool for the search I ran. Although the technology in which he had spent his life was unrelated to the specialization of the institution, he reasoned that the skills that made him successful in one would translate to the other, and that, as a successful CEO of a complex, major business, his leadership credentials were unassailable. His thinking may not have been wrong, but his methodology was. He was competing for the position against people who had focused their careers to hit specific targets. His enthusiasm, imagination, and energy couldn’t carry him past them to success.

In treating yourself as your own business, consider where your true interests lie, what you want to accomplish, what you already have and what you need that will point you toward your goals, what will help you along the way, and what obstacles you need to overcome. Set out intentionally to succeed. Put as much effort into yourself as you would our imaginary florist shop, and eventually, even with temporary setbacks, everything will be coming up roses.

Vicky Ayers is the senior director for executive recruitment at RPA Inc. Vicky is a member of the INSIGHT Into Diversity Editorial Board. If you have a question, email Vicky at vayers@rpainc.org.
How Diversity Spent Its Summer Vacation

Diversity enjoyed a gloriously busy summer.

From College Park, Md., to the kelp forests off Catalina Island, underrepresented students came to dissect in the lab, research in the field, and play countless games of Two Truths and a Lie. At the University of North Carolina, Project Uplift celebrated its 45th summer.

We’ve gathered snapshots from some of the many summer diversity programs. Hope you enjoy them!

Professor Lisa McKinney addresses 50 high school students during the Accounting Career Awareness Program at the University of Alabama’s Culverhouse College of Commerce.

Photo courtesy of the University of Alabama

High school student Tabrez Alam presents his original research at the Albert Einstein College of Medicine. For the past two years, Alam has worked in the laboratory of Dr. Ben Ovryn, studying anatomy and structural biology as part of the Einstein-Montefiore Summer Undergraduate Research Program.

Photo courtesy of the Albert Einstein College of Medicine

The University of Minnesota’s 2014 Multicultural Summer Research Opportunity Program is in its 34th year. It is designed to attract larger numbers of prepared students of color to graduate or professional schools.

Photo courtesy of the University of Minnesota

Students get in some lab work during The Ohio State College of Nursing’s Summer Institute for Diversity in Nursing.

Photo courtesy of the Office of Student Life, The Ohio State University
Students get in a tangle during an ice-breaking game as part of Project Uplift at the University of North Carolina at Chapel Hill.

Photo courtesy of the University of North Carolina at Chapel Hill

College Board and Roadtrip Nation sent four first-generation college students around the country to chat with diverse leaders (and do a little sight-seeing) during the 4,000-mile “First-Gen Roadtrip.”

Photo courtesy of the College Board

At Oregon Health & Science University, Naod Aynalem starts a dissection at the VirtuOHSU surgical simulation laboratory.

Photo courtesy of Oregon Health & Science University

Through its Diversity Project, University of California, Los Angeles’s Department of Ecology sent students to join researchers studying the reefs off nearby Catalina Island and faraway Mo’orea in French Polynesia.

Photo courtesy of UCLA

Jacqueline Romero (left) and Rachel Feist examine incoming electrical resistivity data from sensors installed in the outer trunk of a Ponderosa pine near Boulder, Colo., during the Research Experiences in Solid Earth Science for Students (RESESS) internship program, managed by UNAVCO Inc. and funded by the National Science Foundation.

Photo by Aisha R. Morris/UNAVCO
A new Equal Employment Opportunity Commission guidance aims to clarify the rules employers, including colleges and universities, must follow to accommodate pregnant workers.

But the guidance came out just days after the U.S. Supreme Court agreed to hear a case that could change employers’ obligations.

On July 14, the EEOC issued the Enforcement Guidance on Pregnancy Discrimination and Related Issues. This document provides guidance on how the Pregnancy Discrimination Act and the Americans with Disabilities Act applies in these situations.

The Supreme Court case involves a former UPS driver who was asking for the same accommodation that the parcel delivery company provides to nonpregnant workers based on disabilities or other work limitations.

But until that ruling comes out, probably next spring, the EEOC guidance provides the latest information about interpreting the law and about best practices for employers to utilize to decrease the likelihood of unlawful discrimination against pregnant workers.

Pregnancy Discrimination Act
In 1978, Congress amended Title VII of the Civil Rights Act of 1964 to prohibit sex discrimination on the basis of pregnancy through the passage of the Pregnancy Discrimination Act. Employment activity covered under PDA includes, but is not limited to, hiring, termination, compensation, job assignments, promotions, training, benefits, and other terms of employment. An employer is covered under the law if it has 15 or more employees. PDA prohibits discrimination not only against females who are currently pregnant, but also offers protection against discrimination to applicants and employees due to a past pregnancy, potential or intended pregnancy, or any medical conditions related to a female's pregnancy or childbirth. The purpose of PDA was to make it clear that women who are pregnant must be treated the same as non-pregnant employees who have the similar ability to work.

Overprotective Policies
Note that having overly protective policies, despite an employer’s good intentions, could be a violation of PDA. Consider, for example, a situation where a woman who is either pregnant or in her child-bearing years is denied employment due to the employer’s policy that fertile women cannot work in the chemical plant because of the potential risk of becoming infertile or risks to the fetus. The employer, however, does not have a policy that would restrict fertile men from being considered for the position. Since this
policy causes adverse impact against females who can be qualified and willing to work despite the risks, this policy is considered discriminatory.

**Childbirth or Related Medical Conditions**

Pregnancy in itself is not an impairment and, therefore, is not considered a disability under the Americans with Disabilities Act. Prior to the enactment of the Americans with Disabilities Act Amendment Act of 2008, some courts did not view medical conditions related to pregnancy as an impairment covered under ADA. Today such impairments may be covered under the ADA, including pregnancy-related anemia, pregnancy-related carpal tunnel syndrome, and gestational diabetes. If the impairment, even if temporary, will impose work-related restrictions that are substantially limiting, the impairment could be covered under ADAAA.

The PDA also requires that when pregnant women are unable to work for medical reasons, they must be given the same consideration with respect to benefits and leave of absence as any other employee who is unable to work for medical reasons. Under the EEOC’s *Guidelines on Discrimination Because of Sex*, (see www.gpo.gov/fdsys/pkg/CFR-2011-title29-vol4/xml/CFR-2011-title29-vol4-part1604.xml), it states that it is a violation of Title VII to exclude an applicant or employee from consideration in employment practices because the individual is pregnant or facing childbirth or related medical conditions. Also, if the individual has a disability caused or contributed to by the pregnancy or childbirth, the contractor must treat the situation the same way it would any other applicant or employee requesting a disability accommodation, or requesting benefit under the company’s disability insurance or sick leave policy.

If the company does not have leave policy, or the leave policy is insufficient to accommodate the individual who needs time off due to a temporary disability caused by pregnancy or childbirth, and the company terminates the individual, this termination is considered a violation of the Act “if it has a disparate impact on employees of one sex and is not justified by business necessity.” Under PDA, employers are not allowed to require a woman to take leave, but must allow her to take leave in the same manner as other co-workers asking for a leave due to an inability to work due to a medical condition, if she has any physical limitations resulting from pregnancy.

**Discrimination Based on Lactation and Breastfeeding**

If a nursing mother needs to breastfeed or express breast milk using a pump throughout the workday, the employer must address the employee’s lactation-related needs in the same manner that co-workers would be allowed to request accommodations for other similarly limiting medical conditions. Therefore, if the employer allows another employee to change their schedule or use sick leave for routine doctor appointments, then it must allow the lactating female employee to change her schedule or use sick leave in order to meet her needs.

Note that female employees who are breastfeeding have rights under other laws, such as the Patient Protection and Affordable Care Act, which require employers to provide a private place and a reasonable amount of break time to allow the employee to express milk.

**Family and Medical Leave Act**

Even though the PDA does not require employers to provide pregnancy-related or child care leave if it does not provide leave for other temporary illnesses, the employee does have coverage under the Family Medical Leave Act (FMLA) if the employer has 50 or more employees in 20 or more workweeks during the current or preceding calendar year.

It is unlawful for employers to take adverse action against an applicant or employee because she is pregnant without taking into account whether she is able to perform the essential duties of the job.
Engaging the Whole Campus: CDOs Should Think About the ‘How’

By Ken Coopwood, PhD

A growing base of diversity literature tells us why diversity makes sense as a matter of theory or business. Even more research provides proof of better performance and increased cognitive ability after exposure to diverse people and circumstances. Theory and science about diversity have quickly gone through stages of truth, a phrase coined by the German philosopher Arthur Schopenhauer: they were first ridiculed, then violently opposed, and later accepted as being self-evident.

Given the evidence that diversity is the spice in our future, it makes sense that literature describing how to execute a diversity transformation will soon become the next wave of truth to go through its respective stages.

I contend that the how, with regard to diversity, is far more important than the what or why. I’ve seen hundreds of new and developing chief diversity officers attend national diversity conferences to learn the how. Many turn to webinars, case studies, and national spokespersons to receive anything that provides some process they can follow. Certainly more literature about the how of diversity is a growing need. Along with the rise in such literature, it is also vitally important to address the humility and difficulty of being a CDO leading a campus to new levels of awareness and behaviors (often for the first time), and doing so often without a handy and knowledgeable support system.

I’ve been fortunate to have the opportunity to trailblaze the existence of three diversity offices in the Midwest. Of course, I use the term “fortunate” loosely, because starting a diversity office anywhere is more than just hard work. This work can be downright brutal, cost you more face than you realize you had, and even hand you a personal set of enemies whom you’ve never met. However, the rewards can be life-changing, and that is ultimately what every CDO wants: to change habits and lives that unite to form inclusive systems. If doing this sounds simple to someone, then I would also contend that he or she may not be cut out for this work!

My offering here is a hard-hitting and fair approach for engaging an entire campus in the diversity agenda. My experience has shown that, regardless of the size of an institution, new and unsure CDOs in higher education need advice that allows for engagement of the whole campus through its diversity office. Most of these tactics can be, or should be, accomplished within three years — or earlier in a place where the history of race relations is especially dismal or hostile. That said, in no particular order, here is a how list, or what I call “the engagement process,” that seems to resonate with hundreds of CDOs in higher education, as well as those in corporate, government, and private settings.

Modernize the Problem
Ensure you are ready to unveil critical transformations happening around the country — demographic changes, educational gaps, and so on — before you take the job. Prepare to show the relevance of these transformations to any inquirer, as well as how these became relevant. Be sure to include the fundamental purpose of your role, which is to create a place where all people feel a sense of belonging, to provoke new thinking and establish new behaviors, to use differences to unlock the potential that exists within all personnel, and to foster breakthrough thinking and innovation.

Align Philosophy with Leadership
The most important aspect here is to partner with leadership to provide
strategic advancement in whatever it is your organization does. Chances are, if you are the first CDO at your institution, your senior leaders will not know what to expect. Be a partner before being a player. Together, establish the vision for a transformative environment, then work on how to promote and advance excellence in institutional leadership, training, and development; organizational climate; and representational diversity. Intentionally allocate resources that develop and sustain the workforce and ensure personnel advancement to and beyond higher levels of service. This step in the engagement process is most critical because, as motivational speaker Jim Rohn states, “It is our philosophical set of the sail that determines the course of our lives. To change our current direction, we have to change our philosophy, not our circumstances.”

Learn the Campus
Do this from the inside out. Conduct a litmus test on where the campus is from a diversity standpoint and identify aspects of the campus already exercising diversity and inclusion principles. Seek out silos and hold retreats with these units to gain insight into their perspective of the university. Interview deans, staff, and student leaders and review policy manuals and complaint history.

Build Trust Circles and Partner Networks
This stage involves interface leadership, not in-your-face approaches. Be assertive in forming genuine relationships, but safeguard access to the president and peer stakeholders. When interfacing, use evidence-based approaches from the start — modernize the problem. This helps build your credibility. The goal here is to shape a diversity agenda that people can accept and share as a personal advancement as well as to establish reciprocal consortia. Finally, expect to sharpen your skills for making people “uncomfortable” and for recognizing the psychology of moments where you learn (often abruptly) that support for your work is not something you should expect.

Cheer On the Work of Others
As CDO, your work will heavily involve supporting great diversity works by others. Engage in “cheering” by establishing collaborative diversity projects, reforming conventional celebrations, creating monthly D&I publications, websites, and infoletters. I’ve even seen some universities establish a Who’s Who in Diversity listing for their campus. Whatever the activity, think about what you can do that showcases the value of your partners and others who should be in the fold of your partners.

Monitor, Measure, and Market
Monitor movement of the proverbial needle through your office metrics as well as through what I call the “Monitor Mob.” This includes offices whose work it is to collect and compile campus data. Offices such as Enrollment Management, Admissions, Institutional Research, and the Ombudsperson are a few examples. Seek out measures that align with campus key performance indicators, affect student satisfaction surveys, decrease employee turnover, and increase diverse faculty retention and promotion. Know how to express the ROI of these measures, and others, so initiatives from your office are recognized as sound investments for the campus. Use success from your initiatives as marketing tools.

Train for Sustainability
Ensure that your office is not the only office that can provide diversity training. Make extensions of your office for campus individual and group training by visioning, modeling, and influencing the diversity education agenda. A partnership with HR is critical here for managing invisible barriers and instilling business acumen through training creativity and innovation. Look to demonstrate and acknowledge accountability and execution for ongoing efforts that produce tangible results, such as increased revenue, reduced time of processing, accurate predictions, and team performance.

All said, working through the engagement process will help the new or unsure CDO to influence his or her campus for the betterment of higher education. All types of thought diversity are needed to propel the preparation of American universities for achievement of a “globally ready” status. The CDO likely holds this insight as fundamental. However, the how with regard to diversity leadership is far from an industry standard. Until then, I hope the engagement process outlined above will help.

Ken Coopwood, PhD, LSSBB, CDE is vice president for diversity and inclusion at Missouri State University in Springfield.
Akron Succeeds Through Involving All the Players — On Campus and Off

By Tannette Johnson-Elie

When Lee Gill arrived at the University of Akron in 2008, he found a campus that had a myriad of diversity practices and programs, but no one was working together.

“There were outstanding programs on campus, but they needed to be focused toward a strategic mission,” he says. “It became a matter of how do you bring all these programs together. It’s not enough to say I have a [Martin Luther] King Day or peer advisers. How do you focus everything we do and create a diversity component with outcomes and measures?”

Gill brings more than 25 years of private and public sector experience, having worked with corporate executives, attorneys, hospital administrators, and college presidents.

“Diversity is a lot of hard work,” he says. “I can’t do this by myself. Everybody has to be on board and understand there’s a bottom-line benefit to diversity.”

As Akron’s associate vice president for inclusion and equity as well as chief diversity officer, Gill made his first priority expanding the representation of UA’s Diversity Council by soliciting support of deans from each of the university’s 12 colleges.

“You can’t micromanage diversity. You have to be at the grassroots level,” says Gill. “It’s discussing what the problems are and trying to move each of the colleges forward.”

Gill also saw the need to build partnerships within the greater Akron community and sought help from some of the city’s top leaders.

“You’re not in a vacuum,” Gill says. “You realize you have to work with city partners. It bodes well for us to have high-profile individuals in the community who want to improve education in our community to be sitting on our diversity council.”

Among local leaders invited to serve on UA’s Diversity Council is Fred Wright, president and CEO of the Akron Urban League.

“It’s important to have people from the external community involved when you’re trying to promote diversity within your institution,” says Wright,
who serves on UA's Diversity Council with the mayor and the superintendent of Akron's public schools. "Lee Gill makes a conscious effort to make sure the University of Akron has sound diversity practices, and he's willing to be transparent in what he does."

Even the White House has taken notice of Gill's work. President Obama's recently launched initiative, "My Brother's Keeper," is modeled after UA's Black Male Summit, a symposium that Gill helped establish in 2008 to address retention and graduation of African American males in college.

This year's summit, held in April, drew 1,400 attendees from 13 states. David Johns, executive director of the White House Initiative on Educational Excellence for African Americans, was the keynote speaker.

Behind the numbers are success stories like Darnell Davis Jr. A third-year political science major, Davis comes from an environment in the greater Pittsburgh area where the college prospects for young black males are slim. After graduating high school, Davis enrolled in another public university in Pennsylvania, but due to what he felt were "a lack of resources," he dropped out within two months.

His fortunes changed, however, after he visited a cousin who was then a student at UA and found a lively campus with a plethora of opportunities for young black men.

Davis was most impressed with the university's African American Male Learning Community, a cohort of African American male students who take classes together and participate in on-campus and off-campus activities. "I knew this was the place for me," says Davis who aspires to follow the same path as Gill and become a chief diversity officer at a university. "The Learning Community gave me a family of support. We were all facing the same struggles as African American males trying to receive a degree, and we all support each other still to this day as upperclassmen."

The university has made bold moves toward achieving Gill's vision and has amassed an impressive list of accomplishments:

- received the INSIGHT into Diversity Higher Education Excellence in Diversity (HEED) Award in 2012, 2013, and 2014
- ranked in the top 25 among diversity councils nationally by the National Association of Diversity Councils
- established its annual Black Male Summit, which has gained national recognition as the premier conference focused on the success of black males
- opened the university's first Women's Resource Center, which last year was expanded to include a Multicultural Center that brings international and domestic students together for meaningful learning experiences
- established a Student Success Center, which serves as a one-stop shop where students can receive peer mentoring, tutoring, and advising in an effort to increase their prospects for graduation
- in 2010, was awarded $425,000 for three years to establish the African American Male Learning Community to focus on improving retention and graduation rates

"We were all facing the same struggles as African American males trying to receive a degree, and we all support each other still to this day as upperclassmen."

- Darnell Davis Jr., political science major at UA

The success of the Black Male Summit has led the Ohio Latino Commission to choose UA as the site of a similar Latino Summit scheduled for next year.

"We established the Black Male Summit because we knew as an institution we had to make that commitment," says Gill, a graduate of the University of Michigan, Ann Arbor, and Illinois Institute of Technology's Kent College of Law in Chicago.

While the university has made a college education more accessible to students of color in recent years, ensuring that they graduate is a bigger challenge.

The work of Gill and others is starting to pay off. Graduation rates among African American males at UA have increased since the university began focusing on black male success under Gill's direction. While Gill takes pride in all that has been accomplished at UA when it comes to diversity, his greatest reward has been in witnessing the profound impact his work has had in the lives of students of color, particularly young African American men.

"To see where they begin — these are young men that come from good homes, but most are first-generation college students," he says. "Four years later, when you get that letter from the University of Chicago and they've finished law school and later from the Illinois bar, that's a great feeling. That's what is so endearing and positive about this work."

Tannette Johnson-Elie is a contributing writer for INSIGHT Into Diversity. For more information on the HEED Award visit www.insightintodiversity.com.
Many Schools Still Struggle with Teaching Diversity to MBA Students

By Richard Jackoway

For years now, business schools have included diversity training in subjects surrounding organizational behavior. Some have begun offering stand-alone classes on how diversity affects organizations.

But how often are diversity and inclusion found in the curricula of statistics or accounting?

Experts point to integrating diversity into business classes as an important next step missing at many schools as they prepare undergraduate and MBA students for a workforce where diversity and inclusion are key components of business strategy.

Taylor Cox Jr., who consults with major corporations on these issues, says diversity should be taught in focused classes, but also become part and parcel of the general teaching of business.

“Those are the two main approaches. Both should be pursued,” says Cox, who formerly taught business courses at University of Michigan, Duke University, and other schools. “It needs to be a regular, mainstreamed part of the academic architecture.”

Nancy DiTomaso, a professor of management and global business at Rutgers University in New Jersey, has been advocating for business schools to improve their diversity instruction for decades.

Twenty years ago, DiTomaso chaired a task force on Effective and Inclusive Learning Environments for what was then called the American Assembly of Collegiate Schools of Business.

“It was intended to show what schools could do to transform the environment within their schools,” she says.
DiTomaso says the AACSB board had a mix of business school and corporate representation. Corporate members pushed for the creation of the task force, lamenting that their pool of graduates was neither diverse enough nor educated in what diversity means in terms of creating “more productive, more committed employees or being effective in more, different types of markets,” she says.

The wide-ranging 141-page report began as a blueprint for business schools.

Specifically on curriculum development, the task force recommendations included ensuring that the core curriculum contain opportunities for students to learn about diversity, and that students be required to work in demographically and culturally diverse groups.

The group paid specific attention to the idea of incorporating diversity into non-business management classes. The report also held an appendix with an information technologies teacher talking about how to incorporate diversity into such classes.

Over the past 20 years, its numerous recommendations on teaching, recruiting, and training and development have become accepted as best practices at many universities nationwide.

But Miguel M. Unzueta, associate professor of management and organizations at UCLA’s Anderson School of Management, says diversity is still an afterthought at a number of schools, including his.

“It still feels to me more like the exception to the rule than the rule,” Unzueta says.

The Anderson School of Management has no stand-alone class in diversity since Unzueta was forced to shelve the one he developed because he had too many obligations for core classes. And Unzueta says he is the only teacher who incorporates diverse issues into lectures for first-year students there.

He tries to talk about diversity in two lectures for his organizational behavior course and to bring diverse issues into lectures throughout the year.

He is a proponent of including diversity organically in core classes.

“If you can build it into core classes, it almost feels more active and not forced. But that is still missing in most classes,” he says.

Unzueta admits that developing diverse instruction for business schools can be difficult.

“It’s not like accounting, where there is a textbook on how to do this well,” he says.

For those looking to do so, though, Unzueta points to the Harvard Business School, which maintains an online repository of case studies featuring diverse subjects.

The lack of diversity instruction exists in spite of what Unzueta called “lofty ideals” expressed by the school’s leadership on diversity issues.

There has been some progress, however. Unzueta says when he arrived at UCLA in 2006, there were no women portrayed in leadership roles in the case studies faculty use to explain points of business theory. Now they are used routinely.

But other diverse communities are not represented. LGBTQ students approached Unzueta at the end of last year to complain that there were no gay protagonists in any of the first-year case studies.

“From their perspective, they felt pretty invisible,” he says.

As such, he has developed a list of case studies involving gay protagonists that he will be drawing from this year.

But Unzueta feels alone in developing a diverse curriculum.

“Honestly, I don’t really see a systemwide change. The change I do see is through individuals who have an exceptional interest [in diversity],” he says.

Rutgers’ DiTomaso, who recently wrote The American Non-Dilemma: Racial Inequality Without Racism, agrees that much work still needs to be done in teaching diversity in the nation’s business schools.

Part of what she would like to see change is how business professors present issues of diversity.

“From my perspective, I’m not satisfied with the kind of framing the issues of diversity often get,” she says.

“Too often when we are thinking of issues of diversity, we have the perspective of ‘What we need to do to have a more diverse population is to get rid of stereotypes and prejudice.’ ”

Business schools, she says, decry the effects of stereotypes and prejudice, and their primarily white students nod their heads in agreement.

During classes, “Everyone would say, ‘Sure I believe. Everyone was nice. Then why do we have a problem?’”

Her answer is that while whites or men may not discriminate against minorities, they tend to favor people like themselves. This “opportunity hoarding” leads to the same types of inequities but in ways that aren’t generally considered in business school curricula.

Cox stresses the need for schools to teach the research and theory behind diversity.

“It’s important for people to understand this is not a sort of pseudo-psychology derived from some casual observation. It has a solid social-psychological foundation of research behind it,” he says.

Cox, who works with Alcoa, Exxon-Mobil, Ford Motor Company, and many other major corporations, says business leaders are not satisfied with the diversity training coming out of business schools.

“I would say there is much more work to be done. They would like to see more,” he says. “The organizations that have bought into the importance of this topic would like to see colleges and universities do a better job of preparing students in this area so they arrive with a head start.”

Richard Jackoway is the editor of INSIGHT Into Diversity. He can be reached at rjackoway@insightintodiversity.com.
Companies Want Graduates Prepared to Enter a Global Workforce

By Rebecca Prinster
According to Joe Santana, former chief diversity officer of Siemens AG, and current global diversity and inclusion consultant and coach who has worked with companies like Volkswagen, Bae Systems, United Technologies, and Accenture, businesses are moving away from looking only for “rite of passage” skills like degrees and accreditations. “When I talk to organizations, they are also looking for diversity of thought and different perspectives that people bring to the table,” he says. “Companies are starting to realize that ‘If we all think alike, we all miss the same stuff.’”

Santana works with companies to recognize unconscious bias. As part of a consultation, he presents recruiters with resumes that are the same in every aspect except applicant names and pictures. He finds that they unwittingly choose applicants that most fit the conventions of the company.

“Candidates need to get a sense of the culture and who they’re going to be meeting,” he says. “Social media has made it a lot easier to learn about the culture of a company, and LinkedIn is a great way to learn about a company. I always recommend to students that they use their resume to convey what is special about themselves but also tailor their resume to the culture.”

African Americans, American Indians, Asian Americans, and Pacific Islanders make up over 37 percent of the U.S. population, according to 2013 Census data. However, only 4 percent of CEOs at Fortune 500 companies are African American, Asian American, or Latino. Also, according to the nonprofit women’s business organization Catalyst, Inc., women earned 36.5 percent of all MBAs in 2013, yet only 4.8 percent of Fortune 500 CEOs are women.

“Many students from underrepresented groups do not have family members that went to business school,” says Erika James, dean of the Goizueta School of Business at Emory University. “Additionally, people hear so often only negative aspects of the business world. In the last couple of decades we’ve seen a number of corporate crises. If that’s all they see, then their perception of the corporate environment will be negative.”

Companies have come under the microscope in recent months for a lack of workforce diversity. Led by the Rev. Jesse Jackson, the Rainbow PUSH Coalition has been urging companies to become more public about the ethnic and gender composition of their workforces.

In May, Google released its diversity figures, becoming the first tech company to do so. Twitter, Facebook, and Apple—to name a few—have since followed suit. “Google is not where we want to be when it comes to diversity,” the company announced on its official blog. “It’s hard to address these kinds of challenges if you’re not prepared to discuss them openly, and with the facts.”

Tita Gray, director of business advising at the San Diego State University College of Business Administration, and Beverly Bracker, director of the Graduate Career Management Center at the university, agree. “We need to know the facts so we can address them,” they both say. “Both companies and schools can and should be doing more — pipeline programs, job shadowing, mentoring, internships for high school and college students, and assuring diversity of speakers and event participants.”

Similarly, James says companies benefit from transparency because they can see where they are lacking. “Also, some students may see viable opportunities to enter a field that they wouldn’t have considered before,” James says.

Around the time Google released its diversity figures, Emory University
announced Erika James as the new dean of Goizueta, making her the first female African American to lead a Top 25 business school. Her post began in July, and she may play a large role in attracting more minority students to Goizueta.

“I personally try to educate students when I talk to them to change this [negative] perception. I think business schools and corporations have the responsibility to collaborate and change that perception.”

Google’s blog post discussed reasons for the disparity of diversity, most notably the fact that the majority of computer science degrees are earned by white men. Despite recent investments in a tech pipeline for women and minorities, on its blog, Google did not address the disparity in non-tech jobs, which make up half of all jobs in the company.

In a series of New York Times opinion pieces published this year, Thomas Friedman, noted New York Times columnist and Pulitzer Prize winning author, spoke with Laszlo Bock about how to get a job at Google. Bock is senior vice president of people operations for Google and author of the company’s blog posts.

According to Bock, cognitive ability — the ability to think on the fly — leadership, humility, ownership, and expertise are the key elements Google wants in a job candidate.

Bock says you must experience failure in order to have humility and, therefore, the ability to learn.

“A unique challenge [to underrepresented MBAs] is that there are a lack of supervisors, mentors, and peers who look like them or have shared experiences with them,” say Gray and Bracker. “It also means a lack of someone the MBA will feel comfortable going to when faced with an inappropriate comment, unfair treatment, negative assumptions, or some other issue.”

Gray and Bracker also point out the double standards that exist within corporate culture, citing the difference in workplace attire between Facebook’s COO Sheryl Sandberg and company CEO Mark Zuckerberg.

“If a newly hired MBA doesn’t know about [the double standards], then their chances for success are hindered,” they say. “If there is no Sheryl as a role model, perhaps the newly hired nonwhite male MBA will assume it is appropriate to dress casually.”

In lieu of a thesis, SDSU MBA students have the option of engaging in consulting projects for local businesses. Students register through the office of Corporate and Community Involvement at the school. The project allows them to fail gracefully. Small groups give presentations in front of clients and professors, thereby stretching the boundaries of their comfort zones.

“Since all the team members have to contribute to the written report, the PowerPoint, and the oral presentation, each of them is probably uncomfortable with at least one of the components,” Gray and Bracker say. “They must face their fears and potentially have to learn to do things they have not done before…. The process likely has a number of humbling moments.”

SDSU’s College of Business sponsors
students to attend conferences of the National Society of Hispanic MBAs and the National Black MBA Association. It also utilizes the Black Business Society at the school, which formed last year, to support and promote African American business students.

Among other sought-after companies for recent MBA graduates, AT&T and Southwest Airlines also look for the intrinsic qualities Google seeks and value the experience that comes with attending business school.

AT&T’s workforce is 40 percent people of color, and women make up 36 percent of employees. The company employs nearly 250,000 people worldwide.

“AT&T customers span the globe and represent every demographic group. We serve them best when our workforce represents them,” says an AT&T spokesperson. “The diverse pool of talent we recruit to our leadership development programs comes from a variety of technology and business backgrounds and has a keen eye on innovation.”

MBAs are ideal for AT&T’s Business Sales Leadership Development Program. The company’s recruiters look for demonstrated leadership experience and technical acumen in candidates to the program.

In 2011, after purchasing AirTran and adding 8,000 employees, Southwest Airlines solidified its commitment to advancing diversity by creating an Office of Diversity and Inclusion.

“We take into account all the unique characteristics that set people apart,” says Liji Thomas, senior manager of diversity and inclusion at Southwest. “An MBA that brings a different perspective to Southwest Airlines in terms of a unique ethnic or experiential background is certainly valued in our hiring process.”

At Southwest, candidates are considered on the sum of their parts as well as the ways they embody the company’s core values of “warrior spirit, servant’s heart, and fun-LUVing attitude.”

“You can create your own opportunity at Southwest,” says Greg Muccio, senior manager of people. “A few things that stand out on a resume are job stability, recent and relevant experience to the position they are applying for, and accomplishments.”

“I like to use the analogy of a movie trailer,” he says. “The goal of a movie trailer is to interest you just enough that you want to see the movie to find out more. Resumes need to have enough interesting details, communicated in a way that makes me want more, so I have to interview the person to learn about them.”

To an employer, a hard-earned MBA, in conjunction with a unique experiential background, is proof of accomplishment and something intriguing in a potential new hire.

Rebecca Prinster is a staff writer for INSIGHT Into Diversity.
Military Times Ranks Best Business Schools for Veterans

By Lindsay Jones

Transitioning to higher education can be daunting for many students and even more so for military veterans or active duty personnel.

George Altman, an education and employment writer at the Military Times in Springfield, Va., said it’s clear that veterans want to feel a sense of belonging on campus. The best way to achieve that is to connect with people from similar backgrounds and with analogous experiences.

“Far and away, the single most important thing for a veteran student was some kind of vets center or vets office on campus,” Altman said. “They can also meet up with fellow vets there.”

As the primary compiler of the Gannett-owned publication’s annual survey, Best for Vets: Business Schools, Altman ranks the best business schools for vets. The survey grew out of the Military Times’ more established Best for Vets: Colleges Survey.

Begun last year, the business school survey polls colleges and universities around the U.S. about the services they offer for current or former members of the military. The 2014 survey includes exhaustive information from 140 institutions.

The top five are: D’Youville College in Buffalo, N.Y.; Ohio State University’s Fisher College of Business in Columbus, Ohio; University of the World Extended Academic Programs-School of Extended Studies in San Antonio; Rutgers Business School in New Jersey; and Texas A&M University in College Station.

Military Times factors in survey responses from the schools, feedback from veterans, and U.S. Department of Education statistics that track student success and academic quality.

For top-ranked schools, like Ohio State, the listing is an important recognition of the work they have been doing.

“Fisher is honored to be named one of the top business schools for military veterans nationwide,” said Nancy Lahmers, executive director of graduate programs at The Ohio State University Fisher College of Business.

“Far and away, the single most important thing for a veteran student was some kind of vets center or vets office on campus.”

“Whether through mentorship and networking initiatives, leadership development facilitated through the Fisher Veterans Association, or personalized career management offerings to help find great internships and jobs, we are committed to providing veterans with the environment and opportunities to translate skills acquired during their military service — like operations, logistics, and management — into competencies that are immediately applicable in the global business community.”

Often, men and women in the armed forces are facing a myriad of obstacles to education, such as family and work responsibilities, which many other college students don’t have, Altman said.

“If you’re going straight from the military, not only do you have to deal with the transition to college, you’re also having to deal with the transition from being at war to being in a civilian context,” he said. “You’re going from a very clearly defined military structure [to] a much more fluid, dynamic, more-likely-to-change civilian structure.”

The survey includes approximately 100 questions designed to pinpoint aspects such as university culture, student support, academic outcomes and quality, academic policies and costs, and financial aid.

For instance, part of a more desirable environment for a vet might include access to mental health counseling and special housing for families.

An important issue for veterans and active duty personnel alike is transferring credits. At many schools, standards are in place for what types of military training can be counted toward a degree program and what can’t — and also which credits can carry over from school to school, as in the case of someone moving between military bases and assignments.

Overall, Altman advises people to do their homework. “I think my biggest piece of advice for vets would be do your research,” he said. “Make sure that you are making the most of your benefits [because] you only have so many months of the Post-9/11 GI Bill to use, and once you use them, they’re done.”

To learn more about the 2014 Best for Vets: Business Schools Survey, visit militarytimes.com.

Lindsay Jones is a contributing writer for INSIGHT Into Diversity.
PhD Project Looks Ahead to Diversifying Leaders and Teachers at Business Schools

Program has made great strides in adding minority professors

By Richard Jackoway and Bernard J. Milano

Diversify the front of the classroom and you diversify the classroom.

It’s now almost a given, but 20 years ago, particularly in business schools, little was being done to create a diverse professor base.

Few African Americans, Hispanic Americans, or Native Americans stood at the front of the classroom in U.S. business schools. The figure, comprising less than 2 percent of total business faculty, shocked a group of academics and corporate representatives who somewhat independently had started looking into the problem.

They knew that without faculty of color, colleges and universities could not attract students of color to study business disciplines. There were simply no available role models nor approachable mentors.

In the foreword of Paying It Forward, a new book documenting The PhD Project’s success, Scott Cowen, president emeritus of Tulane University, detailed the daunting challenge.

“Back in 1993, the idea of diversifying the faculty at business schools to many seemed like a more or less hopeless endeavor,” he wrote. “For starters, there were concerns about whether the pool of qualified applicants who were willing to give up lucrative careers would be deep enough.”

But over the next several months, the group initiated a systemic and fundamental program to ensure natural and approachable mentors were being developed: The PhD Project.

The result has been remarkable. Two decades ago, there were only 294 minority business professors. Today, that number has more than quadrupled to 1,253.

Now The PhD Project has expanded its mission, with a new initiative to increase diversity at the next level — business school administration. Many minority business professors are well-qualified to be business school administrators because they typically come to academia from successful corporate careers.

Project AHEAD (Achieving Higher Education Administration Diversity) provides information, encouragement, and support for African American, Hispanic American, or Native American business school professors who wish to advance to the positions of department chair, associate dean, dean, and other leadership roles. Minorities are severely underrepresented in these positions. Fewer than 20 dean positions at majority-serving university business schools are held by African Americans, Hispanic Americans, or Native Americans. Even at minority-serving university business schools, fewer than 25 are deans at HBCUs or Hispanic-serving institutions. In total, about 3 percent of university business school dean positions are diverse minorities.

Project AHEAD holds informational programs, like webinars, conference calls, and conferences throughout the year. Minority and majority deans, department chairs, and other administrators affiliated with The PhD Project provide services on a voluntary basis.

Many of The PhD Project’s funders agree that the project is making a real difference, both in academia and the workforce.

“The PhD Project is one of a core group of partners the Citi Foundation has sponsored for over 20 years because of the impact we have seen, the value it brings, and because of its close alignment to our mission,” said Ana Duarte McCarthy, managing director and chief diversity officer at Citi. “In shaping the diversity of faculty in business schools, The PhD Project creates an inclusive leadership culture that may better inspire young minorities to consider going to business school. This, in turn, creates a pipeline for Citi and others in the finance industry who are focused on ensuring our talent leadership looks like the communities we serve.”

The PhD Project has succeeded in its mission thanks to its four founding organizations, KPMG Foundation, Graduate Management Admission Council, Citi Foundation, AACSB International, and the list of leading corporations, foundations, and associations that fund it in an effort to systemically change the face of corporate America.

They include over 285 participating universities, corporations and nonprofits.

The PhD Project is a partner of INSIGHT Into Diversity. Richard Jackoway is the editor of INSIGHT Into Diversity. Bernard J. Milano is president of the KPMG Foundation, the KPMG Disaster Relief Fund, and The PhD Project.
Raising the Bar on Postsecondary Education for People with Disabilities

By Rebecca Prinster

Until a short time ago, expectations for people with intellectual disabilities were not overly ambitious. Common cognitive disabilities — such as Down syndrome, Fragile X syndrome, or autism spectrum disorders — limit mental functioning, communicating, and socializing. Few options for postsecondary education were available to these people, and often, employment could only be found at a sheltered workshop.

The national Think College organization is trying to change that. Its goal is to make college and employment the expected outcome for people with intellectual disabilities, not the exception.

“People are always saying that they want to have different outcomes for people with intellectual disabilities,” says Meg Grigal, co-director of Think College “But how do [people without intellectual disabilities] get better outcomes? Often by going to college. And students with intellectual disabilities aren’t encouraged to think about that option for their future.”

Think College began at the University of Massachusetts Boston in 2008 with two federal research grants awarded to its Institute for Community Inclusion. Previously, no such organization existed to assist people with intellectual disabilities in attaining higher education. Now, as then, the mission of the national Think College organization is to develop and improve inclusive higher education programs for people with cognitive disabilities through research and outreach.

Think College is not special education in higher education. Students take classes from partner university course catalogs. The course requirements are the same for all students, regardless of ability.

An interactive online database at thinkcollege.net lists 223 higher education programs across 47 states. Programs are searchable by accommodations and by the degree of alignment with students' educational goals.

All states except Idaho, Wyoming, and Oklahoma have Think College partnerships at this time and are at varying degrees of accomplishment with their efforts. For example, Wisconsin, which has had a partnership since 2011, will hold a Think College Wisconsin conference Oct. 17 at Cardinal Stritch University in Milwaukee. “Raising Expectations” will bring together faculty, administrators, parents, and students interested in post-secondary education for people with cognitive disabilities.

Wisconsin’s employment figures for people with disabilities fall well below the national average of 18.7 percent. According to the Wisconsin Board for People with Developmental Disabilities, people with disabilities make up only 9 percent of Wisconsin’s workforce. Despite the disparity, Wisconsin has a vibrant community invested in advancing postsecondary education options for people with cognitive disabilities.

“Currently, there are about 10 colleges in Wisconsin that are interested in developing a program for students with intellectual disabilities,” said Molly Cooney, outreach specialist at UW-Madison and member of the Think College WI project team. “They are all in varying stages of development — from beginning conversations, to having established work groups, to piloting this fall.”

High school and transition-age students 18-21 years old can enroll in a transition-based program. The Think College WI website lists five such programs.

High school graduates can choose from the Cutting-Edge program at Edgewood College in Madison or Shepherds College in Union Grove. Cutting-Edge is the only fully inclusive college program for students with intellectual disabilities. Shepherds College offers a non-degree granting program in life skills and vocational training with options for supported, independent housing.

Concordia University in Mequon is accepting applications for its inaugural Bethesda College, a two-year certificate program to prepare students for independent adult life.

The University of Wisconsin-Baraboo has enrolled four transition-aged students for its pilot program this fall. All are concurrently enrolled with their local school districts, and one student is living in a campus residence hall. Students sign up for college-level classes of interest to them with the option of working towards a certificate already offered by the college.

Rebecca Prinster is a staff writer for INSIGHT Into Diversity.
Our Next Issue:
We announce the 83 2014 HEED Award recipients!

Join fellow educators and industry leaders at STEMtech 2014 to discuss increasing student access, success, and completion in science, technology, engineering, and mathematics (STEM). Conference tracks focus on improving STEM education, better aligning educational systems, addressing local workforce needs, and exploring technology’s role in teaching and learning processes.

Experience a new standard of sophisticated comfort at the Hyatt Regency. Located in the heart of downtown Denver, this luxury hotel is one block from a mile-long pedestrian oasis of shopping, dining, and nightlife. See you in the Mile High City, where urban sophistication meets outdoor adventure.

For exhibition and sponsorship opportunities, please contact Chris Hennessey at hennessey@league.org.

Early Registration Deadline: October 4, 2014
www.league.org/2014stemtech
ABNS Eligible/Certified Neurosurgeon

The Department of Neurological Surgery at UT Southwestern Medical Center is searching for an ABNS eligible/certified Neurosurgeon to join our faculty at the Assistant/Associate Professor level. Candidates should have completed an ACGME Accredited residency and fellowship in complex spine including minimally invasive techniques, and also have or be eligible to obtain a license to practice medicine in the state of Texas. The position will involve teaching neurosurgery residents and students in an environment which includes the Dallas VA Hospital, Parkland Hospital, and two University Hospitals. Faculty members are expected to participate in clinical research activities.

UT Southwestern Medical Center is an Affirmative Action/Equal Opportunity Employer. Women, minorities, veterans and individuals with disabilities are strongly encouraged to apply. Interested applicants should send a CV and a cover letter with interests and career goals to:

H. Hunt Batjer, MD, Professor and Chairman
Department of Neurosurgery UT Southwestern Medical Center
5323 Harry Hines Boulevard
Dallas TX 75390-8855
ATTN: Christina Markham

Facial Plastic and Reconstructive Surgery Faculty Position

University of Utah Otolaryngology–Head & Neck Surgery seeks BC/BE Assistant/Associate Professor faculty with fellowship training in facial plastic and reconstructive surgery. This is a full-time tenure track position. Responsibilities will include teaching, research and clinical care in our community clinics. Research opportunities are plentiful with intramural funding available. Candidates should be prepared to build a practice strong in both reconstructive and aesthetic surgery. Candidates with skills that augment our Facial Plastic surgery section will receive the highest priority. Position available immediately.

The University of Utah is an Equal Opportunity/ Affirmative Action employer and educator. Minorities, women, and persons with disabilities are strongly encouraged to apply. Veterans preference. Reasonable accommodations provided.

Applicants must apply at:
http://utah.peopleadmin.com/postings/25667

For additional information, contact:
Clough Shelton, MD, FACS, Professor and Chief
University of Utah School of Medicine
50 North Medical Drive 3C120
Salt Lake City, Utah 84132
Phone: (801) 581-8471
Fax: (801) 585-5744
E-mail: emily.bird@hsc.utah.edu

Pediatric Otolaryngology Surgeon/Scientist

University of Utah Otolaryngology–Head & Neck Surgery seeks BC/BE faculty with fellowship training in Pediatric Otolaryngology. This is a full-time tenure track position at the Assistant or Associate Professor level. Must have MD PhD, additional research training (T-32) or competitive, extramural funding. The successful candidate should be able to lead an extramurally-funded research effort and also participate in clinical care and resident education. Position available July 2015.

The University of Utah is an Equal Opportunity/ Affirmative Action employer and educator. Minorities, women, and persons with disabilities are strongly encouraged to apply. Veterans preference. Reasonable accommodations provided. For additional information: http://www.regulations.utah.edu/humanResources/5-106.html.

Applicants must apply at:
http://utah.peopleadmin.com/postings/20311

For additional information, contact:
Clough Shelton, MD, FACS, Professor and Chief
University of Utah School of Medicine
50 North Medical Drive 3C120
Salt Lake City, Utah 84132
Phone: (801) 581-8471
Fax: (801) 585-5744
E-mail: emily.bird@hsc.utah.edu

MIT Global Studies and Languages
Assistant Professor of German Studies

The Massachusetts Institute of Technology’s Global Studies and Languages section (formerly called Foreign Languages and Literatures) invites applications for a tenure-track position in contemporary German Studies at the level of Assistant Professor, to begin in Fall 2015 (employment begins July 1, 2015). Candidates must hold a completed Ph.D. by the start of employment. Preference will be given to candidates with two years of academic teaching experience at the college or university level and clear evidence of scholarly development.

Teaching duties include mid-tier and upper-level undergraduate courses (some conducted in German, others in English). Native, or near-native, fluency in German and English is required.

Applicants should have a specialization in contemporary German studies with direct relevance to research areas such as cultural anthropology; media and the arts; digital humanities; urban, youth and/or popular cultures; ethnicity and diaspora; or German history, literature and cultural studies. Applicants must have significant scholarly work that is currently published or in press. MIT expects a highly productive and innovative research program as part of the requirements for tenure.

MIT is an affirmative-action employer and welcomes applications from women and members of minority groups.

Please submit a letter of application, CV, three letters of recommendation (including one that specifically addresses your teaching profile), one writing sample of published or publication-ready scholarship (no longer than 30 pages) in English, and two syllabi of undergraduate courses (one course taught in English, one in German) that you would be interested in teaching. Submission of one writing sample in German is optional (and should be no longer than 30 pages).

Priority will be given to applications received by Tuesday, October 1, 2014, but other applications will be considered until the position is filled.

Please submit all application materials to:
https://academicjobsonline.org/ajo/jobs/3956
The Music and Theater Arts Section at the Massachusetts Institute of Technology (MIT) seeks candidates for a tenure-track, Assistant Professor position in Ethnomusicology, beginning September 2015.

Faculty duties include: teaching undergraduate subjects in world music and other areas according to the candidate’s field(s) of concentration and Section needs; conducting research in Ethnomusicology; and service to the Section and Institute. The teaching load for the position is two subjects per semester.

Required qualifications: Ph.D. in Ethnomusicology or a related field completed by the start of employment. Strong research abilities and agenda including plans for publication. Demonstrated commitment to excellence in undergraduate teaching. Additional expertise will be taken into consideration (but is not required), e.g., in performance, popular music, sound studies, historical studies, dance, theater, composition, or music technology as they relate to the study of music in culture.

Submit applications online at https://academicjobsonline.org/ajo/jobs/4111. Applications should include: a cover letter, CV, and three letters of recommendation. In the cover letter, applicants should discuss their ongoing professional activities, their plans for future scholarly initiatives, and how they might successfully interface with an active undergraduate music program. Applicants should also indicate topics of classes they would like to create and teach. Complete applications should be submitted by Wednesday, October 1, 2014 to receive first consideration.

MIT is an Equal Opportunity/Affirmative Action employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply. MIT is also interested in applicants with experience and interest in working with culturally diverse groups and those interested in developing and implementing curricula that address multicultural perspectives.

Start Date: September 2015

Address Applications to Professor Peter Child.
Please do not contact Professor Child.
Contact Information for Interested Applicants:
Email: ethnomusicology_search@mit.edu
Website: http://web.mit.edu/music/

Instructor of Radiology
Case Western Reserve University

The Case Center for Imaging Research at Case Western Reserve University invites applications for a position at the Instructor level in rapid abdominal MRI acquisition, reconstruction and image analysis. The focus of the position will be MRI image acquisition and signal processing, specifically for imaging of kidney and liver. The candidate should have broad expertise in the areas of DCE MRI analysis, diffusion, and relaxometry. The candidate should also have extensive knowledge of fast imaging methods such as bSSFP, non-Cartesian acquisitions, parallel imaging, and compressed sensing. The successful candidate should have experience in sequence programming in the Siemens MR environment (IDEA), as the vast majority of work will be done on the Siemens platform. In addition, extensive experience in programming in the Matlab environment and also C would be a prerequisite. Experience working in a clinical environment will be extremely helpful. Successful candidates are expected to develop an independent research program and establish an extramurally-funded research program.

Due to the interdisciplinary nature of the research performed at Case Western Reserve University, the candidate must show ability to interface with clinicians, technical staff, and researchers in other departments. Good communication skills, in the form of clear presentations and manuscripts as well as verbally, are essential to the position. In addition to structuring his/her own research, the candidate will be expected to guide graduate students in their own projects and work with other faculty members and clinical radiologists.

At least three years of post-doctoral experience as an MRI researcher is required. Applicants should have a Ph.D. or equivalent degree in the area of MR physics, engineering or other related field. Please submit your application (curriculum vitae, list of publications, and 3 letters of reference) to Dr. Vikas Gulani (vikas@case.edu). Women and members of underrepresented minorities are encouraged to apply. In employment, as in education, Case Western Reserve University is committed to Equal Opportunity and Diversity. Women, veterans, members of underrepresented minority groups, and individuals with disabilities are encouraged to apply.

Case Western Reserve University provides reasonable accommodations to applicants with disabilities. Applicants requiring a reasonable accommodation for any part of the application and hiring process should contact the Office of Inclusion, Diversity and Equal Opportunity at 216-368-8877 to request a reasonable accommodation. Determinations as to granting reasonable accommodations for any applicant will be made on a case-by-case basis.

Louisiana Tech University seeks faculty in the above disciplines, PhD/DBA or ABD essential. Previous teaching experience and proven research productivity and/or demonstrated potential are preferred. Competitive salary. Applications accepted until positions are filled. Submit application letter with resume to respective areas listed on website:

http://www.business.latech.edu/jobs

AA/EOE Women and Minorities are encouraged to apply

University Hospitals Case Medical Center
SAN JOSE STATE UNIVERSITY

The San José State University Lucas College and Graduate School of Business is hiring for the following faculty positions

Starting Date: August 18, 2015

HUMAN RESOURCES MANAGEMENT
- JOB OPENING ID (JOID): 22944
- Assistant Professor, Tenure Track
- Close Date: October 1, 2014

ORGANIZATIONAL BEHAVIOR MANAGEMENT
- JOB OPENING ID (JOID): 22943
- Assistant Professor, Tenure Track
- Close Date: October 1, 2014

INTERNATIONAL BUSINESS
- JOB OPENING ID (JOID): 22941
- Assistant/Associate Professor, Tenure Track
- Close Date: October 15, 2014

OPERATIONS MANAGEMENT
- JOB OPENING ID (JOID): 22942
- Assistant/Associate Professor, Tenure Track
- Close Date: October 15, 2014

QUALIFICATION:
Possess a doctorate from an accredited university and be academically qualified under AACSB standards. Terminal degree must be awarded by date of appointment.

For full job description, or to apply, visit: http://aptrkr.com/488636

San José State University is an Equal Opportunity/ Affirmative Action Employer

CLEMSON UNIVERSITY

Tenure-Track Faculty Position in Supply Chain and Operations Management

The ideal candidate will demonstrate a strong commitment to publishing innovative research.

Qualifications: Earned Ph.D.: Specific interests in teaching include operations and supply chain management; Record of publishing boundary spanning research in SC/OM journals.

Applicants should submit a single pdf including CV, statement of research interests, representative samples of research, evidence of teaching excellence, and three letters of recommendation to Chairperson, SCM Search Committee at clemson.scm.search@gmail.com. Applicants should indicate which conferences they will be attending this year. AA/EEO

Law School Faculty
University of Pennsylvania

UNIVERSITY OF PENNSYLVANIA LAW SCHOOL seeks to fill several tenured or tenure-track positions in a number of fields. Applicants should have an excellent academic record, high-quality publications and/or exceptional experience of a scholarly nature in nationally recognized law reform work, government service or cutting-edge legal practice.

The University of Pennsylvania is an affirmative action/equal opportunity employer. Please contact in writing with resume and references: Michelle L. Martin, Appointments Committee Coordinator, University of Pennsylvania Law School, 3501 Sansom Street, Philadelphia, PA 19104. EOE

Penn
University of Pennsylvania

The University of Nebraska Medical Center (UNMC) in Omaha, NE is seeking applicants for a full-time, 12-month appointment faculty in the Division of Physical Therapy Education as the Director of Clinical Education.

Responsibilities include planning, coordinating, facilitating, administering, and monitoring clinical education activities on behalf of the academic program and in coordination with academic and clinical faculty. The incumbent will also serve as liaison between the physical therapy program and the clinical education site by providing communication and oversight for the clinical education program planning, implementation and assessment.

Applicants must hold a master’s degree (doctorate preferred), have graduated from an accredited physical therapy program and be eligible for licensure in Nebraska. The successful candidate will have three years of clinical background.

Applications are being accepted on-line at http://unmc.peopleadmin.com/postings/20175. Individuals from diverse backgrounds are encouraged to apply.
FACULTY POSITION
UNIVERSITY OF UTAH
UROGYNECOLOGY

The Department of Obstetrics and Gynecology at the University Of Utah School Of Medicine is seeking 2 faculty members for the Urogynecology Division. Qualifications include subspecialty Board Certified/Eligible by the American Board of Obstetrics and Gynecology, and completion of Board approved Urogynecology fellowship. Must possess demonstrated ability and interest in teaching, research and patient care. Interest in clinical service dedicated to prevention, diagnosis and treatment of pelvic floor disorders requested. Academic rank is commensurate with qualifications.

The University of Utah is an Affirmative Action/Equal Opportunity employer and does not discriminate based upon race, national origin, color, religion, sex, age, sexual orientation, gender identity/expression, status as a person with a disability, genetic information, or Protected Veteran status. Individuals from historically underrepresented groups, such as minorities, women, qualified persons with disabilities and protected veterans are encouraged to apply. Veterans’ preference is extended to qualified applicants, upon request and consistent with University policy and Utah state law. Upon request, reasonable accommodations in the application process will be provided to individuals with disabilities. To inquire about the University’s nondiscrimination or affirmative action policies or to request disability accommodation, please contact: Director, Office of Equal Opportunity and Affirmative Action, 201 S. Presidents Circle, rm 135, (801) 581-8365.

The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a [strong or demonstrated] commitment to improving access to higher education for historically underrepresented students.

The University of Utah Health Sciences Center is a patient focused center distinguished by collaboration, excellence, leadership, and Respect. The University of Utah HSC values candidates who are committed to fostering and furthering the culture of compassion, collaboration, innovation, accountability, diversity, integrity, quality, and trust that is integral to the mission of the University of Utah Health Sciences Center.

Please forward cover letter, teaching and research statement and CV to: http://utah.peopleadmin.com/postings/34188

Inquiries should be sent to:

Peggy A. Norton, M.D.
Professor and Division Chief
Division of Urogynecology
Department of Obstetrics and Gynecology
University of Utah School of Medicine
30 North 1900 East, 2B200
Salt Lake City, Utah 84132

WESTCHESTER COMMUNITY COLLEGE OPENINGS

Assistant Dean of Student Affairs, Educational Opportunity Center (EOC), Yonkers (search reopened)
Associate Dean of Continuing Education and Workforce Development & Director of Gateway Center
Associate Dean & Director (EOC), Yonkers (search reopened)
Counselor (Admissions)
Lead Technical Assistants (Lab Technicians for Chemistry and Engineering Technology Departments)
Recorder (Registrar’s Office)
Senior Technical Assistant (Biology Lab Technician, Ossining)

For details, visit www.sunywcc.edu/jobs. Applications accepted until positions are filled. Resumes to Human Resources, Westchester Community College, 75 Grasslands Road, Valhalla, NY 10595; fax 914-606-7838; email Word documents to humanresources@sunywcc.edu. Please indicate position of interest on envelope or in email “subject” field. AA/EOE.

General Otolaryngologist

University of Utah Otolaryngology–Head & Neck Surgery seeks BC/BE faculty with an interest in general otolaryngology. This is a full-time clinical track position at the Assistant Professor level. Responsibilities will include teaching, research and clinical care in our community clinics. Position available July 2015.

The University of Utah is an Equal Opportunity/ Affirmative Action employer and educator. Minorities, women, and persons with disabilities are strongly encouraged to apply. Veterans preference. Reasonable accommodations provided. For additional information: http://www.regulations.utah.edu/humanResources/5-106.html.

Applicants must apply at: http://utah.peopleadmin.com/postings/33694

For additional information, contact:
Clough Shelton, MD, FACS, Professor and Chief
University of Utah School of Medicine
50 North Medical Drive 3C120
Salt Lake City, Utah 84132
Phone: (801) 581-8471
Fax: (801) 585-5744
E-mail: emily.bird@hsc.utah.edu
The College of Arts & Sciences (http://artsandsciences.sc.edu/) at the University of South Carolina is seeking candidates for faculty positions in the:

African American Studies Program (http://artsandsciences.sc.edu/afra/jobs.html)
Department of Biological Sciences (http://www.biol.sc.edu/)
Department of Criminology and Criminal Justice (http://artsandsciences.sc.edu/crju/index.html)
Department of English Language and Literature (http://artsandsciences.sc.edu/engl/)
Environment and Sustainability Program (http://www.environ.sc.edu/)
Department of Geography (http://artsandsciences.sc.edu/geog/)
Department of History (http://artsandsciences.sc.edu/hist/historyjobs.html)
Department of Languages, Literatures, and Cultures (http://artsandsciences.sc.edu/dllc/welcome)
Department of Mathematics (http://www.math.sc.edu/)
Department of Philosophy (http://artsandsciences.sc.edu/phil/)
Department of Physics and Astronomy (http://www.physics.sc.edu/)
Department of Political Science (http://artsandsciences.sc.edu/poli/)
Department of Psychology (http://www.psych.sc.edu/about_department/employ.html)
Department of Sociology (http://artsandsciences.sc.edu/socy/)
South Carolina Institute of Archaeology and Anthropology (http://artsandsciences.sc.edu/sciaa/)
Women’s and Gender Studies Program (http://artsandsciences.sc.edu/wgst/)

Qualifications: Terminal degree in relevant field, scholarly publication record, teaching experience. See departmental websites for specific position descriptions, qualifications and contact information.

The University of South Carolina’s main campus is located in the state capital, close to the mountains and the coast. The Carnegie Foundation for the Advancement of Teaching has designated the University of South Carolina as one of only 73 public and 35 private academic institutions with “very high research activity” and also lists USC as having strong focus on community engagement. The University has over 31,000 students on the main campus (and over 46,000 students system-wide), more than 350 degree programs, and a nationally-ranked library system that includes one of the nation’s largest public film archives. Columbia, the capital of South Carolina, is the center of a greater metropolitan area which has a population over 750,000.

The University of South Carolina is an affirmative action, equal opportunity employer. Minorities and women are encouraged to apply. The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status.
LECTURER IN ENTREPRENEURSHIP AND DIRECTOR, UNDERGRADUATE STUDENT ENGAGEMENT OF ARTHUR M. SPIRO INSTITUTE FOR ENTREPRENEURSHIP

The Department of Management at Clemson University invites applications for the position of a Lecturer in Entrepreneurship. The position has two primary functions: teach undergraduate courses in entrepreneurship and serve as the Director, Undergraduate Student Engagement for Clemson University’s Spiro Institute for Entrepreneurial Leadership. Review of applications will continue until the position is filled. The effective date of employment will be January 2015 or when filled.

The individual holds dual appointments: 50% appointment as lecturer in the Department of Management, reporting to the Chair of the Department of Management and 50% appointment as Director, Undergraduate Student Engagement for the Spiro Institute, reporting to the Director of the Institute. The Director is expected to help develop and deliver entrepreneurial programs and educational content for Clemson students, faculty and broader community. Primary responsibilities will focus on Clemson undergraduate students located on the main campus; however the Director is also required to support graduate education delivered at the Greenville campus, located about 30 miles from Clemson. In addition, the Director produces a bi-annual Spiro newsletter, helps maintain the Spiro Web site, supports entrepreneurial student organizations and develops meaningful collaborations across colleges. In particular, the Director will help grow and support programs to spur technology commercialization.

This is a non-tenure track teaching position with annual review and renewal based on performance. Salary is competitive. Applicants must be either professionally qualified (i.e., Master’s degree in business administration with substantial work experience at the managerial level) or academically qualified (earned doctorate in entrepreneurship, strategic management, economics or a closely related field with peer-reviewed publications).

To apply, please submit the following electronically: a cover letter and curriculum vita to: http://utah.peopleadmin.com/postings/34219

The University of Utah is an Affirmative Action/Equal Opportunity employer and does not discriminate on the basis of race, color, sex, age, sexual orientation, sexual identity/expression, status as a person with a disability, genetic information, or Protected Veteran status. Individuals from historically underrepresented groups, such as minorities, women, qualified persons with disabilities and protected veterans are encouraged to apply. Veterans’ preference is extended to qualified applicants, upon request and consistent with University policy and Utah state law. Upon request, reasonable accommodations in the application process will be provided to individuals with disabilities. To inquire about the University’s nondiscrimination or affirmative action policies or to request disability accommodation, please contact: Director, Office of Equal Opportunity and Affirmative Action, 201 S. Presidents Circle, Rm 135, (801) 581-8365.

Please forward applications and nominations with a cover letter and curriculum vitae to: http://utah.peopleadmin.com/postings/34219

The University of Utah School of Medicine invites applications and nominations for the Chair position for a new Department of Population Health Sciences (PHS). The Chair will have the opportunity to provide strategic leadership and direction to launch a department, establish a graduate program, and recruit top-level faculty. We are seeking candidates who have the ability to implement innovative research and educational programs and the skill to build strong partnerships with other academic and clinical units.

PHS will be an academic home for faculty conducting methodologically oriented research in disciplines related to population health. Research activities will encompass discovery of new knowledge about determinants of health and disease, translating evidence into practice improvements, and developing innovations in care delivery. Faculty will capitalize on Utah’s world-class data resources and expertise in data processing and analysis.

University of Utah Health Care, an integrated healthcare system, includes the only academic medical center in a 500-mile radius. Veterans Affairs Salt Lake City Health Care System and Intermountain Healthcare are both teaching affiliates, and with University Health Care, serve as clinical laboratories to advance patient-oriented care delivery and community health.

Candidates should have strong leadership experience, broad expertise in population health sciences, and demonstrable success in securing external funding. A doctoral level degree is a requirement.

For inquiries, please contact:
Dr. Matthew Samore (matthew.samore@hsc.utah.edu) or
Dr. Wendy Chapman (wendy.chapman@utah.edu)

The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a strong commitment to improving access to higher education for historically underrepresented students.

The University of Utah Health Sciences Center is a patient focused center distinguished by collaboration, excellence, leadership, and respect. The University of Utah HSC values candidates who are committed to fostering and furthering the culture of compassion, collaboration, innovation, accountability, diversity, integrity, quality, and trust that is integral to the mission of the University of Utah Health Sciences Center.
Faculty Position in Educational Measurement and Assessment

The Stanford Graduate School of Education seeks nominations and applications to fill a tenure-track, open-rank faculty position in Educational Measurement and Assessment, broadly construed. The successful candidate will have a doctoral degree in a relevant field of study, a record of solid preparation and accomplishment in the field, and demonstrated interest in designing and applying innovative methods to practical issues in education. These include but are not limited to research on learning in all its aspects (such as cognitive, affective, relational, and collaborative dimensions of learning), classroom assessment (either formative or summative), out of school learning, and education data science. As a faculty member, this person may teach graduate level courses for prospective researchers, teachers, and educational leaders, as well as guide doctoral research. We encourage applicants with a wide range of interests, experiences, and expertise in Educational Assessment or Measurement.

The appointment will be made in one or more of the Graduate School of Education’s three program areas—Developmental and Psychological Studies; Curriculum and Teacher Education; or Social Sciences, Humanities and Interdisciplinary Policy Studies. An affiliation with our program in Learning Sciences, Technology, and Design is also possible. The GSE faculty represents considerable diversity in its theoretical, methodological, and substantive expertise and interests. We seek a colleague who can work effectively within this multidisciplinary community.

All applicants should provide a cover letter describing their research agenda and teaching experience, a curriculum vitae, three examples of their scholarship (articles, chapters or books) and a list of three references with complete addresses and phone numbers. The committee will request letters of recommendation and samples of publications from a small group of finalists. Online applications are available and highly recommended. Review of applications will begin on October 15, 2014.

Please apply at https://academicjobsonline.org/ajo/jobs/4342

Questions pertaining to this position may be directed to the search committee:

Professor Geoff Cohen, Chair
glc@stanford.edu

Professor Hilda Borko
hildab@stanford.edu

Professor Guadalupe Valdes
gvaldes@stanford.edu

Stanford University is an equal opportunity employer and is committed to increasing the diversity of its faculty. It welcomes nominations of, and applications from, women, members of minority groups, protected veterans and individuals with disabilities, as well as others who would bring additional dimensions to the university’s research and teaching missions.

ARTHUR M. SPIRO PROFESSOR OF ENTREPRENEURIAL LEADERSHIP

Clemson University invites applications and nominations for the Arthur M. Spiro Professor of Entrepreneurial Leadership, which is a tenured faculty position in the Department of Management. Review of applications will continue until the position is filled. The effective date of employment will be August 15, 2015, or when filled. Compensation will be competitive.

We expect candidates to have a Ph.D. or other terminal degree from an accredited institution in entrepreneurship, technology innovation or strategic management. We are seeking candidates who have an active research program and record of publications in top-tier journals in the areas of entrepreneurship, innovation or strategic management that will warrant appointment at the rank of associate professor or professor. In addition, candidates should have excellent communication skills, and be able to teach at a level consistent with Clemson’s high standards. Importantly, we desire candidates that have experience mentoring and publishing with doctoral students and junior faculty, working with centers that promote entrepreneurship and innovation, and who can interact effectively with peers in enhancing the intellectual climate of the department, college and university.

The Department has 30+ faculty members researching diverse topics including Entrepreneurship, Strategic Management, Human Resource Management, Organization Behavior, Information Systems, Supply Chain Management, and International Business. Faculty have recently published in top-tier journals including AMR, SMJ, MISQ, ISR, Management Science, OR, POM, OS, JOM, DSJ, EJOR, JAP, ETP, OBHD, JMS, as well as many others. The Department offers a Bachelor of Science degree in management with six areas of emphasis, a Master of Science degree in management, and a Ph.D. degree in management. Management faculty members also teach in the College’s MBA program. Additional information about the Department may be obtained by visiting http://business.clemson.edu/management/.

Clemson University is a highly selective, public, land-grant university located in a college town setting that is situated in the dynamic Southeastern corridor, which has been designated as a major region for trade and logistics. Against a beautiful backdrop of lakes and mountains, faculty can enjoy the benefits of Clemson – a small college town of over 13,000 residents and 20,000 students and also of Greenville, South Carolina – a thriving mid-sized community – that is a 30-minute commute. Clemson is a 2-hour drive from Atlanta, GA or Charlotte, NC.

Review of materials will begin immediately and continue until the position is filled. To ensure full consideration, please submit materials by: September 30, 2014. clemsonspiropof@gmail.com in care of: Peter Gianiodis, Search Committee Chair, Associate Professor, Management Department, College of Business & Behavioral Science, Clemson University, 100 Sirrine Hall, Clemson, SC 29634-1905.

Clemson University is an AA/EEO employer and does not discriminate against any person or group on the basis of age, color, disability, gender, pregnancy, national origin, race, religion, sexual orientation, veteran status or genetic information.

Clemson University is building a culturally diverse faculty committed to working in a multicultural environment and encourages applications from minorities and women.
NEURAL CIRCUITS AND BEHAVIOR FACULTY POSITION, INDIANA UNIVERSITY: The Department of Psychological and Brain Sciences at Indiana University – Bloomington seeks to fill a faculty position at the level of Assistant Professor (tenure-track) to begin August 2015. Applicants for this position must have a doctorate, a strong record of publication, and the potential for research funding. The applicant’s research should focus on using innovative experimental techniques in animal models to understand mechanisms and relationships between neural circuit activity and ethologically relevant behavior. We seek cutting-edge integration between new and emerging capabilities for large scale recording and/or manipulation of circuits combined with sophisticated data analysis. Examples of behaviors of interest include those related to learning and memory, perception, decision making, reward, timing, pain, adaptation to stress, and developmental processes. Experimental techniques include various methods for recording and manipulating neural circuits at single-cell resolution, including multi-electrode recordings, imaging of circuit activity, and optogenetics. Candidates using circuit-based approaches to study preclinical models of schizophrenia, autism, and other difficult to treat psychiatric diseases are encouraged to apply. The successful candidate is expected to assemble a vibrant, externally-funded research program and to achieve excellence in both undergraduate and graduate education. Indiana University is in the midst of a multi-year initiative to build excellence in network science, and it is anticipated that the candidate’s research will both benefit from, and contribute to the initiative’s computational neuroscience components.

To apply, please include a curriculum vita, copies of representative publications, statements of research and teaching interests, and three (3) letters of recommendation.

Interested candidates should review the application requirements and submit their application at: http://indiana.peopleadmin.com/postings/1013. Questions regarding the position or application process can be directed to: William P. Hetrick, Ph.D., Professor and Chair, Department of Psychology and Brain Sciences, 1101 E. 10th St., Indiana University, Bloomington, IN 47405 or via email at whetrick@indiana.edu.

Review of all applications will begin on November 1, 2014 and will continue until the position is filled. Indiana University is an equal opportunity 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, the veteran’s status, or disability status. Information about the department and the university is available at http://psych.indiana.edu/faculty/opportunities.asp

Assistant Professor Developmental Psychological Science

The Department of Psychological & Brain Sciences at Indiana University – Bloomington seeks to fill a faculty position in developmental psychology at the rank of Assistant Professor (tenure-track), to begin August 2015. Applicants must have a doctorate, a strong record of publication, a program of research with the promise of significant and sustained contributions, and the potential for research funding. We aim to hire a researcher interested in understanding the history-dependent, multi-leveled, multi-causal nature of developmental processes. Candidates with an integrated research program combining empirical research with cutting-edge computational, statistical and analytic techniques are strongly encouraged to apply. Candidates who fit the broader campus and departmental initiative in research using large-scale and high-density data to reveal developmental processes are especially encouraged to apply. Teaching responsibilities will include courses at the graduate and undergraduate levels.

Interested candidates should review the application requirements and submit their applications at: http://indiana.peopleadmin.com/postings/1014.

Questions regarding the position or application process can be directed to: Dr. William P. Hetrick, Ph.D., Professor and Chair, Department of Psychological and Brain Sciences, whetrick@indiana.edu with Developmental Psychology Search in the subject line or via mail at: 1101 E. 10th Street, Bloomington IN, 47405.

Review of all applications will begin on October 20, 2014 and will continue until the position is filled. Indiana University is an Affirmative Action/Equal Opportunity employer. The Department is committed to increasing faculty diversity and welcomes applications from women and underrepresented ethnic, racial, and cultural groups, sexual minorities, and from people with disabilities. Information about the department and the university is available at http://psych.indiana.edu/opportunities.php

UNIVERSITY OF DENVER – Psychology

Assistant-level, tenure-line
Faculty position in Psychology

We seek candidates whose research interests center around understanding the effects of early experiences on physical and mental health. Candidates with training in clinical or developmental psychology whose research incorporates biological and behavioral approaches, examines the impact of early life stress, and/or incorporates clinical assessment and intervention in families with infants/children are particularly encouraged to apply. The new position within the department of Psychology can be situated within any departmental area of study (the child clinical, developmental, or affective, social and cognitive areas) depending on the candidate’s primary research area. The ideal candidate would also join our newly formed research center (the Stress, Early Experience and Development – [SEED] Research Center (http://www.du.edu/ahss/psychology/seed-research/index.html), within the Department of Psychology at the University of Denver. Candidates are encouraged to indicate in their research statement how their research program complements and extends the SEED Center’s expertise and highlight potential collaborative interests and ideas for federal and foundation grant proposals.

We are a highly collaborative, research-oriented department that values interdisciplinary perspectives and connections across traditional departmental areas (see www.du.edu/psychology for more information). Successful applicants will have an outstanding record of research achievement. All candidates should have a strong commitment to both undergraduate and graduate education. Candidates should also be committed to working with diverse student and community populations.

The University of Denver’s vision is to be a great private university dedicated to the public good. The University values inclusive excellence, recognizing that its success is dependent on how well it values, engages, and includes the rich diversity of constituents (to learn more about inclusive excellence at the University of Denver, please visit http://www.du.edu/cme/resources/inclusive-excellence.html). Students and faculty in the Psychology Department actively contribute to these goals through scholarship, teaching, and service. The University of Denver is situated in the Denver metro area, a vibrant and diverse urban center in the Rocky Mountain region that is home to nearly 2.6 million people. Our urban location supports faculty collaboration across a number of local universities. The University is comprised of approximately 5000 undergraduates, 6500 graduate students, and more than 600 full-time faculty.

Candidates must complete an on-line application at www.du.edu/hr/employment/jobs.html; this will include a letter of interest, research & teaching statements, an inclusive-excellence statement, a vita, and reprints/preprints. The separate inclusive-excellence statement should be a succinct description of how the candidate’s research, teaching, and/or service contribute to inclusive excellence. In addition, at least three recommenders should email letters of reference to psych-rec@du.edu. We will give priority to applications received by October 1, 2014, but will consider applications until the positions are filled.

The department and university are committed to enhancing the diversity of its faculty and students. Individuals from members of traditionally underrepresented groups including women, minorities, members of the LGBT community, people with disabilities and veterans are particularly encouraged to apply. The University of Denver is an EEO/AA employer.
**Associate Professor (non-tenure track) 
Painting and Drawing, beginning Fall 2015**

Boston University seeks a painter with expertise in teaching drawing, painting, critical/conceptual dialogue and contemporary issues to join the School of Visual Arts at the Associate Professor level. The successful applicant will contribute a personal and creative approach to painting and drawing, and will join a department committed to professional excellence and excellence in teaching. Expectations include a wide-ranging knowledge of the world traditions of painting, and a proven ability to teach all aspects of contemporary painting and drawing to graduate and upper level undergraduate students. The School places an emphasis on dedicated studio practice, seeing and experiencing of the world, and the physical, inventive making of things.

Must have an MFA or equivalent, a minimum of 3-5 years teaching experience at the undergraduate and, especially, graduate level, and a substantive national and/or international exhibition record. Committee and recruitment work are expected. Boston University offers excellent benefits and a faculty studio within a vibrant city.

**To Apply**

Please upload a letter of application, CV with contact information for three references included, and your teaching philosophy, as well as 15-20 images of your work and no more than 15 images of student work to: http://bucfa.slideroom.com. Please do not upload more than requested. No email applications, please.

**Application deadline:** December 5, 2014.

We are 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 are a VEVRAA Federal Contractor.

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**California State Polytechnic University, Pomona**

**TENURE-TRACK FACULTY POSITIONS**

California State Polytechnic University, Pomona (Cal Poly Pomona) is seeking to fill 46 tenure-track faculty positions in a variety of disciplines across the University, including Agriculture—Animal and Veterinary Science (Veterinary Technology); Human Nutrition & Food Science (Nutritional Science); Business Administration—Accounting (Financial, Managerial & Cost Accounting); Computer Information Systems (Secure Software Development); International Business & Marketing (Data Analytics, Direct Marketing); Management & Human Resources (Strategy); Technology & Operations Management (Operations & Supply Chain Management); The Collins College of Home & Family Studies—Education and Integrative Studies—Education (Secondary Education, Elementary Education); Ethnic & Women’s Studies (African American Studies); Interdisciplinary General Education (Art History); Liberal Studies; Letters, Arts and Social Sciences—Geography & Anthropology (Physical Geography); Communication (Intercultural Communication, Journalism—English & Foreign Languages (Rhetoric & Composition); History (US History); Music (Ethnomusicology); Philosophy; Political Science (American Politics); Psychology & Sociology (Psychology-Physiological Psychology); Psychology-Psycholinguistics/Language Processes; Engineering—Aerospace Engineering (Aero Structure, Unmanned Systems); Civil Engineering (Construction Engineering, Geospatial Engineering); Electrical & Computer Engineering (Cyber-Physical Systems); Engineering Technology (Electromechanical & Robotics); Industrial & Manufacturing Engineering (Systems Engineering, Advanced Manufacturing); Mechanical Engineering (Energy Systems); Environmental Design—Architecture (Design Studios); Art (Graphic Design); Library—Special Collections & Digital Curation; Science—Biological Sciences (Vertebrate Ecology, Virology); Chemistry & Biochemistry (Inorganic Chemistry, Physical Chemistry); Computer Science (Software Engineering); Geological Sciences (Sedimentary Geology); Kinesiology and Health Promotion (Adapted Physical Education, Biomechanics); Mathematics & Statistics (Math Education); Physics & Astronomy (Physics Education Research).

Specifics of these openings are available at: http://www.csupomona.edu/faculty-affairs/open-positions/index.shtml

Cal Poly Pomona, one of two polytechnic universities in California, is a member of the 23-campus California State University system. Our ethnically diverse student population of approximately 22,000 enrolls in 60 baccalaureate, 26 master’s degree programs and a doctoral degree in Educational Leadership, presented by 1,100 faculty. We recruit students increasingly from throughout California and beyond. The students are success and career focused and extremely diverse. We are proud of our status as a Hispanic Serving Institution. We have a strong commitment to supporting scholarship, research, and student achievement. Our scenic and historic 1,400-acre campus, once the winter ranch of cereal magnate W. K. Kellogg, is located about 30 miles east of downtown Los Angeles in one of the most dynamic economic and cultural regions in the country, and within an hour’s drive of beaches, mountains, and desert. The university is committed to diversifying its faculty and staff and has made educational equity one of its highest priorities. The mission of the university is to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for lifelong learning, leadership, and careers in a changing, multicultural world.

California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer. The University seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the people of California, to maintain the excellence of the University, and to offer our students richly varied disciplines, perspectives and ways of knowing and learning. Cal Poly Pomona subscribes to all state and federal regulations and prohibits discrimination based on race, color, religion, national origin, sex, gender identity/gender expression, sexual orientation, marital status, pregnancy, age, disability, genetic information, medical condition, and covered veteran status. The University hires only individuals lawfully authorized to work in the United States. As required by the Clery Disclosure Act, the university’s annual security report is available at http://dsa.csupomona.edu/police/securityreport.asp. 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 http://www.calstate.edu/EO/1083.html as a condition of employment.
Associate Professor in Art Education

The School of Visual Arts in the College of Fine Arts at Boston University is seeking a full-time Associate Professor (non-tenure track) in Art Education. This is a 12-month position, beginning fall 2015. Salary is commensurate with experience.

The School of Visual Arts offers a BFA in Art Education, an MA in Art Education (both online and on campus) and an MA in Studio Teaching. A professional school of art within a large research University, the School is nationally known for its dedication to teaching excellence and the high quality of its programs in studio arts and art education. The Department of Art Education is a supportive educational community committed to learning that is child-centered, grounded in studio expertise, and devoted to personal response in art making. Pedagogy is learner-centered, situation-based, and firmly grounded in studio practice.

The on campus licensing program of study includes pre-practica and extensive supervised clinical practice. Curriculum development, research and purposeful teaching and learning with an emphasis on child growth and development, learners with special needs, planning of K-12 problem solving contemporary studio strategies are the focus of the undergraduate program and both the professional development online and the on campus Studio Teaching MA in Art Education programs.

This position will entail instructing in, administration and management of the online art education program, in addition to the on campus program. Our online MA in Art Education program is 5 years old, and currently enrolls 150+ students. The candidate will work closely with the Director of Online Programs in the College of Fine Arts, and the Office of Distance Education to:

- supervise online faculty;
- monitor course development and direction;
- troubleshoot current online student issues with the student services staff;
- speak with prospective students when necessary;
- review admissions folders and portfolios every 7 weeks, and;
- supervise the summer residency program, Summer Studios.

On campus responsibilities involve teaching to one’s expertise, the potential to supervise student teachers and a willingness to assume a leadership role within the Department of Art Education. Active participation in professional organizations, teacher training workshops, and service to the School, University and community is expected.

In addition to teaching responsibilities, the individual will participate in student admission reviews and advisement, scheduled activities for art education students and faculty, institutional governance, and committee service.

Qualifications:
The applicant must hold an academic background in the principles and practices of Art Education, public school teaching experience, strong studio skills including familiarity with a variety of traditional studio materials, and active professional involvement (publishing, research, professional organizations).

Requirements:
- Ed.D., Ph.D.
- Minimum 5 years experience as an art teacher at elementary/secondary level
- Familiarity with on-line degree program structure, support and academic direction is a must.
- Experience in course design, teaching online, hybrid, or alternatively scheduled course formats
- Publication in scholarly journals with evidence of knowledge of current and past art teacher education literature with an emphasis on teacher preparation
- Demonstrated skills in clinical supervision

Valued, but not required:
Active in professional organizations, conference presentations and exhibitions.

To Apply
Please upload a letter of application, which includes dissertation information with links to URLs, CV with contact information for three references included, and your teaching philosophy, as well as 15-20 images of your work and no more than 15 images of student work to: http://bucfa.slideroom.com. Please do not upload more than requested. No email applications, please.

Application deadline: December 5, 2014.

We are 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 are a VEVRAA Federal Contractor.
A. B. FREEMAN SCHOOL OF BUSINESS
TULANE UNIVERSITY

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 2015:

ACCOUNTING
Visiting and/or Professor of Practice Positions, Tenure-Track
Assistant Professor, Associate Professor or Full Professor/Chair

MARKETING
Visiting and/or Professor of Practice Positions, Tenure-Track
Assistant Professor, Associate Professor or Full Professor

FINANCE
Visiting and/or Professor of Practice Positions, Tenure-Track
Assistant Professor, Associate Professor or Full Professor/Chair

MANAGEMENT SCIENCE
Visiting and/or Professor of Practice Positions, Tenure-Track
Assistant Professor, Associate Professor or Full Professor

MANAGEMENT
Visiting and/or Professor of Practice Positions, Tenure-Track
Assistant Professor, Associate Professor or Full Professor/Chair

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. These positions are subject to a final university determination on funding. Women and minorities are encouraged to apply.

Please email your applications by January 15, 2015 to businessdean@tulane.edu:

Sharon Moore
Executive Assistant to the Dean
A.B. FREEMAN SCHOOL OF BUSINESS
TULANE UNIVERSITY
SUITE 440
NEW ORLEANS, LA 70118-5669

TULANE UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

Teachers College, Columbia University is currently recruiting for the following positions. Complete faculty position descriptions can be found on our Web site at http://www.tc.edu/provost

Faculty Positions:

Music Education
Assistant Professor, Tenure-Track

English Education
Open Rank, Tenure Track or Tenured

Motor Learning
Open Rank, Tenure Track or Tenured

Communication Sciences & Disorders
Open Rank, Tenure Track or Tenured

Clinical Psychology
Assistant or Associate Professor, Tenure Track or Tenured

Education Policy & Quantitative Methods
Open Rank, Tenure Track or Tenured

International & Comparative Education
Open Rank, Tenure Track or Tenured

Communication, Media & Learning Technologies Design
Open Rank, Tenure Track or Tenured

Teachers College as an institution is committed to a policy of equal opportunity in employment. In offering education, psychology, and health studies, the College is committed to providing expanding employment opportunities to persons of color, women, and persons with disabilities in its own activities and in society.

Teachers College, Columbia University,
525 W. 120th St., NY, NY 10027

http://www.tc.edu

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FACULTY POSITIONS
LOUISIANA TECH UNIVERSITY

Faculty positions are anticipated for the 2015-16 academic year in several of the following areas.

- Biomedical Engineering (BmE)
- Chemical Engineering (ChE)
- Chemistry (Chem)
- Civil Engineering (CE)
- Computer Science (CS)
- Construction Engineering Technology (CET)
- Cyber Engineering (CyE)
- Electrical Engineering (EE)
- Electrical Engineering Technology (EET)
- Industrial Engineering (IE)
- Mathematics & Statistics (Math)
- Micro and Nanosystems Engineering (MSE/NSE)
- Mechanical Engineering (ME)
- Physics (Phys)

All ranks will be considered. Lecturer (non-tenure-track) positions may also be available for highly qualified teaching faculty. Applicants must have a doctorate in the relevant area or a closely related field. The successful tenure-track candidates are expected to actively participate in research which aligns with one or more of our multidisciplinary research efforts in the College; initiate, build and sustain an externally funded research program; and supervise masters and doctoral students. Excellent written and oral communication skills, strong teaching skills, and a commitment to high quality professional service and active participation in college responsibilities are also expected.

Research activity is leveraged through one of the College’s multidisciplinary centers of excellence in micromanufacturing, biotechnology and nanotechnology, trenchless technology, biomedical applications, applied physics or cyber security. See the College website for more information: [http://www.coes.latech.edu](http://www.coes.latech.edu)

Send curriculum vitae, statement of research interests and goals, a description of teaching experience and interests, and names and contact information for at least three references in a single PDF file electronically to facsearch@latech.edu with the subject line "<Last Name, First Initial> - position discipline(s) (e.g., ME)". Review of applications and nominations will begin on October 1, 2014, and will continue until suitable candidates are identified. The starting date for each position is September 1, 2015 (possibly sooner).

Louisiana Tech University is an EEO/AA employer. Women and minorities are strongly encouraged to apply.

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Stanford University School of Medicine
Announcement of Search

The Department of Surgery/Division of Plastic and Reconstructive Surgery at the Stanford University School of Medicine seeks a full-time Board eligible or Board certified plastic surgeon with special training and interests in hand surgery and upper extremity surgery. Responsibilities will be at VA Palo Alto Health Care System, Stanford Hospital and Clinics, and Lucile Packard Children's Hospital. The candidate should have expertise in basic science, clinical and translational research and is expected to apply for or have federal funding for research. The position will be in the Medical Center Line and academic rank will be Assistant Professor. The compensation will be commensurate with credentials and experience. The major criteria for appointment for faculty in the Medical Center Line shall be excellence in the overall mix of clinical care, clinical teaching, and scholarly activity that advances clinical medicine, and institutional service, appropriate to the programmatic need the individual is expected to fulfill.

Stanford University is an equal opportunity employer and is committed to increasing the diversity of its faculty. It welcomes nominations of and applications from women, members of minority groups, protected veterans and individuals with disabilities, as well as from others who would bring additional dimensions to the university’s research, teaching and clinical missions.

Interested parties should submit a letter of inquiry with their CV and the names of three references to Vincent Hentz, MD, Chair of the Search Committee c/o Matthew J Bucher, Plastic and Reconstructive Surgery, Stanford University Medical Center, 770 Welch Road, Suite 400 Palo Alto, CA 94304-5715. mbucher@stanford.edu

Texas Southern University
Texas Southern University, located in Houston, Texas, invites applications and nominations for the position of Executive Director of University Libraries, which is a professional, administrative and supervisory position responsible for management, administration, planning, development and operating activities of the University Libraries. A complete job announcement and application form can be found online at: [http://jobs.tsu.edu](http://jobs.tsu.edu). Application materials must be submitted online and should include a letter of interest, a full curriculum vitae, a one-page executive summary of qualifications and contact information for three professional references. The application process will remain open until the position is filled; review of applications will begin on/ or about October 1, 2014. For application related questions, contact Ms. Marie Henry, HR Employment Specialist, at henry_ma@tsu.edu or 713-313-7225.

Texas Southern University is an Equal Opportunity Employer. It is the policy of Texas Southern University to provide a work environment that is free from discrimination for all persons regardless of race, color, religion, sex, age, national origin, disability, sexual orientation, or veteran status in its programs, activities, admissions or employment policies.
At Elon University, we know that students and colleagues live, learn and work best in an inclusive community that acknowledges, embraces and explores diversity in all its rich forms including disability, gender and sexuality, geographic background, national origin, race and ethnicity, socioeconomic status and worldview and religious identity.

We are a close-knit, learning-centered community and have a number of open faculty and staff positions. Please refer to our website for a full list:

http://www.elon.edu/e-web/bft/hr/EmploymentOpp.xhtml

Current anticipated full time faculty positions with more postings throughout the fall:

- Accounting
- Acting
- Chinese History
- Clinical Psychology
- College Writing
- Computing Science
- Constitutional Law
- Cultural Anthropology
- Exercise Science-Biomechanics
- Finance
- French
- Inorganic Chemistry
- Math/Statistics
- Multimedia Communications
- Philosophy
- Physical Therapy Education
- Public Health Studies
- Spanish
- Special Education
- Sport and Event Management

Elon University is an equal employment opportunity employer committed to a diverse faculty, staff and student body and welcomes all applicants.

Institution: Massachusetts Institute of Technology (MIT), Music and Theater Arts, Cambridge, MA

Title: Assistant Professor of Music (tenure track)

Employment: Academic position

Primary Area of Specialization: Music Technology

Position description: The Music and Theater Arts Section at the Massachusetts Institute of Technology (MIT) seeks candidates for a tenure-track Assistant Professor in Music Technology position, beginning September 2015.

Faculty duties include: teaching undergraduate subjects in Music Technology and possibly other areas of the performing arts; developing classes in Music Technology; and engaging in significant creative work within Music Technology. Areas of concentration within Music Technology include but are not limited to composition, performance, sound art, and design of new musical instruments/new modes of musical control and expression. The teaching load for the position is two subjects per semester.

Required qualifications: A Ph.D or DMA (completed by the start of employment) is required, but candidates with significant portfolios of work of international recognition and accomplishment in this innovative field will also be considered. Candidates with potential for growth in at least one field of Music Technology, and interdisciplinary artists, research-based practitioners and scholars with strong secondary concentrations in the Performing and Visual Arts, sciences, and/or Engineering are of special interest.

Submit applications online at https://academicjobsonline.org/ajo/jobs/4365

Applications should include: a cover letter, CV, three letters of recommendations, and one link to a website that contains a digital portfolio of supporting materials. These materials can include recordings, videos, pictures, scores, research papers (published or unpublished), software, or other relevant documentation of accomplishments and future potential. Materials should remain accessible online until the conclusion of the search. In the cover letter, applicants should discuss their ongoing professional activities, their plans for new initiatives in their creative or scholarly work, and how they might successfully interface with an active undergraduate music and performance program. Applicants should also indicate topics of classes they would like to create and teach. Applications received by November 1, 2014 will receive first consideration.

MIT subscribes to the principles of equal opportunity and affirmative action and is particularly interested in identifying candidates who are women as well as minorities that are under-represented in our School of Humanities, Arts, and Social Sciences, namely African-Americans, Hispanic-Americans, American Indians, Alaska Natives and native Hawaiian and Pacific Islanders.

Additional requirements:
Start Date: September 2015
Address Applications to Professor Peter Child. Please do not contact Professor Child.

Contact Information for Interested Applicants:
Email: musictechnology_search@mit.edu
Website: http://web.mit.edu/music/
An experienced international production team is currently distributing an award-winning film about the heroic life, tragic death, and lasting legacy of Alan Turing. Even though he was one of the 20th century’s most important people, Turing faced terrible persecution and was ultimately driven to an early death because he was gay. Watch the film’s two-minute trailer at TuringFilm.com.

CODEBREAKER has reached more than two million viewers around the world through television broadcasts, DVDs, online, educational distribution, film festivals, and a limited release in US theaters. The film also has been featured at more than 30 exclusive on-campus screening events at some of the country’s leading colleges and universities. The producers are seeking colleges and universities to host additional screenings of this important film.

CODEBREAKER tells the story of Alan Turing, the maverick British genius who was crucial to founding three fields of science in addition to breaking the German naval Enigma code during World War II. Historians credit his codebreaking with helping to shorten the war by two years and saving millions of lives. As the founding father of computer science and artificial intelligence, Turing laid the foundation for our modern world.

Instead of receiving accolades, Turing faced terrible persecution because he was gay. In 1952, the British Government forced him to undergo chemical castration as punishment for his homosexuality. In despair, Turing committed suicide. He was only 41 years old.

The Times called the film a “...thoroughly honourable telling of this dreadful story.” Other critics described it as “awe-inspiring,” “powerful,” and “imaginative.” Documentary elements seamlessly interconnect with drama scenes in CODEBREAKER to offer a three-dimensional picture of Turing, his accomplishments, his tragic end, and his lasting legacy.

The Producers of this film are scheduling special screenings of CODEBREAKER at universities and colleges for 2014 and 2015. The story of Alan Turing’s life and legacy is a powerful educational tool, so this film is a popular program at academic institutions and conferences. Given Turing’s wide influence, CODEBREAKER is relevant to a variety of academic disciplines and student organizations.

Patrick Sammon, the Executive Producer and Creator of CODEBREAKER, usually attends each screening to introduce the film and provide Q&A afterward.

More than 30 screenings of the film have been hosted by some of the country’s leading colleges, universities, and academic conferences.

The screening of CODEBREAKER at Colorado School of Mines was a huge success. We had a packed house in one of our largest auditoriums and received great feedback from the students and faculty who attended. There’s so much that can be learned from understanding Alan Turing’s remarkable life. It’s a sad but inspiring story, and should be a must see for today’s college students.

Dr. Tracy Camp, Professor of Computer Science, Colorado School of Mines

Please contact Executive Producer Patrick Sammon (ps@turingfilm.com) to find out more details about hosting a screening event or to preview the film. Mention this ad and you’ll receive a 10% discount on the screening fee.
The nation’s premier urban public university welcomes you to consider a career in New York City at The City University of New York.

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For more information on CUNY and employment opportunities, please visit www.cuny.jobs.

The City University of New York is committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply.