

The Academic Workplace

Great Colleges to Work For 2010

ANNUAL
SURVEY
RESULTS





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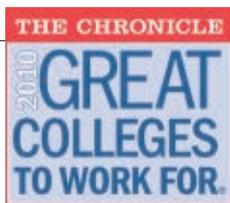
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The Academic Workplace

THE CHRONICLE OF HIGHER EDUCATION

July 30, 2010



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WELCOME to *The Chronicle's* third annual special issue on the Academic Workplace, featuring the results of our Great Colleges to Work For survey. This year's survey is our biggest yet, with 275 colleges, both four-year and two-year, participating. That's up from the 89 in our first survey, in 2008. The growth seems to reflect a genuine interest among colleges in improving the campus workplace, and in spreading the word when those improvements make a difference. This special issue looks at many features that drew employees' praise, including professional-development programs, a shared sense of mission, expanded day care, and new ways to find out what faculty and staff members think and need to do their jobs better.

Of the participating institutions, 97 were recognized as Great Colleges, meaning they stood out in at least one of 12 categories, such as Compensation and Benefits. Based on feedback from readers and participants in past surveys, we reduced the number of recognition categories this year to what we believe are

the core attributes of a great academic workplace. The complete list, with details on outstanding programs, starts on Page B14. (We don't rank the institutions but list them alphabetically instead. For details on our methodology, see Page B6.) Colleges that did well in many areas, indicating general excellence, made our Honor Roll, which comprises four-year and two-year colleges that were cited in the most categories. (See Pages B5 and B8.) To see the colleges sorted by indi-

EDITOR'S NOTE

vidual category or by geographic region, see our Web site, at <http://chronicle.com/academicworkplace>.

This special issue goes beyond celebration. It also looks at the challenges of working in academe—especially for faculty members. Our “State of the Faculty” report (starting on Page B28) provides a comprehensive and sobering view of the academic workplace, with articles on generational tensions, the aging of the professoriate, the waning of the “cushy” job of professor, and a rare campus where

adjunct instructors feel that they are treated fairly. Colleges clearly have their work cut out for them, and we hope to hear from even more of you in next year's Great Colleges to Work For survey. There is no cost to participate. If your institution wants to take part next year, please send an e-mail message to the human-resources-consulting company that again administered our survey, ModernThink LLC, at chronicle@modernthink.com.

Putting together this special issue takes the work of many reporters, editors, and designers throughout *The Chronicle's* newsroom. Coordinating that extensive effort this year was Josh Fischman, a senior editor who supervises our coverage of the faculty, and Carolyn Mooney, senior editor for special sections. I hope you will agree that they put together a compelling package. We are always trying to improve this survey and are eager to hear your suggestions; indeed, some past comments are reflected in this year's presentation. Please send your feedback to me at jeff.selingo@chronicle.com.

—JEFFREY J. SELINGO, EDITOR

Cover illustration by Adam Niklewicz

Great Colleges Try to Stay Great in Tough Times

DOING WORK that makes a difference, offering jobs that fit the individual and show flexibility, and creating a high degree of pride in an institution all show up clearly as hallmarks of the 97 Great Colleges to Work For in *The Chronicle's* 2010 survey, pointing to strengths of colleges and universities as employers.

But colleges have been challenged to maintain those attributes during the past year—and the year before that—as the lingering recession has forced budget cuts that continue to reach employees. Salaries have been trimmed, people have been laid off or told to take unpaid furloughs, and hiring has been frozen at many colleges and universities.

All of this has contributed to an atmosphere of some uncertainty. In the current survey, about 43,000 professors, administrators, and staff members from 275 colleges were asked to agree or disagree with statements such as “senior leadership shows a genuine interest in the well-being of faculty, administration, and

staff.” The percentage of positive responses to that statement in 2010 was lower than in 2009, dropping to 63 percent from nearly 67 percent.

For administrators, the drop was from about 75 percent to 72 percent. For faculty members, positive responses dropped from 62 percent to 59 percent, and for staff members they dropped from 67 percent to 63 percent.

Other statements, having to do with maintaining a work-and-life balance, showed some of the lowest average scores in the survey, perhaps indicating the stress of increased workloads.

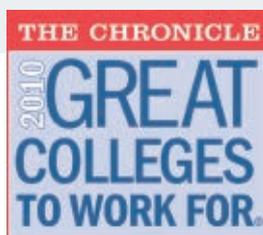
However, the news is not all doom and gloom by a long shot. Over all, the survey indicates that people very much like to work in higher education. The survey had 60 statements, scored on a five-point scale with strong agreement at the high end. Some of the highest scoring statements in the entire survey were items such as “I have a good relationship with my supervisor/department chair” and “I am given

the responsibility and freedom to do my job” and “I am proud to be part of this institution.” How these characteristics play out at three individual institutions can be seen in our in-depth profiles of Juniata College, the University of Southern California, and Wake Technical Community College.

The benefits of working at a college also scored strongly. Five items—vacation time, retirement plans, medical insurance, tuition reimbursement for employees, and life insurance—were all rated highly by our respondents.

Great colleges, it turns out, also have some unexpected benefits. Discount opera tickets, free veterinary care for pets, and access to the creations of a gourmet cooking school were some of the perks that colleges offer employees. (See Page B46 for more.) One administrator told us that in a competitive hiring market, these little things can make a college stand out in a prospective hire's mind.

—JOSH FISCHMAN



Tightknit Juniata Community Lives and Teaches Its Liberal-Arts Ethic

By LAWRENCE BIEMILLER



NABIL K. MARK FOR THE CHRONICLE

Michael Boyle, Jay Hosler, Joanne Krugh, and David Hsiung, employees of Juniata College, have coffee at a popular hangout near the campus, in Huntingdon, Pa. The small liberal-arts college is praised for its culture of respect and appreciation.

HUNTINGDON, PA.

LISA HOSLER remembers crying when Juniata College hired her husband, Jay Hosler, to teach biology.

After living in Columbus, Ohio, where Mr. Hosler was a research fellow at Ohio State University, they both expected to hate life in a central Pennsylvania county that has fewer residents than Ohio State has undergraduates—a county where the public schools close for the first two days of deer season and cream-of-mushroom soup still figures in many recipes. They consoled themselves, Mr. Hosler says, by telling each other they could stand anything for a year.

“Within six months,” he says, “we had decided to stay.”

The college's 110-member faculty welcomed them warmly. Huntingdon County turned out to have its charms, like Raystown Lake and a country store called Peight's, where poppy seeds cost a fraction of what you would pay in a supermarket. They had two boys and bought a house. They joined the Stone Church of the Brethren, which adjoins the college's campus. Jay Hosler says he's not much of a believer, but he likes singing in the choir, and Lisa Hosler loves cooking for the church's regular dinners.

“Wherever we go, we know everybody, and our kids know everybody,” Lisa Hosler says, sliding another in a series of delicious homemade pizzas onto the dinner table. “I'm not leaving. Everything is close.”

Belle and Jim Tuten, the Hoslers' dinner

guests, are Juniata history professors who have brought their two boys along to play with the Hoslers' boys, meaning that every so often, chaos races through the room and hijacks the conversation. Ms. Tuten says there were 11 babies born to faculty families in 2000, the year the Tutens' older son, Tom, was born, and when a physics professor holds an annual faculty pig roast after graduation, "There are, like, 30 kids there."

"We travel as a pack of wolves," Mr. Hosler says of the faculty, and that's one of the attractions of the place. The college's visiting-artist series brings one event a month, and many faculty members attend. "We all put on our Sunday clothes," he says. For \$12, the four Hoslers had front-row seats when the Kronos Quartet played at the college recently, and son Max constructed a whole story about the quartet—in fact, he was so fascinated that they stayed for the second half of the concert even though it was past the boys' bedtime.

"Not only do you see these things, but you see them with your friends," Mr. Hosler says. And the next day you talk about whatever you saw. "It's like chemistry in a little reaction chamber."

Mr. Tuten puts it another way: "That liberal-arts ethic that we're teaching, we live out in our community."

Juniata, a 1,500-student liberal-arts college, was founded in 1876 by the Church of the Brethren but is now independent. It's well respected but far from wealthy, with an endowment currently around \$64-million. Its 110-acre main campus is well tended but without ostentation, except for a 1907 Carnegie Library that is now the college's art museum. Otherwise the centerpieces are Founders Hall, which just got a makeover that earned it LEED gold certification for sustainability, and the 2002 Von Liebig Center, which provided new facilities for the college's science departments.

Juniata's facilities drew praise from employees who responded to *The Chronicle's* third annual Great Colleges to Work For survey. They also praised the college for, among other things, its teaching environment, its senior leadership, and its collaborative governance model, as well as its efforts to help employees balance work with family life and its culture of respect and appreciation.

The college occupies a gentle rise above Huntingdon, a town of some 7,000 people in the mountains of central Pennsylvania that has managed to avoid having vacant storefronts downtown, but that also has a Walmart and a constellation of fast-food restaurants down on U.S. 22. Huntingdon has two other big institutions—J.C. Blair Memorial Hospital and a state prison—and is about a 45-minute drive away from either the scholarly and cultural resources of Penn State's main campus, in State College, or the big shopping mall in Altoona.

"You're only a native Huntingdonian if your grandfathers went to kindergarten together," says James Lakso, Juniata's provost, adding that Huntingdon is "a town with a college, rather than a college town." Life doesn't revolve around Juniata. Indeed, this is a fairly conservative county, politically as well as socially, and some local residents regard the college with a measure of mistrust that occasionally finds expression in the Comment Line feature of the newspaper, *The Daily News*.

Continued on Following Page



HONOR ROLL: 4-YEAR INSTITUTIONS

Listed below are the institutions, in alphabetical order and categorized by size, that were cited in the most individual recognition categories

Small (2,999 or fewer students)*	What makes it so great?
Birmingham-Southern College (Ala.)	Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Confidence in Senior Leadership; Tenure Clarity & Process
Centre College (Ky.)	Collaborative Governance; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Respect & Appreciation; Tenure Clarity & Process
Colby-Sawyer College (N.H.)	Collaborative Governance, Compensation & Benefits, Work/Life Balance, Confidence in Senior Leadership, Respect & Appreciation
Furman University (S.C.)	Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Tenure Clarity & Process
Gettysburg College (Pa.)	Collaborative Governance; Professional/Career-Development Programs; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Tenure Clarity & Process; Diversity
Juniata College (Pa.)	Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Respect & Appreciation
McKendree University (Ill.)	Collaborative Governance, Professional/Career-Development Programs, Teaching Environment, Job Satisfaction, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation, Tenure Clarity & Process
New York Chiropractic College	Professional/Career-Development Programs; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation
Queens University of Charlotte (N.C.)	Collaborative Governance, Teaching Environment, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation, Tenure Clarity & Process
University of the Ozarks (Ark.)	Collaborative Governance, Professional/Career-Development Programs, Teaching Environment, Compensation & Benefits, Job Satisfaction, Work/Life Balance, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation
Medium (3,000 to 9,999 students)*	
Abilene Christian University (Tex.)	Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship
College of Saint Rose (N.Y.)	Collaborative Governance, Professional/Career-Development Programs, Job Satisfaction, Work/Life Balance, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation, Tenure Clarity & Process
Elon University (N.C.)	Collaborative Governance; Teaching Environment; Facilities, Workspace & Security; Confidence in Senior Leadership; Respect & Appreciation
Endicott College (Mass.)	Collaborative Governance, Teaching Environment, Confidence in Senior Leadership, Respect & Appreciation, Tenure Clarity & Process
Niagara University (N.Y.)	Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Tenure Clarity & Process
Oklahoma City University	Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Tenure Clarity & Process; Diversity
Rice University (Tex.)	Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Supervisor/Department-Chair Relationship; Respect & Appreciation
Rollins College (Fla.)	Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Supervisor/Department-Chair Relationship; Respect & Appreciation; Tenure Clarity & Process
University of North Alabama	Collaborative Governance, Professional/Career-Development Programs, Teaching Environment, Compensation & Benefits, Job Satisfaction, Work/Life Balance, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation
University of the Incarnate Word (Tex.)	Collaborative Governance, Professional/Career-Development Programs, Teaching Environment, Job Satisfaction, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation, Tenure Clarity & Process
Large (10,000 or more students)*	
Eastern Kentucky University	Professional/Career-Development Programs, Teaching Environment, Work/Life Balance, Confidence in Senior Leadership, Tenure Clarity & Process
George Mason University (Va.)	Collaborative Governance, Professional/Career-Development Programs, Job Satisfaction, Work/Life Balance, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation
Georgia Institute of Technology	Collaborative Governance; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship
Hofstra University (N.Y.)	Collaborative Governance, Professional/Career-Development Programs, Teaching Environment, Compensation & Benefits, Supervisor/Department-Chair Relationship, Respect & Appreciation, Tenure Clarity & Process
Indian River State College (Fla.)	Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Tenure Clarity & Process
National University (Calif.)	Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation
University of Michigan	Professional/Career-Development Programs; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Tenure Clarity & Process; Diversity
University of Mississippi	Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Tenure Clarity & Process; Diversity
University of Notre Dame (Ind.)	Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Tenure Clarity & Process
University of Southern California	Collaborative Governance, Professional/Career-Development Programs, Teaching Environment, Compensation & Benefits, Job Satisfaction, Work/Life Balance, Confidence in Senior Leadership, Respect & Appreciation, Diversity

* Sizes based on full-time-equivalent-student data from U.S. Department of Education

Continued From Preceding Page

“When I first taught my Islam course, I was accused of imperiling my students’ immortal souls” in the Comment Line, Ms. Tuten says. And Mr. Hosler, when he meets people for the first time, often just says he “works up at the college,” rather than saying he’s a neurobiologist.

Even so, school, church, summer activities, and volunteering weave Juniata’s faculty and staff members tightly into the community. Mr. Lakso, who taught economics for 27 years before becoming the provost, is on the hospital’s board, and some Juniata students tutor local schoolchildren. Timothy R. Launtz, the director of public safety and residential life and the quarterback coach for the football team, grew up a couple of blocks from the college and graduated with the Class of 1980. He was an administrator at the

prison for 17 years before coming to work at the college, and he was chief of Huntingdon’s volunteer fire company for 14 years.

“Some people in town think we only cater to elite students,” he says, “but

we do a really good job with first-generation students.” He also notes that the college’s tradition means it has no fraternities. “We want to have a sense of community,” he says.

Indeed, that Brethren tradition seems to underlie a lot of what people say they like about working for Juniata—the respect with which people treat one another, for instance, and a becoming balance of accomplishment with modesty. The college doesn’t aspire to become a hot property in higher education so much as “to be the best Juniata we can be,” as Mr. Lakso, the provost, puts it.

But even the college’s biggest fans concede that it may be a better fit for some than for others. “We don’t have a lot of diversity, racially or ethnically,” says Mr. Lakso. “We’ve tried—I don’t think it was for lack of trying.” Athena Frederick, the registrar, is black. She says that while she has helped minority students deal with several racial incidents, within the campus

community, everyone is as warm and open as can be. She also jokes that when her six-member family moved to Huntingdon from Yellow Springs, Ohio, where she had been registrar at Antioch College, they bumped Huntingdon’s black population “up to 3 percent” of the total. It was the lake and its promise of fishing that attracted her husband, she adds.

Lake or no lake, nearly 96 percent of Huntingdon’s population is white. And families are paramount. Mr. Hosler says that while there’s an active organization for gay students, “our gay friends and colleagues who are happy are in committed relationships.” Ms. Tuten takes the thought one step further: “This is a very difficult place to be single.”

Being part of a couple offers some difficulties of its own, however. Mr. Lakso says Huntingdon doesn’t have a lot of good jobs for spouses. On several occasions, Juniata has let new faculty members split appointments with spouses who were seeking jobs in the same discipline. All but one of the spouses has now been hired for a full-time position, he says. (The couple that is still sharing an appointment prefers the arrangement because it fits their child-care needs.)

There’s a lot to like about working for Juniata, Mr. Lakso says. The president, Thomas R. Kepple Jr., “does a really good job of keeping people informed,” Mr. Lakso says, and “if people have something on their mind, they can say it.” The college also makes a point of minimizing the difference between the highest- and lowest-paid faculty members. He does wish, though, that he could offer faculty members more money for research and conferences. On the other hand, the college has come through the economic downturn without layoffs. Faculty members didn’t get raises last year, but this year they did.

DAVID HSIUNG, a history professor, has been at Juniata since 1991, and, like the Hoslers, he didn’t expect to stay. When he was hired, the college had only four outside phone lines, he recalls, and faculty members used Ditto masters to print syllabi and other information for classes.

“But I liked my colleagues, and that kept me from making an all-out search” for a new job, he

says. Plus, “the students are good—the best are as good as the best I had as a TA at Michigan.” Mr. Hsiung’s biggest class has fewer than 40 students—it’s the popular “Comics and Culture,” which he offers with Mr. Hosler, the creator of numerous science-themed graphic novels.

Teaching also offers what Mr. Hsiung thinks of as “nonmonetary wages,” like a recent invitation to speak at a former student’s wedding. Joanne L. Krugh, Mr. Lakso’s assistant, makes a related observation: “Working with all the students and the young faculty members really keeps you in tune with what’s going on in the world. These kids keep you young.” Ms. Krugh, a Juniata employee since 1988, has served on the college’s sustainability committee and helps oversee events—as well as a candy bowl that can sometimes be a key aspect of faculty and administrative happiness. It is widely known, for instance, that the provost doesn’t like dark chocolate, so if that’s all you see in the bowl, it might not be a good day to ask him for something big.

There are other advantages to small-college careers, too. Michael D.P. Boyle came to Juniata eight years ago from the Medical College of Ohio, where he taught microbiology and immunology. Here he holds a professorship created by the donors of the college’s new science building to encourage a faculty member to work with students on research. He says he traded the cynicism of graduate students for the enthusiasm of undergraduates, and he especially enjoys seeing “that spark when students see the elegance of an experiment.”

In his previous job, he says, “You felt your sole function was to raise money. You got to the point of thinking, Why the hell am I doing this?” Worse, “in medical schools, it isn’t enough to be successful—you have to have your colleagues fail, as well.” At Juniata, instead of having lunch with colleagues whose failure might benefit him, he’ll find himself enjoying a meal with someone who teaches ceramics or Russian literature.

Mr. Boyle adds that he likes working at a college with Juniata’s sense of self-confidence. “There’s something very central Pennsylvania,” he says, “about living within your means and not trying to be something you’re not.”

The college came through the economic downturn without layoffs. The faculty even got raises this year.

Great Colleges to Work For 2010: How the Survey Was Conducted

THIS YEAR *The Chronicle of Higher Education’s* Great Colleges to Work For survey is based on responses from more than 43,000 people, at 275 institutions. Four-year colleges and universities accounted for 221 of the institutions, and two-year colleges for 54.

Approximately 20,000 of the people responding were faculty members, more than 14,800 were professional staff members, and 8,100 were administrators. The survey was sent to more than 100,000 people, with an overall response rate of 45 percent. The assessment was administered by ModernThink LLC, a human-resources-consulting firm based in Wilmington, Del. Its survey instrument is based on an assessment that has been used in 55 Best Places to Work programs involving more than 4,000 or-

ganizations. A panel of higher-education experts has helped to customize the survey to reflect issues unique to colleges.

In the Great Colleges program, each institution was asked to submit a list of full-time employees randomly selected across three categories: administration, faculty, and exempt professional staff. Adjunct faculty members were included for two-year colleges. The sample size, up to either 400 or 600, was based on the number of employees in those categories. Institutions with fewer than 400 people in a category were invited to survey the entire employee population.

The assessment process had two components: a questionnaire about institutional characteristics, and a faculty/staff questionnaire about individuals’ evaluations of their institutions. The assess-

ment also included an analysis of demographic data and workplace policies at each participating college or university. The questionnaires were administered online in March and April of this year.

Survey respondents were asked to address 60 statements using a five-point scale, ranging from “strongly agree” to “strongly disagree.” They were also asked to rate their satisfaction with 18 benefits, respond to two open-ended questions, and answer 15 demographic questions.

The faculty/staff survey statements are categorized into 12 dimensions, each one forming a Great College recognition category, such as collaborative governance or compensation and benefits.

For analysis, we divided the applicant pool into two classifications; four-year

institutions and two-year institutions. Within each of these classifications, there were three groups, based on total undergraduate and graduate enrollment: small (2,999 or fewer students), medium (3,000 to 9,999), and large (more than 10,000). Recognition in a particular Great College category was given to the 10 highest-scoring institutions in each size for four-year colleges, and the three highest-scoring institutions in each size for two-year colleges. (See Page B14 for the complete list.)

Honor Roll recognition, for four-year colleges, was given to the 10 institutions in each size that were cited most often across all of the recognition categories. For two-year colleges, Honor Roll recognition was given to the three institutions that were cited most often in each size category.



At Wake Tech Community College, Employees Know Their Voices Will Be Heard

By AUDREY WILLIAMS JUNE

DEMETRA T. OVERTON decided it was time to make a career switch when her job as an auditor for a pharmaceutical company became too stressful. When her employer offered her a severance package in 2005, Ms. Overton took it. Then she spent a year trying to figure out what she really wanted to do.

She found the answer at Wake Technical Community College, where she began working as chemistry lab technician four years ago. "I was so excited when I heard the job duties," says Ms. Overton, a former high-school chemistry teacher. "I instantly knew that Wake Tech was the place for me to be. After all this time, I'm back in the lab."

Ms. Overton is one of about 840 full-time employees (453 of those are faculty members) at a college where faculty and staff members say they can openly discuss job issues and concerns with administrators.

Wake Tech employees who responded to *The Chronicle's* third annual Great Colleges to Work For survey cited that openness as one of the college's positive workplace features. College officials invite employees at every level to propose problem-solving ideas. Ms. Overton recalls one of the first times she heard Wake Tech's president, Stephen C. Scott, speak at a college event: "He told us that his idea of leadership was to foster an environment that people want to be a part of, not just a place to work for," says Ms. Overton, who was promoted in May to coordinator of science labs.

"I feel like these are my labs, and what I say about them makes a difference. If you have an idea about how to make something better, there's a way to be heard here."

And that's just the way Mr. Scott wants it. He has served as a community-college president before, at two other North Carolina institutions, and was executive vice president of the state's 58-institution community-college system. During the task of leading a former institution through some challenging times, Mr. Scott began to see faculty and staff members in a different light. "I just thought, the president needs to focus on the employees, and they can then focus on the students," says Mr. Scott, who first entered the community-col-

lege arena more than 30 years ago as an adjunct instructor. "I came to the conclusion that I needed to remove the barriers."

Mr. Scott brought that mind-set to Wake Tech when he arrived in 2003. One of the first things on his to-do list was to meet as many faculty and staff members as possible. At the gatherings, "I just let people talk," says Mr. Scott, who continues to meet regularly with the college's faculty association and its staff council.

When instructors on full-time, temporary contracts told the president that not being paid during instruction breaks (such as spring vacation) created a financial hardship, Mr. Scott acted. Using money from enrollment growth, he converted those 115 positions to regular, full-time faculty slots, giving those instructors an extra month's pay once all the break weeks were factored in. And when Mr. Scott learned that employees were frustrated with the institution's out-of-date computers and limited Internet access, the college added more than 2,000 new computers and expanded and upgraded its Internet service, from 2005 to 2008. (The college used money allocated for new equipment, along with money from a technology fee, to pay the cost.)

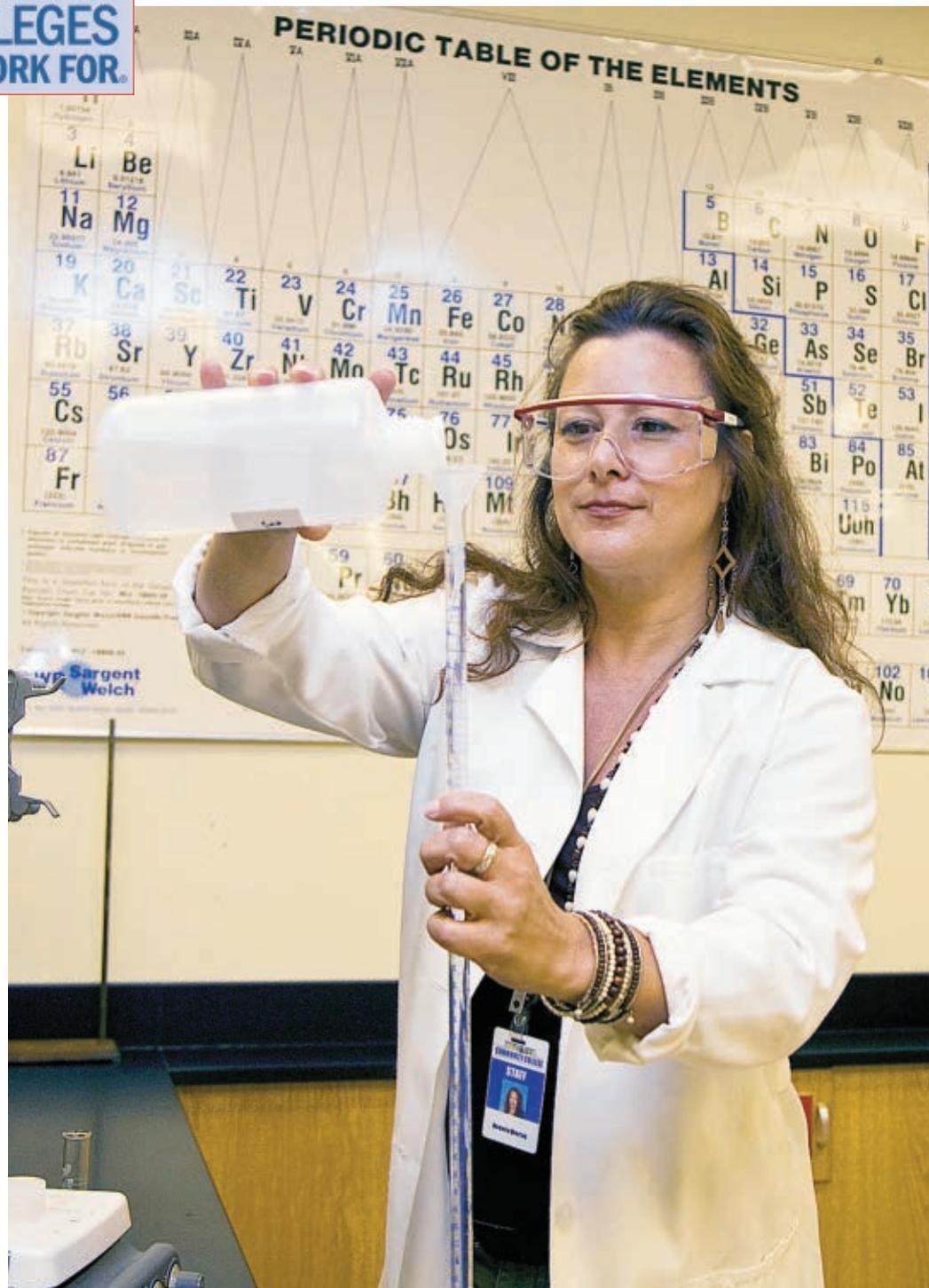
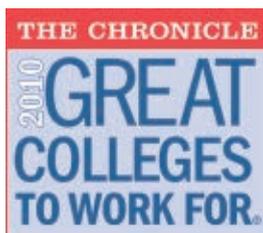
Another request from faculty members: Create a leadership program to help them advance in their careers. College officials did that in 2004. The three-year employee-leadership program meets in five phases. Dur-

ing the first three years more than 60 faculty and staff members were promoted as a result of training, which includes sessions on the history and philosophy of community colleges, conflict resolution, and decision making.

Dianne B. Hinson, dean of the college's Health Sciences Campus, remembers how seriously Mr. Scott took those meetings with faculty and staff members when he

Continued on Following Page

Demetra Overton, coordinator of labs at Wake Tech Community College: "I feel like these are my labs, and what I say about them makes a difference. If you have an idea about how to make something better, there's a way to be heard here."



JENNY WARBURG

"The president needs to focus on the employees, and they can then focus on the students. I came to the conclusion that I needed to remove the barriers."



HONOR ROLL: 2-YEAR INSTITUTIONS

These are the institutions, in alphabetical order and categorized by size, that were cited the most in individual recognition categories.

Small (2,999 or fewer students)*	What makes it so great?
Blue Ridge Community College (Va.)	Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation
Howard Community College (Md.)	Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Diversity
Lake Area Technical Institute (S.D.)	Collaborative Governance, Teaching Environment, Work/Life Balance, Confidence in Senior Leadership, Respect & Appreciation
Medium (3,000 to 9,999 students)*	
Highline Community College (Wash.)	Professional/Career-Development Programs, Teaching Environment, Job Satisfaction, Work/Life Balance, Confidence in Senior Leadership
Southside Virginia Community College	Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation
Walters State Community College (Tenn.)	Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Confidence in Senior Leadership; Respect & Appreciation; Diversity
Large (10,000 or more students)*	
Anne Arundel Community College (Md.)	Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Diversity
Lone Star College System (Tex.)	Professional/Career-Development Programs; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Supervisor/Department-Chair Relationship; Diversity
Wake Technical Community College (N.C.)	Collaborative Governance, Job Satisfaction, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation

* Sizes based on full-time-equivalent-student data from U.S. Department of Education

Continued From Preceding Page

first arrived. “He answered questions, and he took lots and lots of notes.” So when a statewide change in the nursing curriculum for community colleges threatened to throw Wake Tech’s nursing program for a loop in 2009, Ms. Hinson knew where to go. The curriculum change meant a large number of students would need clinical experience at the same time, but there weren’t enough spots to accommodate them. Ms. Hinson met with Mr. Scott and suggested delaying clinicals for one group of students for a semester until slots were freed up. Mr. Scott agreed and

“I call it management by walking around. If people feel you’re approachable, then they’ll pass on information to you.”

students took a certified-nursing-assistant course in the interim.

“I don’t think I had another job prior to here where your opinion was sought after and acted on,” says Ms. Hinson, who came to Wake Tech in 1993 as a biology instructor.

One way to help maintain a healthy workplace is to talk with employees on a regular basis to hear issues before they become serious complaints, says Gerald A. Mitchell, Wake Tech’s executive vice president. He works at the college’s main campus but visits other Wake Tech locations weekly. The college has five campuses and two centers that serve about 23,000 degree-seeking students and about 46,000 continuing-education students.

“I call it management by walking around,” Mr. Mitchell says. “If people feel you’re approachable, then they’ll pass on information to you.”

THE RAPPORT that Mr. Mitchell and others administrators work so hard to build with faculty and staff members appeared to have paid off in the last academic year when budget cuts brought about some austerity measures. The college hired fewer adjuncts than in previous years and asked the faculty to offer extra classes to meet demand. Some faculty members were asked to add an extra course to their teaching load (that meant seven classes per semester for instructors who teach business courses and certain classes needed for college transfer), for which they were compensated. The college’s English instructors, for example, agreed to add students to existing online courses only, but they increased the cap for such courses by one student, to 21.

“At first there was widespread panic when they first started talking about increasing class size,” says Rebecca L. Neagle, an instructor who became head of the English department in April. “We were very apprehensive until we got a better sense of how it would all work.”

Meanwhile, some staff members and administrators also taught course sections but did not receive extra pay. Among them was the college’s vice president for curriculum education, Bryan K. Ryan, who taught English composition. “I think it made the faculty feel good to see that administrators were stepping up and taking on extra responsibility and they weren’t getting compensated,” Ms. Neagle says. “That showed we were all in this together.”

In return, the college was able to avoid lay-

offs, allowing Mr. Scott to keep a promise he made at a college convocation in the fall of 2008.

“We basically said, If you help us, we’ll help you,” Mr. Scott says. “We said if they’ll go the extra mile for the students, we’ll go the extra mile for them.”

Going that extra mile means the college handed out bigger paychecks—even as the effects of the recession dragged on. State officials had given the college permission to tap state funds to give raises only to faculty members. But Mr. Scott was concerned that leaving staff members out would cause a rift between the two groups. So Wake Tech tapped its reserves to give staff members a 3-percent bonus. “We’re a team here,” Mr. Scott says.

The college’s newest campus, with about 250 full-time faculty and staff members, has most recently reaped the benefits of Mr. Scott’s management style. Gayle Greene, associate vice president of the Northern Wake campus, has been busy carving out a niche in the Wake Tech family for the LEED-certified campus complex that opened in 2007.

Ms. Greene, of course, has sought the suggestions of employees. Focus groups early on resulted in a long list of goals and improvement projects, such as purchasing updated projectors for classrooms. She keeps those lists, on sheets of lined paper, tucked in a desk drawer in her office—a sizable space bathed in natural light—and crosses items off once they have been resolved. “I think the best ideas should rule,” she says.

At Wake Tech, employees say administrators seem to understand that faculty and staff members sometimes really do know what’s best—especially in their areas of expertise. Richard D. Moore, an instructor in electronics technology, enjoys a level of autonomy that he says befits his 19-year tenure as an instructor and many years as an electrician. “They know I know what I’m doing, and they let me do my job,” he says.

Steven R. Harless, a full-time English instructor, agrees. “They recognize the level of skill we bring to our work,” says Mr. Harless, who was first hired 12 years ago as a part-timer.

Another unexpected perk, Mr. Moore says, is the satisfaction he gets from steering students into their chosen professions. Like many community colleges, Wake Tech attracts students fresh out of high school, seasoned workers looking to hone their skills for a new career, and many other students who fall somewhere in between. “I get to work with students who don’t know anything” about becoming an electrician “and turn them into an employable person,” says Mr. Moore, as his students worked earnestly in a lab class last month.

As for Ms. Overton, she has added cheerleading coach to her duties, a job she volunteered to take on a year ago.

“The people that I serve are often changing their lives, and I was changing my life, too,” Ms. Overton says about her arrival on the campus. “The people who work here, we’re not here because we have to be but because we want to be.”

UNDERSTANDING THE INTERCONNECTIONS OF RETIREE HEALTH CARE SECURITY

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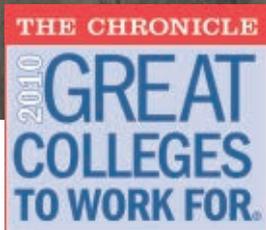
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ED CARREON FOR THE CHRONICLE

Peter Exline, an adjunct professor in USC's School of Cinematic Arts, and his wife, Mari, used a \$50,000 housing allowance to buy a 1908 bungalow three blocks from the campus.

An Urban Campus That Feels Like Home

By KATHERINE MANGAN

WHEN NOEL AGUILAR took a job as a temporary maintenance worker at the University of Southern California, he was 23, with a new wife and a baby on the way. The Salvadoran immigrant had no idea, as he was repairing light fixtures and unclogging dormitory sinks, that over the next three decades his job would provide a tuition-free education for him and for three of the couple's four children.

Mr. Aguilar worked his way up to his current position as senior manager for sales and audit in the university's department of transportation. He's the kind of employee who epitomizes the term derived from Southern Cal's sports mascot: "Trojan family."

"Putting my family through here has meant

the world to me," says Mr. Aguilar, who moved to the United States after his undergraduate studies in El Salvador were disrupted by civil war.

At Southern California, he advanced his career by earning certificates in computer programming from the engineering school in 1989 and in business management from the business school in 1998. Two of his children graduated from the university, and a third will begin as a sophomore this fall. His fourth hopes to attend graduate school there.

Employees who responded to *The Chronicle's* third annual Great Colleges to Work For survey cited USC's generous employee benefits, which include full undergraduate tuition and discounted graduate tuition for employees and their spouses and children. They also described a close-knit, collaborative atmosphere, and they point to the university's Center for Work and Family Life, which helps faculty and staff members find a balance between the two.

No one denies that working on an urban campus has its drawbacks. Crime is a constant concern in the gritty neighborhoods that surround the campus, which is just south of downtown. Traffic jams are legendary, and housing costs are high. But the university has tackled

those negatives head-on, with aggressive crime-prevention efforts, public-transportation options aimed at minimizing commuting times, and a popular housing-assistance program.

On the campus, employees, as well as the 17,000 undergraduate and 18,000 graduate students, have access to frequent, free shuttles to their cars or public transportation, on which travel is partially subsidized by the university. Peter Exline, an adjunct professor in the School of Cinematic Arts, got an even better deal: He took advantage of a \$50,000 housing allowance to buy a 1908 bungalow three blocks north of the campus. The allowance, which is spread out in \$600 monthly installments over seven years, allowed Mr. Exline and his wife to trade a one-bedroom apartment for a two-bedroom house a 15-minute walk from his office.

The program is open to employees who work at least half time and buy homes within a defined proximity of the main or health-sciences campuses. The allowance, which does not have to be repaid, covers \$50,000 or 20 percent of the house's purchase price, whichever is less.

Those perks are necessary to persuade employees to live in some nearby neighborhoods. Mr. Exline's house has reinforced doors and

Continued on Page B12

Neighbors look out for one another, thanks in part to an outreach effort by USC to make the area safer and the public schools stronger.

Impact of chemotherapy drugs on target genes

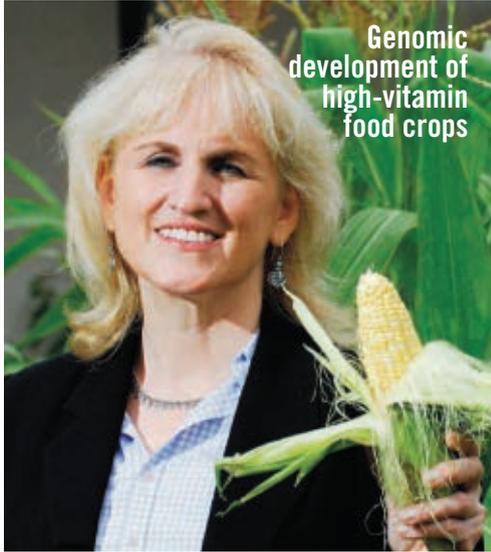


BREAKING BOUNDARIES

IN SCIENCE RESEARCH II



Genomic development of high-vitamin food crops



Genes implicated in neurodegenerative disorders

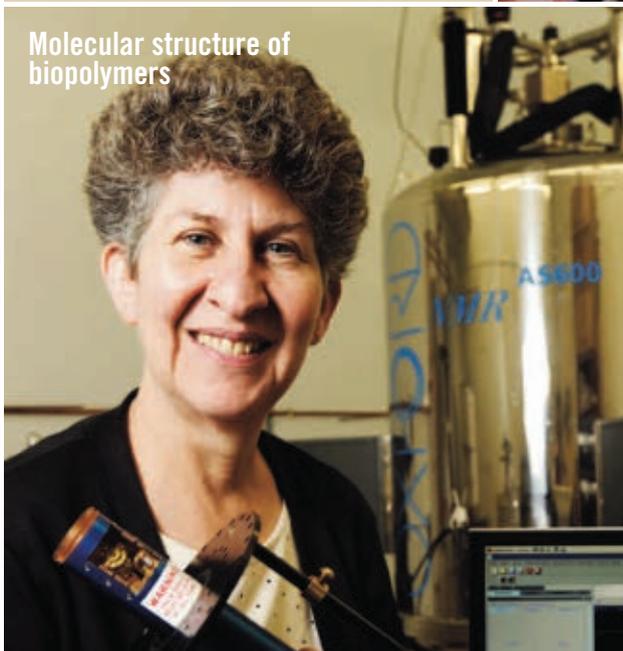


Evolutionary developmental biology of palm trees

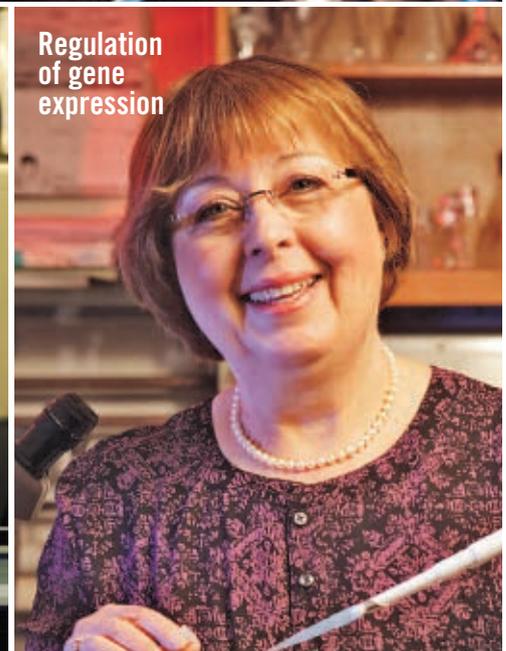


Top row, l to r: Dr. Jill Bargonetti, Professor of Biological Sciences, Hunter College and CUNY Graduate Center; Dr. Eleanor Wurtzel, Professor of Biological Sciences, Lehman College and CUNY Graduate Center; Dr. Christine Li, Associate Professor of Biology, City College of New York and CUNY Graduate Center; **Bottom row, l to r:** Flor Henderson, Assistant Professor of Biology, Hostos Community College; Dr. Ruth Stark, Distinguished Professor of Chemistry and Director of CUNY Institute for Macromolecular Assemblies, City College and CUNY Graduate Center; Dr. Corinne Michels, Distinguished Professor of Biology, Queens College and CUNY Graduate Center.

Molecular structure of biopolymers



Regulation of gene expression



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reaking boundaries in science at The City University of New York — Whether investigating the most basic or far-reaching genetic and molecular research, or finding ways to provide better nutrition to starving populations, women scientists at all CUNY colleges are conducting pioneering research of world-wide importance. In addition, they are teaching and working with outstanding students in the newest areas of basic and applied science in laboratories and classrooms through CUNY's "Decade of Science." The new CUNY Advanced Science Research Center at City College, now being built, with construction and programming planned by Vice Chancellor for Facilities Planning, Management and Construction Iris Weinshall and Vice Chancellor for Research Gillian Small, will offer the most advanced scientific research facilities and opportunities for cross-disciplinary collaboration to all CUNY scientists.



Matthew Goldstein
Chancellor

Continued From Page B10

bars across the windows. “We had a drive-by shooting across the street,” he says. “You get to know your neighbors in a hurry.” But living close to campus has its benefits, Mr. Exline says.

For one thing, neighbors look out for one another, thanks in part to a comprehensive outreach effort by USC to make the surrounding neighborhoods safer and the public schools stronger. Private security officers, contracted by the university, stand guard on street corners near the campus. The officers, who wear yellow jackets, provide a reassuring presence. Local residents who have volunteered for the Kid Watch program go outside to rake their front yards or sit on their porches when children are walking to and from school. Anyone who spots suspicious activity can call the USC police, whose patrol areas, through a partnership between the university and the city, extend well beyond the campus boundaries.

“We changed the image of our cops from the guardians of the privileged to neighborhood cops,” said Steven B. Sample, president of the university since 1991.

Southern California also gives preference, in hiring, to people who live near the campus. “We want our neighbors to be our employees and our employees to be our neighbors,” the president said during a recent interview over breakfast in his office.

Mr. Sample, who will retire next month, is widely credited with transforming the image of the university. “When I arrived, USC had a reputation, somewhat undeserved, as a party school in a bad neighborhood,” he said. Since then it has cut incoming class sizes and increased the selectivity of its admissions pro-

cess. Now, he said, with 13 applicants for every spot in the freshman class, “our high academic standards have contributed to a sense of pride and momentum.”

In addition, he said, “The whole concept of the Trojan family is so powerful. We have very low turnover. People wait forever to get a job at USC.”

Mr. Sample, 69, who has Parkinson’s disease, said he had devoted most of his waking hours to the university for nearly two decades. Now he looks forward to spending more time with his wife, Kathryn. “It’s been incredibly satisfying,” he said, “but it’s time.”

Despite the economic turmoil that has forced widespread cuts at public universities statewide, the University of Southern California has been able to avoid layoffs in recent years, the president said. Although the university’s endowment dropped from about \$3.7-billion in 2007 to \$3-billion this spring, USC is far less endowment-dependent than many other universities. As a result, it can afford to continue treating its employees well.

While the recession has forced many colleges to cut back on their contributions to employees’ retirement accounts, Southern California still contributes 10 percent for every 5 percent an employee saves. A flexible-benefit plan allows an employee whose spouse already has medical coverage to opt for dental and vision coverage.

EMPLOYEES also cite the university’s family-friendly policies. Dorian E. Traube, an assistant professor in the School of Social Work, says the campus day-care center, where she drops off her six-month-old daughter each

day, encourages her to stop by any time. Ms. Traube also appreciated a maternity policy that excuses pregnant women from teaching in the semester that their babies are due, allows 10 weeks of paid leave, and adds a year to their tenure clock.

“I feel like there’s better work-life balance here. I’m not in my office 16 hours a day,” she says. “The university also makes an effort to allow people to telecommute when possible.”

But what struck her most, when she arrived in 2006 from earning her doctorate at Columbia University, was “the level of collegiality” on the campus. It “was evident the minute I walked in,” says Ms. Traube, whose work focuses on adolescent mental health, drug abuse, and HIV risk factors. “At so many universities, people can’t even be in the same room with a colleague—and here, people really like each other.”

She was assigned a three-person “development committee” of senior faculty members who helped her begin navigating the tenure process, decide which classes to teach, and establish professional contacts. They introduced her to a hospital researcher who mentored her, shared research data, and helped her secure a major grant last year from the National Institute on Drug Abuse.

Yang Chai, a professor in the School of Dentistry, has benefited from a strong commitment to interdisciplinary research. He researches craniofacial development, including mutations that cause cleft palate. A craniofacial center that drew him to Southern California as a faculty member in 1996 is located at the medical school.

He and some medical-school colleagues received a \$50,000 university research grant to kick-start a project that was in its early stages. As a result of that research, which involved the study of gene mutations related to birth defects, they later secured a \$3-million grant from the National Institutes of Health.

“I’ve found it to be a very dynamic and collaborative research environment,” says Mr. Chai.

Southern California’s physical environment is also a big selling point.

“We’re one of the few urban universities that, instead of cannibalizing green spaces, have added much more,” Mr. Sample says of the picturesque campus, which has 22 fountains and rows of purple jacaranda lining pedestrian boulevards between red-brick buildings.

Employees describe the setting as an urban oasis, and they appreciate the university’s being more concerned with building bridges to the surrounding community than with sheltering itself behind walls.

For Mr. Aguilar, it has been a welcoming place to bring his family over the years for picnics and sporting events. But the biggest perk has been the education it has provided for four members of his family so far. “It’s everything I’ve worked and hoped for,” he says.

Dorian E. Traube, an assistant professor of social work at USC: “I feel like there’s better work-life balance here. I’m not in my office 16 hours a day.”



ED CARREON FOR THE CHRONICLE

University of Phoenix Doctoral Alumni: Changing the World through Quality Research

By Courtney L. Vien, Ph.D.

Consultant John Bryan had no idea that a favor to a friend could change the course of his life.

When a friend who worked with political asylees asked Bryan, a former CEO, CFO, and COO, for help in planning a clinic that would serve San Diego's refugee population, Bryan was happy to step in. Through his friend's organization, Bryan learned that leaders in Uganda were unclear on how to govern in the wake of conflict. As part of his dissertation for the University of Phoenix's School of Advanced Studies, Bryan offered to create a leadership framework for them.

Bryan's framework, based on a study of leaders from the Acholi ethnic group, was read by leaders in the Ugandan parliament, who asked him to extend his data collection to the rest of the country. Other groups have approached Bryan about similar research in such countries as Burundi, Rwanda, Malawi, Ethiopia, the Democratic Republic of Congo, and the Sudan. He has also presented his findings at international conferences on leadership and reconciliation.

"My research has turned my career upside-down," Bryan says. "It's given me purpose and focus. I'm a lot clearer about the potential contributions I can make, not just in a business context but in a geopolitical context as well. It's very humbling."

Doctoral Students are High-Level Professionals in Search of Meaning

Many of the students who pursue doctoral studies at University of Phoenix do so because, like Bryan, they want to make a difference. Typically older students who are already considered leaders in their fields, doctoral students at the School of Advanced Studies desire to perform sophisticated research that can benefit their companies, organizations, or communities.

"Our students are at a stage in their lives where they're looking for meaningfulness," says Dr. Hank Radda, Senior Vice President at the School of Advanced Studies. "Most have already been successful in their careers, and now they want to follow their passion and improve the place where they work or the world around them."

"The degree is not just a piece of paper to them," he adds. "You don't persevere through four or five years of study unless it has relevance and meaning for you. There's just no way to complete that work without a connection to something deeper."

And University of Phoenix doctoral alumni have indeed parlayed their skills and passion into research that benefits society. They've founded companies and non-profit organizations; served as CEOs, COOs, presidents, directors, deans, and high-ranking military officers; taught at colleges and universities; published books and articles in scholarly journals; and presented at conferences. Alumni have used their doctoral research to turn underperforming schools around, design and implement water reclamation systems for underprivileged countries, create virtual tutoring programs, start new academic departments, and manage the operating budget of an entire division of the U.S. military. Their dissertation topics range from angel investing groups to the ramifications of the No Child Left Behind Act, from ecosystem management to the experiences of deaf women in academe, from the impact of literacy labs on underprivileged schoolchildren to encouraging collaboration between the information technology and business sides of a corporation.

Online Program Allows Hardworking People to Earn a Doctorate

Even more impressive is that, in most cases, University of Phoenix doctoral candidates have accomplished their goals while working full-time and raising families. Alumni have worked on their dissertations while deployed to Afghanistan and Iraq, while doing fieldwork in Africa, and while in the hospital preparing to give birth to their children.

"It takes a high-capacity person who seeks intellectual rigor and has the propensity for engaging in challenging activities that require much hard work to earn a doctorate from the School of Advanced Studies," says Dr. Tracey Wilen-Daugenti, Vice President of University Strategic Relations. "Our students have such complex lives that they have to be very focused to be able to complete the grueling course of study that getting a doctorate entails. I find that our program helps self-identify that kind of person, and that's one reason our graduates are so successful."

The advent of the Internet has made it possible for people who otherwise could not have earned a doctorate to achieve one. University of Phoenix students take doctoral classes and work with their mentors and dissertation committees almost entirely online. Through technology, the School of Advanced Studies is able to realize University of Phoenix founder John Sperling's vision of a more democratic system of higher education. "Sperling saw that doctoral education in the U.S. was an elite endeavor, and he wanted to make it more accessible," says President Bill Pepicello. "So when we started the School of Advanced Studies, we put together a program that would allow more people to earn degrees but still had all the hallmarks of a quality doctoral program."

Rigorous Doctoral Process Results in Sophisticated Research

Quality and accessibility are hardly contradictory terms, Radda says. "Some students think the program's going to be easy because it's online," Radda says. "They confuse convenience with lack of rigor. But within their first class they see how challenging it is. I've had students tell me they learned more during the first three weeks of their first class than they did during a whole semester at another school. They realize that it's a demanding program that will require much mental energy and discipline."

"Our doctoral process is highly rigorous, and, in most respects, not that different from a conventional program," says Dr. Jeremy Moreland, Dean of the School of Advanced Studies. "The coursework students engage in challenges them to reach higher levels of expertise, master scholarly writing, and refine their critical thinking skills. In the dissertation stage, they constantly revise their work for appropriateness and relevance. Their work is reviewed by their mentor and committee members, a human subjects review board (where appropriate), and finally by the dean's office."

Real-World Experience Results in a Highly Relevant Degree

One of the hallmarks of the School of Advanced Studies is its adoption of the scholar-practitioner model used in all University of Phoenix degree programs. Both faculty and students work, usually full-time, in the same fields they teach or study, enabling them to marry theory with hands-on application. Faculty also all possess doctorates.

"Our faculty live in multiple worlds—the world of research, scholarship, and of practical outcomes," says Radda, "and so they're able to help students see that connections. Making connections drives much of what our faculty try to do with every doctoral student. Our doctoral community connects us not only to one another but to the world beyond our classrooms where our students work and live."

"Students come to us with years, often decades, of experience from day one," Moreland says. "They know what the cutting-edge issues and problems are within their field, and they're anxious to investigate those issues in a scholarly fashion. What we aim to do is provide students with the tools they need to move to a doctoral level of inquiry, to train them in rigorous research methods that they can use instead of mere anecdote while investigating a question. When students graduate we hope we've armed them with the ability to think critically and systematically evaluate those questions they continue to ask."

Doctoral students' accomplishments give testament to the success of the scholar-practitioner model. One student

pursuing a doctorate in health management, for example, planned a department of an HMO as a class project—and later went on to implement that plan in the HMO he worked for. Another student who worked for an energy company helped his firm address a real-world problem: When energy costs rose he, as part of a class assignment, created a PR strategy to explain the situation to customers. His company's PR firm then adopted that same strategy. And one alumnus, who worked for a high-tech firm, noticed that he and his coworkers were less happy on the job when they had to perform certain kinds of tasks but more satisfied when they were performing others. He decided to formally research this observation for his doctoral thesis. The student developed his own instrument for determining a person's optimal mixture of task types, and he and a fellow alumnus own a company that sells the assessment tools they developed through their doctoral research.

Residencies Help Students Hone Their Critical Thinking and Collaboration Skills

Students and faculty in the School of Advanced Studies do have the opportunity to meet face-to-face during residencies: intense, multi-day periods of work and study that take place in different locations around the country. During residencies, students develop their critical thinking and leadership skills, refine their prospectuses, and work with faculty on the final chapters of their dissertations.

Dr. Jack Crews, Associate Dean of the School of Advanced Studies, believes the residencies are vital to the success of the doctoral program. "Doctoral learning is not intended to be a lonely activity," he says. "Students need to learn how to dialogue and engaged in collaborative authorship and peer review. We also have a rich, diverse community of scholars in our program—diverse in terms of geography, profession, field of study, and research interests—and it's imperative that we capitalize upon that diversity."

Interdisciplinarity Leads to a Fruitful Exchange of Ideas

Another striking feature of the School of Advanced Studies is its commitment to interdisciplinarity. In their third residency, for example, doctoral candidates meet and work with students from outside their discipline, and thereby learn to present their research in such a way that those from other fields can understand it. This practice can make for a fruitful cross-fertilization of ideas, Moreland says. "It also increases the potential impact of their research," he adds, "and teaches them to be careful in how they're using terms and delivering information."

Students are also encouraged, where appropriate, to include a faculty member from outside their discipline on their dissertation committee. "It's exciting to be part of an interdisciplinary committee," Crews says. "You see where models and methodology share characteristics that cross disciplines. It helps us, as faculty, to expand our understanding and question our assumptions as well."

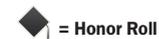
The Doctorate is Just the Beginning for University of Phoenix Alumni

Most School of Advanced Studies alumni find that the journey doesn't end when they receive their diplomas; many, in fact, have become committed researchers who have continued to publish, present on, and investigate the questions that intrigue them long after graduation.

"If you're just going through the program to get the degree, then you might be missing out on some of the potential impact of the doctoral process," says Bryan, who is now studying leadership theory as it applies to U.S. businesses during the recession. "It's not just about that piece of paper that says you have a doctorate—it can be life-changing."



Great Colleges to Work For 2010



All institutional data provided by the colleges. Reporting by ILANA KOWARSKI and KELLY TRUONG

◆ Abilene Christian University

Abilene, Tex. | acu.edu

Full-time administrators: **13**
 Full-time faculty members: **242**
 Full-time exempt professional staff members: **336**
 Adjunct/part-time faculty members: **N/A**

AVERAGE ANNUAL SALARY

Administrators: **\$155,480**
 Full-time faculty members: **\$61,029**
 Exempt professional staff members: **\$48,780**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.0%**
 All other staff members (excluding faculty): **6.0%**

Recognition categories: Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship

Employees have opportunities for spiritual and professional development through service activities, faith and learning discussions, and faculty-enrichment events. Podcasts of the events are available online. Topics have included "Diversity and Multiculturalism" and "The Good, the Bad, and the Blogger."

◆ Anne Arundel Community College (two-year)

Arnold, Md. | aacc.edu

Full-time administrators: **127**
 Full-time faculty members: **262**
 Full-time exempt professional staff members: **236**
 Adjunct/part-time faculty members: **1,158**

AVERAGE ANNUAL SALARY

Administrators: **\$88,927**
 Full-time faculty members: **\$68,662**
 Exempt professional staff members: **\$56,849**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **0.9%**
 All other staff members (excluding faculty): **4.8%**

Recognition categories: Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Diversity

Monthly meetings between the president and various faculty, administrator, and staff groups help bring campus issues to the surface. The groups also meet on their own. To relieve stress, employees can take advantage of a free massage clinic run by massage-therapy students on campus (though \$10 donations are encouraged).

Athens State University

Athens, Ala. | athens.edu

Full-time administrators: **5**
 Full-time faculty members: **89**
 Full-time exempt professional staff members: **29**
 Adjunct/part-time faculty members: **125**

AVERAGE ANNUAL SALARY

Administrators: **\$113,199**
 Full-time faculty members: **\$69,608**
 Exempt professional staff members: **\$70,990**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.1%**
 All other staff members (excluding faculty): **5.9%**

Recognition categories: Compensation & Benefits; Facilities, Workspace & Security; Work/Life Balance

The Sick Leave Bank allows university employees to help one another in tough times. If a faculty or staff member falls ill and has used up all of his or her own sick days, other employees can lend them some. Employees may borrow up to 15 days on this basis.

Austin College

Sherman, Tex. | austincollege.edu

Full-time administrators: **20**
 Full-time faculty members: **117**
 Full-time exempt professional staff members: **42**
 Adjunct/part-time faculty members: **15**

AVERAGE ANNUAL SALARY

Administrators: **\$63,753**
 Full-time faculty members: **\$70,594**
 Exempt professional staff members: **\$35,728**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course N/A**

VOLUNTARY TURNOVER RATE

Faculty members: **0.0%**
 All other staff members (excluding faculty): **2.5%**

Recognition categories: Collaborative Governance, Teaching Environment, Tenure Clarity & Process

Senior leaders hold bimonthly meetings with groups of employees to discuss the state of the campus. If any faculty or staff members have a complaint about a college practice or policy, they can receive a hearing from the college's Judicial Bodies Chart.

Babson College

Babson Park, Mass. | babson.edu

Full-time administrators: **79**
 Full-time faculty members: **184**
 Full-time exempt professional staff members: **214**
 Adjunct/part-time faculty members: **124**

AVERAGE ANNUAL SALARY

Administrators: **\$133,291**
 Full-time faculty members: **\$113,609**
 Exempt professional staff members: **\$60,442**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **NA**

VOLUNTARY TURNOVER RATE

Faculty members: **7.1%**

All other staff members (excluding faculty): Facilities, Workspace & Security

Sustainability is a high priority for college facilities. Babson has put more than \$520,000 into energy-saving projects, including recycling programs, the use of biodiesel fuel in maintenance vehicles, and the automation of electrical equipment.

◆ Birmingham-Southern College

Birmingham, Ala. | bsc.edu

Full-time administrators: **39**
 Full-time faculty members: **110**
 Full-time exempt professional staff members: **98**
 Adjunct/part-time faculty members: **21**

AVERAGE ANNUAL SALARY

Administrators: **\$154,741**
 Full-time faculty members: **\$66,284**
 Exempt professional staff members: **\$51,513**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.5%**
 All other staff members (excluding faculty): **9.0%**

Recognition categories: Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Confidence in Senior Leadership; Tenure Clarity & Process

When an employee retires, the college provides continued access, at a reduced premium, to health, dental, and vision insurance. A retired employee keeps a lifelong college e-mail account, access to the fitness center, and can take advantage of retirement counseling.

◆ Blue Ridge Community College (two-year)

Weyers Cave, Va. | brcc.edu

Full-time administrators: **18**
 Full-time faculty members: **65**
 Full-time exempt professional staff members: **38**

Adjunct/part-time faculty members: **173**

AVERAGE ANNUAL SALARY

Administrators: **\$79,487**
 Full-time faculty members: **\$57,179**
 Exempt professional staff members: **\$42,229**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**
 Voluntary turnover rate
 Faculty members: **1.5%**
 All other staff members (excluding faculty): **5.0%**

Recognition categories: Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation

In spite of budget shortfalls, this college gave employees \$50,000 in pay increases this year. The institution offers employees free courses and flexible scheduling, and it gives some the opportunity to telecommute. An indicator of high job satisfaction, the voluntary turnover rate was less than 2% for the 2010 fiscal year.

Buena Vista University

Storm Lake, Iowa | bv.edu

Full-time administrators: **33**
 Full-time faculty members: **83**
 Full-time exempt professional staff members: **102**
 Adjunct/part-time faculty members: **293**

AVERAGE ANNUAL SALARY

Administrators: **\$83,078**
 Full-time faculty members: **\$61,406**
 Exempt professional staff members: **\$40,876**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **9.0%**
 All other staff members (excluding faculty): **9.0%**

Recognition categories: Tenure Clarity & Process

Tenure applications are notable for their openness, with the goal of strengthening faculty members' records. Every time an addition is made to an application, the candidate is able to review it and write a response with any objections or concerns.

California State University-Channel Islands

Camarillo, Calif. | csuci.edu

Full-time administrators: **78**
 Full-time faculty members: **137**
 Full-time exempt professional staff members: **69**
 Adjunct/part-time faculty members: **138**

AVERAGE ANNUAL SALARY

Administrators: **\$107,761**
 Full-time faculty members: **\$80,209**
 Exempt professional staff members: **\$60,761**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.2%**
 All other staff members (excluding faculty): **9.7%**

Recognition categories: Collaborative Governance

Open-door policies are common. The dean holds brown-bag lunches at least twice a semester and conducts all-faculty meetings at least once a semester. The provost maintains open office hours. The president responds to meeting requests from all employees.

Canisius College

Buffalo, N.Y. | canisius.edu

Full-time administrators: **38**
 Full-time faculty members: **230**
 Full-time exempt professional staff members: **179**
 Adjunct/part-time faculty members: **233**

AVERAGE ANNUAL SALARY

Administrators: **\$53,494**

Continued on Page B16

Category definitions:

Collaborative Governance: Faculty members are appropriately involved in decisions related to academic programs.	Professional/Career-Development Programs: Employees are given the opportunity to develop skills and understand requirements to advance in their careers.	Teaching Environment (faculty only): Faculty members say the institution recognizes innovative and high-quality teaching.	Compensation and Benefits: Pay is fair, and benefits meet the needs of employees.	Facilities, Workspaces, & Security: Facilities meet needs, campus appearance is pleasing, and steps are taken to provide a secure environment.	Job Satisfaction: Overall job satisfaction.	Work/Life Balance: Policies give employees the flexibility to manage their personal lives.	Confidence in Senior Leadership: Leaders have the knowledge, skills, and experience necessary for institutional success.	Supervisor or Department-Chair Relationship: Supervisor makes expectations clear and solicits ideas.	Respect and Appreciation: Employees are regularly recognized for their contributions.	Tenure Clarity and Process (4-year colleges only; faculty only): Requirements for tenure are clear, faculty members say.	Diversity: The institution makes a concerted effort to create a welcoming and fair environment for all its employees.
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Great Colleges to Work For 2010

Continued From Page B14

Full-time faculty members: **\$74,539**

Exempt professional staff members: **\$106,710**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **N/A**

All other staff members (excluding faculty): **N/A**

Recognition categories: Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance

Full-time employees may receive assistance buying homes in the area, with low-interest loans available to help them buy houses in nearby neighborhoods. Staff members' security on the campus is enhanced by an armed public-safety force.

Central Texas College (two-year)

Killeen, Tex. | ctcd.edu

Full-time administrators: **109**

Full-time faculty members: **162**

Full-time exempt professional staff members: **171**

Adjunct/part-time faculty members: **537**

AVERAGE ANNUAL SALARY

Administrators: **\$74,883**

Full-time faculty members: **\$65,554**

Exempt professional staff members: **\$43,312**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **15.0%**

All other staff members (excluding faculty): **20.0%**

Recognition categories: Compensation & Benefits, Job Satisfaction

Stationed in a military community, Central Texas serves veterans, and its community feels strong camaraderie, administrators say. Employees receive a significant amount of sick leave and vacation time, as well as tuition remission for themselves and their families.

Centre College

Danville, Ky. | centre.edu

Full-time administrators: **21**

Full-time faculty members: **105**

Full-time exempt professional staff members: **98**

Adjunct/part-time faculty members: **30**

AVERAGE ANNUAL SALARY

Administrators: **\$96,241**

Full-time faculty members: **\$66,250**

Exempt professional staff members: **\$43,119**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.0%**

All other staff members (excluding faculty): **4.0%**

Recognition categories: Collaborative Governance; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Respect & Appreciation; Tenure Clarity & Process

At the beginning of the most recent academic year, the college, facing budget cuts, solicited cost-saving ideas from faculty and staff members and students. Senior staff members have already put a few of those ideas into effect.

Colby-Sawyer College

New London, N.H. | colby-sawyer.edu

Full-time administrators: **66**

Full-time faculty members: **64**

Full-time exempt professional staff members: **85**

Adjunct/part-time faculty members: **36**

AVERAGE ANNUAL SALARY

Administrators: **\$65,000**

Full-time faculty members: **\$55,000**

Exempt professional staff members: **\$45,000**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **5.0%**

All other staff members (excluding faculty): **2.0%**

Recognition categories: Collaborative Governance, Compensation & Benefits, Work/Life Balance, Confidence in Senior Leadership, Respect & Appreciation

When hiring administrative employees, the college holds open-campus interviews, allowing anyone associated with Colby-Sawyer to show up and ask questions of candidates. The president says he knows all of the students by name.

College of Saint Rose

Albany, N.Y. | strose.edu

Full-time administrators: **65**

Full-time faculty members: **215**

Full-time exempt professional staff members: **113**

Adjunct/part-time faculty members: **215**

AVERAGE ANNUAL SALARY

Administrators: **\$75,075**

Full-time faculty members: **\$50,746**

Exempt professional staff members: **\$42,651**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **0.5%**

All other staff members (excluding faculty): **10.6%**

Recognition categories: Collaborative Governance, Professional/Career-Development Programs, Job Satisfaction, Work/Life Balance, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation, Tenure Clarity & Process

The college allows faculty and staff members to participate in budget committees and regularly negotiates with unionized employees. Employees may obtain extensive paid leave if they are sick, disabled, or starting families.

Delaware County Community College (two-year)

Media, Pa. | dcc.edu

Full-time administrators: **54**

Full-time faculty members: **143**

Full-time exempt professional staff members: **117**

Adjunct/part-time faculty members: **659**

AVERAGE ANNUAL SALARY

Administrators: **\$93,619**

Full-time faculty members: **\$75,819**

Exempt professional staff members: **\$60,200**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.0%**

All other staff members (excluding faculty): **3.0%**

Recognition categories: Confidence in Senior Leadership

New faculty members attend a number of orientation sessions, on arrival and throughout their first academic year. For further support, the Center to Promote Excellence in Teaching and Learning provides the teaching faculty with various resources.

Des Moines University

Des Moines, Iowa | dmu.edu

Full-time administrators: **36**

Full-time faculty members: **81**

Full-time exempt professional staff members: **87**

Adjunct/part-time faculty members: **5**

AVERAGE ANNUAL SALARY

Administrators: **\$123,219**

Full-time faculty members: **\$105,465**

Exempt professional staff members: **\$52,366**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.4%**

All other staff members (excluding faculty): **5.6%**

Recognition categories: Professional/Career-Development Programs; Compensation & Benefits; Facilities, Workspace & Security

Two years ago, the university introduced its Community Service Release Program, which allows employees to use work time to volunteer for approved activities such as service projects, mentoring/tutoring, and disaster relief.

Duke University

Durham, N.C. | duke.edu

Full-time administrators: **661**

Full-time faculty members: **3,718**

Full-time exempt professional staff members: **6,644**

Adjunct/part-time faculty members: **1,800**

AVERAGE ANNUAL SALARY

Administrators: **\$103,332**

Full-time faculty members: **\$131,407**

Exempt professional staff members: **\$62,675**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **N/A**

VOLUNTARY TURNOVER RATE

Faculty members: **8.0%**

All other staff members (excluding faculty): **12.0%**

Recognition categories: Facilities, Workspace & Security

Twenty-two of Duke's buildings are either recognized by LEED, the green-building-certification system, or are in the process of attaining such recognition. In addition to public-transportation options on the campus, the university offers staff and faculty members a carpool program that includes free parking and free emergency passes.

Eastern Connecticut State University

Willimantic, Conn. | easternct.edu

Full-time administrators: **34**

Full-time faculty members: **198**

Full-time exempt professional staff members: **184**

Adjunct/part-time faculty members: **253**

AVERAGE ANNUAL SALARY

Administrators: **\$130,720**

Full-time faculty members: **\$73,915**

Exempt professional staff members: **\$63,584**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **2.0%**

All other staff members (excluding faculty): **4.0%**

Recognition categories: Collaborative Governance

In addition to holding open office hours, the president regularly visits academic and administrative departments to field questions. Every semester a randomly selected group of employees and students attends a series of breakfasts with the president to discuss campus issues.

Eastern Kentucky University

Richmond, Ky. | eku.edu

Full-time administrators: **60**

Full-time faculty members: **696**

Full-time exempt professional staff members: **639**

Adjunct/part-time faculty members: **470**

AVERAGE ANNUAL SALARY

Administrators: **\$106,688**

Full-time faculty members: **\$62,187**

Exempt professional staff members: **\$49,317**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **7.6%**

All other staff members (excluding faculty): **12.0%**

Recognition categories: Professional/Career-Development Programs, Teaching Environment, Work/Life Balance, Confidence in Senior Leadership, Tenure Clarity & Process

Employees can participate in the Healthy You program at the university, in which they log their eating habits online, take part in challenges, and manage their exercise routines. Awards for progress are given out at the end of the year.

Elon University

Elon, N.C. | elon.edu

Full-time administrators: **139**

Full-time faculty members: **377**

Full-time exempt professional staff members: **240**

Adjunct/part-time faculty members: **149**

AVERAGE ANNUAL SALARY

Administrators: **\$87,945**

Full-time faculty members: **\$68,607**

Exempt professional staff members: **\$48,937**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **2.2%**

All other staff members (excluding faculty): **8.5%**

Recognition categories: Collaborative Governance; Teaching Environment; Facilities, Workspace & Security; Confidence in Senior Leadership; Respect & Appreciation

At the end of every academic year, the university holds a Staff Appreciation Day. Campus offices are closed, and employees participate in daylong activities that include an address from the president, a keynote speaker, and an award ceremony.

Emory University

Atlanta, Ga. | emory.edu

Full-time administrators: **332**

Full-time faculty members: **2,947**

Full-time exempt professional staff members: **5,120**

Adjunct/part-time faculty members: **532**

AVERAGE ANNUAL SALARY

Administrators: **\$152,380**

Full-time faculty members: **\$95,274**

Exempt professional staff members: **\$55,267**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **6.2%**

All other staff members (excluding faculty): **8.6%**

Recognition categories: Facilities, Workspace & Security

The university ranks among the United States's top campuses in LEED-certified green buildings. Its new Conference Center Hotel recently achieved LEED silver certification, making it the 13th building on the campus to be certified.

◆ Endicott College

Beverly, Mass. | endicott.edu

Full-time administrators: **45**

Full-time faculty members: **81**

Full-time exempt professional staff members: **148**

Adjunct/part-time faculty members: **167**

AVERAGE ANNUAL SALARY

Administrators: **\$109,570**

Full-time faculty members: **\$68,584**

Exempt professional staff members: **\$49,182**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.0%**

All other staff members (excluding faculty): **4.0%**

Recognition categories: Collaborative Governance, Teaching Environment, Confidence in Senior Leadership, Respect & Appreciation, Tenure Clarity & Process

Experienced faculty members help orient new colleagues through the first year of employment. The mentoring program includes weekly meetings, classroom observations (in the mentor's classes as well as the new arrival's), teaching workshops, focus groups, and an end-of-year assessment.

◆ Furman University

Greenville, S.C. | furman.edu

Full-time administrators: **48**

Full-time administrators: **244**

Full-time exempt professional staff members: **217**

Adjunct/part-time faculty members:

AVERAGE ANNUAL SALARY

Administrators: **\$107,835**

Full-time faculty members: **\$75,230**

Exempt professional staff members: **\$49,918**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **5.0%**

All other staff members (excluding faculty): **9.8%**

Recognition categories: Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Tenure Clarity & Process

With an eye toward employee retention, the university extends paid vacation time and retirement contributions according to length of employment. Employees also get free supervisory and administrative development programs.

◆ George Mason University

Fairfax, Va. | gmu.edu

Full-time administrators: **733**

Full-time faculty members: **1,350**

Full-time exempt professional staff members: **380**

Adjunct/part-time faculty members: **1,046**

AVERAGE ANNUAL SALARY

Administrators: **\$81,123**

Full-time faculty members: **\$88,077**

Exempt professional staff members: **\$52,087**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **6.0%**

All other staff members (excluding faculty): **8.1%**

Recognition categories: Collaborative Governance, Professional/Career-Development Programs, Job Satisfaction, Work/Life Balance, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation

Workers need not live in the university's Northern Virginia area. George Mason employs some 25 people elsewhere in the country through a remote-work program.

Georgetown University

Washington, D.C. | georgetown.edu

Full-time administrators: **783**

Full-time faculty members: **1,311**

Full-time exempt professional staff members: **1,307**

Adjunct/part-time faculty members: **748**

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Great Colleges to Work For 2010

Continued From Preceding Page

AVERAGE ANNUAL SALARY

Administrators: **\$97,605**
 Full-time faculty members: **\$105,828**
 Exempt professional staff members: **\$58,586**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.0%**
 All other staff members (excluding faculty): **9.0%**

Recognition categories: Teaching Environment

The location, in Washington, is seen by employees as a major benefit. They also can take advantage of the campus's many amenities, including restaurants and cafes, pharmacy and child-care centers, counseling, banking, arts exhibits, and a packing-and-shipping service.

◆ Georgia Institute of Technology

Atlanta, Ga. | gatech.edu

Full-time administrators: **75**
 Full-time faculty members: **2,335**
 Full-time exempt professional staff members: **2,489**
 Adjunct/part-time faculty members: **11**

AVERAGE ANNUAL SALARY

Administrators: **\$194,065**
 Full-time faculty members: **\$94,215**
 Exempt professional staff members: **\$64,441**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **N/A**

VOLUNTARY TURNOVER RATE

Faculty members: **3.0%**
 All other staff members (excluding faculty): **7.0%**

Recognition categories: Collaborative Governance; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship

Three months after being hired, staffers are invited to take a confidential survey evaluating their experience so far. Employees leaving the university are asked to fill out an exit survey to assess the working climate there.

◆ Gettysburg College

Gettysburg, Pa. | gettysburg.edu

Full-time administrators: **71**
 Full-time faculty members: **209**
 Full-time exempt professional staff members: **151**
 Adjunct/part-time faculty members: **77**

AVERAGE ANNUAL SALARY

Administrators: **\$88,612**
 Full-time faculty members: **\$74,186**
 Exempt professional staff members: **\$49,598**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.0%**
 All other staff members (excluding faculty): **10.0%**

Recognition categories: Collaborative Governance; Professional/Career-Development Programs; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Tenure Clarity & Process; Diversity

At a time when budget cuts pose a threat to positions and departments, administrators have made a concerted effort to increase communication about the college's financial situation. The president keeps in touch with staff and faculty members through frequent updates, presentations, and town-hall meetings.

Hardin-Simmons University

Abilene, Tex. | hsutx.edu

Full-time administrators: **47**
 Full-time faculty members: **152**
 Full-time exempt professional staff members: **67**

Adjunct/part-time faculty members: **8**

AVERAGE ANNUAL SALARY

Administrators: **\$70,695**
 Full-time faculty members: **\$59,524**
 Exempt professional staff members: **\$35,666**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **7.0%**
 All other staff members (excluding faculty): **7.2%**

Recognition categories: Job Satisfaction, Work/Life Balance, Supervisor/Department-Chair Relationship, Tenure Clarity & Process

Employees can take reduced-price vacations at a number of places. The university owns three cabins in Ruidoso, N.M., a mountainous retreat, which faculty and staff members can rent for vacation. Through arrangements with travel agencies, they also have access to other facilities throughout the country and overseas.

Harvard University

Cambridge, Mass. | harvard.edu

Full-time administrators: **564**
 Full-time faculty members: **1,847**
 Full-time exempt professional staff members: **4,807**
 Adjunct/part-time faculty members: **1,147**

AVERAGE ANNUAL SALARY

Administrators: **\$86,801**
 Full-time faculty members: **\$147,788**
 Exempt professional staff members: **\$86,801**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **N/A**
 All other staff members (excluding faculty): **7.0%**

Recognition categories: Compensation & Benefits; Facilities, Workspace & Security

The Harvard Bridge to Learning and Literacy helps educate 500 service employees every semester. Dining-hall workers, custodians, groundskeepers, and other staff members participate in free ESL classes, computer training, preparation for citizenship and GED tests, and one-on-one tutoring.

Hazard Community & Technical College

(two-year)

Hazard, Ky. | hazard.kctcs.edu

Full-time administrators: **11**
 Full-time faculty members: **110**
 Full-time exempt professional staff members: **57**
 Adjunct/part-time faculty members: **50**

AVERAGE ANNUAL SALARY

Administrators: **\$82,342**
 Full-time faculty members: **\$52,985**
 Exempt professional staff members: **\$39,075**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.0%**
 All other staff members (excluding faculty): **4.0%**

Recognition categories: Professional/Career-Development Programs, Compensation & Benefits, Job Satisfaction

Every year the college's professional-development committee organizes eight days devoted to career-development workshops and activities. The institution keeps tabs on the satisfaction of its employees, inviting them to participate in surveys throughout the year to assess the need for changes.

◆ Highline Community College (two-year)

Des Moines, Wash. | highline.edu

Full-time administrators: **24**
 Full-time faculty members: **138**
 Full-time exempt professional staff members: **118**
 Adjunct/part-time faculty members: **344**

AVERAGE ANNUAL SALARY

Administrators: **\$84,689**
 Full-time faculty members: **\$60,020**
 Exempt professional staff members: **\$47,655**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.0%**
 All other staff members (excluding faculty): **3.0%**

Recognition categories: Professional/Career-Development Programs, Teaching Environment, Job Satisfaction, Work/Life Balance, Confidence in Senior Leadership

Administrators keep in close touch with staff and faculty members, especially when economic crisis hits. When the college was going through budget cuts, it increased the number of all-campus meetings. Two years ago, when the college eliminated 44 positions, employees were notified six months in advance to allow them to figure out what to do.

◆ Hofstra University

Hempstead, N.Y. | hofstra.edu

Full-time administrators: **709**
 Full-time faculty members: **544**
 Full-time exempt professional staff members: **14**
 Adjunct/part-time faculty members: **589**

AVERAGE ANNUAL SALARY

Administrators: **\$76,149**
 Full-time faculty members: **\$101,897**
 Exempt professional staff members: **\$61,436**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **N/A**
 All other staff members (excluding faculty): **7.0%**

Recognition categories: Collaborative Governance, Professional/Career-Development Programs, Teaching Environment, Compensation & Benefits, Supervisor/Department-Chair Relationship, Respect & Appreciation, Tenure Clarity & Process

This past academic year, the university introduced a Management/Professional Development Certification Program. Its courses, in a range of areas include training employees in how to motivate others, improve their individual skills, and encourage discussion among colleagues.

◆ Howard Community College (two-year)

Columbia, Md. | howardcc.edu

Full-time administrators: **60**
 Full-time faculty members: **150**
 Full-time exempt professional staff members: **244**
 Adjunct/part-time faculty members: **303**

AVERAGE ANNUAL SALARY

Administrators: **\$91,014**
 Full-time faculty members: **\$69,634**
 Exempt professional staff members: **\$51,875**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.4%**
 All other staff members (excluding faculty): **5.8%**

Recognition categories: Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Diversity

This college uses a "vital signs" check-up survey to determine what areas of work-life need to be improved, and it engages in a campuswide dialogue with employees on how those changes might be made. Employees receive regular feedback on job performance and have access to life-coaching services.

◆ Indian River State College

Fort Pierce, Fla. | irsc.edu

Full-time administrators: **33**

Category definitions:

Collaborative Governance: Faculty members are appropriately involved in decisions related to academic programs.	Professional/Career-Development Programs: Employees are given the opportunity to develop skills and understand requirements to advance in their careers.	Teaching Environment (faculty only): Faculty members say the institution recognizes innovative and high-quality teaching.	Compensation and Benefits: Pay is fair, and benefits meet the needs of employees.	Facilities, Workspaces, & Security: Facilities meet needs, campus appearance is pleasing, and steps are taken to provide a secure environment.	Job Satisfaction: Overall job satisfaction.	Work/Life Balance: Policies give employees the flexibility to manage their personal lives.	Confidence in Senior Leadership: Leaders have the knowledge, skills, and experience necessary for institutional success.	Supervisor or Department-Chair Relationship: Supervisor makes expectations clear and solicits ideas.	Respect and Appreciation: Employees are regularly recognized for their contributions.	Tenure Clarity and Process (4-year colleges only; faculty only): Requirements for tenure are clear, faculty members say.	Diversity: The institution makes a concerted effort to create a welcoming and fair environment for all its employees.
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Full-time faculty members: **207**
 Full-time exempt professional staff members: **187**
 Adjunct/part-time faculty members: **802**

AVERAGE ANNUAL SALARY

Administrators: **\$114,160**
 Full-time faculty members: **\$70,460**
 Exempt professional staff members: **\$51,913**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **0.5%**
 All other staff members (excluding faculty): **0.4%**

Recognition categories: Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Tenure Clarity & Process

Employees are encouraged to feel that the college will help them succeed both on the campus and beyond. Indian River's institutional-effectiveness department helps them find advancement opportunities, both within the college and at other institutions.

Johnson County Community College (two-year)

Overland Park, Kan. | jccc.edu

Full-time administrators: **114**
 Full-time faculty members: **324**
 Full-time exempt professional staff members: **172**
 Adjunct/part-time faculty members: **594**

AVERAGE ANNUAL SALARY

Administrators: **\$148,101**
 Full-time faculty members: **\$66,680**
 Exempt professional staff members: **\$76,586**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.5%**
 All other staff members (excluding faculty): **2.9%**

Recognition categories: Facilities, Workspace & Security

The library staff helps faculty and staff members stay in touch with the latest in technology. The library's Educational Technology Center offers instruction and support services, as well as access to digital cameras, camcorders, scanners, and digital-video workstations. Employees who need to archive their files can use DVD/CD duplicators.

Juniata College

Huntingdon, Pa. | juniata.edu

Full-time administrators: **56**
 Full-time faculty members: **102**
 Full-time exempt professional staff members: **81**
 Adjunct/part-time faculty members: **48**

AVERAGE ANNUAL SALARY

Administrators: **\$64,682**
 Full-time faculty members: **\$66,321**
 Exempt professional staff members: **\$39,333**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **0.0%**
 All other staff members (excluding faculty): **4.0%**

Recognition categories: Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Respect & Appreciation

The college tries to maintain a sense of humor and minimize bureaucracy on the campus, operating in an environment where surprise holidays and parties are commonplace. The president's wife publishes an employee newsletter, in which faculty and staff members can highlight outstanding efforts of their colleagues.

Lake Area Technical Institute (two-year)

Watertown, S.D. | lakeareatech.edu

Full-time administrators: **4**
 Full-time faculty members: **82**
 Full-time exempt professional staff members: **39**
 Adjunct/part-time faculty members: **7**

AVERAGE ANNUAL SALARY

Administrators: **\$87,497**
 Full-time faculty members: **\$47,009**
 Exempt professional staff members: **\$39,082**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **4.0%**
 All other staff members (excluding faculty): **2.0%**

Recognition categories: Collaborative Governance, Teaching Environment, Work/Life Balance, Confidence in Senior Leadership, Respect & Appreciation

Both staff members and students participate in extensive volunteer service, fostering an atmosphere of collaboration and respect. Last year they completed more than 20,000 hours of service, including assisting with community H1N1 vaccinations, tax preparation for the elderly, and therapeutic riding programs.

Lasell College

Newton, Mass. | lasell.edu

Full-time administrators: **48**
 Full-time faculty members: **67**
 Full-time exempt professional staff members: **79**
 Adjunct/part-time faculty members: **128**

AVERAGE ANNUAL SALARY

Administrators: **\$81,775**
 Full-time faculty members: **\$64,746**
 Exempt professional staff members: **\$56,365**

Continued on Following Page



Second Century Initiative

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Great Colleges to Work For 2010

Continued From Preceding Page

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **2.0%**

All other staff members (excluding faculty): **15.0%**

Recognition categories: Professional/Career-Development Programs, Teaching Environment, Supervisor/Department-Chair Relationship

The college annually recognizes innovative accomplishments of faculty and staff members with awards for excellence in educational leadership. Last year's awards went to two faculty members and one staff member.

Lincoln Christian University

Lincoln, Ill. | lincolchristian.edu

Full-time administrators: **5**

Full-time faculty members: **54**

Full-time exempt professional staff members: **32**

Adjunct/part-time faculty members: **47**

AVERAGE ANNUAL SALARY

Administrators: **\$92,318**

Full-time faculty members: **\$48,784**

Exempt professional staff members: **\$37,938**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **0.0%**

All other staff members (excluding faculty): **4.0%**

Recognition categories: Work/Life Balance, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship

Each month, senior administrators hold meetings with all members of the faculty and staff. Twice a month, the senior leaders hold meetings with their own teams of employees.

Lindenwood University

St. Charles, Mo. | lindenwood.edu

Full-time administrators: **7**

Full-time faculty members: **188**

Full-time exempt professional staff members: **76**

Adjunct/part-time faculty members: **538**

AVERAGE ANNUAL SALARY

Administrators: **\$151,000**

Full-time faculty members: **\$66,000**

Exempt professional staff members: **\$44,000**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.0%**

All other staff members (excluding faculty): **2.0%**

Recognition categories: Collaborative Governance, Confidence in Senior Leadership

The university provides all faculty and staff members with lunch every day, allowing them to interact with students and helping to build a sense of community.

Lone Star College System (two-year)

The Woodlands, Tex. | lonestar.edu

Full-time administrators: **190**

Full-time faculty members: **731**

Full-time exempt professional staff members: **427**

Adjunct/part-time faculty members: **1,951**

AVERAGE ANNUAL SALARY

Administrators: **\$94,225**

Full-time faculty members: **\$65,006**

Exempt professional staff members: **\$50,909**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **5.0%**

All other staff members (excluding faculty): **8.2%**

Recognition categories: Professional/Career-Development Programs; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Supervisor/Department-Chair Relationship; Diversity

Innovation grants from the college, a program started last year, encourage faculty members to develop educational technology and to study international topics in foreign countries. In 2009-10 the college awarded three grants totaling \$204,000 to projects in nursing education, software technology, and touch-screen development.

Manchester College

North Manchester, Ind. | manchester.edu

Full-time administrators: **6**

Full-time faculty members: **72**

Full-time exempt professional staff members: **95**

Adjunct/part-time faculty members: **33**

AVERAGE ANNUAL SALARY

Administrators: **\$135,866**

Full-time faculty members: **\$50,560**

Exempt professional staff members: **\$40,189**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **0.0%**

All other staff members (excluding faculty): **6.8%**

Recognition categories: Teaching Environment, Tenure Clarity & Process

This small college is the country's only higher-education institution with a seat at the United Nations as a nongovernmental organization. It also has the first peace-studies program in the nation.

Marywood University

Scranton, Pa. | marywood.edu

Full-time administrators: **43**

Full-time faculty members: **45**

Full-time exempt professional staff members: **120**

Adjunct/part-time faculty members: **240**

AVERAGE ANNUAL SALARY

Administrators: **\$87,800**

Full-time faculty members: **\$65,800**

Exempt professional staff members: **\$41,000**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **12.0%**

All other staff members (excluding faculty): **10.0%**

Recognition categories: Professional/Career-Development Programs; Facilities, Workspace & Security; Respect & Appreciation

Three separate senates, for faculty members, professional-staff members, and support-staff members, take on a mix of governance and social activities. The support-staff senate, for instance, holds raffles to sponsor employee outings, such as nights out with dinner and the theater.

McKendree University

Lebanon, Ill. | mckendree.edu

Full-time administrators: **8**

Full-time faculty members: **91**

Full-time exempt professional staff members: **81**

Adjunct/part-time faculty members: **206**

AVERAGE ANNUAL SALARY

Administrators: **\$103,964**

Full-time faculty members: **\$57,739**

Exempt professional staff members: **\$42,784**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.0%**

All other staff members (excluding faculty): **10.0%**

Recognition categories: Collaborative Governance, Professional/Career-Development Programs, Teaching Environment, Job Satisfaction, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation, Tenure Clarity & Process

Employees are eligible for free tuition in the university's 37 undergraduate and four graduate areas of study. Spouses and children, too, can take free classes, either at McKendree or through its exchange program with other institutions.

McMurry University

Abilene, Tex. | mcm.edu

Full-time administrators: **17**

Full-time faculty members: **77**

Full-time exempt professional staff members: **79**

Adjunct/part-time faculty members: **72**

AVERAGE ANNUAL SALARY

Administrators: **\$87,668**

Full-time faculty members: **\$51,343**

Exempt professional staff members: **\$37,957**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **Less than \$1,500 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.0%**

All other staff members (excluding faculty): **1.0%**

Recognition categories: Work/Life Balance

After retirement, employees continue receiving university health insurance at the same rate as current employees. The university also pays in full for its employees' life-insurance premiums.

MGH Institute of Health Professions

Boston, Mass. | mghihp.edu

Full-time administrators: **12**

Full-time faculty members: **61**

Full-time exempt professional staff members: **28**

Adjunct/part-time faculty members: **23**

AVERAGE ANNUAL SALARY

Administrators: **\$164,104**

Full-time faculty members: **\$83,011**

Exempt professional staff members: **\$61,838**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **N/A**

All other staff members (excluding faculty): **N/A**

Recognition categories: Collaborative Governance, Work/Life Balance, Respect & Appreciation

Each month, the president extends brown-bag lunch invitations to staff members to discuss perceptions of the institute. The provost and vice president for academic affairs recently started an online blog to keep everyone on the campus updated and informed.

Miami Dade College (two-year)

Miami, Fla. | mdc.edu

Full-time administrators: **497**

Full-time faculty members: **686**

Full-time exempt professional staff members: **330**

Adjunct/part-time faculty members: **1,846**

AVERAGE ANNUAL SALARY

Administrators: **\$77,537**

Full-time faculty members: **\$64,372**

Exempt professional staff members: **\$42,915**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.0%**

All other staff members (excluding faculty): **4.0%**

Recognition categories: Professional/Career-Development Programs, Respect & Appreciation, Diversity

Located in South Florida, Miami Dade caters to a diverse student body, and its staff is representative of the surrounding community. Administrators promote from within and encourage upward career mobility among employees. Faculty members may receive endowed chairs and grants in recognition of excellent teaching.

Mineral Area College (two-year)

Park Hills, Mo. | mineralarea.edu

Full-time administrators: **12**

Full-time faculty members: **65**

Full-time exempt professional staff members: **32**

Adjunct/part-time faculty members: **132**

AVERAGE ANNUAL SALARY

Administrators: **\$93,021**

Full-time faculty members: **\$49,721**

Exempt professional staff members: **\$47,799**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.0%**

All other staff members (excluding faculty): **0.3%**

Recognition categories: Collaborative Governance, Job Satisfaction, Work/Life Balance, Supervisor/Department-Chair Relationship

This college gives employees nearly two months of paid time off, including vacations, sick time, and holidays. Employees may receive project grants and participate in a leadership academy. To ensure openness, the college hosts monthly meetings among the faculty, the staff, and the president.

Mississippi Gulf Coast Community College (two-year)

Perkinston, Miss. | mgccc.edu

Full-time administrators: **74**
 Full-time faculty members: **332**
 Full-time exempt professional staff members: **0**
 Adjunct/part-time faculty members: **224**

AVERAGE ANNUAL SALARY

Administrators: **\$70,000**
 Full-time faculty members: **\$46,548**
 Exempt professional staff members: **N/A: all staff is nonexempt**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **5.2%**
 All other staff members (excluding faculty): **4.3%**

Recognition categories: Facilities, Workspace & Security; Supervisor/Department-Chair Relationship; Respect & Appreciation

Newly renovated facilities have improved the work environment. The college has several campuses, and each building is equipped with an alarm system and surveillance cameras. To ensure local concerns are met, each campus has its own administration, and to emphasize teaching, each department is led by a teaching faculty member.

Missouri State University-West Plains (two-year)

West Plains, Mo. | wp.missouristate.edu

Full-time administrators: **9**
 Full-time faculty members: **33**
 Full-time exempt professional staff members: **31**
 Adjunct/part-time faculty members: **108**

AVERAGE ANNUAL SALARY

Administrators: **\$67,480**
 Full-time faculty members: **\$42,363**
 Exempt professional staff members: **\$36,077**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **11.3%**
 All other staff members (excluding faculty): **11.2%**

Recognition categories: Supervisor/Department-Chair Relationship

Employees say there is a culture of collegiality and respect within the college community. One faculty member commented that supervisors, at all levels, listen to input and consider recommended actions, and that employees feel they have a significant influence on the decision-making process.

◆ **National University**

La Jolla, Calif. | nu.edu

Full-time administrators: **84**
 Full-time faculty members: **233**
 Full-time exempt professional staff members: **135**
 Adjunct/part-time faculty members: **2,488**

AVERAGE ANNUAL SALARY

Administrators: **\$71,107**
 Full-time faculty members: **\$93,028**
 Exempt professional staff members: **\$55,585**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **5.4%**
 All other staff members (excluding faculty): **9.6%**

Recognition categories: Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation

In one of three sustainability initiatives put into effect last year, the university's Technology and Health Sciences Center runs on solar energy. The institution has also installed printer-management software to reduce the use of office paper, and upgraded its recycling program.

Nazareth College

Rochester, NY | naz.edu

Full-time administrators: **82**
 Full-time faculty members: **180**
 Full-time exempt professional staff members: **80**
 Adjunct/part-time faculty members: **267**

AVERAGE ANNUAL SALARY

Administrators: **\$69,279**
 Full-time faculty members: **\$65,609**
 Exempt professional staff members: **\$41,537**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.9%**
 All other staff members (excluding faculty): **13.3%**

Recognition categories: Confidence in Senior Leadership, Tenure Clarity & Process

The president makes it a high priority to stay in touch with campus employees. Besides his annual State of the College address, he attends staff/faculty assemblies, maintains an online blog, holds coffee hours, and meets regularly with small groups to discuss issues and concerns.

◆ **New York Chiropractic College**

Seneca Falls, N.Y. | nycc.edu

Full-time administrators: **36**
 Full-time faculty members: **66**
 Full-time exempt professional staff members: **20**
 Adjunct/part-time faculty members: **29**

AVERAGE ANNUAL SALARY

Administrators: **\$81,324**
 Full-time faculty members: **\$59,724**
 Exempt professional staff members: **\$41,284**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

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Great Colleges to Work For 2010

Continued From Preceding Page

VOLUNTARY TURNOVER RATE

Faculty members: **1.5%**

All other staff members (excluding faculty): **3.9%**

Recognition categories: Professional/Career-Development Programs; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation

It's common for employees to receive personal thank-you notes from senior officials for jobs well done. The college encourages a culture in which every employee—administrators and faculty and staff members alike—is engaged in providing student services and improving clinical practices.

New York Institute of Technology

Old Westbury, N.Y. | nyit.edu

Full-time administrators: **233**

Full-time faculty members: **273**

Full-time exempt professional staff members: **185**

Adjunct/part-time faculty members: **648**

AVERAGE ANNUAL SALARY

Administrators: **\$89,600**

Full-time faculty members: **\$103,300**

Exempt professional staff members: **\$58,900**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.0%**

All other staff members (excluding faculty): **7.5%**

Recognition categories: Compensation & Benefits

The university provides employees with competitive compensation, significant leave time, and premium health benefits at low cost. It conducts comparative surveys of compensation and adjusts salaries accordingly. Employees have received semiannual salary increases.

Niagara University

Niagara University, N.Y. | niagara.edu

Full-time administrators: **6**

Full-time faculty members: **148**

Full-time exempt professional staff members: **142**

Adjunct/part-time faculty members: **188**

AVERAGE ANNUAL SALARY

Administrators: **\$70,355**

Full-time faculty members: **\$63,645**

Exempt professional staff members: **\$40,256**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **32.7%**

All other staff members (excluding faculty): **10.2%**

Recognition categories: Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Tenure Clarity & Process

The tenure process is articulated in a collective-bargaining agreement, and tenure-track faculty members can participate in workshops about the path ahead. In addition, the university provides some funds for professors' personal projects and a confidential counseling service for all employees.

Oklahoma City University

Oklahoma City, Okla. | okcu.edu

Full-time administrators: **25**

Full-time faculty members: **205**

Full-time exempt professional staff members: **184**

Adjunct/part-time faculty members: **179**

AVERAGE ANNUAL SALARY

Administrators: **\$135,067**

Full-time faculty members: **\$59,548**

Exempt professional staff members: **\$52,460**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **7.0%**

All other staff members (excluding faculty): **10.0%**

Recognition categories: Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Tenure Clarity & Process; Diversity

The administration tries to provide a personalized work environment. Employees may voice their concerns in a variety of representative bodies on campus. Incoming faculty members receive yearlong mentorships, and professors receive explanations of tenure decisions.

Queens University of Charlotte

Charlotte, N.C. | queens.edu

Full-time administrators: **14**

Full-time faculty members: **110**

Full-time exempt professional staff members: **105**

Adjunct/part-time faculty members: **129**

AVERAGE ANNUAL SALARY

Administrators: **\$139,642**

Full-time faculty members: **\$62,678**

Exempt professional staff members: **\$48,011**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **2.7%**

All other staff members (excluding faculty): **9.0%**

Recognition categories: Collaborative Governance, Teaching Environment, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation, Tenure Clarity & Process

The university has updated its governance structure to make it more open to and inclusive of employees, by having weekly coffee days and quarterly campus updates. Administrators have made a concerted effort to speak candidly about finances with employees.

Regent University

Virginia Beach, Va. | regent.edu

Full-time administrators: **35**

Full-time faculty members: **166**

Full-time exempt professional staff members: **154**

Adjunct/part-time faculty members: **377**

AVERAGE ANNUAL SALARY

Administrators: **\$128,694**

Full-time faculty members: **\$77,271**

Exempt professional staff members: **\$51,333**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **Less than \$1,500 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.0%**

All other staff members (excluding faculty): **16.5%**

Recognition categories: Facilities, Workspace & Security; Work/Life Balance

A Christian college in a military community, the institution fosters camaraderie by offering unique religious and veteran benefits. Employees may take paid missionary leave and may participate in activities sponsored by the Office of Military Affairs.

Rice University

Houston, Tex. | rice.edu

Full-time administrators: **95**

Full-time faculty members: **607**

Full-time exempt professional staff members: **849**

Adjunct/part-time faculty members: **59**

AVERAGE ANNUAL SALARY

Administrators: **\$144,489**

Full-time faculty members: **\$113,209**

Exempt professional staff members: **\$67,769**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.9%**

All other staff members (excluding faculty): **6.8%**

Recognition categories: Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Supervisor/Department-Chair Relationship; Respect & Appreciation

Significant funds are made available for teaching awards and faculty research, providing professors with opportunities in both the classroom and the laboratory. In addition, the university has state-of-the-art entertainment facilities and 24/7 campus security.

Roger Williams University

Bristol, R.I. | rwu.edu

Full-time administrators: **72**

Full-time faculty members: **216**

Full-time exempt professional staff members: **196**

Adjunct/part-time faculty members: **319**

AVERAGE ANNUAL SALARY

Administrators: **\$88,230**

Full-time faculty members: **\$88,500**

Exempt professional staff members: **\$50,023**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **2.6%**

All other staff members (excluding faculty): **9.8%**

Recognition categories: Compensation & Benefits

Employees receive a comprehensive package of compensation and benefits, including a deductible health-care-reimbursement program. Under the health plan, employees may use particular doctors and hospitals at lower cost to themselves and the university, allowing for more-extensive health benefits.

Rollins College

Winter Park, Fla. | rollins.edu

Full-time administrators: **64**

Full-time faculty members: **194**

Full-time exempt professional staff members: **150**

Adjunct/part-time faculty members: **122**

AVERAGE ANNUAL SALARY

Administrators: **\$92,792**

Full-time faculty members: **\$73,957**

Exempt professional staff members: **\$48,275**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.0%**

All other staff members (excluding faculty): **10.0%**

Recognition categories: Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Supervisor/Department-Chair Relationship; Respect & Appreciation; Tenure Clarity & Process

The college surprises faculty and staff members and students with an unexpected day off during the spring semester, when the president cancels all classes on what is known as Fox Day. This tradition, which began in 1956, encourages everyone to enjoy the free time together.

Salisbury University

Salisbury, Md. | salisbury.edu

Full-time administrators: **48**

Full-time faculty members: **391**

Full-time exempt professional staff members: **140**

Adjunct/part-time faculty members: **202**

AVERAGE ANNUAL SALARY

Administrators: **\$98,147**

Full-time faculty members: **\$65,259**

Exempt professional staff members: **\$52,850**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

Category definitions:

Collaborative Governance: Faculty members are appropriately involved in decisions related to academic programs.

Professional/Career-Development Programs: Employees are given the opportunity to develop skills and understand requirements to advance in their careers.

Teaching Environment (faculty only): Faculty members say the institution recognizes innovative and high-quality teaching.

Compensation and Benefits: Pay is fair, and benefits meet the needs of employees.

Facilities, Workspaces, & Security: Facilities meet needs, campus appearance is pleasing, and steps are taken to provide a secure environment.

Job Satisfaction: Overall job satisfaction.

Work/Life Balance: Policies give employees the flexibility to manage their personal lives.

Confidence in Senior Leadership: Leaders have the knowledge, skills, and experience necessary for institutional success.

Supervisor or Department-Chair Relationship: Supervisor makes expectations clear and solicits ideas.

Respect and Appreciation: Employees are regularly recognized for their contributions.

Tenure Clarity and Process (4-year colleges only; faculty only): Requirements for tenure are clear, faculty members say.

Diversity: The institution makes a concerted effort to create a welcoming and fair environment for all its employees.

VOLUNTARY TURNOVER RATE

Faculty members: **5.0%**
 All other staff members (excluding faculty): **6.8%**
Recognition categories: Tenure Clarity & Process

During the faculty-developed tenure process, professors receive feedback at each level of review and can control what goes into their tenure-review portfolios. A committee is devoted to concerns regarding the equity of the tenure process.

Sam Houston State University

Huntsville, Tex. | shsu.edu
 Full-time administrators: **93**
 Full-time faculty members: **593**
 Full-time exempt professional staff members: **470**
 Adjunct/part-time faculty members: **188**

AVERAGE ANNUAL SALARY

Administrators: **\$98,762**
 Full-time faculty members: **\$90,745**
 Exempt professional staff members: **\$50,716**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.9%**
 All other staff members (excluding faculty): **8.4%**
Recognition categories: Facilities, Workspace & Security; Job Satisfaction; Supervisor/Department-Chair Relationship; Respect & Appreciation

Employees have access to many campus facilities, including a golf course, a performing-arts center, and an Electronic College, for virtual learning. Department chairs are elected by the faculty, and employees participate in democratic decision-making bodies.

Shippensburg University of Pennsylvania

Shippensburg, Pa. | ship.edu
 Full-time administrators: **89**
 Full-time faculty members: **325**

Full-time exempt professional staff members: **33**
 Adjunct/part-time faculty members: **80**

AVERAGE ANNUAL SALARY

Administrators: **\$81,647**
 Full-time faculty members: **\$80,167**
 Exempt professional staff members: **\$78,507**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.5%**
 All other staff members (excluding faculty): **5.7%**
Recognition categories: Compensation & Benefits, Supervisor/Department-Chair Relationship

With a strong union presence on the campus, the university regularly negotiates with employees on compensation and benefits, and they often adapt payment programs to meet changing needs. To foster communication between supervisors and subordinates, the university has created a mutual evaluation process.

Slippery Rock University of Pennsylvania

Slippery Rock, Pa. | sru.edu
 Full-time administrators: **153**
 Full-time faculty members: **381**
 Full-time exempt professional staff members: **0**
 Adjunct/part-time faculty members: **61**

AVERAGE ANNUAL SALARY

Administrators: **\$74,400**
 Full-time faculty members: **\$78,069**
 Exempt professional staff members: **\$60,100**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.5%**
 All other staff members (excluding faculty): **2.3%**
Recognition categories: Compensation & Benefits

Employees get tuition remission for their children and full health benefits for their domestic partners, regardless of gender. They may also participate in a free health-and-wellness program, including smoking cessation and stress-management classes.

Southern New Hampshire University

Manchester, N.H. | snhu.edu
 Full-time administrators: **58**
 Full-time faculty members: **129**
 Full-time exempt professional staff members: **178**
 Adjunct/part-time faculty members: **350**

AVERAGE ANNUAL SALARY

Administrators: **\$95,488**
 Full-time faculty members: **\$72,241**
 Exempt professional staff members: **\$50,784**
 Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.0%**
 All other staff members (excluding faculty): **3.0%**
Recognition categories: Compensation & Benefits

Employees get discounts on meals and bookstore purchases, as well as free professional-development programs and free parking. They are granted release time for community service. In the summer months, operating hours are shortened at no loss in pay.

◆ **Southside Virginia Community College** (two-year)

Alberta, Va. | southside.edu
 Full-time administrators: **29**
 Full-time faculty members: **80**
 Full-time exempt professional staff members: **35**
 Adjunct/part-time faculty members: **218**

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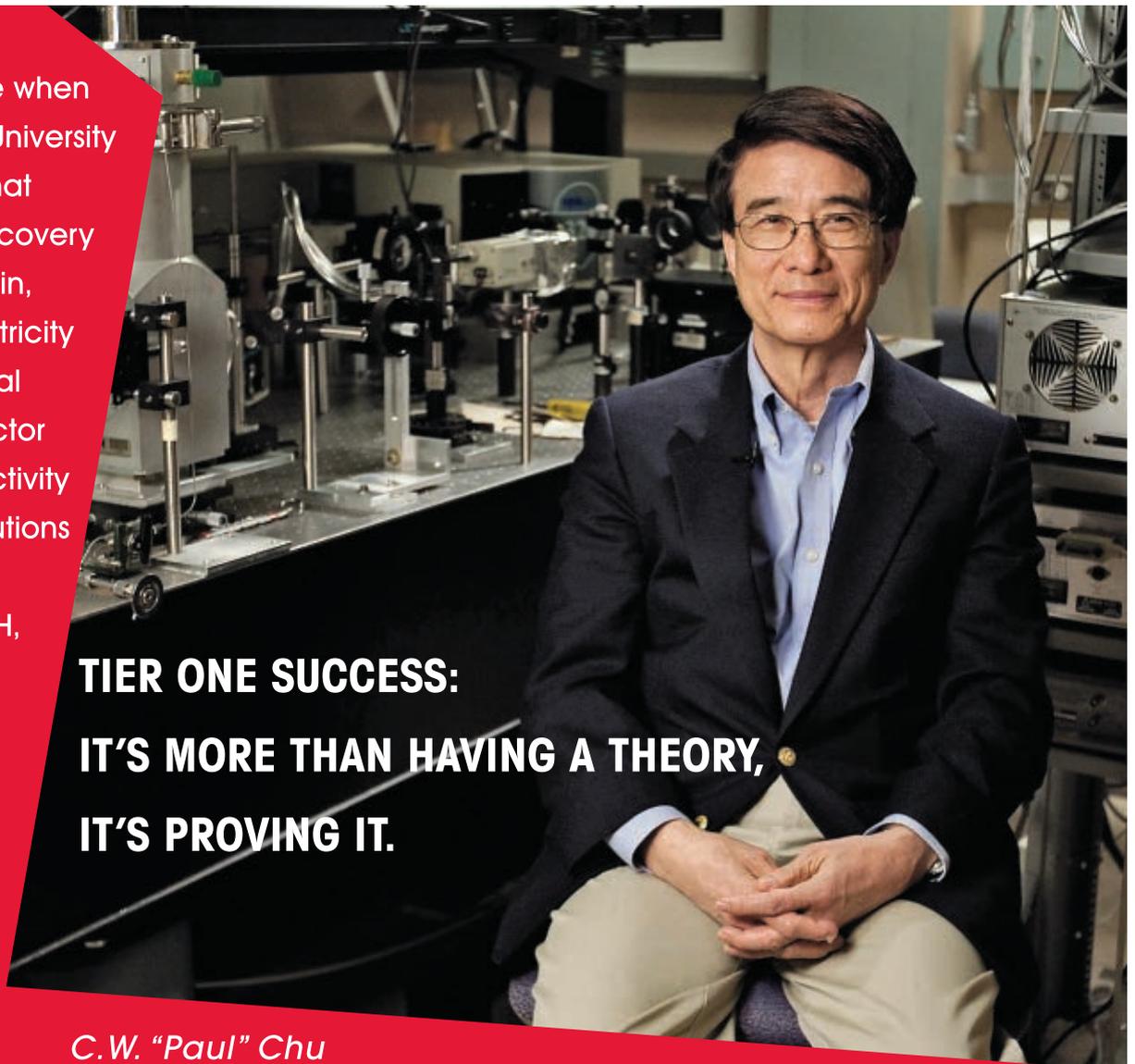
Paul Chu came to Houston at a time when nothing seemed impossible. At the University of Houston, his research bolstered that notion. With the groundbreaking discovery of superconductivity above 77° Kelvin, he sparked new possibilities for electricity transmission and earned the National Medal of Science. As founding director of the Texas Center for Superconductivity at UH, he continues to seek new solutions to the world's energy challenges.

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*C.W. "Paul" Chu
 UH physics professor and National Academy of Sciences Member*

Great Colleges to Work For 2010

Continued From Preceding Page

AVERAGE ANNUAL SALARY

Administrators: **\$78,132**

Full-time faculty members: **\$54,414**

Exempt professional staff members: **\$46,225**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000 to \$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **5.1%**

All other staff members (excluding faculty): **7.6%**

Recognition categories: Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation

The college finances the further education of employees and also provides professional-development grants for academic research and program development. Salary levels are among the highest in the state's community-college system. Benefits include flexible course scheduling and long-term disability care.

State University of New York at Buffalo

Buffalo, N.Y. | buffalo.edu

Full-time administrators: **160**

Full-time faculty members: **1,447**

Full-time exempt professional staff members: **1,634**

Adjunct/part-time faculty members: **1,028**

AVERAGE ANNUAL SALARY

Administrators: **\$126,670**

Full-time faculty members: **\$98,512**

Exempt professional staff members: **\$57,916**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **8.0%**

All other staff members (excluding faculty): **3.0%**

Recognition categories: Compensation & Benefits, Work/Life Balance, Tenure Clarity & Process

An administrative unit is devoted to promoting work/life balance. Supervisors allow employees to customize their schedules. Employees have the option of shifting their hours, sharing a job, or compressing their workweek.

State University of New York at Fredonia

Fredonia, N.Y. | fredonia.edu

Full-time administrators: **23**

Full-time faculty members: **272**

Full-time exempt professional staff members: **158**

Adjunct/part-time faculty members: **212**

AVERAGE ANNUAL SALARY

Administrators: **\$121,726**

Full-time faculty members: **\$65,454**

Exempt professional staff members: **\$56,319**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **2.2%**

All other staff members (excluding faculty): **0.9%**

Recognition categories: Professional/Career-Development Programs, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship

For career advancement, prospective department chairs can get management training, and administrators can attend a leadership academy. Supervisors keep in close contact with campus unions.

SUNY College of Technology at Delhi

Delhi, N.Y. | delhi.edu

Full-time administrators: **31**

Full-time faculty members: **124**

Full-time exempt professional staff members: **84**

Adjunct/part-time faculty members: **75**

AVERAGE ANNUAL SALARY

Administrators: **\$86,748**

Full-time faculty members: **\$55,730**

Exempt professional staff members: **\$45,648**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **0.0%**

All other staff members (excluding faculty): **0.0%**

Recognition categories: Professional/Career-Development Programs, Compensation & Benefits, Respect & Appreciation

The professional-development program includes a workshop system in which employees offer free courses to colleagues on subjects of mutual interest. Employees get numerous free and discounted campus services, such as veterinary care. (See article, Page B46.)

United States Coast Guard Academy

New London, Conn. | uscga.edu

Full-time administrators: **41**

Full-time faculty members: **123**

Full-time exempt professional staff members: **20**

Adjunct/part-time faculty members: **14**

AVERAGE ANNUAL SALARY

Administrators: **\$103,000**

Full-time faculty members: **\$115,000**

Exempt professional staff members: **\$100,000**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **9.9%**

All other staff members (excluding faculty): **8.5%**

Recognition categories: Compensation & Benefits

The military academy offers competitive compensation and a strong federal health and retirement plan. "The better that we care for employees," an administrator says, "the better they'll care for students and cadets."

University of Central Oklahoma

Edmond, Okla. | uco.edu

Full-time administrators: **188**

Full-time faculty members: **430**

Full-time exempt professional staff members: **181**

Adjunct/part-time faculty members: **N/A**

AVERAGE ANNUAL SALARY

Administrators: **\$60,320**

Full-time faculty members: **\$62,400**

Exempt professional staff members: **\$43,680**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.0%**

All other staff members (excluding faculty): **18.0%**

Recognition categories: Teaching Environment, Tenure Clarity & Process

Employees say the university has a rewarding teaching environment that fosters close relationships between faculty members and students. The faculty-created tenure system was designed to maximize the chances of granting tenure.

University of Delaware

Newark, Del. | udel.edu

Full-time administrators: **393**

Full-time faculty members: **1,111**

Full-time exempt professional staff members: **1,009**

Adjunct/part-time faculty members: **44**

AVERAGE ANNUAL SALARY

Administrators: **\$107,775**

Full-time faculty members: **\$100,666**

Exempt professional staff members: **\$59,848**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **5.0%**

All other staff members (excluding faculty): **9.1%**

Recognition categories: Compensation & Benefits

Tenure-track faculty members can delay the tenure process for a year to deal with elder care or child care. In addition, the university provides a health-and-wellness program, an on-site gym, and a comprehensive medical package.

University of Maryland-Baltimore County

Baltimore, Md. | umbc.edu

Full-time administrators: **61**

Full-time faculty members: **731**

Full-time exempt professional staff members: **662**

Adjunct/part-time faculty members: **799**

AVERAGE ANNUAL SALARY

Administrators: **\$91,500**

Full-time faculty members: **\$76,000**

Exempt professional staff members: **\$61,000**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **32.0%**

All other staff members (excluding faculty): **67.0%**

Recognition categories: Collaborative Governance, Respect & Appreciation, Tenure Clarity & Process

Administrators consult with employee organizations on issues as varied as campus parking and the university budget. To demonstrate appreciation of workers, the university holds campuswide celebrations recognizing outstanding job performance.

University of Massachusetts at Amherst

Amherst, Mass. | umass.edu

Full-time administrators: **108**

Full-time faculty members: **1,250**

Full-time exempt professional staff members: **1,091**

Adjunct/part-time faculty members: **268**

AVERAGE ANNUAL SALARY

Administrators: **\$139,987**

Full-time faculty members: **\$89,642**

Exempt professional staff members: **\$63,738**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.6%**

All other staff members (excluding faculty): **4.6%**

Recognition categories: Tenure Clarity & Process

To maintain fairness in the tenure process, tenure-track faculty members may supplement their original portfolio in the event that a review indicates shortcomings. They have the right to see all materials in their tenure file, except those protected by confidentiality agreements.

University of Michigan

Ann Arbor, Mich. | umich.edu

Full-time administrators: **1,880**

Full-time faculty members: **6,167**

Full-time exempt professional staff members: **6,818**

Adjunct/part-time faculty members: **1,689**

AVERAGE ANNUAL SALARY

Administrators: **\$96,800**

Full-time faculty members: **\$101,947**

Exempt professional staff members: **\$62,349**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **10.0%**

All other staff members (excluding faculty): **6.2%**

Recognition categories: Professional/Career-Development Programs; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Tenure Clarity & Process; Diversity

A university-run Web site provides career-development resources to staff members. Coaching programs are available for tenure-track faculty members. Employees have access to mental-health programs and can get subsidized rates in the Weight Watchers program.

University of Mississippi

University, Miss. | olemiss.edu

Full-time administrators: **84**

Full-time faculty members: **729**

Full-time exempt professional staff members: **832**

Adjunct/part-time faculty members: **148**

AVERAGE ANNUAL SALARY

Administrators: **\$138,870**

Full-time faculty members: **\$76,847**

Exempt professional staff members: **\$54,070**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **2.2%**

All other staff members (excluding faculty): **6.6%**

Recognition categories: Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Tenure Clarity & Process; Diversity

Employees participate in open forums and democratic governing bodies to influence institutional policy. Supervisors and administrators may attend leadership seminars. All employees have access to wellness programs, discounted sports tickets, and arts facilities.

◆ University of North Alabama

Florence, Ala. | una.edu

Full-time administrators: **14**
 Full-time faculty members: **267**
 Full-time exempt professional staff members: **138**
 Adjunct/part-time faculty members: **167**

AVERAGE ANNUAL SALARY

Administrators: **\$138,957**
 Full-time faculty members: **\$62,041**
 Exempt professional staff members: **\$49,801**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.8%**
 All other staff members (excluding faculty): **4.5%**

Recognition categories: Collaborative Governance, Professional/Career-Development Programs, Teaching Environment, Compensation & Benefits, Job Satisfaction, Work/Life Balance, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation

Professional-development grants are available to employees, who may receive release time to work on personal projects or pursue further education. Employees and their families can get significant tuition remission and extensive paid leave.

◆ University of Notre Dame

Notre Dame, Ind. | nd.edu

Full-time administrators: **282**
 Full-time faculty members: **1,077**
 Full-time exempt professional staff members: **1,221**
 Adjunct/part-time faculty members: **147**

AVERAGE ANNUAL SALARY

Administrators: **\$111,683**
 Full-time faculty members: **\$115,000**
 Exempt professional staff members: **\$52,979**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.9%**
 All other staff members (excluding faculty): **4.5%**

Recognition categories: Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Confidence in Senior Leadership; Supervisor/Department-Chair Relationship; Respect & Appreciation; Tenure Clarity & Process

Communication between employees and administrators is aided by town-hall meetings and by performance reviews given throughout the year. In spite of the recession, employee benefits, such as subsidized health care and tuition for dependents, have not been cut.

University of San Francisco

San Francisco, Calif. | usfca.edu

Full-time administrators: **35**
 Full-time faculty members: **386**
 Full-time exempt professional staff members: **447**
 Adjunct/part-time faculty members: **553**

AVERAGE ANNUAL SALARY

Administrators: **\$160,660**
 Full-time faculty members: **\$103,055**
 Exempt professional staff members: **\$75,340**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **More than \$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **4.4%**
 All other staff members (excluding faculty): **12.2%**

Recognition categories: Teaching Environment, Tenure Clarity & Process

Annual meetings between junior faculty members and deans help tenure-track professors to advance, and all professors get mentors during the tenure process. Faculty members generally teach small classes and may receive funds for teaching training.

◆ University of Southern California

Los Angeles, Calif. | usc.edu

Full-time administrators: **549**
 Full-time faculty members: **3,088**
 Full-time exempt professional staff members: **2,859**
 Adjunct/part-time faculty members: **1,374**

AVERAGE ANNUAL SALARY

Administrators: **\$148,805**
 Full-time faculty members: **\$109,078**
 Exempt professional staff members: **\$73,601**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **Not available**

VOLUNTARY TURNOVER RATE

Faculty members: **4.8%**
 All other staff members (excluding faculty): **6.1%**

Recognition categories: Collaborative Governance, Professional/Career-Development Programs, Teaching Environment, Compensation & Benefits, Job Satisfaction, Work/Life Balance, Confidence in Senior Leadership, Respect & Appreciation, Diversity

Job security is an emphasis, and the university has had no layoffs or furloughs. Administrators have founded a Center for Work and Family Life to provide counseling and to promote employees' physical and emotional wellness.

University of Texas at Austin

Austin, Tex. | utexas.edu

Full-time administrators: **731**
 Full-time faculty members: **2,211**
 Full-time exempt professional staff members: **4,306**
 Adjunct/part-time faculty members: **1,113**

AVERAGE ANNUAL SALARY

Administrators: **\$123,136**
 Full-time faculty members: **\$85,910**
 Exempt professional staff members: **\$60,360**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.0%**

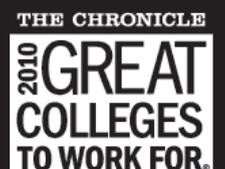
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Great Colleges to Work For 2010

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All other staff members (excluding faculty): **8.0%**

Recognition categories: Job Satisfaction, Supervisor/Department-Chair Relationship

Employees report that they feel a strong sense of pride. To foster teamwork and good will, supervisors hold joint problem-solving sessions, and the university maintains a Web site on which employees can post policy proposals.

◆ University of the Incarnate Word

San Antonio, Tex. | uiw.edu

Full-time administrators: **237**

Full-time faculty members: **219**

Full-time exempt professional staff members: **N/A**

Adjunct/part-time faculty members: **350**

AVERAGE ANNUAL SALARY

Administrators: **\$75,519**

Full-time faculty members: **\$67,308**

Exempt professional staff members: **\$59,474**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **5.0%**

All other staff members (excluding faculty): **N/A**

Recognition categories: Collaborative Governance, Professional/Career Development Programs, Teaching Environment, Job Satisfaction, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation, Tenure Clarity & Process

Programs to help faculty members advance in their careers include a mentoring program and clear policies on performance, promotion, and tenure. Administrators say this helps explain employees' high job satisfaction.

◆ University of the Ozarks

Clarksville, Ark. | ozarks.edu

Full-time administrators: **7**

Full-time faculty members: **47**

Full-time exempt professional staff members: **70**

Adjunct/part-time faculty members: **19**

AVERAGE ANNUAL SALARY

Administrators: **\$145,000**

Full-time faculty members: **\$52,896**

Exempt professional staff members: **\$42,000**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **2.0%**

All other staff members (excluding faculty): **0.0%**

Recognition categories: Collaborative Governance, Professional/Career Development Programs, Teaching Environment, Compensation & Benefits, Job Satisfaction, Work/Life Balance, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation

A positive teaching environment is cultivated, in which faculty members are evaluated on an individualized basis, allowing for differences in pedagogical approaches. Employees receive annual \$800 stipends for professional development.

University of Virginia's College at Wise

Wise, Va. | uvawise.edu

Full-time administrators: **57**

Full-time faculty members: **98**

Full-time exempt professional staff members: **71**

Adjunct/part-time faculty members: **N/A**

AVERAGE ANNUAL SALARY

Administrators: **\$51,933**

Full-time faculty members: **\$56,946**

Exempt professional staff members: **\$33,818**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.0%**

All other staff members (excluding faculty): **0.0%**

Recognition categories: Facilities, Workspace & Security, Work/Life Balance

This college has many facilities for employee use, including private offices, meeting spaces, a fitness center, and a lake. Full-time faculty and staff members are eligible for \$2,000 per calendar year for educational purposes. All employees may attend free stress-management seminars.

Valley Forge Christian College

Phoenixville, Pa. | vfcc.edu

Full-time administrators: **4**

Full-time faculty members: **31**

Full-time exempt professional staff members: **34**

Adjunct/part-time faculty members: **43**

AVERAGE ANNUAL SALARY

Administrators: **\$107,421**

Full-time faculty members: **\$53,964**

Exempt professional staff members: **\$44,891**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **0.0%**

All other staff members (excluding faculty): **5.0%**

Recognition categories: Facilities, Workspace & Security; Supervisor/Department-Chair Relationship

With renovated buildings in a low-crime suburb, the college provides workers with safe, well-equipped facilities. Its Christian affiliation provides a strong sense of mission and camaraderie.

◆ Wake Technical Community College (two-year)

Raleigh, N.C. | waketech.edu

Full-time administrators: **13**

Full-time faculty members: **497**

Full-time exempt professional staff members: **212**

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Adjunct/part-time faculty members: **1,575**

AVERAGE ANNUAL SALARY

Administrators: **\$123,482**

Full-time faculty members: **\$52,756**

Exempt professional staff members: **\$57,739**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **Less than \$1,500 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **6.0%**

All other staff members (excluding faculty): **14.0%**

Recognition categories: Collaborative Governance, Job Satisfaction, Confidence in Senior Leadership, Supervisor/Department-Chair Relationship, Respect & Appreciation

The Quality Empowers People Program encourages employees to find ways to improve the college. There is a team focused on each of the program's five core values: respect, responsibility, critical thinking, collaboration, and communication. Each program team issues an annual report based on employee suggestions.

Walters State Community College (two-year)

Morristown, Tenn. | ws.edu

Full-time administrators: **11**

Full-time faculty members: **148**

Full-time exempt professional staff members: **96**

Adjunct/part-time faculty members: **N/A**

AVERAGE ANNUAL SALARY

Administrators: **\$91,573**

Full-time faculty members: **\$47,856**

Exempt professional staff members: **\$48,991**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **7.5%**

All other staff members (excluding faculty): **6.4%**

Recognition categories: Collaborative Governance; Professional/Career-Development Programs; Teaching Environment; Compensation & Benefits; Facilities, Workspace & Security; Confidence in Senior Leadership; Respect & Appreciation; Diversity

With a multimillion-dollar campus, Walters State is well equipped with technological resources and has computer labs for every division of the college. It relies heavily on employee input and governs itself through an extensive network of committees.

Washington and Lee University

Lexington, Va. | wlu.edu

Full-time administrators: **122**

Full-time faculty members: **272**

Full-time exempt professional staff members: **150**

Adjunct/part-time faculty members: **71**

AVERAGE ANNUAL SALARY

Administrators: **\$100,074**

Full-time faculty members: **\$95,710**

Exempt professional staff members: **\$52,280**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **6.3%**

All other staff members (excluding faculty): **4.1%**

Recognition categories: Compensation & Benefits, Job Satisfaction

The university used a donation to provide salary increases for its employees at a time when many cash-strapped colleges were cutting benefits. The president led a campaign to increase transparency by means of committees and other forums.

Wayne State University

Detroit, Mich. | wayne.edu

Full-time administrators: **240**

Full-time faculty members: **1,810**

Full-time exempt professional staff members: **1,692**

Adjunct/part-time faculty members: **1,052**

AVERAGE ANNUAL SALARY

Administrators: **\$131,453**

Full-time faculty members: **\$104,103**

Exempt professional staff members: **\$52,083**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **4.2%**

All other staff members (excluding faculty): **6.2%**

Recognition categories: Compensation & Benefits

The university strives to pay employees the market rate or better in their fields. Employees also get nontraditional benefits, including discounted tickets to professional sports, the opera, and other entertainment events.

Webster University

St. Louis, Mo. | webster.edu

Full-time administrators: **142**

Full-time faculty members: **182**

Full-time exempt professional staff members: **315**

Adjunct/part-time faculty members: **1,335**

AVERAGE ANNUAL SALARY

Administrators: **\$82,008**

Full-time faculty members: **\$72,407**

Exempt professional staff members: **\$45,633**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **N/A**

All other staff members (excluding faculty): **17.0%**

Recognition categories: Collaborative Governance, Professional/Career-Development Programs, Work/Life Balance, Supervisor/Department-Chair Relationship, Respect & Appreciation

To foster a spirit of collaboration, representative bodies of employees and other constituent groups are asked to give their input on major issues. The university provides each faculty member with \$2,700 annually for professional development.

West Los Angeles College (two-year)

Culver City, Calif. | wlaac.edu

Full-time administrators: **16**

Full-time faculty members: **107**

Full-time exempt professional staff members: **22**

Adjunct/part-time faculty members: **401**

AVERAGE ANNUAL SALARY

Administrators: **\$114,850**

Full-time faculty members: **\$91,124**

Exempt professional staff members: **\$68,325**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$4,000+ per course**

VOLUNTARY TURNOVER RATE

Faculty members: **0%**

All other staff members (excluding faculty): **1.0%**

Recognition categories: Collaborative Governance, Teaching Environment, Compensation & Benefits, Work/Life Balance

The College Council, representing various campus constituencies, makes regular recommendations to the president. Staff unions and division councils also meet regularly with the president to improve curriculum, enrollment, work environment, and program management.

Westchester Community College (two-year)

Valhalla, N.Y. | sunybcc.edu

Full-time administrators: **50**

Full-time faculty members: **214**

Full-time exempt professional staff members: **58**

Adjunct/part-time faculty members: **309**

AVERAGE ANNUAL SALARY

Administrators: **\$119,763**

Full-time faculty members: **\$95,835**

Exempt professional staff members: **\$83,753**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **1.0%**

All other staff members (excluding faculty): **3.0%**

Recognition categories: Compensation & Benefits

The competitive benefits package includes personal leave, summer flextime, cancer-screening leave, and free premium health insurance. New faculty members may participate in a mentorship program during their first year of teaching, and outstanding faculty members may receive endowed chairs.

Western Wyoming Community College (two-year)

Rock Springs, Wyo. | wwcc.wy.edu

Full-time administrators: **24**

Full-time faculty members: **71**

Full-time exempt professional staff members: **21**

Adjunct/part-time faculty members: **52**

AVERAGE ANNUAL SALARY

Administrators: **\$76,942**

Full-time faculty members: **\$57,984**

Exempt professional staff members: **\$56,642**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$1,500-\$2,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **7.0%**

All other staff members (excluding faculty): **4.0%**

Recognition categories: Compensation & Benefits; Facilities, Work-space & Security

Salaries and benefits are touted as among the best at two-year institutions in the region, and employees may receive raises for exceptional performance. Employees also get retirement and child-care funds that they can use as they see fit.

Westminster College

Salt Lake City, Utah | westminstercollege.edu

Full-time administrators: **49**

Full-time faculty members: **139**

Full-time exempt professional staff members: **90**

Adjunct/part-time faculty members: **370**

AVERAGE ANNUAL SALARY

Administrators: **\$92,780**

Full-time faculty members: **\$70,096**

Exempt professional staff members: **\$48,467**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **8.0%**

All other staff members (excluding faculty): **10.0%**

Recognition categories: Compensation & Benefits

Administrators say they are committed to providing excellent benefits and pay increases to employees, even during challenging economic times. Employees may take extended parental leave, and their long-term disability policy is covered by the college.

Widener University

Chester, Pa. | widener.edu

Full-time administrators: **175**

Full-time faculty members: **315**

Full-time exempt professional staff members: **148**

Adjunct/part-time faculty members: **402**

AVERAGE ANNUAL SALARY

Administrators: **\$79,000**

Full-time faculty members: **\$84,200**

Exempt professional staff members: **\$48,000**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.0%**

All other staff members (excluding faculty): **2.0%**

Recognition categories: Professional/Career-Development Programs

Professional development is emphasized, and the university offers free workshops on a variety of career issues. Employees get tuition remission and may take classes on leadership and on other topics to expand their skills.

York College of Pennsylvania

York, Pa. | ycp.edu

Full-time administrators: **130**

Full-time faculty members: **187**

Full-time exempt professional staff members: **0**

Adjunct/part-time faculty members: **448**

AVERAGE ANNUAL SALARY

Administrators: **\$62,045**

Full-time faculty members: **\$74,154**

Exempt professional staff members: **N/A**

Average per-course (3 credit) salary that your institution pays to adjunct faculty members: **\$2,000-\$4,000 per course**

VOLUNTARY TURNOVER RATE

Faculty members: **3.9%**

All other staff members (excluding faculty): **10.2%**

Recognition categories: Compensation & Benefits, Job Satisfaction, Tenure Clarity & Process

Health-care benefits feature co-payments as low as \$5, and employees have to pay only 10% of their annual premiums. The university provides same-sex couples with the same insurance plans as other couples.

The Ivory Sweatshop: Academe Is No Longer a Convivial Refuge

By ROBIN WILSON



SARAH KIEWEL FOR THE CHRONICLE

WITH STANDARDS FOR TENURE at major research universities rising year by year, professors say academe has become such a pressure-cooker environment that faculty jobs barely resemble those of a generation ago.

Gone are the days when academe was considered a convivial refuge from the corporate world, a place where scholars had ample time to debate ideas—often during lunch or over drinks after class. Professors, particularly those at research universities, are simply working much more and much harder these days. They are competing for scarcer grant money, turning out more articles and books, coping with the speedup in communications afforded by better technology, and traveling the globe to establish the kind of international reputation that's now necessary to thrive.

“What I'm seeing now is junior faculty really just putting their noses to the grindstone,” says Frank Donoghue, an associate professor of English at Ohio State University, who earned his Ph.D. in 1986. “It's had the effect of transforming the culture of the academy into one that is much more businesslike.”

The frenetic atmosphere has led to a decline in collegiality. Not only do professors have less time to pursue professional relationships, but the rise in standards for earning tenure has caused resentment between young scholars and older ones.

“Assistant professors are producing article after article and research

“I avoid my colleagues in the hallway because I'm afraid it's going to take a while to say, ‘Hello, how are you doing?’”

study after research study,” says David D. Perlmutter, who directs the School of Journalism and Mass Communication at the University of Iowa. “Then they're looking at the promotion-and-tenure committee and they're going, Wow, I've actually published more in the last six years than all of them combined.”

NOT EVERYONE AGREES that academic jobs are all that different than they used to be. Professors at research universities have always taught classes, published articles and books, and served on university committees. Indeed, as the demands of research have risen, faculty members at major universities often spend less time in the classroom than did their predecessors 20 years ago.

“I'm always skeptical of framing the past as a golden age,” says Abigail J. Stewart, a professor of psychology and women's studies at the University of Michigan at Ann Arbor. “I think there is a nostalgia and a sentimentality, especially from senior men about the good old days when they played cards at lunch and wandered down the hall to shoot the breeze.”

Ms. Stewart has been teaching for 35 years. “I never experienced any of that,” she says.

Academic careers are also still among the most flexible. Professors at research universities may work more hours than many people in the corporate world, but they do some of that work at home and almost never spend

Luis Ponjuan, an assistant professor of higher-education administration at the U. of Florida, calls himself an “intellectual entrepreneur” in an era of heightened competition.

eight hours a day, five days a week in their offices. Indeed, many long-time adjunct instructors and professors at less-elite universities would gladly accept a prestigious research-university post, despite its headaches. Still, there's no question among many scholars that life at the top has gotten more difficult. What it now takes to secure a tenure-track job and move up the ranks at a large university is substantially greater than what it used to be. That's partly because the tenured ranks in academe are shrinking, as universities rely more and more on adjunct instructors. Professors who teach at community colleges and at less-elite universities are used to contending with hardships like budget cuts, rising enrollment, and a growing number of unprepared students. Now, with a squeeze on tenure-track jobs, even those at the top of the academic food chain are feeling big changes. *The Chronicle* spoke about the topic with more than two dozen professors.

John B. Conway, chairman of mathematics at George Washington University, certainly remembers a time when getting through graduate school and finding a faculty job was much simpler. He earned his Ph.D. in 1965 after just four years and never completed a postdoctoral fellowship—a virtual requirement these days for scholars who want to work at a research university like his.

Mr. Conway secured his first academic job, at Indiana University,
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More on the State of the Faculty

Older faculty members are delaying retirement because the recession has taken a bite out of their portfolios: B33

The stereotype of the cushy professor's job may be dying out: B36

Vancouver Community College has figured out how to hire part-time instructors and treat them fairly: B39

"This job has gotten a thousand percent harder than when I started out," says Robert G. Bergman, a professor of chemistry at the U. of California at Berkeley.



NOAH BERGER FOR THE CHRONICLE

People submit “a large number of proposals just so one or two will hit. That means a massive amount more work.”

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without even applying for a position. His adviser put out some calls to department chairmen, and the deal was done. “I tell the students about that now, and they think this is some kind of story from never-never land,” says Mr. Conway, who plans to retire next year.

Robert G. Bergman, who holds a dis-

tinguished professorship in chemistry at the University of California at Berkeley, agrees that times have changed. “This job has gotten a thousand percent harder than when I started out,” says Mr. Bergman, who began teaching in 1967.

It takes a lot more time now, he says, for scholars to keep current with advances in their discipline. “When I was starting out, one of the premier journals in my field, the *Journal of the American Chemical Society*, came out once a month, and it was relatively thin,” he says. “Now it comes out once a week, and it’s much thicker.”

Because of declining state and federal funds, professors also spend more time trying to raise money for their own research. In fact, Mr. Bergman recalls a time during the late 1960s when someone from a federal agency called a chemistry professor at the California Institute of Technology, where he was teaching, and said, “Please submit a grant. We want to give you money.”

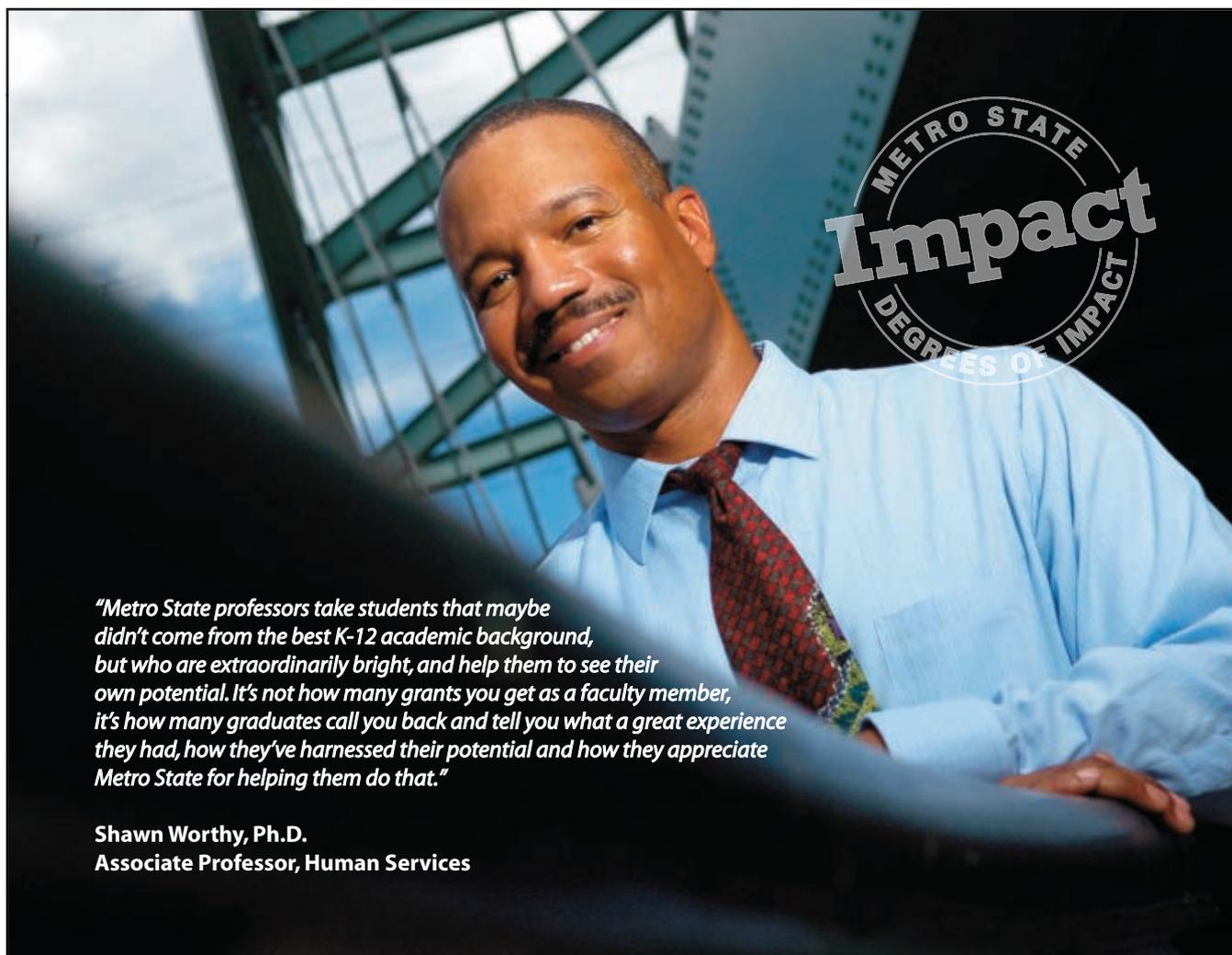
Now, if something like that happened, everyone would think it was a joke. “We have people submitting a large number of proposals just so one or two will hit,” says Mr. Bergman. “That means a massive amount more work.”

Scholars also routinely spend much more time away from their campuses now than they ever did in the past, he says. They travel to present their work at far-flung seminars where they might meet luminaries who could give their work a nod come tenure time. “There used to be much more confidence that just in publishing stuff, your work would be known.”

A STUDY of work-life issues conducted by Harvard University’s Graduate School of Education found that Generation X professors value efficiency over face time. The study, which consisted of conversations with about a dozen research-university professors born between 1964 and 1980, found that younger professors didn’t want to become workaholics.

But none of the young scholars who spoke with *The Chronicle* about faculty workload seemed to believe that dialing down was an option. Luis Ponjuan, an assistant professor at the University of Florida, refers to himself as an “intellectual entrepreneur,” even though he studies higher-education administration, not business. He doesn’t think of his job as affording him time to ponder big ideas with interesting colleagues and students.

“I identify pockets of opportunity that other people will buy into, support, and fund—to lessen the state’s responsibility,” he says of his research. “That kind of thought process simply would not have existed 20 years ago.”



“Metro State professors take students that maybe didn’t come from the best K-12 academic background, but who are extraordinarily bright, and help them to see their own potential. It’s not how many grants you get as a faculty member, it’s how many graduates call you back and tell you what a great experience they had, how they’ve harnessed their potential and how they appreciate Metro State for helping them do that.”

Shawn Worthy, Ph.D.
Associate Professor, Human Services

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www.mscd.edu/metrostatesuccess/shawn

The more calculated approach is the result of heightened competition, he says. "There's a finite number of faculty positions, a finite number of grants, and a finite number of journals."

Scholars like Mr. Ponjuan who have been on the job for only a few years have already noticed an upward creep in standards since they were hired. "There's been a major escalation in terms of what CV's look like for people being considered for a position," says Greta R. Krippner. By the time she finished her doctorate in sociology, in 2003, she had completed four publications, none of them in the field's two flagship journals: the *American Journal of Sociology* and the *American Sociological Review*. Her work was good enough, though, to get her a starting job at the University of California at Los Angeles. Since then she has moved to the University of Michigan at Ann Arbor, where she is up for tenure next year.

"Now it's kind of normal that you see a graduate student with a paper in one of those top journals," she says. "Just last year, we looked at someone who already had a book out, plus a handful of articles." In fact, that job candidate—who hadn't even finished his Ph.D.—had already completed what at Michigan would now be a very respectable tenure file, says Ms. Krippner.

Indeed, the tight job market has given top universities the luxury of choosing candidates who have already demonstrated an ability to attract grants and churn out papers. Particularly in the sciences, universities invest so much in start-up packages for young scholars that no department any longer wants to take a chance on an untested hire. "Departments can afford to hire people who already have what they need to do to pass at least their third-year review," says Diana B. Carlin, a professor of communication studies at the University of Kansas who was dean of the graduate school until 2007.

That third-year review has also become a much more formal evaluation process than it was 10 to 20 years ago. Jennifer Ng, who just earned tenure in the School of Education at Kansas, says one of her older colleagues told her that his own third-year review had consisted of the department chairman's pulling him aside and saying, "You're looking good." Ms. Ng, on the other hand, had to document her work in a package that resembled a miniature tenure file.

Young professors are reluctant to complain publicly about how much harder they may be working than their senior colleagues did when they were starting out. But professors who are in midcareer hear the comments.

"My younger colleagues feel they don't have the same opportunity as previous generations to sit and really think and let ideas germinate," says Gregory

"What used to be a truly enjoyable intellectual process has become a very professionalized model of efficiency."

M. Colón Semenza, an associate professor of English at the University of Connecticut. "What used to be a truly enjoyable intellectual process has become a very professionalized model of efficiency."

MEANWHILE, experienced scholars say their own workload has increased as well. The pace doesn't necessarily slow down anymore once a scholar gains tenure. Young professors are typically protected from committee assignments and departmental duties while they are on the tenure track, but then those burdens get dumped on them, too.

"People are freaked out about the amount of work they have—there's just no time," says William A. Pannacker, an associate professor of English at Hope College. "Once you're tenured, suddenly you're given way more administrative responsibility really fast, and you have no training for it, and you have no idea what you're doing."

L. Pamela Cook, an associate dean of engineering and a professor of mathematics at the University of Delaware, says she works more now than she did when she started at Delaware, 25 years ago. Back then she had two young children and had to put work aside during the evenings and on weekends. Now, she says, "I work all the time."

Nora Berrah, a distinguished professor of physics at Western Michigan University, has worked in academe since 1987. She still devotes most of her waking hours to her research, and spends about half of her time traveling to national laboratories, where she collaborates on projects. Back in her office at Western Michigan, she usually keeps the door closed. "Sometimes I avoid my colleagues in the hallway," she says, "because I'm afraid it's going to take awhile to say, 'Hello, how are you doing?'"

Campus social life does seem to be a
Continued on Following Page

Opportunities abound at MSU for faculty research and engagement



“Without the support of Murray State University, I would never have been able to develop as a teacher and an international researcher. There is ample opportunity to engage in large-scale research and professional development activities. The class sizes are quite manageable and allow professors to truly get to know their students.”

~ Dan Wann, Ph.D., Professor of Psychology
Board of Directors: National Alliance for Youth Sports



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“The demands have come to be experienced as all-consuming, 24/7.” That “discourages other people from getting into academe.”

Continued From Preceding Page
casualty of the work speedup in higher education. A couple of decades ago, it wasn't unusual for faculty members to have lunch together during the work-week and attend parties in one another's homes on the weekends. “I started out at Caltech, and there were several faculty members who said, ‘We want to have you over for dinner,’” recalls

Mr. Bergman, from Berkeley. “People you knew at work were a major part of your social circle, and that, I think, has really changed.”

Nowadays few faculty members seem to have time to socialize with colleagues. That's partly because of the rise of dual-career couples. Since both spouses work, each must take a turn tending to children and completing household tasks, which takes away time for socializing. In addition, with both spouses working, people often live further from their offices than they used to and are less likely to return to the campus for evening events.

Louis Menand started his academic career in English at Princeton University in the early 1980s. “We all went to lunch together each day, not just junior people but the senior people,” he says. “We lived near the campus. There was a lot of hanging out together.”

Mr. Menand, who is now an English professor at Harvard University, has been back to Princeton several times in the last few years, and notes that things have changed. For one, “half the faculty live in New York.” And even in a college town like Cambridge, he says, the culture has changed. “You make a lunch date two weeks in advance, but you just don't all gather at noon and head off.”

Many research universities have cut teaching loads to help their faculty members make time for increased demands in research and publishing. Mr. Donoghue, the associate professor of English at Ohio State, says faculty life changed there three years ago, when professors saw a one-course reduction in their teaching load—to four per year. That's when faculty members started clustering their teaching on Mondays and Wednesdays or Tuesdays and Thursdays. “It used to be the whole faculty was in the building, running into each other, having lots of conversations,” he recalls of the years when faculty members taught five courses a year. “Now the Monday/Wednesday people never see the Tuesday/Thursday people.”

Mr. Bergman says the breakdown of social relationships among professors is more important than people might think. “You're less willing to get into conflict with people if they are part of your social circle as well as your professional circle.”

And Mr. Menand says faculty work looks a lot less attractive to prospective academics than it used to. “I think the demands have come to be experienced as all-consuming, 24/7,” he says. “That's bad because of the quality of life and because it discourages other people from getting into academe.”

He adds: “You don't want smart college students taking one look at what we have to do to keep our jobs and saying, ‘That's not how I want to spend my life.’”



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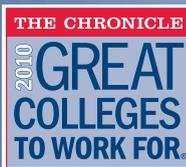
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Economy Slows Colleges' Ability to Hire and Delays Retirements

By KATHRYN MASTERSON



SUSAN TUSA FOR THE CHRONICLE

Ronald Stockton, a political-science professor at the U. of Michigan at Dearborn, conducts research in a local cemetery: "I intend to keep teaching as long as I can. I can't imagine myself not in the classroom and working with students."

LIKE MANY DEANS, William A. Schwab would like to hire more new faculty members. But with a hiring freeze in place at the University of Arkansas's main campus, where Mr. Schwab leads the J. William Fulbright College of Arts and Sciences, his ability to hire full-time professors is limited, although the university's enrollment is growing.

Also complicating the hiring situation: Older faculty members are delaying retirement because the economic crisis took a bite out of their retirement portfolios. While a steady flow of retiring faculty members would free up money the college could use to hire new professors, "that's simply not happening," Mr. Schwab says. Nine percent of the college's 300 faculty members are 65 or older, and 5 percent are in their 70s and 80s.

"Until we start seeing turnover, we're limited in what we can do," he says.

That crunch is something other colleges are feeling, too, says Ronald G.

Ehrenberg, a professor of industrial and labor relations and economics at Cornell University and director of the Cornell Higher Education Research Institute. He calls the situation a "double whammy": At a time when colleges are facing budget reductions that force cutbacks on hiring, they are also seeing a slowdown in the retirements that would free up money to hire.

Speculation about waves of retirements has gone on for years, as the faculty members brought in to teach the baby boomers, and now the baby boomers themselves, hit their 60s. The American professoriate is aging. Six years ago, the last time the National Study of Postsecondary Faculty was completed by the Education Department, the average age for full-time professors was 49.6 (54 for tenured faculty members). In 1993, the average age was 48 (51.9 for tenured professors). Today it's not unusual for colleges to have faculty members teaching and working in their 70s, or even 80s. At Cornell,

Continued on Following Page

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“The way you make it possible for people to leave is to find a way for people to stay.”

Continued From Preceding Page
where Mr. Ehrenberg works, 86 members of its 1,605-person faculty, or 5 percent, are 70 or older—twice as many as 10 years before, according to university statistics. Some 177 faculty members, meanwhile, are between the ages of 65 and 69.

For certain, the decision to retire from a tenured position is a complex one

that is not solely determined by money or the state of the economy. Many faculty members enjoy their teaching and research, and ever since mandatory retirement at age 70 for tenured professors was abolished in 1994, many see no reason to give up their work or university affiliation once they reach their 60s. In a TIAA-CREF faculty survey released last month, nearly one-third of those polled

said that they expected to work until at least 70, compared with about a quarter of American employees in all fields. Of those who said they expected to retire after age 67, more than two-thirds chose personal preference, not financial necessity, as the main reason they planned to work later.

Evidence that the most recent economic downturn is having a noticeable effect on the retirements of older professors is still largely anecdotal. Not every college reports seeing a significant change in the age of retiring faculty members, but the issue is very much on the minds of administrators and individuals. Another TIAA-CREF survey, from last year, found that almost a quarter of faculty members ages 50 to 70 who were saving for retirement expected to retire later than they had planned, with an average delay of three years.

WHAT DOES IT MEAN if tenured professors are retiring later? People are living longer, and professors in their 60s and 70s may be doing the best work of their careers. Colleges don't want to lose those teachers and researchers at the top of their game. (Mr. Ehrenberg, for example, is a well-known, sought-after expert in higher education at age 64. He loves his work and teaching students, and says retirement would be “very, very hard.”) And there's no guarantee that colleges will replace a retiring tenured professor with another tenure-track faculty member. In fact, the proportion of tenured and tenure-track jobs in the professoriate has continued to shrink over the last three decades. But colleges also need to bring in junior faculty members at the beginning of their careers. New professors bring fresh energy to a college, can rejuvenate a department, and may be doing work in the forefront of their fields, especially in rapidly changing areas.

And hiring new professors is one way colleges can improve the diversity of their faculty. Mr. Schwab, of Arkansas, points to his college's most recent group of new hires: 11 men and 10 women (which would have been an equal number of women and men, for the first time in the college's history, if one female candidate hadn't declined Arkansas's offer), one-third of whom are minority-group members. “Our goal as a college and university is to have a faculty and student body that reflects the diversity of society,” he says.

Some universities have taken action to make retirement more attractive to those who might have been considering it before the downturn. Duke University, for example, created a central fund from which deans could borrow to add to the retirement packages of faculty members who may have been hesitant to leave because they lost some of their savings during the recession.

Since the downturn, the number of people retiring or leaving Duke for another institution has dropped by about



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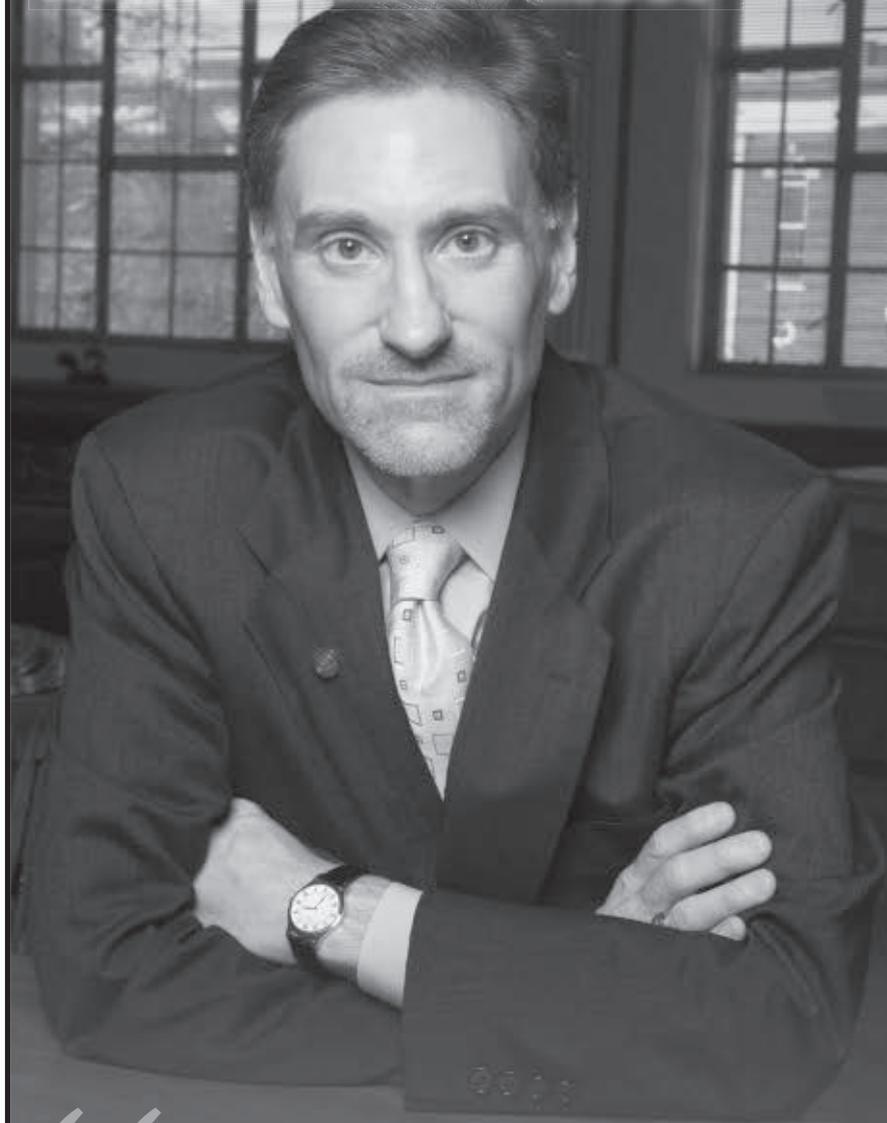
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half, says Peter Lange, Duke's provost. The university wanted to free up more money for hiring and take advantage of a tight job market in which competitors had slashed their hiring. Between 15 and 20 people took advantage of the added financial incentive, which requires them to retire by next June. Mr. Lange estimates that the program cost the university between \$1.5- and \$2-million; individual colleges will have five years to repay the central fund.

While Duke has slowed its hiring somewhat, it was able to run about 80 percent as many searches as it had in recent years. Another benefit, Mr. Lange says, has been that more faculty members have started conversations with their deans about retirement.

“Turnover is important for the constant renewal of your faculty,” he says.

More colleges are looking at possible incentives to increase the number of people retiring, says Valerie Martin Conley, an associate professor of education at Ohio University who studies faculty-retirement trends. Not all have the money to offer early-retirement packages or incentives, such as allowing senior faculty members to work part time, and there aren't much data on such incentives that colleges can use to compare programs or adapt existing ones to their needs.

Ralph W. Kuncl, provost of the University of Rochester, says there are ways to facilitate retirement that can be a win for both the individual and institution. He believes the best strategy is to provide access to free, impartial financial advice. He also believes institutions can offer phased retirement that allows retiring professors to remain involved in the life of the university rather than go away entirely, because money isn't the primary reason older faculty members stay on the job.

“Their entire identity is tied up in being a scholar,” Mr. Kuncl says. “To go from 100 to zero is unthinkable.”

Mr. Kuncl, who hasn't seen a noticeable change in retirement age at Rochester during the recession (the average age is 67), cautions that institutions considering retirement incentives need to treat senior faculty members as individuals, and with dignity. A sense that there is a set number of people a college wants to retire to hit financial or diversity goals can create a toxic environment, he says.

RONALD STOCKTON, a professor of political science at the University of Michigan at Dearborn, says a bad economy isn't the main reason that professors like himself are still working. At 69, he's a productive researcher who just won a department award and loves teaching. He recently gave a lecture series on graveyards (a personal interest, in addition to his primary work on Middle East

conflict and Arab-Americans) and led a three-hour tour of local cemeteries. He is now helping undergraduates create a guidebook to Muslim graveyards in the Detroit area, home to one of the oldest Arab-American communities.

“I intend to keep teaching as long as I can,” Mr. Stockton says. “I can't imagine myself not in the classroom and working with students.”

He believes universities should offer step-down retirement plans that would allow faculty members who wanted to keep teaching to stay on campus and teach part time, which would keep them in the classroom while freeing up part of their salaries to hire younger scholars. He made a proposal to that effect to his university several years ago when he was on his college's executive committee, he says, but it never went anywhere.

“The way you make it possible for people to leave is to find a way for people to stay,” he says.

Not all universities are looking to hurry retirement of their faculty mem-

“Turnover is important for the constant renewal of your faculty.”

bers. They believe age will take care of any bottlenecks in the coming decade or so, as the baby boomers grow older. Also, it can be expensive to replace them.

Jamshed Bharucha, provost at Tufts University, believes universities will see a substantial increase in the rate of retirements in the next 10 years, regardless of the state of the economy. He's been telling graduate students at Tufts to “hold tight.”

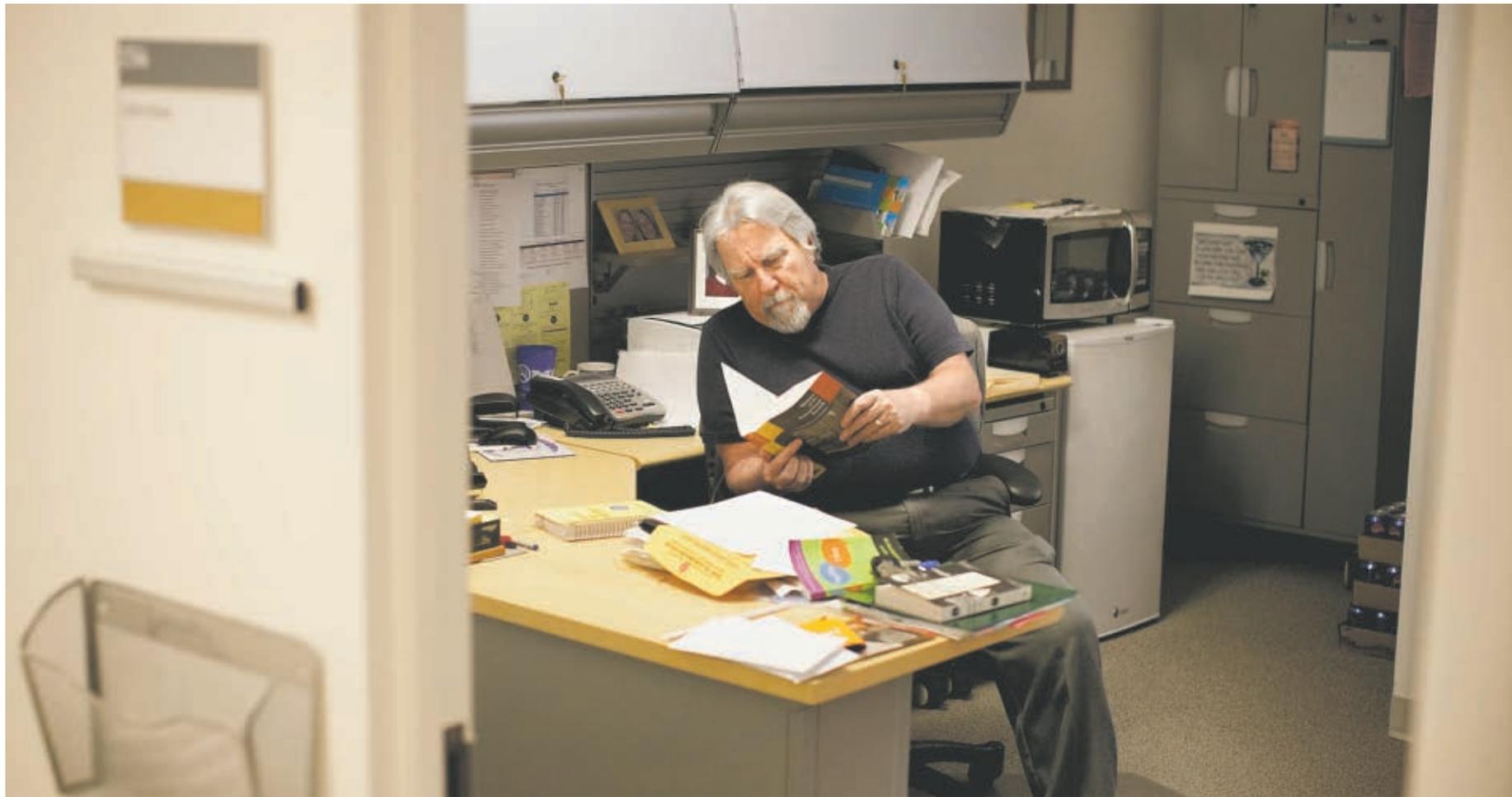
But the wave of retirements, if it happens, could be a double-edged sword, Mr. Bharucha says. While it will be an opportunity to hire many new faculty members, Tufts doesn't yet have the up-to-date facilities that new faculty members in the sciences, technology, engineering, and math expect when they are hired. Tufts estimates the upgrades and renovations it will need to attract top candidates once the wave of retirements starts will cost hundreds of millions of dollars. The university is planning to make the upgrades in stages.

Tufts has talked about offering retirement incentives (the medical school offered buyouts before the financial crisis hit), but Mr. Bharucha says the university is not looking to hurry people through retirement.

“It's something we talk about, but I don't feel the sense of urgency,” he says. “It gives us time to put in place the kind of facilities and infrastructure we're going to need to replace those retiring faculty members.”

Goodbye to Those Overpaid Professors in Their Cushy Jobs

By BEN GOSE



JAY PREMAK FOR THE CHRONICLE

John Hare, chair of the English department at Montgomery College, in Maryland: "I have to spend 15 hours a week in a classroom talking about things that I really love. ... For this I get paid."

Professors are
policing their own,
to root out any
suggestion that
the life of the mind
is a life of leisure.

THE NOTION that college professors lead easy lives isn't quite dead, but it may soon be history.

A decade or two ago, it wasn't hard to find state legislators, pushing for university budget cuts, who complained about the leisurely lives of academics. Try a Google search for such criticism today, and not much turns up.

There may still be full professors who teach three or four classes per year, head off to their cabins for the summer, and send their own children to college with a generous employer subsidy, all while enjoying job security denied to most other workers. But each year, fewer and fewer professors have it so good: An increasingly small percentage of those standing at the front of a college classroom are on the tenure track. For adjunct instructors, who now make up more than half of the professoriate, life is a scramble to piece together as much income as a bartender's. And the young academics who do win coveted tenure-track appointments are hardly coasting—they're working harder than ever before.

So instead of the bellowing legislator, what you find today is college teachers policing their own—to root out any suggestion that the life of the mind is a life of leisure.

John Hare became furious in early 2009 when he learned that a professor at the University of Florida had fought the administration after it asked her to teach three classes per year instead of two.

Mr. Hare's own daily existence is a crazy jumble of students and papers—and he loves it. As a professor of American studies and English and chair of the English department on Montgomery College's campus in Germantown, Md., he teaches four sections of composition and one of American literature every semester, and is entering the third year of a six-year contract. But life at the community college beats his earlier career as a technical writer, he says, in which he had little control over his work and had to show up each day at 8:30 sharp every morning.

Now, "I have to spend 15 hours a week in a classroom talking about things that I really love with some pretty interesting people. Once in a while, I have to read their papers. The heavy lifting is picking up the papers to take them back to the classroom.

"For this, I get paid."

Mr. Hare learned that Florida's Florence E. Babb, a full professor who also served as graduate coordinator of the university's Center for Women's Studies and Gender Research, had sought an

arbitration hearing rather than teach an extra course during a financial crunch. (Ms. Babb, who declined to comment, had pointed out at the time that she was initially told her load would double, to four courses, but that before the hearing the university agreed to count her duties as graduate coordinator as a course.) The university prevailed in the dispute.

Mr. Hare believes that such actions threaten to backfire against all college faculty members, including those with far less job security. "It contributes to a public perception that we all face at budget time—that we don't work very hard, that we have an objection to working hard," he says.

Last September some professors at the University of California decided that not working on days they were supposed to teach might actually help the university win more support from the Legislature. The professors called for a walkout of classes—to demonstrate how budget decisions were affecting students—even though the president's office had prohibited them from taking furloughs on teaching days.

James Hamilton, a tenured professor of economics on the San Diego campus, called out his fellow professors on his blog. "If some of my colleagues perceive that they now have better opportuni-

ties than teaching at the University of California, I'd encourage them to resign so that they can take advantage of those opportunities," he wrote. "If not, they need to stop whining and do their jobs. And perhaps even be thankful that, unlike many other Americans, they still have one."

THE PROFESSORiate may be policing its own perceived slackers, and there may not be as much grumbling from legislators as there once was about professors out mowing their lawns on Friday mornings. But what about professors' pay—does it qualify as cushy?

For those people lucky enough to land full-time jobs at universities, the pay can be good, although, of course, it's all relative. For example, a mathematician at a college or university makes an average salary of \$72,320 per year, according to the Bureau of Labor Statistics. (An annual survey by the College and University Professional Association for Human Resources provides a more detailed breakdown: A full professor in mathematics and statistics at a four-year institution makes \$84,324; an associate professor, \$66,012; an assistant professor, \$55,765; a new assistant professor, \$55,186; and an instructor, \$42,782.) That compares with an average salary of \$67,430 for an accountant or auditor, according to BLS figures, and \$75,220 for a statistician.

The average annual salary for English instructors at a college or university, meanwhile, is \$65,570, according to the bureau. That's about \$10,000 per year more than high-school teachers make (\$55,150), but high-school teachers probably started earning real wages at least six years earlier, and have a better shot at tenure.

And, of course, many adjunct instructors in college make far less than high-school teachers, and must supplement their income with other work. Steve Street, a lecturer in the writing program at Buffalo State College (who writes occasionally for *The Chronicle's* Adjunct Track column), makes just \$15,000 per year teaching six classes. He also does some freelance writing (including for *The Chronicle*), and in each of the past two summers has filed for unemployment benefits.

"I've been working for this system for 15 years, and I'm not at all happy with where I am," he says.

Most professors fare less well than lawyers and doctors. Nancy Folbre, a tenured economist at the University of Massachusetts at Amherst, finds the comparison apt, since all three careers require significant graduate or professional education and an apprenticeship period. She views the residency in medicine and the grueling years before making partner at big law firms as analogous to the bid for tenure.

Lawyers earn an average annual salary of \$129,020, according to the labor bureau, and family doctors and general

practitioners earn \$168,550. The average wage for college and university professors whose disciplines are not listed separately (unlike the economists and English professors, above) is \$77,080.

That said, few tenured professors are likely to want to trade places. "The main benefit is being around other smart people and getting to talk about ideas all day," says Ms. Folbre. "If you talk to

most faculty members, that would trump everything."

AND YET many highly satisfied full professors also say that any young scholar trying to follow in their footsteps is delusional.

Cary Nelson, a tenured professor of English at the University of Illinois at Urbana-Champaign and president of

the American Association of University Professors, believes it is no longer ethical to recommend Ph.D. programs to promising undergraduates. "It's a ticket to exploitation and semi-starvation," he says.

Peter D.G. Brown, a professor of German at the State University of New York at New Paltz and one of the few
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Many tenured professors say that any young scholar trying to follow in their footsteps today is delusional.

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tenured professors who has fought for better working conditions for adjuncts, says the odds against finding a tenure-track job simply make pursuing a Ph.D. a bad bet for most people: “I do everything I can to talk them out of it.”

In fact, it’s become such a long shot to snag one of those “cushy” jobs—relative to the years of study required even to be in the running—that some experts believe it is now economically rational only for children from affluent families to pursue academic careers.

“Is there a harm to that?” asks Marc Bousquet, an associate professor of English at Santa Clara University, who blogs for *The Chronicle*. “The answer is yes. You’re no longer sorting for the most-talented faculty. You’re sorting for people who can afford that wage discount.”

As long as the national economy remains in the doldrums, even those with the most-secure academic jobs may have to work harder. Stephen Nelson, a tenured associate professor of educational leadership at Bridgewater State College, argues that budget-crunched institutions should touch the “third rail of campus politics” and make professors who are accustomed to teaching four or five courses per year take on another course. Doing so could eventually lead to a re-



BEN CHANEY

After professors in the U. of California system held a walkout to dramatize budget problems, an economist at San Diego said his colleagues should “stop whining and do their jobs.”

duction of 15 to 20 percent in the size of the faculty, he points out, and save colleges a lot of money.

Increasing teaching loads is not exactly an idea that has caught fire (although Carleton College has delayed a planned reduction for tenured professors from six to five courses a year). But who knows what the future holds in a double-dip recession?

Not surprisingly, some professors want the suffering to land elsewhere. Last summer 23 department chairs at San Diego signed a letter urging the University of California system’s president, Mark G. Yudof, to “drop the pretense that all campuses are equal” and

consider closing those at Merced, Riverside, and Santa Cruz to save money.

That prompted an angry columnist at the *The Modesto Bee*, near Merced, to label the idea’s proponents “fish-taco-eating egotists.”

“These folks are willing to stab in the back thousands of students and would-be students, UC faculty and support staff, and cities just to keep their own inflated salaries for what amounts to a three-day workweek,” wrote the columnist, Jeff Jardine.

The stereotype of the cushy life may be dying, but watch out for some last gasps along the way.



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A Canadian College Where Adjuncts Go to Prosper

By AUDREY WILLIAMS JUNE

VANCOUVER Community College, like many institutions of its kind, relies heavily on part-time faculty members. But its policies for promoting and supporting them have helped the Canadian institution avoid the criticism of activists who accuse many American colleges of exploiting their adjuncts.

That's because Vancouver instructors who are hired by the term but work at least half time for 19 out of 24 months achieve "regular" status—a form of job security that provides a level of protection largely unheard of for faculty members who aren't tenured or on the tenure track. "Once you're hired as a term instructor, people take it very seriously because the department heads and deans know that this person is going to be around awhile," says Frank Cosco, president of the Vancouver Community College Faculty Association. He is a full-time faculty member with regular status who has worked at the college for more than 20 years.

The work environment at Vancouver is the result of more than two decades of collective bargaining between administrators and the faculty union, which represents all faculty members. As a result of the union's contract, the gap between full- and part-time faculty members is narrower than at most institutions, and is often held up as an example of how to treat adjuncts, who make up the fastest-growing slice of the American professoriate.

In fact, a report last year by the American Association of University Professors named Vancouver as one model of how to improve the circumstances of adjuncts in the United States, many of whom are poorly paid and lack job security and health benefits. The association's report called for the conversion of part-time appointments to tenure-track jobs. Shortly after the report's release, some experts on adjuncts said there was no incentive for institutions to provide contingent faculty members in the United States with more job security, among other things. Paul D. Umbach, an associate professor of higher education at North Carolina State University, said that at best, colleges would "nibble around the edges" of such a proposal.

"We don't have a completely equitable situation, but we try to make it as equitable as possible," Mr. Cosco says.

For starters, pay for part-timers is based on what full-time faculty members make. So instructors who teach half time make half as much as full-time colleagues with similar experience who do the same work. Depending on experience, the pay ranges from about \$54,000 to \$82,000 in U.S. dollars.

Because seniority is accrued at the same rate by full- and part-time faculty members with regular status, a part-time instructor could outrank a full-time colleague in seniority. (The union's agreement calls for layoffs, if any, to be by se-

niority, regardless of full- or part-time status.) Health benefits are available to all faculty members who work at least half time. Maternity leave is available after six months of contract work.

When it comes to workload, no distinction is made between full- and part-

time instructors, Mr. Cosco says. In addition to teaching, part-timers are paid for related work such as office hours, grading papers, and preparing course materials.

Perhaps the most important feature
Continued on Following Page

"Regular" status provides job security for instructors not on the tenure track.

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Bill Nikolai (left), a librarian at Vancouver Community College who was elected department head by his peers, with Frank Cosco, president of the faculty union, who says, "We don't have a completely equitable situation, but we try to make it as equitable as possible."

Continued From Preceding Page

of Vancouver's system, say experts on adjunct issues, is that it allows faculty members who were initially hired term-by-term to be promoted into jobs with more-secure status. Once they work enough days during a two-year period, and provided they do not receive a negative evaluation, the conversion to regular status is automatic. The college has about 725 faculty members—475 of whom have regular status. "We purposely focused on the person, not the position," Mr. Cosco says.

A fine point of the union's agreement helps adjuncts who are seeking job security: After working for six months, they have the first right of refusal for any new teaching contracts offered in their departments to temporary employees.

Bill Nikolai, a librarian (a faculty position at the college), achieved full-time regular status a different way—he was elected by his peers to be department head, a position for which the status is automatic. A onetime English teacher in Japan, he studied to be a librarian and, after graduating almost two years ago, landed an adjunct job at Vancouver.

"When I applied for the job, I didn't know anything about regularization," he says. "Then, when I got here, I

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started learning more about how things worked.”

Stephanie Hummel, an instructor of English as a second language, began working at Vancouver in January and has taught every month since except April and May, when she didn't have a contract. Her latest contract ends in August, and she won't know whether she'll be teaching in the fall until just before classes begin.

But the potential job security is worth waiting for, she says. As an instructor elsewhere in British Columbia, she could earn only \$30,000 at the top of the pay scale, despite her 10 years' experience and master's degree in teaching English to speakers of other languages.

“Even for nonregular staff, working here is a step up,” she says.

Sal Ferreras, dean of the college's music school, calls the perks available to Vancouver's adjuncts “goodies that make something challenging like part-time work a little bit more meaningful.” Both the college and its students, he says, benefit from the stability of the work force.

“A lot of people who work part time for us are grounded in this institution and continue to develop themselves professionally,” says the dean, who began his career at Vancouver as a part-time faculty member. “They have a particular affinity for this institution. The likelihood of them leaving this position is not very high.”

Access to professional-development opportunities also contribute to that loyalty. Faculty members who work at least half time for seven months of the year can get about \$250 to cover the cost of conferences, research, subscriptions, and other professional expenses. They can also compete for grants of up to \$5,000.

Lorraine Rehnby, who started at the college in 2008, was able to take professional-development leave for the first time in March 2009. She spent the 50 hours of leave time on a project to help her ESL students improve their vocabularies. It involved putting a Canadian twist on a popular American word game, Apples to Apples, in which players match nouns with adjectives they think best describe them. The words “Mount Rushmore” on one of the game's flashcards became “Mount Logan,” a Canadian landmark.

The opportunity to create learning materials that her colleagues can also use is invaluable, she says. “I have so much support, a huge number of resources, and if I have questions, they get answered straightaway,” says Ms. Rehnby, who is working during the summer term and hopes to achieve the more-secure job status in October. “I'm really lucky to have this job.”

Vancouver's faculty-union contract expired in March, but its provisions remain in effect until a new agreement is in place. Bargaining will pick up again in earnest when the academic year begins, says Mr. Cosco, the fac-

ulty association's president. The union wants to see a few months shaved off the time faculty members need to work to attain regular status, and also wants to make faculty members who work less than half time eligible for health benefits.

Mr. Ferreras, the music dean, says department heads, whose teaching duties vary widely, would most likely say

they want more release time to do their administrative duties, among other things.

Still, the work done in previous years appears to have paid off: Part-time employees feel like an integral part of the college community, says Mr. Cosco.

“If you want to work at VCC,” he says, “it can be a career when you're hired the first time.”

Both the college and its students, says one dean, benefit from the stability of the work force.



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Academic Transitions: How 4 People Switched Careers

A Working-Mother Lawyer Moves From the Counsel's Office to Alumni Affairs



LEONARDO CARRIZO FOR THE CHRONICLE

As chief operating officer of alumni affairs at Ohio State, Ginny Trethewey relies on her legal instincts.

“I really don’t believe people should do the same thing forever.”

WHEN GINNY TRETHEWEY decided to leave her job as a lawyer with one of the largest firms in Columbus, Ohio, she says her 11-year-old son burst into tears. “Mom,” he said, “it’s who you are. It’s what you do.”

But Ms. Trethewey doesn’t see it that way.

Sure, she says, leaving the firm was an “agonizing” decision, but the uni-

versity jobs that followed have been just as great—and just as all-consuming.

Ms. Trethewey is now chief operating officer of the Ohio State University Alumni Association and served as the institution’s general counsel before that. She says the law is in her genes. She graduated from Ohio State’s Moritz College of Law in 1977 and immediately took a job with the local firm Vorys, Sater, Seymour, and Pease, where she worked for 15 years.

Ms. Trethewey left in 1991 to focus on raising her children. At the time, she had her older son and a year-old baby boy. “It was crazy doing nothing but work, work, work,” she says. But about three

years later, she was itching to work again. Just as she was starting to think seriously about finding a new job, she learned that Ohio State was looking for a new general counsel.

“In all honesty, my answer was ‘No,’” she says. But Ohio State called again, and in early 1995, she took the job.

“Being general counsel of a large, public institution is a lawyer’s dream job because anything and everything can happen, does happen, and will happen,” Ms. Trethewey says. “You just get exposed to so many interesting issues,

the people are fascinating, and the stage is large.”

In 1998, she took on the additional duty of serving as executive assistant to the university’s president, William E. Kirwan. He had been looking for someone who knew the university and could act as a confidante and a messenger. That job, she says, allowed her to develop leadership skills and draw upon her lawyerly instincts: “Identify the problem, be calm, gather evidence, be sensitive to politics, and then carve a path.”

Ms. Trethewey still relies on those instincts in her role with the alumni association, which she assumed in 2004, after stepping down as general counsel. “I really don’t believe people should do the same thing forever,” she says.

She made the move when Archie Griffin, an Ohio State football legend, was recruited to lead the alumni association. The two knew each other and decided together that Ms. Trethewey would become the group’s second-in-command.

Moving from the university administration to the alumni association was a big leap—Ms. Trethewey compares it to going from a convention to a family reunion. “They’re kind of in the same business, but the alumni association is really all about engaging and cultivating and growing relationships with a large number of people,” she says.

—ALEXANDRA TILSLEY

A Friend’s Crisis Leads a Onetime Student Janitor to a Research Job

AS A CUSTODIAN at Gonzaga University 11 years ago, Garrin T. Hertel enjoyed discussing history and philosophy with professors as he cleaned their offices.

He was both a full-time history student and a full-time janitor, and he frequently slept as little as three hours a night. Determined to support his family while earning a bachelor’s degree, Mr. Hertel had a hectic schedule. “It was hard to juggle all that,” he says, “but sometimes you have to face challenges to become who you were meant to be.”

A decade and a degree later, Mr. Hertel, now 38, is a data analyst at Gonzaga. His professors and fellow students, he says, were very supportive during his professional transforma-

tion. “After all, that’s what universities do—they change people’s lives,” says Mr. Hertel.

Before coming to Gonzaga, he had worked in warehouses and lumberyards. Unhappy with manual labor, he says, he and a close friend eventually realized that something was missing in their lives. “We both had jobs and wives and the American dream, but not a degree,” he explains. “We were both looking for ways to express ourselves and ways to be useful that matched our talents, and

Garrin Hertel held several manual-labor jobs before going back to college.



DEKE CLOYD, ON THE EDGE, LLC, FOR THE CHRONICLE

it was difficult to do that in those environments.”

His friend eventually committed suicide. Mr. Hertel decided that he needed to take a proactive approach to improve his circumstances, and he enrolled in college. “My friend’s suicide definitely clued me in that if I wasn’t really intentional about changing my life, it wouldn’t happen,” he says.

When he arrived at Gonzaga, Mr. Hertel instantly felt at home, even though he was older than most students and was married with children. “I didn’t feel any friction, and I wasn’t out of place,” he says. “I felt like I was right where I needed to be.”

Having the right attitude was crucial, he says. “Going to college is like going to a foreign country. If you’re open to it and enthusiastic about it, then it turns out well.”

After finishing a bachelor’s in four years, in 2003, Mr. Hertel worked in the registrar’s office assisting students—a task made easier because he had gone through the system himself, he says. The following year, he began working as an institutional-research analyst, the job he holds today. In this capacity, Mr. Hertel collects and interprets data on Gonzaga’s student body. He is also taking graduate courses in communications, which allow him to

“My friend’s suicide definitely clued me in that if I wasn’t really intentional about changing my life, it wouldn’t happen.”

better help students while studying student achievement. He uses his conversations with students to craft policy recommendations.

Mr. Hertel says his education has helped him find not only a career but also his own special talent for leading others. “I’ve found my leadership style,” he says. “I’ve learned to help other people shine.” In his free time, he is the leader of a jazz band, Hot Club of Spokane. A rhythm guitarist, he prefers to let others take center stage.

As he travels on a career path that has taken several detours, Mr. Hertel is uncertain but hopeful about his future. “I don’t have a small-minded vision of what I could become,” he says, “but hopefully, it involves being of service to somebody who is trying to find who they are, who is in the transition from youth to adulthood.” —ILANA KOWARSKI

A Jack-of-All-Academic-Trades Masters Several of Them

STEPHEN L. VARVIS has had eight jobs on the same campus.

During his 25 years at Fresno Pacific University, he has been business manager, a faculty member, a dean, a public-relations director, and head of a department and a division.

Often he has held multiple jobs at the same time. He began his career at Fresno Pacific as a part-time adjunct professor, and today he is a history professor and vice president for enrollment management.

Still, in his long and varied résumé,

Mr. Varvis finds substantial continuity. “In some ways,” he says, “I’ve seen higher education as my occupation, rather than a specific area, since I’ve had such a variety of positions.”

Work in university administration and
Continued on Following Page



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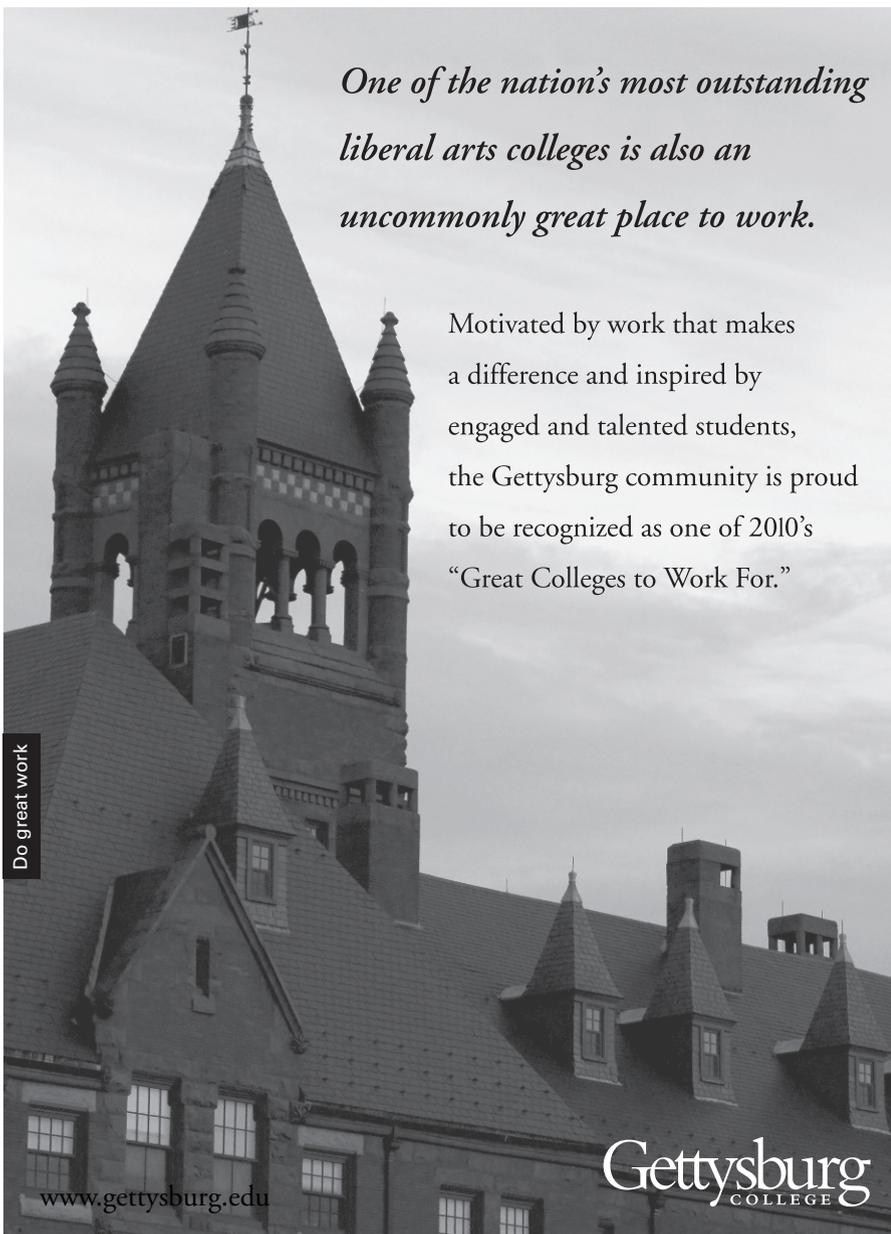
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Academic Transitions: How 4 People Switched Careers

Continued From Preceding Page
pedagogy can be complementary, he believes. "In the largest sense, you're here for education, whether you're teaching or administrating. You're working for students either way. And if you keep that in mind, one thing reinforces the other."

It is important for educators to avoid overspecialization and tunnel vision, Mr. Varvis says. Because of his breadth of experience, he understands various perspectives on his university, and says more academics should have the same opportunity.

Relatively small universities like Fresno Pacific, which has about 2,400 students, are more likely to need jacks-of-all-trades like Mr. Varvis. "Being in a smaller institution allowed me to test out some areas and figure out where I could contribute to the institution in a greater way," he says.

He credits his peers on the campus with being amenable to his desire to try new things. Having such open-minded co-workers is necessary for a career-switcher like himself, he says: "You need people who see your potential and give you opportunities."

Mr. Varvis considers himself lucky. "I enjoy teaching, and I can't imagine not doing it, but I also have a little knack for putting things together. Now I get the

Mr. Varvis appreciates his peers' willingness to let him try new things.

chance to do both those things."

Sometimes, he acknowledges, he has struggled to manage his time effectively. Multitasking requires flexibility and careful planning, he says.

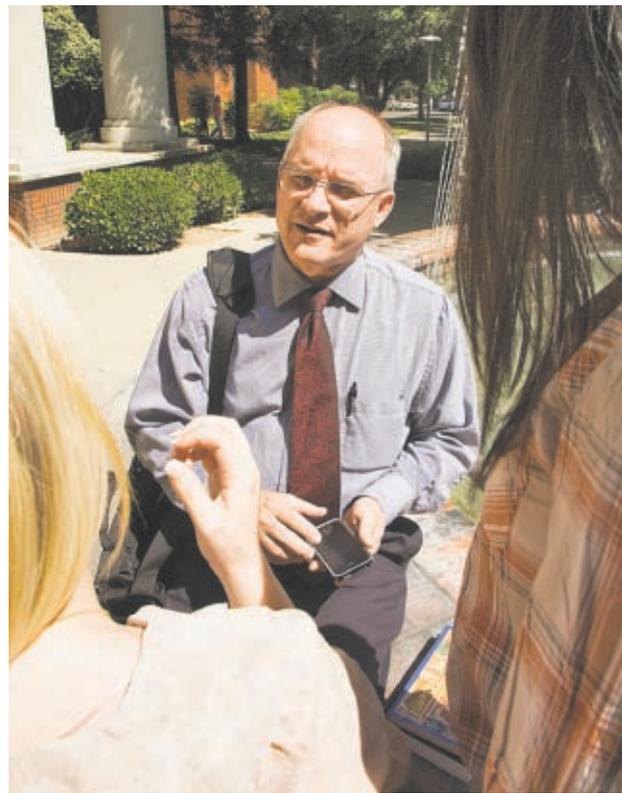
Mr. Varvis spaces out his schedule to allow time between administrative and professorial tasks. "It's hard to rush

Right Place, Right Time: One Student-Affairs Officer's Story

THEY MIGHT SEEM like different worlds, but working in a bank is not a far cry from working in student affairs—at least not according to Michael A. Turner.

"I can't cash your check' is not a whole lot different than 'You can't have that class' when you're dealing with someone who's really upset," he says.

Mr. Turner, now coordinator of student affairs for the Virginia Community College System, started his career as a bank teller while he was an undergradu-



ROGER J. WYAN FOR THE CHRONICLE

"I enjoy teaching, and I can't imagine not doing it, but I also have a little knack for putting things together," says Stephen L. Varvis, of Fresno Pacific U. "Now I get the chance to do both those things."

from an administrative meeting to a classroom and be an effective instructor," he says.

But it is easier than people might think to switch jobs, he says. For example, he uses much of what he learned about admissions, as a dean, in his current work in enrollment management.

Mr. Varvis is glad that he has not had to abandon teaching in order to become a leader at Fresno Pacific. "I've always thought that

keeping a foot in the classroom keeps me aware of who the students are that we serve."

—ILANA KOWARSKI

the bank began using automated teller machines, and he was invited to take a programming aptitude test to see if he was qualified to work with the new ATM's. He passed and entered an IBM training program.

Mr. Turner eventually left the bank because of a merger, but his programming skills came in handy: He first took a job setting up computers at a local public-school system. Then, two years later,

“Right now, I’d have to say this is my favorite job because of the variety.”

he heard that Old Dominion was looking for someone to work in registration. His IBM training qualified him for the job, which offered tuition reimbursement.

“That’s really how I got into higher education,” Mr. Turner says.

After graduating from Old Dominion in 1990, Mr. Turner went to work in registration at Christopher Newport

University. From there he moved to Thomas Nelson Community College, part of the Virginia Community College System, where he first worked as a registrar. After more than eight years, he went to work at Tidewater Community College, also in Virginia, as an information-technology supervisor. He began his current student-affairs job, with the community-college system, in 2006.

“Right now, I’d have to say this is my favorite job because of the variety,” Mr. Turner says. “It’s constantly moving. You don’t have a bored day.”

Mr. Turner’s dream is to earn a master’s degree from the College of William & Mary, where he’s studying higher-education administration. Before fate led him to his job in registration at Old Dominion, he had never considered a career in higher education.

“I was very fortunate to be in the right place at the right time,” he says. “A lot of



LISA BILLINGS FOR THE CHRONICLE

Michael A. Turner, coordinator of student affairs for the Virginia Community College System: “You don’t have a bored day.”

it’s luck. Someone will tell you you can do anything you want. Well, to a certain extent, but it gets back to that saying that 95 percent of luck is showing up, and I just happened to show up at the right places.”

—ALEXANDRA TILSLEY



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MICHAEL OKONIEWSKI FOR THE CHRONICLE

Employees at SUNY's Delhi campus enjoy cut-rate delicacies produced by students in its culinary program.

Gourmet Food, Sports Tickets, Vacation Cabins: Adding Zest to College Benefits

THE GREAT COLLEGES TO WORK FOR offer traditional benefits, such as health insurance and retirement plans. But several distinguish themselves in unconventional ways, offering free massages, discount theater tickets, vacation cabins, and more. Unusual benefits often attract talent, explains Bonnie G. Martin, an administrator at SUNY's College of Technology at Delhi. "Quirky perks help the workplace stand out as being unique," she says. Here are some of the most notable:

Travel and Leisure

Hardin-Simmons University owns three cabins in the mountains in Ruidoso, N.M., that faculty and staff members may rent at a low cost for vacations. Through arrangements with travel agencies, Hardin-Simmons employees also have reduced-price access to other cabins and facilities throughout the United States and overseas.

Unexpected Holidays

Once a year in the spring, on a day known as Fox Day, Rollins College surprises faculty and staff members and students with an unexpected day off. The tradition began in 1956, when President Hugh F. McKean canceled all classes to encourage members of the campus to enjoy their day together.

Feel-Good Remedies

Stressed out at work? At Anne Arundel Community College, massage-therapy students run a clinic on the campus, and employees are free to take advantage of it. Ten-dollar donations are encouraged, however.

Pet Perks

At SUNY Delhi, employees are entitled to free pet care, courtesy of the university's veterinary students. Employee-owned pets get complimentary surgeries and other medical care, as well as bathing and grooming.

That's Entertainment

Faculty and staff members at Wayne State University receive discounted tickets to Detroit operas, plays, nightclubs, and professional sports games. Ticket discounts for sports and theaters can range between 20 and 50 percent.

Mildred S. Jett, human-resources manager, explains that the program is meant to make community involvement easy. "Because we are an urban university, we want to support the surrounding community," she says. "Furthermore, we realize that employees need downtime in addition to work, and we want to make sure they have fun."

Gourmet Cuisine

Staff and faculty members at SUNY Delhi can get a four-course meal from nationally ranked chefs for \$20. A recipient of the 2003 American Culinary Federation gold medal, Delhi's culinary school requires student cooks to, well, cook, and university employees get to consume the fruits of that labor. Employees get steep discounts on gourmet food, including baked goods, butchered meat, and fine dining at the student-run Signatures restaurant.

Weighty Rewards

Many colleges provide their employees with free or subsidized diet programs. At the University of Michigan, all employees get two half-priced Weight Watchers sessions and an \$18 discount on each subsequent session. Anne Arundel Community College also offers discounts for these programs.

— ILANA KOWARSKI
AND KELLY TRUONG

How I Solved My Midlife Crisis

Did I want to simply ‘phone in’ my job for the next two decades and spend more time playing the banjo?

By BART BEATY

AS I APPROACHED MY 40TH BIRTHDAY, I joked to friends and colleagues that I was laying the groundwork for an impending midlife crisis. At 39, I felt I was doing really well for myself: I was a tenured associate professor of media studies at a rising research university in a booming city. I had published five well-regarded books with university presses and had completed three more. My courses were popular and drew strong evaluations from students. My administrative duties were relatively light and, for the most part, meaningful. I was happily married and adored my son. Crisis? What crisis?

Joking about it, of course, probably brought it on.

When I turned 40, career changes derailed my sense of contentment. First, the academic unit in which I had spent my entire career was to be united with several others, and the future of my discipline at the university appeared in jeopardy.

Midway through the year my faculty appointment was transferred to another department, where I would begin the process of reinventing myself in my job. Then I was promoted to full professor. What should have provided a sense of personal accomplishment made me question what I had done to arrive at this point in my life. How had I become a full professor in a discipline from which I had actually flunked out 20 years ago? More important, what was I supposed to do now?

Taking my midlife crisis seriously, I thought for a long time about what I wanted to do next. Faced with another quarter century in academe, five options seemed open to me. Did I want to become the best possible teacher I could be? Did I want to become the leading scholar in my research subfield? Did I want to pursue a career in administration and try to improve the place where I worked? Did I want to communicate research beyond the ivory tower by writing for nonscholarly venues? Did I simply want to “phone in” my job for the next two decades and spend more time playing the banjo?

COMING TO TERMS with what I wanted to do required being honest with myself about the person I am and the person I want to be. In the end, because I enjoy so many aspects of my job, I found that it was as much a process of ruling out options as making an affirmative decision to move in one single direction. Like so many academics, I realized that I greatly enjoyed teaching bright and committed young people, but that teaching was not the primary reason I had entered this profession. I wanted to create new knowledge, not simply pass on what is already known.

I also recognized that while I can teach well, the path to becoming a world-class teacher would take me down pedagogical roads that I was not enthusiastic about following. When I listen to my teaching-focused colleagues, I don't hear messages that resonate deeply within me, and I am old-fashioned enough that I seem to be naturally suspicious of many of the advancements in contemporary pedagogy that are of such interest to my peers.

The dream of scholarly superstardom was put to bed next. I have been very fortunate to work with excellent editors at university presses who have believed in my work, and I am grateful to have been favored

Continued on Following Page



ADAM NIKLEWICZ FOR THE CHRONICLE

Teaching was not the primary reason I had entered this profession. I wanted to create new knowledge, not simply pass on what is already known.



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A sense of freedom from the peer- review rat race has strengthened my commitment to the values of inquiry- based scholarship.

Continued From Preceding Page

with research grants and opportunities that mean my scholarship is respected by my peers.

Yet at the same time, the arrival of my newest books kindled little joy in my heart. Moreover, the current shifts in the landscape of academic publishing have made the likelihood of diminishing returns all the more present. I take great pride in contributing to my research area, but I no longer have any desire to try to lead it.

The idea of moving into a life in administration is one that I seriously considered for some time. It was clear to me that one source of my current crisis was the nagging feeling that things weren't being done right where I worked; which is to say, they weren't being done the way that I would do them. Naturally, I wondered if I could change that.

IN THE END, it didn't much matter. It became clear to me that my vision for reform was not one widely shared by my colleagues, and that would keep me out of any position that I might find rewarding. I am grateful that that was pointed out before I embarked on a path that would have only frustrated me. Not to mention my colleagues.

Having ruled out the three most important roles of academic life, I wondered if I could remain content as an academic? Surely I couldn't just mark time and collect a paycheck for the remainder of my career. While the idea of simply giving up might sound appealing to some, I'm the type of person who, when on vacation, becomes restless about getting back to the office.

I swear I'm not a workaholic. I have plenty of hobbies and interests, but I also realize that my hobbies are another way of ensuring that I always have a project, or six, on the go. A life of ease wrapped around a phoned-in teaching effort might be enough to keep me tenured, but it wouldn't have made me happy. At the same time, I began to realize that, some day, I wouldn't be teaching at all anymore: What will I do when I retire? What would I do with my life if I won the lottery and didn't have to work?

That led me to the moment of clarity I had been searching for: I woke up to the fact that achieving tenure and promotion are like winning the lottery. With the odds against landing a tenure-track job in the humanities growing longer every year, I had hit the proverbial jackpot and been granted an opportunity that very few people have: the freedom to pursue my own interests on my own terms. Within the constraints of my job obligations, I could do whatever I wanted with my life.

It was then that it became clear that what I wanted to do was write without footnotes. For more than a decade I've written magazine criticism that has

counted little toward my professional goals but has given me great personal satisfaction. I've blogged and scribbled and enjoyed it in ways that are quite different from the satisfaction I find in my monographs and journal articles. So I've decided to do more of the kind of writing I enjoy the most.

I've begun writing for magazines that my neighbors subscribe to. I've begun writing a novel that I think my parents would read. I recognize that there is a great likelihood that I will fail as a novelist, or at least fail to meet my goals. I've also realized that I'm fine with that, because the process of writing in a new way has already opened up new ways of thinking for me.

For the first time since writing my dissertation, I am working on a project that I think about night and day, and long to return to when I am away from it.

What's more, that sense of freedom from the peer-review rat race has strengthened my commitment to the values of inquiry-based scholarship and teaching. Without the past 10 years of research and teaching, I don't believe I would have had the confidence to pursue a different type of writing. The research skills that I have developed are certainly coming in handy as I craft a historically situated novel. I'm excited to bring my new writing experiences into the classroom, and I now have ideas for an array of new courses that will keep me interested in teaching for years to come. Finally, I'm excited about scholarly writing in a way I haven't been for a long time. Instead of turning into stereotypically embittered deadwood, I feel like a new hire eager to prove myself all over again, but with a lot more self-confidence—and job security.

There's a lot about faculty life that can wear down body and soul over the years. Before succumbing to the feeling that you can never be happy in academe, I would encourage all midcareer academics to take stock of their lives and their work by asking two questions: What would I be doing right now if I could do anything at all? And how much of that could I do right now and still be great at my job?

Bart Beaty is a professor of English at the University of Calgary.

The Senior Professor: Deadwood or Iceberg?

By DAVID D. PERLMUTTER

“DEADWOOD Resentment Syndrome” is a real condition prevalent among academics—it just hasn’t been clinically established yet.

In a typical case, a young language scholar might explain his bitterness toward the head of his promotion-and-tenure committee like this: “I’m better than him at everything he is judging me on. My teaching evaluations are higher than his, undergraduates flock to my classes, I get lots of doctoral advisees, I am publishing like crazy. He is deadwood compared to me. So why does he get to vote on my future?”

No assistant professor is immune to such musings. Because I write a column on promotion and tenure for *The Chronicle*, I get to talk to many junior faculty members from all disciplines. While I don’t claim that the deadwood resentment is universal, it is found in biology labs and cloisters of the humanities; among civil engineers and sociologists. Accusations of deadwood, however, are too widely applied and do not take into account other mitigating factors: The senior scholars seen by some junior faculty members as deadwood may in fact be icebergs whose CV’s do not reveal the many valuable, below-the-surface services they perform or the nuances of post-tenure-track careers.

The causes of tension between the tenure trackers and those who vote on tenure are not mysterious. Publishing and grant expectations have shot up drastically in the last generation. To take an example from my own field, when I went on the job market in 1995, I was A.B.D. and had published two refereed articles in decent journals. Just last year, in contrast, one of our tenure-track hires had been principal investigator or co-principal investigator for several grants, and was author or co-author of five good research articles—all while she was a doctoral student. She is our new normal.

Adding to the problem is a brew of concurrent demands on junior faculty members. They pursue home and family happiness as well as rewarding careers. The job market in many fields is so constricted that the tenure track feels to many like their one shot at making it in our profession. The promotion-and-tenure process has always been fraught with tension, but now more than ever the “life or death” analogy is used to describe it.

When I talk to assistant professors (and not a few grad students) who may be showing symptoms of deadwood resentment, I don’t deny or dismiss their beliefs and feelings. A comparison of credentials of members of the promotion-and-tenure committee with those of many junior scholars can become a Plutarchian exercise of trying to find differences between two people. But there are counterarguments to offer, especial-

ly when young scholars start throwing around—in private, among themselves, or online pseudonymously—terms like “deadwood” to describe their elders.

No one denies that there are professors among the tenured class who have surrendered their honor, put their feet up, and coasted through the middle and latter parts of their careers, mistranslating “tenure” to mean protection from any accountability and “academic freedom” to mean “I can do anything I want,” including failing to prepare for class, blowing off office hours, and publishing fitfully. The hotshot assistant simmers in silence while—from her point of view—a desiccated stump in the next office scrutinizes her teaching evaluations or article-impact factors.

TO BEGIN, there is the problem of how to compare scholars from different eras. Publishing more articles to get tenure today does not mean that one is necessarily better or has achieved more than the full professor who published fewer articles to get tenure in 1980. The number of journals has expanded greatly, and there is an increasing stress on produc-

ing “least publishable units”—that is, articles that cover narrower ground than their predecessors of a generation ago.

Second, the eras of then and now are not equivalent. An astute sports fan recognizes that Mickey Mantle is not, retroactively, any worse a hitter because he might have more trouble with today’s pitching. The Great Mick did what he had to do in the 1960s under the system

One of our recent hires was author or co-author of five articles while she was a doctoral student. She is the new normal.

and expectations of his time. Likewise, people who got tenure in the 1980s or even 90s may have had a quantitatively lower bar than today’s new scholars, but there is no reason to believe they would not adapt to today’s expectations if they had to.

Another aspect of the poverty of simple comparison was pointed out to me early in my own career by a senior colleague: “We expect a lot of you, but

Continued on Following Page

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Continued From Preceding Page
then you get a lot of support we didn't get." Many full professors are somewhat startled by the extent of research support that today's junior scholars receive in many fields at research universities. The expansion of doctoral programs, increases in research financing, and new grant possibilities all mean that an assistant professor in 2010 has, in general,

much more of a support system than the previous generation of scholars did.

Moreover, the argument that is sometimes made to explain the decreased studying time of students—the rise of enabling technologies—applies to the current tenure-tracker as well. The iPad, iPod, laptop, netbook, and desktop computer and their software may frustrate and distract us at times, but they represent an exponential leap in saving work time if one so chooses. For example, as an undergraduate in the early 1980s, I was hired by a doctoral student to help enter the data for her dissertation. My job was to read aloud the numbers on computer cards so she could type them into a newfangled statistical program on a mainframe. What took around 50 hours then requires a single keystroke today.

It is also unfair to criticize someone for failing to do what you have not yet attempted. The probationary faculty member who complains about the post-tenure productivity of senior scholars has not yet demonstrated he or she can do better. As the author now of about 30 outside evaluations for tenure, and a participant in innumerable discussions about tenure standards, I think it is generally agreed that a key marker that you deserve promotion and tenure is the near certainty of scholarly productivity after tenure. Simply publishing the minimum number of articles, scoring adequate teaching evaluations, and putting in the least possible service is not enough.

Then there is the even more delicate issue of compensation. I once attended a conference of associate deans that was discreetly titled "Motivating Midcareer Faculty." Practically everyone in the room was from a public university, and the No. 1 lamentation from the participants was that we had very few carrots and fewer sticks to motivate anyone. Nearly all the supremely productive junior, midcareer, senior, and even emeritus faculty members we knew produced because they wanted to, because they loved the work.

IT IS IMPOSSIBLE, however, to have 100-percent buy-in to a system based essentially on voluntary goodwill. People who have been working for decades at one institution, unless they have gone into administration or been lucky with counteroffers, are probably suffering from market-driven salary compression. In some departments, newly hired assistant professors not only get a great deal of research support, but also may make as much as or more than some seniors. It can be demoralizing to know that no matter how hard you work, you will never be valued at what you think you are worth. Many unproductive faculty members appear to use this logic: "Suppose I start publishing and put lots of extra effort into my teaching; then I'll earn an extra 1 percent. Whoopee."

Which brings us to the iceberg analogy. When I first accepted the position

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ADAM NIKLEWICZ FOR THE CHRONICLE

of head of an academic unit, a dean told me, “Get ready to live in a world where 90 percent of the good you do is never recognized by anyone.” But to some extent the various elements of a senior

Academe would fall apart if senior professors began avoiding service duties in favor of their own publishing agendas.

scholar’s workload are equally invisible. Most obviously, many perks associated with hiring dissipate after tenure: Lower teaching loads, lighter service requirements, even the patronizing but useful kindness of the department chair might cease once you become “one of us.” A newly tenured colleague described how, the week after the joyous letter from the provost arrived, he got almost a dozen individual e-mails notifying him of additional service or duties requested for the year to come.

Truly concealed are the obligations that accrete after tenure into an ever larger off-the-books service requirement. One professor jokes that his full-time job is writing letters of recommendation,

while his part-time job is being a professor. As the years go by, you accumulate more and more former students. A full-professor friend now in his 70s estimated that he has written several hundred letters of recommendation in the last two decades, and spent many hundreds of hours on the phone praising former students to search committees or corporate employers. That work—and its results—appears nowhere on his CV. There are many other unseen tasks for the seniors, often involving service for the juniors. Academe

would fall apart if senior faculty members started to avoid such duties in favor of their own publishing agendas.

THERE IS ALSO the question of the rhythm of a career, the seasons of life in academe. The great editor and critic Cyril Connolly wrote about the kind of artists who flamed out in youth versus those who endured for the “marathon of middle age.” We need to have a serious discussion about what productivity means after tenure, or after “full” is added to one’s title. Are we really expected to churn and burn for 50 years? We need to find a way to offer incentives to middle and senior faculty

members who have lost the incendiary inspiration of their early careers. Simply labeling them unproductive creates nothing but bitterness and fails to solve the problem.

Finally, in the end, does the judge’s CV really matter? Another apologia for the seniors is that the job of someone on a promotion-and-tenure committee is not to outclass or compete with probationary faculty members, but to estimate their worthiness for promotion and tenure. To use another sports analogy, nobody expects a soccer referee to spontaneously drop his flags, jump into the game, and outscore the players. You don’t have to be a great jurist to sit on a jury; you don’t have to be a Nobel Prize-winning novelist to recognize great literary talent; you don’t have to be a five-star chef to appreciate delicious cuisine.

Deadwood resentment syndrome is real; so is the dilemma of unproductive tenured faculty members. We must be careful, however, about casting aspersions on our colleagues—of any rank—before we fully measure the extent of their contributions.

David D. Perlmutter is a professor and director of the School of Journalism and Mass Communication at the University of Iowa. His book on promotion and tenure will be published by Harvard University Press in the fall.

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How to Land a Job at a Small College

By NANCY HANWAY

THEY ARRIVE BY THE DOZENS, their contents swelling the color-coded files in my office. The job-application packages bristle with Post-it notes: cryptic comments from my colleagues or questions from the dean.

It's hiring time, and we're looking to fill an assistant-professor position in my department, modern languages, at a small liberal-arts college in the Midwest. And I am struck by the remarkable range of letters that we receive. A few are excellent—well written, tailored to the advertisement, from candidates who obviously did their research before sitting down to write. Some are terrible, ranging from wooden form letters to strange, inappropriate confessionals. Most are somewhere in that mushy middle: not awful enough to throw out, but not so wonderful that they inspire me to offer the candidate an interview.

I have to read them all. It's important work. From this group will come a colleague with whom I may work for

and difficult, rife with internal politics, weighed down by institutional history, and, in the end, decided by committee.

If you're a job candidate, you should know all that. I read the applications with a sense of empathy for those going through this process—especially in the current job market—but I'm also exhausted, crabby, and impatient. Don't give up, though. You should also know that writing a good application makes you stand out that much more.

If you are planning to apply for one of the increasingly scarce tenure-track jobs, particularly at a liberal-arts college, here's what you should keep in mind:

It's all about the letter. The letter is the very first contact we have with you. It tells us a great deal about you, from your writing style to whether you spent time looking at our Web site. Most important, the letter tells us if you really understand the job. That is the key, and it is what, I believe, many job seekers ignore. When my department is reviewing your file, we are not investigating how smart you are or how well you remember literary modernism. We're not grading you; your professors already did that for us. You're one of us now. We're looking for the person who meets our needs. We're looking for the right fit.

We want to know your dissertation topic. You are, and will be for many years, defined by your dissertation. It doesn't matter how many fabulous courses with famous experts you took on any one subject in graduate school. If we're hiring in 20th-century Latin American literature, we're looking for a dissertation on that subject.

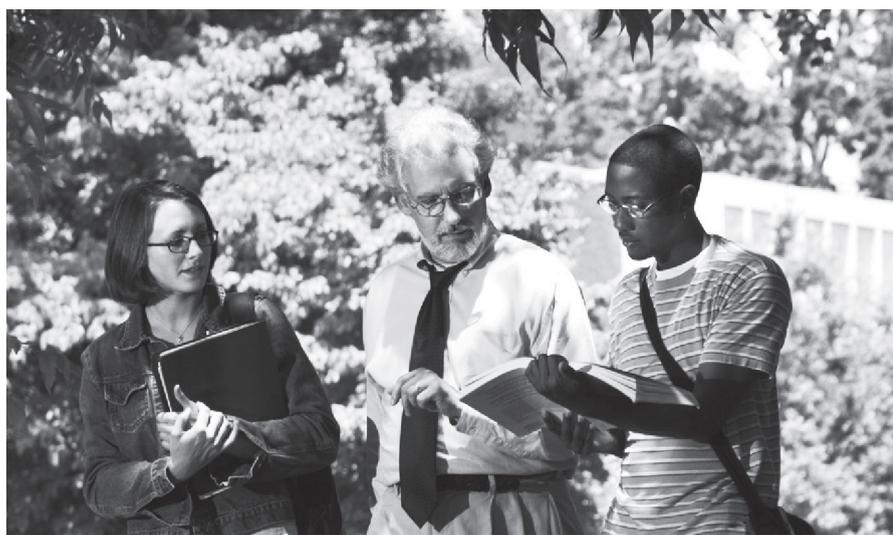
When you describe your dissertation, do it well. We expect your dissertation to be intellectually sound, interesting, and rigorous. But by rigorous, I don't mean that you need to describe its theoretical underpinnings. (Hint: Describing in detail how Gramsci and Žižek influenced your thesis doesn't make you sound smart. It makes you sound like an over-eager grad student.) Give us the basic argument, along with a brief description of the texts you're analyzing, in two or three paragraphs. If we're interested after the phone interview, we will ask to read a few chapters. Then talk about your ideas for future research. We want to know that you have ideas beyond the dissertation.

Convince us you're ready to work at a small college. Your specialization is the first part of "fit," but not the most important. The most important part for us, at a small liberal-arts college, is that you understand what it means to work at a place where we teach six courses a year, engage in way too much committee work, and yet are still expected to publish. Do you understand the time you are

In the stack of applications is one from someone I may be seeing at lunch for the next 20 years.

the next few decades. At my college, I've gotten to know all my colleagues intimately, for better or for worse. We collaborate closely in curriculum planning, on committees, and sometimes on research projects. Our offices are on the same hallway of the same small building, and we often stand at one another's doorways, chatting before class. As a result, some of the colleagues I respect have become close friends. So I look at the stack of applications knowing that one of them is from someone I could be seeing at lunch for the next 20 years.

For a position in the language department—even at a small college in a rural area—we may receive over 100 applications. From this group, we choose the 15 people we want to interview at the Modern Language Association's annual conference, before selecting the two we will invite to the campus. The entire process happens in late November and early December, the very worst time of the year for a college professor to do anything. Even if I spend just 15 or 20 minutes with each application, it means—with late-night meetings included—at least 30 extra hours of work that I need to fit in during the final, hectic weeks of the semester. The process is exhausting



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expected to spend honing your teaching skills? Do you know how much time you will need to dedicate to students—in office hours, advising, leading activities? Do you understand that, despite the fact that it is really, really tiring to teach that much, you will also be expected to keep up an active research agenda?

As I read your letter, I search for evidence that you know this. I like seeing that you attended a liberal-arts college as an undergraduate. And I love that you said so in your letter. But if you never attended a liberal-arts college, don't despair. Only a few of our hires attended one—the concept doesn't exist outside of the United States, after all. Just make sure you say why you want to teach at a liberal-arts college, with a paragraph that starts off something like, "I'm especially attracted to a job at Smalley College because of my dedication to teaching."

Another important bit of advice has to do with the statement of teaching philosophy. Even though the job description may request such a statement, I, like many committee members, don't read them until the stack of applications has been whittled down to a manageable number. So don't stint on the description of teaching in your letter. Otherwise I may never get to your philosophy.

Tell us why you want to teach here. So why do you want to take a job at a

college that happens to be bordered by cornfields? I don't think we're alone in that. There are many colleges in rural areas, and we all worry about attracting candidates. It's an important consideration for us. We're 70 miles from the Twin Cities, in a lovely little town with a thriving arts community and a kick-ass food co-op. Yet we have hired several junior colleagues who were miserable living in the area, and who left abruptly after, say, attending the dinner party of a colleague who was dating a local pork farmer. ("But he was an organic farmer!" we wailed.) So we look at your résumé—Ph.D. from New York University, Harvard University undergrad, last spotted doing research in Paris and Dakar—and we worry.

This is a time when it is advantageous to show your desire for stability, as we believe we'll have a better chance of retaining you. ("I am especially interested in finding a job where I can put down permanent roots.") Or you might mention your prior experience living in a rural area. ("I was raised in a small town in Uruguay, so I think I would feel very comfortable in Petiteville.") Or, if you don't have either of the above (and assuming it's true), "I look forward to living in Dinkyton, as I have always thought I would enjoy the sense of community of a small town."

Keep it clean. Avoid grammar and spelling errors. One typo won't destroy

you. And we don't ever expect nonnative speakers to produce perfect English syntax. But most grammatical errors in your application will keep you from making the cut. Get someone to proofread. If your best face includes spelling errors, you may be the kind of junior colleague who won't arrive at meetings on time, who misses deadlines, who cuts corners in ways that produce calls from the dean—in other words, the nightmare junior colleague that I have to baby-sit.

Be clear and succinct. Your letter should be written in 12-point type, with at least one-inch margins. It should be less than two full pages long. Above all, don't try to gain space with 11-point type and half-inch margins. I have 100 of these letters to get through before the meeting on Monday night, remember? There should be no long clauses, such as, "My interdisciplinary, exquisitely theoretical approach to my research, and my diverse, communicative-based, globe-trotting teaching experience have been the building blocks of the foundation of my academic philosophy. ..." Please. Imagine having to read that at the end of the semester!

Continued on Following Page

So why do you want to take a job at a college bordered by cornfields? We look at your résumé, and we worry.

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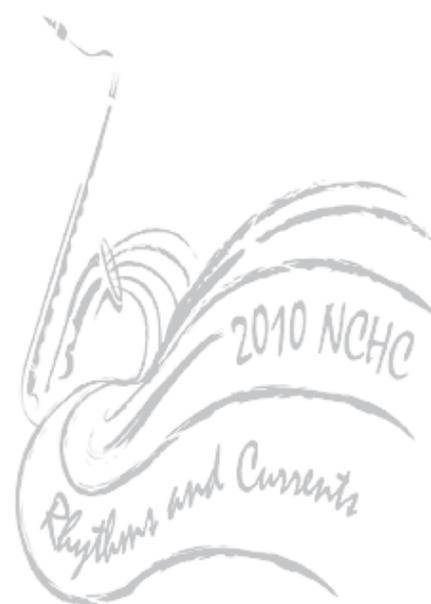
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Continued From Preceding Page

If I have to get out a magnifying glass, you're going into the wastebasket. Why? I fear that you would be the kind of colleague like a former co-worker at another institution, who talked a mile a minute, interrupted constantly, and wasted time

at department meetings with long explanations about the fascinating building blocks of his academic philosophy. No thanks.

Avoid giving Too Much Information. I really appreciate hearing details about candidates who make them seem more individual.

For a small liberal-arts college, sometimes your hobbies ("cordon bleu chef" or "award-winning tango dancer") are useful for us to know about—you have a valuable cultural talent that you may be willing to share with students.

But don't be strange. Don't tell us about how your recent acrimonious divorce inspired you to learn Chinese, or brag about how your "elite, well-con-

nected, international family" makes you perfect for the job.

Don't hide gaps. When a candidate is hiding something, it's easy to see. It is best to explain gaps in your résumé or that failure to get tenure. Tenure denial happens, and we know it may have nothing to do with you. We have hired people who didn't get tenure elsewhere. But we won't use one of our valuable interviews on someone who doesn't tell us about the tenure denial in a straightforward manner. So make sure you fess up, without getting emotional about it. You could say: "While I very much enjoyed teaching at Bigtime University, I did not receive tenure. As you will see from the recommendation letters written by my former colleagues, this decision was not supported by my department." (Or "... was not supported by the majority of my department.") Go on, tell us more, but don't diss the people who threw you out; it's bad form. Be brave and be clear, and finish by reminding us again how much you love teaching.

Above all, show enthusiasm for the job. The anxiety of many job seekers shows through in their letters, usually in wooden, awkward prose. While I can

commiserate, it does make me wonder if they really want to do this for the rest of their lives. So please show your enthusiasm. Nothing is more attractive to us jaded old-timers than that sense of youthful excitement (whether you are youthful in years or simply in career). I want to know that you enjoy being in the classroom, that you really have a passion for the work. I want to know that you've thought about how to translate your dissertation into a course for undergraduates. I want to know your favorite moments of teaching, how you use cultural artifacts in your language classes, what you like about technology. More than anything else, I want to know that you love what you do, that all those years of grad school haven't worn you down so completely that you approach the job search with dread and self-loathing.

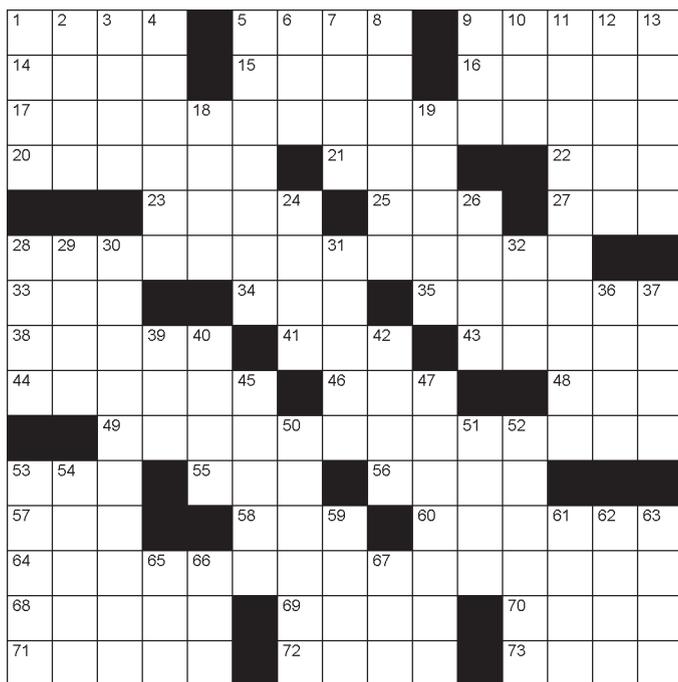
After all, when we see each other at the copy machine, I want our future selves to discuss the novel you're reading, to talk about the new class you're developing for the major, and then to head to the student union for lunch.

Nancy Hanway is an associate professor of Spanish at Gustavus Adolphus College.

THE CHRONICLE CROSSWORD

Student Evaluations

By JIM HOLLAND / Edited by PATRICK BERRY



ACROSS

- 1** Bounders
5 House foundation
9 Wintertime cupful
14 Went to ground
15 Sit like a lounge lizard
16 Weapon associated with Damocles
17 English Lit class: A—"All we had to do was read one book; a very ___"
20 Become enraged

- 21** Number that's its own square
22 Mortarboard
23 Stem joint
25 1040 preparer, often: abbr.
27 *Errare humanum* ___
28 Geography class: D—"Our instructor tried to cover too much material; he was ___"
33 Sentimental excess
34 *The Simpsons* exclamation

- 35** Rock journalist Bangs
38 He played Charles in *Citizen Kane*
41 Concession
43 Middle-earth region, with "the"
44 Prepare
46 Free (of)
48 Big galoot
49 Electrodynamics class: B—"We thankfully skipped the history of the subject and jumped straight into ___"
53 Third king of Judah
55 Half a sawbuck
56 Egg-carton columns
57 *The ___ Erwin Show* (1950s sitcom)
58 Elem. school body
60 Array of suits?
64 History class: F—"The professor ignored my attendance record and class participation, judging me entirely on ___"
68 "Maria ___" (Jimmy Dorsey single)
69 River crossed by the Ponte Vecchio
70 They're big among bodybuilders
71 Fits one inside another
72 Relevant info
73 Rams' counterparts

DOWN

- 1** Recycling-center fodder
2 Succulent plant
3 Dishonest boxer's action
4 Chafing-dish heater
5 Went down a slippery slope
6 Bagel topper
7 Pet-food brand
8 Quail
9 TV series with several spinoffs
10 "I ___ my soul to the company store" ("Sixteen Tons" line)
11 Fusion of gametes
12 Black-and-white predators
13 Highly skilled
18 He was pope for about a month in AD 903
19 Turn off
24 Child of Aphrodite
26 NASA's ___ Research Center
28 Tingling with anticipation
29 Oral history
30 What St. Jude is the patron saint of
31 Side problem?
32 Cigar end
36 Part of QED
37 Whistle blowers?
39 Big Ten inits.
40 Line of Hasbro toys
42 English prime minister dubbed "The Great Commoner"
45 Pure baloney

- 47** Grass bead
50 Deceitfully incriminate
51 Va-va-___ (exciting quality)
52 Houdini-style demonstration
53 Quaking tree
54 Like uninspired writing
59 1960s hairstyle
61 Was sure about
62 "Behold," to Pilate
63 Start of a Hardy title
65 High explosive
66 ___ de deux
67 Lennon's love

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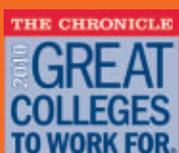


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Serving some 17,000 students on one of the most scenic and functional campuses in the nation, in the heart of the majestic Piney Woods of East Texas, Sam Houston State is a great place to fulfill the measure of a life.

Huntsville itself is a lively community of 40,000 that values education, the arts, history, diversity and culture, bounded by abundant and picturesque forests and a brief drive south to the urban amenities and attractions of The Woodlands and Greater Houston itself.

Sam is a campus community preparing to celebrate the opening of a new state-of-the-art Performing Arts Center to support its nationally recognized programs in music, dance and theater. Sam is home to a fully accredited College of Business Administration, including AACSB, that includes the nation's only complete BBA and MBA programs in banking and financial institutions. SHSU has one of the nation's most comprehensive colleges of Criminal Justice, including an accredited Masters Degree Program in Forensic Sciences. Sam is a community of superior scholars, teachers, authors, artists, performers, scientists, mentors and advisers who value student success, collegiality, achievement and service to others.



See Sam at www.shsu.edu

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