

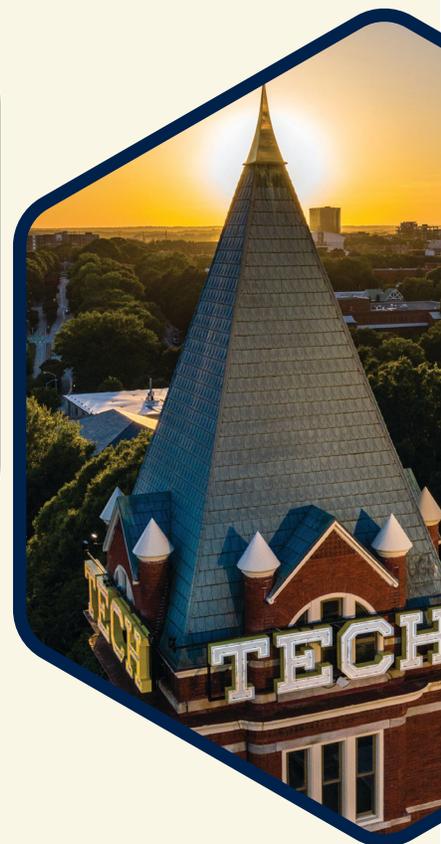
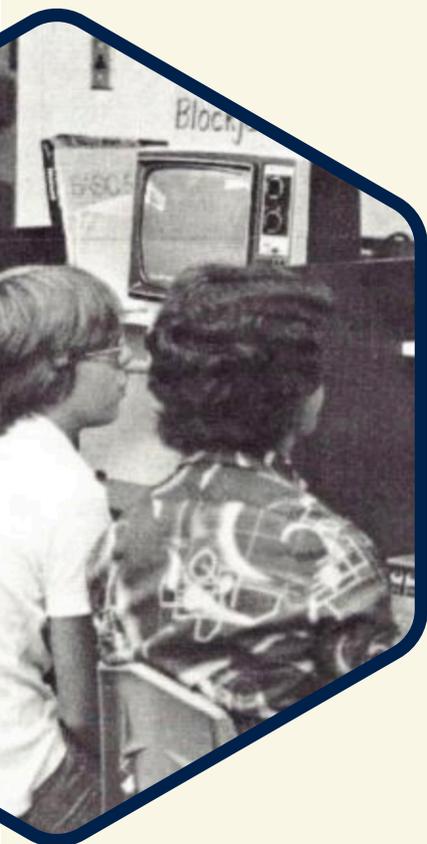


Georgia Tech
Ivan Allen College
of Liberal Arts

School Chair Search

School of History and Sociology

Explore the past, engage the present, define the future.



For more information about the School of History and Sociology, please visit hsoc.gatech.edu.

For more information about the search process, please email hsocchairsearch@gatech.edu.



Georgia Tech · Ivan Allen College of Liberal Arts

School of History and Sociology

School Chair Job Description

The School of History and Sociology (HSOC) at the Georgia Institute of Technology seeks a Chair to lead a dynamic and innovative faculty composed of sociologists and historians. HSOC is a uniquely interdisciplinary unit with an intellectual culture of cross-pollination between sociological and historical scholarship, as well as work in science and technology studies. The School is united around a vision of scholarship and teaching that elucidates processes of local, national, and global change—past and present. This mission includes promoting a broader understanding of how racial, gender, and class inequalities intersect, as well as how technology, science, and culture are intertwined.

One of six schools in the Ivan Allen College of Liberal Arts at Georgia Tech, the School offers a Bachelor of Science degree in History, Technology, and Society (HTS), a research-intensive major that equips our graduates with the analytical techniques and communication skills necessary to understand and meet the challenges of a rapidly changing world. In collaboration with other schools within the Liberal Arts at Georgia Tech, HSOC sponsors many innovative programs, including undergraduate Minors in Sports, Society, and Technology; Social Justice; Women, Science, and Technology; and Health, Medicine and Society. At the graduate level, HSOC offers master's and doctoral degrees in the History and Sociology of Technology and Science. Our graduate students come from across the globe to gain expertise in these increasingly important fields of study—and have been exceptionally successful in gaining employment throughout the world, including in academe, government, NGOs, and corporations.

Requirements for appointment: Ph.D. or Ed.D. in Sociology or History or a related field, and a scholarly record commensurate with the status of full professor in the School of History and Sociology at Georgia Tech.

The qualities of the successful candidate for Chair include:

- A strong, proactive commitment to promoting diversity, equity, and inclusion;
- A firm dedication to faculty governance and due process;
- A mindset directed toward cultivating collegiality and collaboration, and modeling empathy, integrity, and transparency;
- A keen interest in enhancing HSOC's lively and dynamic scholarly environment, from faculty research to bolstering undergraduate and graduate curricula;
- A commitment to fostering a climate that supports the mental health and wellbeing of students, faculty, and staff;
- Demonstrated leadership in higher education, especially within complex organizations.

The next School Chair will be expected to:

- Envision, articulate, and advance the unit's unique mission within Georgia Tech's strategic plan;
- Foster a collaborative and supportive work environment that supports career development and advancement for staff and faculty;
- Provide effective financial, academic, and personnel management.

- Actively build effective working relationships with constituencies within and outside of the Ivan Allen College of Liberal Arts and Georgia Tech;
- Augment the school's financial resources through philanthropic fundraising while aiding faculty's pursuit of sponsored projects;
- Work effectively in a multidisciplinary setting and bridge disciplinary boundaries to facilitate and support cross-disciplinary research and teaching efforts where possible.

HSOC believes diversity is foundational to creating the most intellectually vibrant and successful academic communities. Therefore, we are especially interested in applicants who will work effectively with students, faculty, and staff from diverse backgrounds, including women, those who are Black, Indigenous, People of Color, from minority ethnic groups, identify with LGBTQIA+ communities, have disabilities, from lower income backgrounds, and/or first-generation college graduates. Women and members of underrepresented groups are strongly encouraged to apply.

For additional information about HSOC as well as expected leadership and administrative management responsibilities for the position, please consult the detailed profile (<https://iac.gatech.edu/about/hsoc-chair-search>).

To apply, candidates should submit the following through Georgia's Tech Careers website (<https://hr.gatech.edu/employment/careers>) – Job ID 246964:

1. A letter of application addressing how their background and experience can advance HSOC's existing strengths, speaking to the responsibilities in the bullet points above. In addition, the letter of application should provide a clear vision of the applicant's leadership philosophy; commitment to diversity, equity and inclusion; and approach to interdisciplinary collaboration;
2. A curriculum vitae;
3. The names, positions, and contact information of three to five references who will be contacted only with the candidate's approval. Please include a brief statement of your relationship to each reference.

Nominations for the position may be directed to Dr. Adam Stulberg, search committee chair and Nunn School Chair and Professor, Sam Nunn School of International Affairs (adam.stulberg@inta.gatech.edu). Questions about the application process should be directed to William Jimerson, director of human resources (wjimerson3@gatech.edu). Candidates are encouraged to apply by Oct. 1, 2022 for optimal consideration; however, the search will continue until the position is filled.

Georgia Tech is a top-ranked public research university situated in the heart of Atlanta, a diverse and vibrant city with great economic and cultural strengths. The Institute is a member of the University System of Georgia, the Georgia Research Alliance, and the Association of American Universities.

A background check must be completed prior to employment. Georgia Tech provides equal opportunity to all faculty, staff, students, and all other members of the Georgia Tech community, including applicants for admission and/or employment, contractors, volunteers, and participants in institutional programs, activities, or services. Georgia Tech complies with all applicable laws and regulations governing equal opportunity in the workplace and in educational activities. Georgia Tech prohibits discrimination, including discriminatory harassment, on the basis of race, ethnicity, ancestry, color, religion, sex (including pregnancy), sexual orientation, gender identity, national origin, age, disability, genetics, or veteran status in its programs, activities, employment, and admissions. This prohibition applies to faculty, staff, students, and all other members of the Georgia Tech community, including affiliates, invitees, and guests.



Georgia Tech · Ivan Allen College of Liberal Arts

School of History and Sociology

School Profile

Introduction

The School of History and Sociology (HSOC) is an interdisciplinary unit within the Ivan Allen College (IAC) of Liberal Arts at the Georgia Institute of Technology. Its faculty consist of scholars and educators who study social, cultural, and technological change. As part of a world-renowned technological university situated in the heart of Atlanta, an economically vibrant and culturally diverse city, we focus on the past and present forces of globalization: citizenship and politics, environment and economics, culture and identity, and science and technology.

The School's intellectual focus falls into two broad clusters that include both historians and sociologists. The first cluster includes faculty who address the social and historical dimensions of science, technology, environment, agriculture, and medicine. We label this cluster **STS+**, based on the field of STS (science, technology, and society). The second, larger cluster of faculty are focused broadly on **social problems**, which include topics related to inequality, race, gender, cities, and politics.

Within these broad clusters, the school has specific areas of recognized expertise. Most of these areas draw on faculty from both sociology and history.

- Race, ethnicity, gender, and inequality
- Urban politics and society
- Transnational science and technology
- Environmental issues
- Medicine, disease, and society
- Social movements and human rights
- Sports and society
- Global agriculture and food
- Engineering and society
- Digital Humanities

Our expertise in these fields has shaped a unique curriculum. No other American university fuses together the study of history and sociology in a unified degree program the way HSOC does. By combining these core disciplines, our degree programs provide students a deep understanding of social change in the past and present. The School offers a [B.S. degree](#); seven [undergraduate minors](#) such as Social Justice; Women, Science, and Technology; Health, Medicine, and Society; and Sports, Society, and Technology. We also offer [certificate programs](#) from history and sociology to African American studies and Asian Affairs. Graduate students can earn an [M.S.](#) or [Ph.D.](#) degree in the History and Sociology of Technology and Science.

Vision Statement

Sociology and history remain essential for addressing the great problems of our time, including rising inequality, climate change, racial and ethnic conflict, food insecurity, health inequality, and attacks on democracy. Studying these problems is central to the mission of HSOC.

Therefore, we have developed the following vision statement:

The Georgia Tech School of History and Sociology will be a leader in using history and sociology to confront social and technological problems, both at a fundamental and practical level.

Furthermore, the School of History and Sociology is committed to fostering a welcoming and belonging community for all faculty, students, and staff. The faculty believe diversity, equity, and inclusion are essential for learning, discovery, and creation. The School believes an inclusive spirit enables people of all backgrounds and stages of life to learn, grow, and contribute to equitable technological progress and social conditions. HSOC aims to attract, develop, and empower learners and leaders from all backgrounds.

Organization of the School

HSOC is headed by a school chair who serves at the discretion of the Dean of Ivan Allen College, typically for a renewable term of five years. The Chair is accountable to the faculty, Dean, and the Georgia Tech Administration for running the unit. This includes supervising the administrative staff and managing the budget. The Interim Associate School Chair serves at the pleasure of the School Chair and contributes to the strategic development and management of HSOC.

A six-member Executive Committee advises the Chair including around matters related to annual faculty performance evaluations. The Executive Committee consists of the Director of Undergraduate Studies (DUS), the Director of Graduate Studies (DGS), the Associate School Chair, and three additional faculty elected by the unit.

The DUS and DGS lead the undergraduate and graduate curriculum committees, respectively, which they appoint in consultation with the Chair. The School also maintains a Speakers Committee, an Awards Committee, and an Anti-Racism Action Committee.

The School has two staff members who are responsible for all matters pertaining to personnel, finance, event planning, and administrative support, as well as two academic advisers—one for the graduate program and another for the undergraduate program.

Undergraduate Degree: Bachelor of Science in History, Technology, and Society (HTS)

The B.S. in History, Technology, and Society is similar to standard university degrees in history and sociology, but with several key distinctions. All undergraduates at Georgia Tech, including HTS majors, must complete eight hours of laboratory science and take rigorous courses in calculus, computer science, and economics in order to graduate. Our majors supplement these requirements with numerous electives in history and sociology and at least two courses on regional or global studies of areas outside the United States and at least two courses in science, technology, and medicine. In addition to this emphasis on technology and science, the HTS major stresses research. The major builds toward two capstone seminars in which students write

significant research papers and present their findings at a public Undergraduate Research Symposium.

Graduate Degrees in History and Sociology of Technology and Science (HSTS)

The School of History and Sociology operates a single, comprehensive graduate program in the History and Sociology of Technology and Science (HSTS) leading to both the M.S. and Ph.D. degrees. For both degrees, the graduate program promotes rigorous scholarship examining science and technology in human affairs. Students generally focus on either the history or sociology of science and technology, but there is considerable overlap between the two tracks.

The purpose of the graduate program is to train students for careers as researchers, scholars, and educators, although quite a few of our graduates go on to secure careers beyond academia in corporate, NGO, and government settings. The goal of the program is for graduate students to develop skills of historical and sociological research aimed at comprehending the complex interrelationships between science, technology, and society.

Strengths of HSOC

The University System of Georgia mandates that the School of History and Sociology be evaluated regularly (every five years) by a group of external academic and industry leaders. Our most recent external reviewers praised the faculty for producing “important, high impact research,” and offering “impressive skills development opportunities for students at all levels.”

Highly Productive Faculty:

By Fall 2022, HSOC will have 21 full-time faculty members, 19 of whom are tenured, 2 on the tenure-track, plus 14 courtesy appointments. Four faculty members hold endowed appointments: the Homer C. Rice Chair in Sports and Society; the Bud Shaw Professor of Sports History; the H. Bruce McEver Professor of Engineering and the Liberal Arts; and the Melvin Kranzberg Professorship in the History of Technology.

Our award-winning scholars have dynamic research agendas, though we do not follow a single publication model. Some of us write books, others focus more on peer-reviewed articles. Several faculty members have produced edited volumes and contributed chapters in edited collections. Excluding grants, faculty have received more than 20 awards and honors external to the University System of Georgia, including visiting fellowships, book prizes, article awards, distinguished lectureships, and an appointment to a presidential advisory committee. We actively shape the scholarly community and public discourse by providing service to the profession, editorial boards, and external committees.

In addition to hundreds of traditional publications, HSOC faculty increasingly disseminate their work in high-impact public venues, including *The Washington Post*, *The Atlantic*, *The Chronicle of Higher Education*, *Newsweek*, and *Smithsonian Magazine*, among others. Some faculty members are actively engaged in the digital humanities. Our work has been supported by a wide range of prestigious foundations and centers, including the National Science Foundation, The Woodrow Wilson Center, the John Simon Guggenheim Memorial Foundation, the Harvard Radcliffe Institute, The Howard Foundation, and The Huntington Library.

The School also supports special events, workshops, and symposia that attract broad audiences, including a department speaker series that aligns speakers with Black History Month, Women’s

History Month, and topics related to science and technology. The Sports, Society, and Technology program has organized several major events focused on race and gender in sports. The Black Feminist Think Tank promotes intersectional scholarship and provides a forum for engaging public speakers. And the China Research Center sponsors events that promote greater understanding of Chinese history, culture, and politics.

Interdisciplinary Programs:

The School of History and Sociology encourages students to cross traditional disciplinary boundaries. Students pursuing the B.S. in History, Technology, and Society (HTS) or graduate study in the History and Sociology of Technology and Science (HSTS) master skills applicable to a wide range of settings and occupations. Under the tutelage of recognized experts, they learn how to frame questions, gather data, and retrieve relevant information, analyze and process their findings, and communicate and explain what they have learned in forms accessible to a variety of audiences.

HSOC undergraduates consistently express how much they enjoy our unique interdisciplinary programs, available only at Georgia Tech. Students value the interdisciplinary training that prepares them for graduate school and diverse job opportunities. Surveys show that our students also appreciate how our curriculum helps them develop their research, writing, critical thinking, and communication skills.

Award-Winning Teachers and Small Classes

The School of History and Sociology teaches thousands of Georgia Tech students every year. Although most of the School's upper-level courses are filled by non-majors, our students enjoy a traditional liberal arts experience with a remarkable (4:1) student-faculty ratio. In 2020, the External Review Committee noted that our permanent faculty manage to teach approximately 3,000 undergraduates each year. That amounts to serving approximately 20% of all Georgia Tech undergraduates with 2% of the faculty.

Several faculty have been recognized for outstanding teaching based on qualitative and quantitative assessments. Our faculty have won numerous teaching awards, including the Serve-Learn-Sustain Award for Excellence in Sustainability Teaching, the IAC Outstanding Teacher of the Year Award, the Junior Faculty Teaching Excellence Award, and the Institute's Geoffrey G. Eichholz Faculty Teaching Award, given for outstanding teaching in core and general education undergraduate courses.

Return on Investment

In 2021, [*The Princeton Review*](#) ranked Georgia Tech one of the best value colleges in America—third highest among public universities—scoring high marks for career placement and alumni networks. HSOC graduates have landed diverse range of jobs at Accenture, Aon Hewitt (now Alight Solutions), Bread for the World, Caterpillar, Centers for Disease Control and Prevention, Hess Oil Company, Home Depot, the Bureau of Ocean Energy Management, Microsoft, New America—a Washington, D.C., think tank—and various museums. HSOC graduates are also well prepared for graduate school and law school. Our students have gone on to graduate programs at UNC-Chapel Hill, Rice, Emory, and the University of Chicago.

Strategic Direction

HSOC features a productive and highly regarded faculty, top-notch undergraduates, and talented graduate students. Our way forward lies in building upon our unique strengths and addressing opportunities for growth. The School's strategic direction follows directly from our vision statement, which has implications for undergraduate education, graduate education, and faculty research.

In undergraduate education, we need to maintain the viability of our small but high-quality major. We must continue the excellent instruction that produces high enrollments and think strategically about how we can recruit more majors and minors.

We are continually seeking ways to attract more highly qualified graduate students who can succeed both within and outside academia. A top priority for HSOC is to continue working with the administration so that we can increase our graduate stipends to something closer to a living wage. The Institute is currently in the process of implementing a new plan for graduate stipend raises.

Although the faculty are highly productive scholars, the School can do more to help raise the profile of the unit and provide resources for associate professors seeking promotion. HSOC would like to hire scholars who will help us strengthen the curriculum around issues related to race and inequality.

Consistent with Georgia Tech's [strategic plan](#), the School of History and Sociology aspires to create an environment that reflects a commitment to diversity, equity, and inclusion by ensuring that all employee performance assessments promote DEI recognition; expanding resources for DEI programming within HSOC; recruiting and developing a diverse community of students; and hiring and retaining a diverse faculty.



Leadership and Administrative Management Expectations for School Chairs

Leadership

1. Convey a vision for the school that aligns well with the Georgia Tech Strategic Plan and the priorities of the Ivan Allen College of Liberal Arts.
2. Facilitates the setting and implementation of strategic goals and measures by:
 - a. Individuals
 - b. Programs
 - c. The school as a unit
3. Actively pursues opportunities to support and advance the school's mission and priorities.
4. Uses school resources effectively, efficiently, and equitably.
5. Creates effective working relationships with constituencies within and outside of Georgia Tech.
6. Encourages collaborations and connections beyond the school with:
 - a. Other IAC units
 - b. Other GT colleges
 - c. Other institutions/organizations locally
 - d. Other institutions/organizations nationally
 - e. Other institutions/organizations internationally
7. Maintains open communications with all constituencies of the school.
8. Establishes a working environment conducive to high performance for faculty, staff, and students, including the balancing and reconciling of diverse interests, the identification of issues, and the resolution of conflicts that may affect the achieving of positive results.
9. Offers a model for professional excellence in research, education, leadership, and service.

Administrative Management

10. Provides leadership for:
 - a. Faculty hiring and retention
 - b. Staff hiring and retention
 - c. Student recruitment and development
 - d. Alumni relations
11. Responsive to the needs and concerns of:
 - a. Faculty
 - b. Staff
 - c. Graduate students
 - d. Undergraduate students
12. Coordinates and manages effectively, efficiently, and equitably:
 - a. Fiscal Processes and Procedures
 - b. Undergraduate and graduate programs
 - c. Curricular and cross-curricular processes
 - d. Communications and Marketing
 - e. Community building
 - f. Performance evaluation process