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11,572

TOTAL  
POSITIONS  
ONLINE  
jobs.chronicle.com

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Stanford University

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## CORRECTIONS

- An article about testing requirements (*The Chronicle*, August 7) misspelled the last name of Sybella and Mary Rosenthal as Rosenthal.
- An article on college mergers (*The Chronicle*, August 7) used an incorrect middle initial for an official at the State Higher Education Executive Officers Association. He is Thomas L. Harnisch, not W. The article also misstated the status of the University of Maine system's effort to unify its universities under a single accreditation. It has been approved for such a unified accreditation; it is not still seeking approval.

Cover illustration by John W. Tomac for *The Chronicle*

# Future Tense

**B**ACK IN 2017, I attended a dinner party with a number of college professors. The talk turned to faculty governance — or rather to the lack of it. These were comfortable, successful people, mostly in the latter half of their careers. But the topic excavated a vein of bitter dissatisfaction. One man, a chaired Ivy League professor in his early 70s, put it something like this: “Being tenured used to be like being a partner in a law firm. Now it counts for nothing. We have no power anymore.”

That was, of course, long before Covid-19 threatened to reduce colleges, from Harvard to your local community college, to husks of their former selves. Now, as Emma Pettit describes in her feature on the ero-

sion of faculty governance, some university administrations are passing the equivalent of emergency proclamations, giving their presidents unprecedented power over budgets and operations. Depending on your point of view, these are either necessary measures in a time of existential crisis or dictatorial maneuvers designed to accomplish once and for all an administrative takeover decades in the making.

But, as Pettit shows, there’s another side to the current catastrophe. At many campuses, this emergency is inspiring a new commitment to faculty governance, a new activist energy across ranks and between faculty and staff — and maybe also a new sensitivity on the part of permanent faculty members to the plight of their contingent colleagues, who have traditionally had no say in how the university is run. (If they did, things might look a little different.)

That reformist energy is on display in many of the short essays that make up this issue’s forum. With contributions from facilities workers, college presidents and other upper-level administrators, labor-union officials, graduate students, and professors at every rank and from every type of institution, “The Future of the Academic Work Force” continues *The Chronicle’s* commitment to expanding the breadth of our coverage. Universities, after all, involve many more people than just students and professors. From this diverse set of voices, tendrils of possibility emerge.

But our contributors are not false comforters. U.S. unemployment is at its highest level since the Great Depression, and higher education, alas, is in no way sheltered from the general carnage. Universities will survive, but they will not be the same. Michael Bérubé is frank: “I am not sure how we recover from this.” Neither am I.

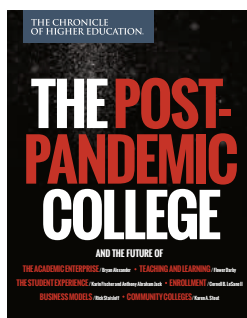
—LEN GUTKIN, ASSOCIATE EDITOR



CHRONICLE PHOTO BY ERICA LUSK

## New from the Chronicle Store

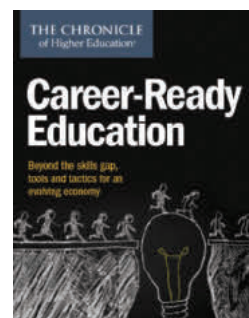
Leading experts examine **how the pandemic will shape higher education in the years to come and what the college of the future may look like.** Colleges must develop a more externally-focused business model, direct resources to expand professional development in online teaching, and continue to expand mental-health services.



Colleges have seen demand for campus counseling grow at five to six times the pace of enrollment. This discrepancy has left a gap in services in its wake. **Manage demand for counseling and mental-health services by focusing on prevention,** and learn how to make well-being a campus-wide priority.



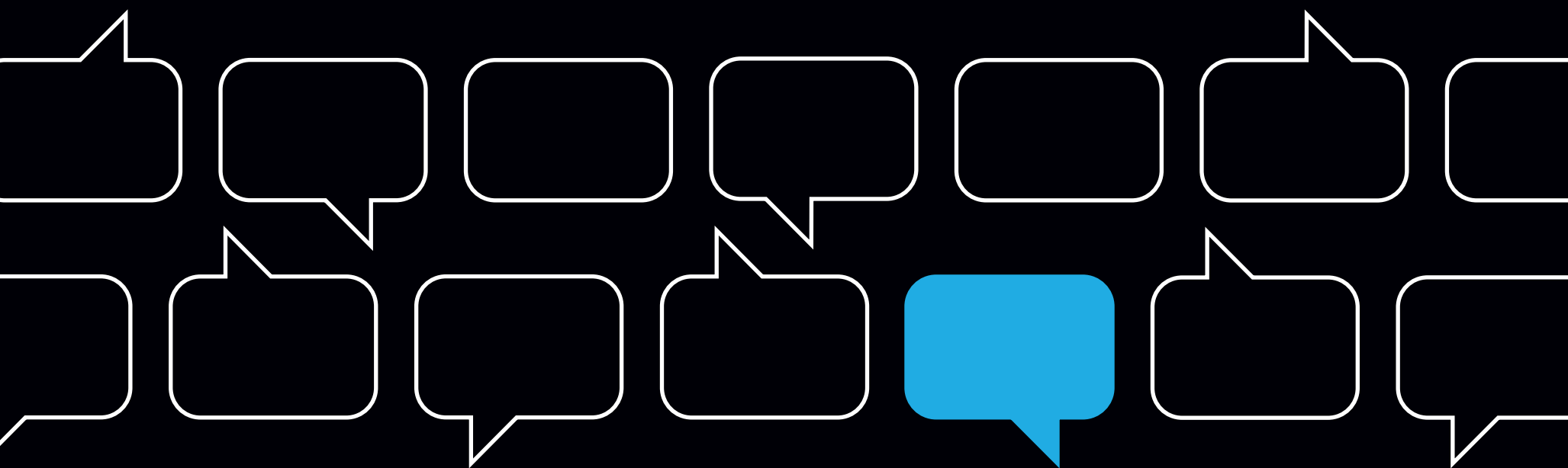
Move past the various definitions of the “skills gap” and the accompanying blame game to **explore the forces driving change and the challenges ahead.** Learn how to restructure academic programs to innovate from within, identify ways to collaborate with employers, and get strategies for alleviating some of the barriers graduates face when starting their careers.



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# FIRST READS

Strength in numbers | Leave those kids alone | Campus contagion | Covid consequences

## Strength in numbers

# How Covid-19 United the Higher-Ed Work Force

WHEN THE COVID-19 pandemic hit, Jerma-ny Alston, a housekeeper at the University of North Carolina at Chapel Hill, took paid leave to care for her children. When she returned to work in June, she feared for her safety all over again.

Alston and other housekeepers were allotted one mask per week, she said, and they were supposed to get new ones only if theirs fell to the floor. They asked for additional protective equipment, like face shields and full-body suits, but their requests were largely ignored, she said.

"At first I was scared to go forward, because I didn't know if I could lose my job," Alston said. "That's how I take care of my kids."

Housekeepers weren't the only ones feeling powerless. In August, employees across UNC's unions — from tenured faculty members to graduate students to front-line staff members — filed a class-action lawsuit against the system for unsafe working

conditions. The lawsuit is among the latest examples of collaborative

organizing across vocational boundaries — a strategy making a comeback among labor unions in higher education, especially during the pandemic.

Several factors make this a ripe time for the embrace of campus coalitions. The share of tenure-track faculty members has been shrinking for the past half-century, with those off the tenure track representing the majority of instructors. They share a growing sense of job insecurity with nonacademic staff members, even before the pandemic fueled an economic crisis.

"There has always been a streak in higher education of people viewing themselves as different than others on campus because they have professional status, particularly faculty," said William A. Herbert, executive director of the National Center for the Study of Collective Bargaining in Higher Education and the Professions, at the City University of New York's Hunter College. "A wall-to-wall approach is viewing working conditions in a different way. It's viewing it as all connected, whether it's teaching or research, people providing tech support, security, or cleaning for the classroom."

Perhaps there's no better illustration of this shared connection than Covid-19. Every employee must navigate the same campus space amid a deadly global pandemic. "The virus," Herbert said, "does not discriminate."

On some campuses, faculty members have a union, grad students have a union, and campus workers have a union, but the three are separate, said Zofia Knorek, a

Ph.D. student at Chapel Hill, union organizer, and lead plaintiff in the lawsuit. UE Local150, the North Carolina Public Service Workers union representing UNC

employees, has recruited tenured faculty members in its organizing because, Knorek said, even some tenured faculty members

don't feel safe and protected by UNC's administration.

In a statement provided to *The Chronicle*, a UNC spokesperson wrote, "Anyone working on campus receives appropriate CPE [collective protective equipment] from the university. Housekeepers and other front-line workers are provided with one mask per shift but can request more if the mask gets torn or dirty. They are also provided with gloves. There is no limit to the amount of CPE they can receive." (In mid-August, UNC-Chapel Hill announced that classes would go remote following an increase in Covid-19 cases on campus.)

Now, in several states, including Mississippi, Tennessee, Colorado, and Arizona, unions are taking a big-tent approach in organizing drives. They are piecing together coalitions that put forward a united front in negotiations with administrators, said Herbert, of Hunter College.

Even in places where the bargaining units remain separate, organizers are thinking like a coalition.

At the University of Illinois at Chicago, which has both a university campus and a medical center, a coalition of campus unions including the faculty union, graduate workers' union, and nurses' union took a strike vote in August. Monica Jones, a building-service worker and union steward, said she'd never seen unified organization like that before. "It means that obviously all employees are feeling this way. All employees are realizing UIC does not care about their employees."

Sherri McGinnis Gonzalez, senior executive director of public affairs at UIC, wrote in a statement that the university and its local unions "share a common concern about the availability and acquisition of effective personal protective equipment (PPE) and safe working conditions during Covid-19. To that end, the university has expressed and reaffirmed its commitment to the UIC community to secure proper PPE for faculty, staff, and students whose jobs require it."

The potential for workers to withhold their labor on such a large scale "makes a giant impact," said Cathleen Jensen, an occupational therapist at UIC's medical center and an official of the public-service employees' union there.

"I feel very strong in our position," she said.

— ELIN JOHNSON AND VIMAL PATEL



ISTOCK



Leave those kids alone

# The Student-Blaming Has Begun

**FIRST CAME THE REPRIMAND:** More than 100 first-year students who had gathered in Syracuse University's quad, many without masks, to mingle with new friends on a warm August night had been selfish and reckless. If the university were forced to retreat to an online semester, the blame was on the students, the vice chancellor wrote.

Then, the sanctions dropped. Twenty-three students, many identified by security-camera footage, were issued interim suspensions for violating Covid-19 health and safety rules. The university's public-safety chief, Bobby Maldonado, and dean of students, Marianne Thomson, described the gathering as "incredibly reckless."

Meanwhile, in a week that saw a growing number of colleges reverse course in the wake of Covid-19 outbreaks and move classes online, colleges fearing they might be next scolded students for unsafe socializing. Student-conduct codes were hurriedly revamped to include suspension and expulsion for the most egregious cases.

The message was clear: It was students' behavior that was jeopardizing universities' painstaking plans to offer a safe, in-person semester.

Purdue University, one of the first to adamantly declare its intent to reopen in person, suspended three dozen students for attending a party that violated rules banning large gatherings and requiring masks. Pennsylvania State University suspended a fraternity for hosting a rogue party.

Penn State's president, Eric Barron, asked students: "Do you want to be the person responsible for sending everyone home?"

At the same time that blame and responsibility were piling on, critics were questioning whether it was fair to fault college students for doing what students naturally do, especially when they've been cooped up with their parents for months, away from their friends and eager for a "real" college experience.

And should college administrators shoulder much of the blame for bringing students back in the midst of a pandemic and expecting radical changes in their behavior?

Julia L. Marcus, an infectious-disease epidemiologist at Harvard Medical School, believes they should. "What's happening on college campuses is a microcosm of what's happening in this country, which is a deflection of responsibility from the top down to the individual," she said in an interview.

"It's unconscionable for these administrators to be shaming and blaming and punishing their students for what we all knew would happen. For any of us who take a minute to put ourselves back in our 18-year-old selves, asking students to essentially lock themselves in their rooms for a semester isn't going to be an effective public-health approach."

Marcus said she isn't absolving students of all responsibility for failure to wear masks and maintain social distance. But colleges, she said, haven't provided enough safe alternatives to socialize.

Administrators who defend the decision to crack down on unsafe socializing suggest that critics might be selling students short, assuming they aren't capable of behaving responsibly.

After a video was posted of large outdoor gatherings of students from the Indiana University at Bloomington, the university began issuing suspensions to students. In an interview, the provost, Lauren Robel, said such behavior "is unfair to the vast majority of students who do understand what it takes to go to a public university in a pandemic."

She thinks most students will rise to the challenge, adding that she's "cautiously optimistic" the campus won't go the way of universities like UNC-Chapel Hill, North Carolina State, and Notre Dame, which have reverse course and



WALTER FREEMAN

moved online — the latter at least temporarily.

But that trend, which many expect to continue, is worrying plenty of administrators. In a message on Wednesday, Vanderbilt University's chancellor, Daniel Diermeier, and provost, Susan R. Wente, wrote, "One person's decision to shrug off their responsibility for a night of fun can be the reason an entire class misses its senior year, or why a student, for whom Vanderbilt is the safest home they know, is forced to leave."

The backlash to that message was swift on Twitter, where critics faulted the university for inviting students back during a pandemic and then expecting them to comply with what they considered unrealistic health and safety rules. Michael Sorrell, president of Paul Quinn College, who made the decision early on to shift to a virtual semester, suggested that universities should look at their own responsibility for outbreaks that are occurring as students return.

"Dear administrators who are scolding students for messing up your ill-conceived plans," Sorrell wrote, "instead of blaming the students, perhaps we should analyze why you put them in that position in the first place."

— KATHERINE MANGAN

## Campus contagion

# What Happened at UNC Is a Warning

**ON AUGUST 17**, after just one week of in-person classes, the University of North Carolina at Chapel Hill reported 135 new coronavirus cases among students and staff over seven days, and announced that it would go all-online for undergraduate instruction. The next day, the University of Notre Dame took instruction online for at least two weeks, after tallying 147 positive cases since the beginning of the month (the number has since increased to over 400).

These early experiences suggest that learning in person this fall may be harder to pull off than some college leaders anticipated. Should others take the experiences of UNC and Notre Dame, which started their semesters relatively early, as a warning?

Public-health experts interviewed by *The Chronicle* responded with a resounding “yes.”

“For universities going back to more or less in-person operations, this is extremely likely without aggressive testing plans,” said Carl T. Bergstrom, a professor of biology at the University of Washington. “I think it was entirely predictable.”

After reporting four Covid-19 clusters in three days, UNC’s administration felt it couldn’t acceptably contain its outbreaks with students remaining in dorms and classes, as originally planned. “The current data presents an untenable situation,” Kevin M. Guskiewicz, the chancellor, and Robert A. Blouin, the executive vice chancellor, wrote in announcing that the university was going all online.

Blouin said that when the administration began planning for the fall, the prognosis looked different: “All the forecasts back then indicated that by the summer, we would have a relatively low density of virus and a high availability of testing. That didn’t turn out quite the way that we had expected.”

The apparent spread of coronavirus at UNC underscores the need for residential colleges to test students as they return to campus, proponents say, and to test stu-

dents and faculty and staff members widely and frequently, even if they aren’t feeling Covid-19 symptoms. UNC had planned to offer tests only to those who sought them and to people identified as close contacts of confirmed positive cases.

“Young people especially may be asymptomatic,” said Julia L. Marcus, an infectious-disease epidemiologist at Harvard Medical School. “Testing only based on symptoms is inadequate to prevent spread.”

In its guidance for institutions of higher education, the federal Centers for Disease Control and Prevention doesn’t recommend that all students and faculty and staff members get tested before they return to campuses. It also didn’t explicitly recommend frequent surveillance testing for colleges, and many aren’t doing either, citing the CDC’s guidance.

Outside experts *The Chronicle* spoke with disagreed with the CDC’s stance. A. David Paltiel, a professor of public health at the Yale School of Medicine, led a team that modeled testing plans for residential colleges. None of the scenarios suggested that testing only symptomatic students and their contacts would be enough to contain a coronavirus outbreak, Paltiel said: “I’m really distressed by the fact that so many schools are

issuing themselves a free pass to forgo any kind of re-entry testing.”

Notre Dame did mail its students coronavirus testing kits and required them to get a negative result before returning to campus. Before the start of the semester, it said, 99.7 percent of them tested coronavirus-free. So what happened? Students might have picked up the virus from community members in the South Bend region, then spread it. Or they might have been infected in the period between being tested and returning to campus.

Experts acknowledge that frequent and widespread testing isn’t financially feasible for many colleges. In some communities, tests with a short enough turnaround time to be useful — 24 to 48 hours — may not be available no matter how much money you have. In those cases, Bergstrom and Paltiel recommend that colleges operate mostly online.

For those that do continue in person, Paltiel and Marcus recommend a step that has been uncommon among fall plans: positive alternatives to risky student social gatherings. At both UNC and Notre Dame, leaders have blamed after-hours student socializing for the increase in cases. But “just yelling at them for having parties” isn’t effective, Marcus said. Research in other arenas of public health, such as mental health and drug use, has found that stigma can prevent people from getting help, and that “Don’t do it” messages don’t work unless they’re paired with active steps that people can take instead.

“The thing that I’m trying to avoid here is the frat-house basement, unventilated, unmasked, 150-students-in-a-crowded-space superspreader event,” Paltiel said. “If the price of averting that event is that I’ve got to let students play beer pong and do Jell-O shots outside, on the quad, in small groups, and turn a blind eye to the underage drinking, that’s fine. Grow up! It’s fine. I’m trying to avoid ‘basement party.’”

— FRANCIE DIEP



ISTOCK



## Pandemic's impact

# Lawsuits, Layoffs, Hunger, and Uncertainty

**THE CORONAVIRUS** pandemic has shifted the way institutions of higher education operate, altered the college experience for students, and triggered protests by faculty members and staff against plans to reopen in the fall. It has also affected the economies and normal operations of the towns that rely on their local colleges.

The data below paint a picture of the many ways that Covid-19 has tested higher ed, strained its students and work force, and spilled outward into surrounding communities, sometimes in unexpected ways.

— AUDREY WILLIAMS JUNE



CURTIS ANTWI

The food bank at Lehman College, of the City University of New York, held a grocery giveaway.

## 303%

**Increase in student requests for assistance from Lehman College's food bank**

Many students at Lehman College work to support themselves and their families. So when nonessential businesses in New York City were closed in the spring and many students lost their sources of income, food insecurity followed.

Before the pandemic, the food bank served about 80 students a week. After the city shut down, that number spiked to 322.

Food insecurity was a widespread issue among college students even before the coronavirus surfaced. Nearly 40 percent of students reported being food insecure in the last 30 days, according to a survey conducted in 2019 by the Hope Center, which studies food and housing insecurity among undergraduates.

## 312

**Layoffs at the University of Texas at San Antonio**

In the early summer, a projected \$35.8-million revenue shortfall for the 2021 fiscal year loomed large. With reductions in state appropriations forecast for future years, the university said that job cuts were necessary.

Most of the layoffs — 243 of them — were staff positions. Within this group, 67 were what the university calls “skilled labor” jobs. Another 176 people holding management, administrative, and other professional positions — such as program managers and academic advisers — also lost their jobs. Most of the staff layoffs, 137 of them, were in academic affairs.

All who were laid off on July 1 were paid through the end of August. An additional 137 vacant staff positions were eliminated.

On the faculty side, 69 non-tenure-track faculty members didn't have their contracts renewed for the current academic year. Their appointments ended August 31. The university president, in a letter to faculty and staff members about the job cuts, wrote that “they could be invited back to teach at any point based on need.” The university has more than 700 non-tenure-track faculty members. The college also eliminated 12 vacant tenure and tenure-track positions.



GETTY IMAGES

A fraternity house at the U. of California at Berkeley advertised rush events.

## 213

**Class-action lawsuits filed by students to receive tuition or fee refunds**

When college campuses shifted to remote learning last spring, students and parents soon turned to the courts to make a customer-service complaint. The gist of their grievance? They didn't get what they paid for.

As of August 18, more than 200 breach-of-contract lawsuits have been filed against institutions including the Universities of Kansas, Miami, and Washington, and Yale University, according to a law firm that tracks the litigation. Both of California's university systems have been targeted as well. Some of the cases have been dismissed or withdrawn, including lawsuits filed against the governing board of Arizona's three public institutions and institutions in the University of North Carolina system.

As more colleges make last-minute pivots to online instruction this fall, it seems likely that the number of suits will increase.

## 10.4%

**Increase in summer enrollment at Lone Star College**

Even before the coronavirus, some four-year students would take community-college courses during the summer to get some general-education requirements behind them at a lower cost.

This summer appears to be no different. Some institutions, like Lone Star College, in Houston, point to an uptick in summer enrollment. The college said it enrolled 67,731 students in summer 2020, compared with 61,375 a year earlier.

It remains unclear whether the trend will continue into the fall.



COURTESY OF LONE STAR COLLEGE

Summer courses at Lone Star College, in Houston, were both online and in person.

## 204%

**Increase in number of coronavirus cases in a single week at the University of California at Berkeley**

With a total of just 23 coronavirus cases on campus since the pandemic began, Berkeley was set to have a mix of in-person and online classes in the fall. But then, in a single week in early July, an outbreak of 47 new cases that were linked to the campus's Greek system brought the total case number to 70. That made the institution scrap its plans to teach in person. Berkeley became the first campus in the University of California system to say that its fall classes would be online only.

The switch follows a familiar pattern of recent weeks. Some institutions, like the University of North Carolina at Chapel Hill, started the academic year in person before a rise in coronavirus cases on campus made them pivot to safer alternatives. Other colleges that were planning in-person instruction made last-minute switches to online classes.





# THE FUTURE OF THE ACADEMIC WORK FORCE

## How will the pandemic change the way higher education works?

**IT'S BEEN A ROUGH SUMMER** for the nearly four million people who work at colleges. The coronavirus pandemic has pummeled budgets, leading to hiring freezes, furloughs, layoffs, and uncertainty about what's next. How bad is it? The U.S. Bureau of Labor Statistics estimates that the sector has shed tens of thousands of jobs since February.

Among other consequences, the turmoil has heightened distrust between administrators and faculty and staff members, a fraught relationship even in the best of times. In the view of some faculty members, anti-intellectual administrative bean counters are using the pandemic as an excuse to enact changes the faculty has long resisted. Some administrators, on the other hand, feel that they are in survival mode, scrambling to keep their institutions afloat in unprecedented circumstances. In their view, the faculty has revealed itself once again as clueless when it comes to the economic realities of running an institution of higher learning.

**THE REVIEW**

Heading into a fall in which the pandemic shows no signs of abating, we asked administrators, professors, grad students, and university staff to peer around the corner and speculate about how the coronavirus will change the academic work force. What has the pandemic revealed about the campus workplace — and how will that change it going forward? What jobs will be most in demand? Which roles are most imperiled? What sort of shared governance will survive the pandemic? When this is all over, what should the composition of university work forces look like?

# A Lodestar for the Future

When rebuilding, we must do better.

**WRITE THIS** from a place of grief and fury. As Covid-19-related deaths in the U.S. stairstep gruesomely to the next round number — 200,000 at the time of this writing — with no end in sight, we doomscroll through images of loss and reports of the criminal failures of leadership that have claimed lives and livelihoods, childhoods and futures. Betrayals of trust and hope have brought us to this terrible fall of 2020.

By definition, higher education looks toward the future. To devote oneself to learners of all types and ages is inherently hopeful, optimistic. Our ideas, theories, scientific and humanistic discoveries — all stake a claim to tomorrow. Call it progress: Our work harvests the raw ingredients of what's next.

The pandemic has crushed this orientation on almost every level. And it has done so in a way that threatens to pit us against one another in the name of institutional survival. Make no mistake: The financial crisis that administrators face right now is formidable in every case, and existential in many. Even before the coronavirus upended the business of learning and discovery, we were facing an unprecedented public mistrust of universities — and of the very concept of

expertise for which we stand. Now, twin public-health and financial crises have upended every aspect of our work.

At a moment like this, it would be no surprise if faculty and administrators were to turn our dismay and distrust toward one another. But there is something unique at the heart of academic culture, and it has to do with giving a damn — as a matter of professional identity — about the future.

Perhaps that principled commitment to the future can re-emerge as a lodestar for the culture we choose to build now, and for how we choose to build it. The pandemic has exposed dehumanizing practices throughout our society. We must not be tricked into perpetuating those practices within our institutions.

I write this in memory of my father, who died on July 22, 2020, from complications of Covid-19. Dad was not an academic, but he understood to his core the importance of education to a hopeful future.

*Carolyn M. Dever is a professor of English and creative writing at Dartmouth College, where she was formerly provost.*

**CAROLYN M. DEVER**

# A Logic of Disposability

Universities are not islands of ideas.

**FORTY-NINE YEARS AGO**, during a particularly long and bitter strike of food-service, maintenance, and custodial workers at Yale, the legendary 1960s and '70s labor leader Vincent Sirabella dismissed the university administration's famed liberalism as bellying the brutally exploitative nature of its HR practices. "Yale's alleged concern for the poor of New Haven is a farce," Sirabella proclaimed at a strike rally. "The employees of the university are the working poor of this city."

Sirabella wasn't just excoriating the deep hypocrisy at the core of President Kingman Brewster of Yale's vaunted liberalism; he was also making a point about how the university's racialized, blue-collar service-work force was embedded in a larger system of exploitation and control. That point is one we would do well to remember now.

Universities are not free-floating agglomerations of ideas or marketplaces of free exchange. Rather, they are fully enmeshed in circuits of capital accumulation that have never not been organized by race. Food-service and clerical and maintenance and custodial and

medical workers are as central to the university's core project as faculty, students, and administrators. If these employees are (still) the working poor of the city, then we can understand universities' cavalier attitudes toward employees' survival to reflect a hierarchy of disposability, with university workers and the communities where they live at the bottom.

That logic of disposability has never been more starkly visible than in the time of Covid-19. The current moment is not an exception to universities' long histories of complicity with racial capitalism, but their product. That means that a return to normalcy is neither possible nor desirable. But it also means that there is a rich history of struggle within, against, and beyond the university for us to build on and learn from.

*Zach Schwartz-Weinstein is a historian of university labor. He is a member of the Abolitionist University Studies Collective and an adjunct teaching professor in upstate New York.*

**ZACH SCHWARTZ-WEINSTEIN**

# A Breakdown of Trust

Administrators must stop imitating CEOs.

**SHARED TRAGEDY** either sutures communities or sunders them. If you have been reading *The Chronicle*, you've probably witnessed the widening fissures as faculty have deprecated their administrators' responses to Covid-19 and the serial murders of Black Americans. While some bemoan their institutions' incapacity to adapt to an altered status quo (one that renders dorms and classrooms lethal), others lament those same institutions' unwilling-

ness to reject an iniquitous status quo (one that abets systemic racism).

One recurring question, especially at elite institutions, has concerned spending. People have been justifiably puzzled by the drastic cost-saving measures taken despite multibillion-dollar endowments — nest eggs that leaders guard like dragons atop the hoard. The questions surrounding university endowments have inspired spoof after

**RAFAEL WALKER**



**Michael C. Holen Pacesetter Award**  
**Jeannine Diddle Uzzi**, University of Southern  
Maine

**Virginia Gordon Award for Excellence  
in the Field of Advising**  
**Elizabeth Guertin**, Indiana University Bloomington

**Leading Light Award**  
**Karen Archambault**, Rowan College at  
Burlington County

**Leigh S. Shaffer Award**  
**Marc Lowenstein**, (retired) Stockton University  
*If Advising is Teaching, What Do Advisors Teach?*  
(2005)

**Excellence in Scholarly Inquiry Award**  
**Craig McGill**, Kansas State University  
*Leaders' Perceptions of the Professionalization of  
Academic Advising: A Phenomenography* (2018)

#### Outstanding Advising Administrators

**Winners**  
**Lily Board**, University of Colorado Boulder  
**Katie Kerr**, University of Nebraska–Lincoln  
**Lora Wical**, The University of North Carolina at  
Chapel Hill

**Certificates of Merit**  
**Sarah Banner**, Mesa Community College  
**Suanne Early**, University of Kentucky  
**Janet Distel**, Temple University  
**Deborah Littleton**, The University of Alabama at  
Birmingham  
**William Smith III**, Indiana University Bloomington

#### Outstanding Advising–Primary Role

**Winners**  
**Molly Hulsey**, Auburn University  
**Terry O'Brien**, IUPUI  
**Meghan Oxley**, University of Washington–Seattle  
**Marita Poll**, Northwestern University  
**Kaylee Roholt**, Utah State University  
**Joanna Spanos**, The Ohio State University  
**Julie Thometz**, Phoenix College  
**Jacquelyn Trejo**, California State Polytechnic  
University, Pomona

**Certificates of Merit**  
**Jason Atherton**, The University of Utah  
**Lauren Brown**, University of Colorado Boulder  
**Danielle Buhrow**, The University of Arizona  
**Lindsay D'Alleva**, Rochester Institute of  
Technology  
**Dana Daniel**, Southeast Missouri State University  
**Andi Dieckman**, University of Central Missouri  
**Michelle Garoutte**, North Carolina State University  
**Jason Gentry**, The University of Texas at Austin  
**Maia Greene-Havas**, Virginia Tech  
**Elvira Hack**, University of California, Davis

**Certificates of Merit (cont.)**  
**René Henry**, Indiana University Bloomington  
**Sarah Konrad**, Oakland University  
**Katie Mosure**, University of Cincinnati  
**Sarah Rowe**, The University of North Carolina at  
Chapel Hill  
**Amanda Spohn**, University of Georgia  
**Merrill Walker**, The University of Tennessee,  
Knoxville  
**Whitney Woodard**, The University of Alabama at  
Birmingham

#### Outstanding Advising–Faculty Role

**Winners**  
**Robert Kimsey**, University of California, Davis  
**Gary Meints**, Missouri State University

**Certificates of Merit**  
**Susan Bourke**, University of Cincinnati  
**Kimberly Chappell**, Fort Hays State University  
**Chad Jordan**, North Carolina State University  
**Slavica Kodish**, Southeast Missouri State  
University  
**Rhonda McLain**, The University of Alabama at  
Birmingham  
**Erik Myrup**, University of Kentucky  
**Michelle Rippy**, California State University, East  
Bay  
**Dawn Taylor**, Nevada State College

#### Outstanding New Advisor–Primary Role

**Winners**  
**Liliana Alba**, The University of Texas at Austin  
**Katie Barnard**, The University of Utah  
**Shelby Bosi**, Bellarmine University  
**Nicole Inclan**, University of Central Florida  
**Dani Lawrence**, Utah State University  
**Margaret MacKeverican**, Wayne State University  
**Matthew Regier**, The University of Oklahoma  
**Stefany Sigler**, Nevada State College

**Certificates of Merit**  
**Linda Bruner**, Auburn University  
**Michelle Dankle**, IUPUI  
**Amie Fazalare**, Fairmont State University  
**Vernon Ferguson**, Virginia Tech  
**Trent Gill**, Brandon University  
**Pete Giordano**, Indiana University Bloomington  
**Adam Harris**, The University of North Carolina at  
Chapel Hill  
**Tiffany LeDonne-Smith**, Oakland University  
**Anna Metzger**, University of Colorado Boulder  
**Letty Molina-Gutierrez**, The University of Arizona  
**Carlos Ortiz**, Phoenix College  
**Edith Parsons**, University of Georgia  
**Rebecca Scott**, Arizona State University  
**Allyson Trimble**, University of Florida

#### Outstanding New Advisor–Faculty Role

**Winner**  
**Brooke Nott**, Western Oregon University

**Certificate of Merit**  
**Elena Chernyak**, Hartwick College

#### Outstanding Advising Program

**Winners**  
**Woodruff School Academic Advising Program**,  
Georgia Institute of Technology  
**Back on Track Program**, Simon Fraser University

**Certificates of Merit**  
**UTSA Resilience and Retention Advising  
Program**, The University of Texas at San Antonio  
**Bridging Disciplines Programs**, The University of  
Texas at Austin  
**UofSC Undergraduate Academic Advising**,  
University of South Carolina

#### Student Research Award

**Danielle Flores Lopez**, Michigan State University  
*Latinx First-Generation Students and Advising at a  
PWI*  
**Shawn Schultz**, Eastern Illinois University  
*Academic Advising in the Twitterfirst Century: A  
Phenomenological Study*

#### NACADA Scholarships

**Anna Boyer-Chadwick**, The University of Texas at  
San Antonio  
**E. Vanessa Vasquez**, University of Houston

#### Advising Communities Division Service Award

**Gavin Farber**, Temple University  
**Wiona Porath**, Johns Hopkins University  
**Wendy Schindler**, Northern Kentucky University

#### 2020-2022 Emerging Leaders & Mentors

**Leaders**  
**Philip Aguinaga**, University of North Texas  
**Amber Bollinger**, College of Charleston  
**Maria Domingo**, California State University San  
Bernardino  
**Leah Frierson**, University of Richmond  
**Bri Harvie**, Mount Royal University  
**Cassie Jaquez**, New Mexico State University  
**Iyabode Okoro**, Indiana University School of  
Medicine  
**Camille Reid**, The University of West Georgia  
**David To**, San Diego State University  
**Anna Traykova**, Kennesaw State University

**Mentors**  
**Christina Bowles**, Missouri State University  
**Suanne Early**, University of Kentucky  
**Jonathan Hallford**, Auburn University  
**Andrea Harris**, Pepperdine University  
**Kerry Kincanon**, Oregon State University  
**Christopher Kirchhof**, University of Pittsburgh  
**Patricia MacMillan**, Ontario Tech University  
**Sam Murdock**, Texas A&M University  
**Jesse Poole**, Nevada State College  
**Maureen Schafer**, University of Iowa

*These advising award recipients will be recognized in conjunction with the  
44th Annual Conference of NACADA: The Global Community for Academic Advising.*

spoof—from parodic letters to GIFs of MC Hammer dancing to his classic “U Can’t Touch This.”

How, many have wondered, can academic leaders justify sweeping layoffs — which entail the loss not only of income but also of health benefits — during a pandemic? I have watched this drama unfold at my own institution, the City University of New York, a multicampus system that has long been lauded for its track record of propelling students from the least-advantaged backgrounds into the middle class. At the beginning of July, the president of our union notified us that the union had filed a lawsuit against CUNY in an attempt to halt a suspected wave of layoffs threatening nearly 3,000 employees, potentially leaving more than 400 employees without health insurance — in the city hardest hit by Covid-19, no less. Here the twin evils of the year, the pandemic and racial injustice, converge: On the one hand, scores of academic employees face being left even more vulnerable to illness while, on the other, Black and Brown students could see one of their greatest avenues to economic prosperity gutted.

Almost a month later, our chancellor wrote to explain that they had

been postponing a final vote on the budget until it was clear whether or not more federal aid would come, and this is why they had not yet made any commitments to jeopardized staff and contingent faculty. This made sense. But why had this explanation not come sooner? Why had the chancellor not gotten ahead of the union and communicated these sensible plans as soon as they were made? Why the utter lack of transparency? It savored of the sort of response that we’ve come to expect of private-sector executives.

If we are ever to restore trust between faculty and administrators, the latter must stop imitating CEOs. They must commit, not just in word but in deed, to transparency and open communication, not the obliquity and opacity we have all witnessed during this pandemic. For what will become of a society whose colleges — its centers of knowledge production and dissemination — refuse openness and honesty? A world that would make the year 2020 look like an episode of *The Wonder Years*.

*Rafael Walker is an assistant professor of American and African American literature at Baruch College of the City University of New York.*

## How can academic leaders justify sweeping layoffs during a pandemic?

### The Faculty Needs to Get on Board

Change is coming, and standing in the way is a poor strategy.

**ONE THING THAT’S CLEAR** is that if the pandemic goes on much longer, many colleges will soon be fighting for their survival. Faculty members need to understand that this may require drastic measures, many of which have rarely been seen in higher education in recent memory — a large reduction in the size of faculty and staff, a winnowing of academic programs, and a permanent transition from in-person instruction to online and hybrid.

The role of faculty members in helping to manage these changes is not just to resist the actions of administrators responding to financial peril. Instead, they need to be involved in designing and delivering academic programs that are consistent with the institution’s

mission while taking into account the new financial constraints. A faculty that is unwilling to recognize these constraints and espouses the attitude of, “We know there’s enough money there, the administrators are just hiding it for expediency’s sake,” is a faculty that is derelict in its duties and by default will transfer the bulk of its authority to the administration.

I’m still optimistic about the state of higher education post-pandemic, but it is going to take active work on the part of all parties to survive. No group can afford to sit on the sidelines.

*Donald E. Heller is vice president for operations and a professor of education at the University of San Francisco.*

**DONALD E. HELLER**

### A Grim Future Beckons

The pandemic will bring capitalism to the heart of academe.

**THE PRE-PANDEMIC GIG ECONOMY** made it acceptable, to administrators at least, to render faculty, postdocs, graduate students, and staff increasingly contingent, changes that have resulted in a “gig academy.” In management speak, academic workers have been “deprofessionalized” and “unbundled.” The pandemic will only make matters worse.

First, there will be increased adjunctification. When financial hardships hit higher education, campus leaders have traditionally

responded by boosting reliance on their most flexible employees. Semester-to-semester appointments with no benefits are a cost-effective short-term option for administrators uncertain of what the fall and spring will look like.

Second, we will see increased entrepreneurship. Contingent research faculty are growing in number. At the same time, campuses will very likely be dipping into indirect funds in an attempt to make up for budget shortfalls. This means that funds intended to support cam-

**ADRIANNA KEZAR**





# Australian vaccine to clamp down on global pandemic

The University of Queensland's rapid-response vaccine research team is using novel molecular-clamp technology to fast-track a vaccine that will immunise against the global threat of COVID-19.

The vaccine is in phase 1 human clinical trials – a rapid response made possible thanks to support from our valued partners\*.

\* UQ's valued COVID-19 partners include the Coalition for Epidemic Preparedness Innovations (CEPI), CSL Limited, Nucleus Network, CSIRO, GSK, Doherty Institute, ANU, Lonza, Thermo Fisher Scientific, Syneos Health, Seqirus, Dynavax, ViroClinics Xplore, the Queensland Government's Advance Queensland initiative, the Australian Government, and many generous donors.

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AUSTRALIA

CREATE CHANGE

pus facilities and infrastructure will be unavailable. All faculty will be encouraged to support their salaries — not just through research, but via training grants and applications of all types. The number of postdocs will grow — they provide cheap labor and can pad department budgets through research.

Third, and perhaps most obviously, there will be cuts that offload expenses onto employees. As most academic labor is now happening from home, colleges will see what campus-based expenses they can cut. Do faculty really need to have their own offices? Why not shared office spaces or no office space at all? Can office supplies like printers and copiers be done away with? What about landscaping, cleaning, and building maintenance?

Finally, automation and technology will become central to the academic experience. As colleges shift courses online, recording and repackaging lectures will prove irresistible. Content-delivery and learning-management systems will flatten the classroom experience, prioritizing efficiency and evaluation over a professor's personal ap-

proach to lecturing or a student's individual approach to learning.

The costs of these four trends will be severe. Colleges will face reduced student success, reduced learning, the de facto destruction of the campus community, the lowering of already poor staff and faculty morale, and a decline in academic freedom and shared governance.

But this grim future can be avoided. Faculty, staff, postdocs, graduate students, and administrative and tenure-track allies must work together to preserve what is best in higher education. Maybe, just maybe, the pandemic will provide our troubles with enough visibility and generate enough collective action to counter these devastating trends.

*Adrianna Kezar is a professor of higher education at the University of Southern California's Rossier School of Education. She is a co-author of The Gig Academy: Mapping Labor in the Neoliberal University (Johns Hopkins University Press, 2019).*

## We Need Each Other More Than Ever

A terrible crisis is an opportunity to strengthen shared governance.

ONE of the most common phrases I hear these days among higher-education leaders is “never waste a good crisis.” This often means that a crisis can provide cover so that “we,” the administration, can do things with fewer objections from “them,” the faculty. The excuse usually given is that a crisis requires prompt and aggressive responses, which must not be hampered by shared governance.

In my 30 years in higher-education administration, I've learned that the most thoughtful, not the speediest, response is usually best. But this spring reminded me of the need for nimbleness.

The Covid-19 crisis turned our greatest asset — a small residential campus where we live, study, and play in close quarters — into our greatest liability. There was no playbook to guide our response, no consultant to present us with a silver bullet. Creative solutions needed to be driven by our resources at hand.

With the support of the administration, we established a new group of strategic leaders by drawing on our relatively few faculty

**STEVEN C. BAHLS**

members with expertise in distance learning and in public health. In two weeks, we went from having almost no distance learning to being 100-percent online. It was almost magical.

But could this magic be sustained? We knew that, without a continued commitment to shared governance, good will could dissipate as the difficult realities of a prolonged crisis set in over the summer.

So we doubled down on shared governance. We held more frequent and more candid community meetings. We created more opportunities for joint problem-solving than in any other period during my 17-year presidency. We worked hard to build trust, and to recognize that we all react to ambiguity and stress differently.

This crisis is not an excuse to neglect shared governance. What Covid-19 should teach us is that we need each other's expertise more than ever.

*Steven C. Bahls is president of Augustana College, in Rock Island, Ill.*

## ‘Wait This Thing Out’

Temporary increases in community-college enrollment belie a dark reality.

IN APRIL AND MAY, as the pandemic raged, community-college administrators were grimly holding out hope for a boost in enrollment. That hope was not entirely unfounded. It's true that community colleges have suffered from the same decline in recent years as their four-year counterparts. But with Covid-19 wreaking havoc across the higher-ed landscape, with everyone scrambling to plan for a deeply uncertain fall semester, and with an accompanying economic crisis potentially pushing students (and parents) to look for less expensive options to continue their studies, community colleges appeared to be a lifeline.

There is some evidence to back up a predicted jump in enrollments, even if it's only a temporary one. In the past, during periods of economic recession, community colleges have seen spikes in enrollment, especially among older students. This was certainly the

**SALITA SEIBERT**

case after the 2008-9 recession, with community-college enrollments peaking in 2010. A lot has changed in the past decade, though: Enrollments have declined every year, and the kind of emergency federal aid community colleges received in 2009 does not appear to be forthcoming from the Trump administration. Instead, the community colleges that survive this mess are likely to do so by slashing programs, cutting contingent faculty, and shrinking administrative staff.

While there might be a temporary jump in community-college enrollments this year, it's likely that students will become quickly dissatisfied with what they find there. Because of pandemic-related cuts, they will have fewer choices in course offerings, academic majors, and trade programs. Colleges will almost certainly cut community noncredit courses, which use campus resources with less immediate “return.” Because safety measures call



# People, Process, Technology

**Stony Brook University's Finish in 4 program uses data and strategic outreach to improve graduation rates dramatically.**



Amid the staggering challenges of serving current and incoming students remotely, Rachelle Germana, Associate Provost for Academic Success at Stony Brook University in New York, noticed something curious: Students had started answering their phones again.

"Prior to the pandemic, we had almost stopped calling students, other than as a last effort when they weren't responding to texts or emails," explains Germana. She can only guess at the reasons for this abrupt change in Gen Z behavior, she says, adding that it's probably related to missing the college experience.

But she believes that she and her colleagues picked up on this subtle shift because of Finish in 4, the University's enormously successful retention and graduation initiative. The "high tech, high touch" program is equal parts sophisticated data analytics and simple human interaction, and the results have exceeded expectations. Between 2009 and 2015, Stony Brook increased its four-year graduation rate by 17 percentage points (47% to 64%). The University also has reduced some longstanding equity gaps.

The recent realization that students are answering their phones is a good — if simple — example of how Finish in 4 works. Because the University continually collects and analyzes data from its engagement efforts, Germana's team noticed when responses to text messages started to decline and when the answer rates for phone calls rose. That's the "high tech" element at work. The commitment to "high touch" dictated that they adjust their tactics.

Though powered by technology, Finish in 4 grew, in part, out of recognizing its limitations.

"In the previous decade," Germana explains, "many assumed that tools that helped universities calculate risk and organize workflow would make them so efficient at identifying students who are vulnerable and reaching out to them that they wouldn't need as many people to do the work."

"What we found was that that wasn't true," she

continues. "It creates efficiencies, but it also opens up our understanding of students at risk, and when that happens, you need people to respond to those students and support them. You need a combination of technology that can help identify students who are vulnerable, organize workflows, coordinate care across different units, and you need more direct contact with students. It's really people, process, technology. People come first."

But data collection and analysis make it possible.

"You have to figure out who to engage, where it will actually make a difference," says Richard Gatteau, Vice President for Student Affairs and Dean of Students. "It's finding the students who are lost and connecting with them."

An in-house analytics team — under the leadership of Braden Hosch, Associate Vice President for Institutional Research, Planning & Effectiveness (IRPE) — segments the data into various buckets: for example, students with GPAs between 2.0 and 2.5 and students who are behind in credits at particular thresholds. These buckets help the University's academic success retention advisers see who falls into what they call the "murky middle" — students who weren't necessarily poor academic performers but who could easily fail to graduate without guidance and support.

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**"Everything we do is data-informed or data-driven. We rely on evidence-based practice. We measure what we do. If it doesn't work, we do something else. If it does work, we try to make it better."**

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Charles L. Robbins, Vice Provost for Undergraduate Education and Dean of the Undergraduate Colleges

"If we bucket out the third-year students who have 90 credits, we can send a text message to them to make sure they understand that they can

still graduate but will have to be strategic about what they take," Germana says. "They'll also get a tiny URL they can click on to make an appointment with one of the Finish in 4 advisers. That's been really successful."

But texts are just one tool. Prior to the campus closure due to the pandemic, much of the work was face-to-face, through events such as "pop-up" advising sessions across campus, where students could drop in for assistance with their academic, registration or financial concerns. These, too, proved very effective, Germana says.

Stony Brook's IRPE office reports that the University has reduced the graduation equity gaps between women and men (70% vs. 59%); among white, black and Hispanic students (63%, 59% and 59%, respectively); and between Pell and non-Pell Grant recipients (78% vs. 74%). Almost a third of Stony Brook's 17,000 undergraduates receive Pell Grants. The University also outpaces national graduation rates: The National Center for Education Statistics reports a 60% average six-year graduation rate; Stony Brook's current six-year rate stands at just over 75%, and its four-year rate is 63.5%.

The IRPE estimates that by growing graduation rates so quickly over six years, 1,800 more students graduated on time. That saved those students \$24 million in tuition fees and gave them \$101 million in additional earning capacity because they entered the workforce more quickly, more prepared and with less student loan debt.

Even the pandemic has been an opportunity to learn and improve. For example, Germana says, pop-up events designed specifically for students who are veterans were never well attended, but focused outreach online has been successful. And many students seem to like the new option for one-on-one advising in the evening, because it's more convenient for their schedules.

"What that shows us again is that there's not a one-size-fits-all solution," Germana observes. "We could have been doing virtual sessions even when we were on campus; it just didn't occur to us that it would be more useful for some students."

People, process and technology are informing one another in a constant loop.

"For me, the most important thing has always been our core values," Germana explains. "All of this derives from those values: being student-centered, data-informed and utilizing [evidence-based practices and predictive analytics]. And in Finish in 4, our approach can be both individualized and at scale. That is the foundation of how we organize our efforts. Even in the virtual environment, those values are still there. We may have some setbacks, but we believe we can still get students all the support they need to graduate."

This content was paid for and created by Stony Brook University. The editorial staff of *The Chronicle* had no role in its preparation.



for as many college courses and course-related tasks as possible to take place online, there will be fewer trade programs, which require in-person instruction, for students. Programs that draw low-income students who qualify for special programs will suffer as a result of reduced federal financial aid.

Everyone will be affected by these negative trends: As departments are cut or downsized, for instance, the administrative staff who still have jobs will probably be asked to juggle duties at multiple campuses and across multiple departments or offices. But it will be contingent faculty who are going to feel the squeeze the most — if they're not pushed out of the academy entirely. Four-year and two-year institutions have canceled job searches and will continue hiring freezes indefinitely in the face of declining enrollment. Thus, the ranks of adjunct faculty at community colleges and elsewhere will swell as an even greater score of surplus scholars competes for an even smaller

pool of academic jobs. As they always do, employers will take this opportunity to harness a “skills gap” narrative that allows them to push more burdens and costs on employment-seeking adjuncts. In the face of burgeoning competition for temporary low-paying positions, contingent faculty will need to have experience and possibly credentialing in remote instruction and a range of digital platforms (which they'll be expected to secure on their own dime, without any promise that doing so will actually lead to a job).

In many ways, this will be the culmination of trends that have hammered community colleges for years — and that the pandemic has only accelerated. Barring drastic action, the future of community colleges paints a grim picture.

*Salita Seibert is an adjunct professor at the Community College of Allegheny County, in Pennsylvania.*

## Extinction Event

Outbreak after outbreak, from coast to coast.

**I**N MY EIGHT YEARS in the University Faculty Senate at Penn State, and especially during my three years as a Senate officer, I learned that shared governance is not just a matter of dealings between faculty and central administration. Those are critical, yes, and ours were largely productive; but every once in while a new policy would drop from someplace else — the Office of Risk Management, Human Resources, the Office of the General Counsel — and we would say wait, what is this? And why weren't we involved in the drafting of it? And then we would convene with people in those offices to fix whatever needed fixing. Most things got fixed.

Last year, I was pretty sanguine about shared governance. Now I am not. At all too many institutions, it is already gone, and who knows if it will recover when the pandemic recedes?

The philosophy professor Daniel Star summed it up nicely. There is, he wrote, “a crisis at the heart of higher education in the United States — both in terms of the way the apparent preferences of students were given so much more weight than concerns about faculty well-being when plans for the fall were drawn up,” and in the way “our institutions turned their backs on the ideal of faculty governance when it came to the process of arriving at those plans.” At Boston University, where Star teaches, the situation is especially bad. But BU is not alone.

I was initially ambivalent about face-to-face instruction this fall, largely because of the Senate's virtual visit to our College of Arts and Architecture last spring — when we were told by faculty and students alike that the college's prospects, especially in the performing arts, would very likely depend on the return to residen-

tial instruction. Faculty also expressed concern for their LGBTQ students who were closeted at home and sought refuge in the safer space of campus.

But back in April, we dared not imagine how badly the United States would respond to the pandemic over the summer. Now we are probably looking at a few weeks of residential instruction, with socially distant classes in, say, musical theater or physical therapy that will be grotesque parodies of business as usual, followed by outbreak after outbreak from coast to coast.

Students, faculty, and staff will get sick, and some will die. (One of our students, Juan Garcia, died in July.) Everyone will be sent home (again). Students and parents will be mightily pissed off. University finances will be a disaster. Institutions will declare financial exigency; some have already set aside the relevant provisions for layoffs and closures in their handbooks, citing *force majeure*. And at many places, faculty will have had no meaningful opportunity to argue that the whole semester — perhaps the whole year — should have gone online the moment we realized that the national response was exacerbating rather than mitigating the spread of the virus. That moment passed months ago. But too many administrators, trustees, and legislators persisted in the collective fantasy that we could reopen safely.

I am not sure how we recover from this. It is looking more and more like an extinction event.

*Michael Bérubé is a professor of English at Pennsylvania State University.*

**MICHAEL BÉRUBÉ**

## Uncanny Valley

Most students need residential college.

**T**HE PANDEMIC has given rise to increasing disdain for public higher education. The refrain can be paraphrased this way: “Now that we see that all content can be successfully delivered via a screen, why should we — why should *anyone* — pay for classrooms, landscaping, bookstores, residence halls, or basketball courts? Forget the labs, lounges, and offices, copiers, couches, and cafeterias. All students and teachers really

need is a computer and the internet.”

Such critiques come from two sides. On one side are those who dismiss higher education's power to offer knowledge, skills, and opportunities to those who have previously been denied it. On the other are those who have the resources to get what higher education offers in the way of connections, networks, and knowledge without needing a campus and help navigating it. Those who argue that online

**NANCY S. NIEMI**

learning demonstrates the obsolescence of residential higher education are claiming that the majority of American citizens, post-high school, are no longer worthy of investment.

Many students and teachers are already experiencing “Zoom fatigue,” weary from constant remote interactions via a screen. I wonder if this fatigue will become a kind of uncanny valley — that sense of unease people experience when they encounter an almost-but-not-quite-real human replica. Will these almost-lifelike educational

experiences come to be considered “good enough” for students who also have full-time jobs, for first-generation learners, for the Black and Brown students who attend my university? Will the public no longer pay for the structures — the public residential colleges — that legitimately house their hope?

*Nancy S. Niemi is provost and vice president for academic affairs at the University of Maryland-Eastern Shore.*

## Uniting for Self-Preservation

The pandemic makes faculty/administration jousting irrelevant.

**M**ANY COLLEGES lived dangerously before the Covid-19 cataclysm. They grappled with dwindling numbers of international students and a shrinking pool of domestic applicants. Rising costs and student-debt levels already posed an existential threat. And some lethargic brick-and-mortar institutions were haunted by the specter of competition from high-quality, online upstarts.

Long-term viability was at risk in those comparatively good times. Now cuts loom and restructuring beckons. How will significant generational decisions be made? Are current approaches to and mechanisms of shared governance adequate?

Shared governance is undermined by a jejune “us vs. them” mentality that presumes irreconcilable differences and perpetual strife between faculty and administrators. But “faculty” and “administrators” are broad categories that mask myriad divergent interests. Those who derive the greatest benefits from the status quo tend to resist change. When the survival of the college itself is at stake, however, habitual wrangling and ritualistic jousting are rendered irrelevant.

**GABRIEL PAQUETTE**

In *A Theory of Justice*, John Rawls proposed that fairness in decision-making necessitated imagining oneself behind a “veil of ignorance.” Each person would be stripped of knowledge of the interests and values reflective of and informed by his or her gender, age, race, religion, economic status, and so forth. What university-level decisions would be considered fair if all employees found themselves in

Rawls’s “original position,” unable to anticipate the personal impact based on their particular attributes, traits, and identities?

This is not a theoretical exercise. Institutional mergers, program consolidations, department closures, and systemic reorganization and reprioritization are on the horizon. The old proposed solutions often trotted out — cutting athletics or freezing salaries — are risibly insufficient. The mutual recognition of commitment to the mission of higher education, one of the present predicament’s few silver linings, must spur a renaissance of shared governance.

*Gabriel Paquette is a professor of history and vice provost for academic affairs at the University of Oregon.*

Students, faculty, and staff will get sick,  
and some will die.

## The Dismantling of the World’s Best Knowledge-Production System

Short-term needs risk ruining what was built over decades.

**A**FTER WORLD WAR II, thanks to state and federal investment, the United States built the world’s best system for knowledge production. At the center of this system were tenured professors, whose teaching and research contributed to our civic well-being, economic vitality, public health, and national security. This took time and money, and depended on our collective willing-

ness to invest in higher education over the long term.

Now this system is at risk of coming undone.

**JOHANN N. NEEM**

Even before the pandemic, America saw declining per-student state funding and the expansion of contingent faculty. Institutions across the nation were struggling, as Robert Zemsky, Susan Shaman, and Susan Campbell Baldridge conclude in their recent book, *The College Stress Test*.

But the pandemic is a much more extreme crisis for colleges. Because so many colleges are dependent on tuition, if students choose not to pay, and if state governments and emergency federal support come up short, many colleges may close, and many others will lay off professors. This will weaken the American academy as a whole — even the institutions that survive.

Administrators and policy makers will be tempted to use the pandemic as an excuse to “reform” (read: undermine) professors’ capacity to produce knowledge. This could include everything from moving instruction online to closing departments to weakening tenure to embracing the “disaggregated faculty model” offered by some online institutions.

The revenue crisis for colleges is real. Every institution that is forced to move online offers an inferior education for students.

And every student who drops out or chooses not to enroll is a missed opportunity. If federal aid is not offered to sustain university budgets, short-term needs will undermine several generations’ worth of investment in our country’s knowledge-production infrastructure.

We might be witnessing the dismantling of the world’s best knowledge-production system. We need to bail out our colleges immediately, and then reinvest in them over the coming decades. If we do not, the countries that do invest in higher education will soon outpace us.

*Johann N. Neem is the author of What’s the Point of College? Seeking Purpose in an Age of Reform. He is a professor of history at Western Washington University.*



The boundary between ‘real scholars’  
and the academically adjacent feels porous now.

## Putting Community Back in Community College

They sit atop some of our society’s deepest fault lines.

**C**OMMUNITY COLLEGES sit on the fault lines of some of our society’s most fraught contradictions. We teach at Hispanic-serving Institutions with majority Bipoc (Black, Indigenous, and people of color) students, and large numbers of first-generation, undocumented, low-income, and older learners. Our students, many with little to no accumulated wealth, live in a society with a thin social safety net in an aggressive and racist carceral state. They attend community college, many of them, to pursue the promise of economic stability and upward mobility that higher education has traditionally stood for.

But the fact remains that, too often, the very social inequalities and injustices that students are trying to escape make it exceedingly difficult, if not impossible, to do so. Many are unable to complete classes or degrees because they face insecurities external to their education. The pandemic has mightily exacerbated the conditions — rooted in long histories of racial and class oppression — that have made such insecurity a permanent fact of life for so many. Students’ educations have been disrupted and, for some, the coronavirus has threatened their survival.

What does/should this mean for all of us — faculty, staff, administrators — who work at these institutions? As we collectively contemplate “the ways in which the coronavirus will change the academic work force,” we cannot disentangle that task from the fact that such changes will necessarily shape and be shaped by changes in the lives of those we’re here to serve. And it goes without saying that the ways

we support — or don’t — the workers who are trying to fulfill the core mission of community colleges will have immediate and long-term effects on students who already have the deck stacked against them.

While the pandemic has provided us serious challenges, as full-time faculty we are fortunate enough to enjoy good salaries, secure work, and reliable housing during the pandemic. This is not true for all campus workers. Community colleges are highly stratified workplaces — professional protections and privileges are not equitably distributed here.

Amid this generation’s worst economic and health crises, union representatives have informed us that many adjunct faculty are losing their jobs and health care (if they even had health coverage in the first place). Other staff, unionized or not, are also vulnerable. The workers who clean the bathrooms, empty the trash, provide security, process paperwork — all are worried about job security and making ends meet. These are the people who make our campuses run; there is no way to “save” community colleges, and no way to serve our already underserved students, without them. Functionally speaking, a future without these essential parts of the community-college work force is a future in which community colleges exist in name only.

Arundhati Roy says this pandemic is a portal. We can choose to drag our old world and its contradictions through it into the future. Or we can “walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.” Now is the moment to fight for community colleges that recognize the essentialness, and essen-

**ANTONIO RAMIREZ  
AND KAREN MILLER**



tial interconnectedness, of all segments of their work forces, and that reflect this concretely in the distribution of pay, protections, and participation in institutional governance.

Community colleges pledge to be of, and for, the community. Now is the time to live up to that promise. Administrators will say fiscal realities make these dreams impossible. To that, we say: If we don't

fight for this now, it is the community college itself that will become impossible.

*Antonio Ramirez is an assistant professor at Elgin Community College, in Illinois. Karen Miller is a professor of history at the City University of New York's LaGuardia Community College, in Queens, N.Y.*

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## Controlling the Narrative

We're asking the wrong people what to do.

**A**S THE HIGHER-ED SYSTEM collapses in front of our eyes, many discussions about the short- and long-term survival of colleges have centered on the views of administrators, faculty, and, to some extent, undergraduate students. However, whatever plans institutions come up with, the fact is they will largely depend on members of the higher-ed work force — primarily staff members, graduate students, and postdoctoral fellows — who typically have less visibility and influence within our institutions. Even now, as upper-level administrators baldly admit their willingness to let our lives and jobs become collateral damage as they manage their way through the Covid-19 pandemic, we struggle to have our voices heard.

Many of us keep coming back to versions of the same questions: “Why am I being asked to risk my life and the lives of the people around me just to keep my job or continue my education? What can I possibly do about this crazy, horrible, impossible situation?” More than anything, it's suddenly starkly clear how little recourse we actually have. Still, there *are* multiple battles going on at once — some we can intervene in more than others.

Much of the current moment is about controlling the narrative. Right now, for instance, there is a lot of rhetoric around our individual agency and the choices each of us can make to navigate this crisis, focusing on the minutiae of classroom capacities, wearing masks, social distancing in dorms and around campus, testing, tracing, reporting, quarantining, disinfecting, etc. However,

precious little attention has been paid to how meaningless these choices often are in the larger scheme of things (the harried race to reverse reopening plans at colleges around the country is a case in point). We also know that none of the additional work we are doing, stress we are managing, or feigned optimism we are tolerating will gain us anything substantial in either the short or the long term.

We know that, in the end, many will still be laid off, many will get sick, some will die — and that all these harms will fall disproportionately on

some more than others.

We also know that we would be in a very different place if we were engaging questions like: “What are the members of our community saying they need — and who are we not hearing from?” Or: “How can we put the people who are most affected by what is happening in charge of making important decisions?”

As the new academic year gets underway, these are the kinds of questions that need to be asked and answered, and these questions need to inform our struggles over the narrative of the future of higher education. Because people — our lives, needs, concerns, and experiences — are not secondary concerns here. We are crucial, human parts of the education and research that are at the heart of higher education, and we are critical to the possibilities for making its future far better than its present.

*Briana Mohan is a graduate and postdoc career adviser at Tulane University.*

**BRIANA MOHAN**

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## The Pandemic Conjuncture

A moment of protest — and hope?

**A**CORE METHOD in my discipline, cultural studies, is conjuncture analysis, an approach honed by Stuart Hall and inspired by Antonio Gramsci. A conjuncture is a historical moment in which the structuring contradictions of social, economic, and political relations are brought into relief and opened to change by an ephemeral yet socially significant set of circumstances. The unique aspects of the pandemic conjuncture — risk of illness and death, supply-chain disruptions, rising governmental corruption and authoritarianism, a looming recession, and protests against police killings of Black men and women — evidence the heavy toll of our society's longstanding comfort with systemic racism, inhumane labor conditions, lack of access to medical care, and educational inequalities.

As we see in today's protests and refusals to return to the old, bad normal, however, conjunctures are also “perhaps the most effective site for redirecting the tides of social change,” as Lawrence Grossberg put it. It is imperative that we, as academic workers, contest aspects of pandemic life that seductively offer cheaper, more efficient higher-education options at the expense of vulnerable campus workers and students.

What hope lies in this pandemic conjuncture derives from the ways it has defamiliarized many scholar-teachers' everyday working lives. Despite exhaustion and stress, academic workers are calling out and rejecting the normalized toxicity of competitive, abusive, and exploitative academic work environments.

For unemployed scholar-teachers like me, the pressure to hunt for academic jobs while developing alternate career plans has lifted a little in light of hiring freezes and shutdowns, offering a break from colleagues' high expectations and space to imagine novel modes of scholarly engagement and making a living.

The boundary between “real scholars” and the academically adjacent feels a little more porous now, a little less harsh. Unemployment after a series of contingent academic positions feels less like failure and more like an opportunity to rethink my motivations for research and writing and to enact solidarity with fellow workers — who, even in this conjuncture, are taking the risk of hope.

*Heather Steffen is an affiliate scholar at the Rutgers University Center for Cultural Analysis.*

**HEATHER STEFFEN**

# A Seat at the Table

A union finds strength in a right-to-work state.

**A**S A WORKER in facilities at the University of Georgia, I don't feel safe here. Since March I have seen and heard — and have myself been the victim of — a pattern of poor leadership, an absence of transparency, and a general lack of basic empathy from facilities management.

At this point management is not informing individual shops of positive cases, nor is it telling us if people are out because they were directly exposed to the virus. There are people in my shop who flaunt the fact that they refuse to wear a mask. Do they face any repercussions? No. I, however, have been targeted and harassed for voicing my concerns about safety on campus. I feel at risk all day, everyday — and I'm punished for saying so.

Facilities management has stated that, even if you know for sure that you have been exposed to Covid-19, you should not self-quarantine or get tested unless you show symptoms. The “logic” of this policy goes against everything we know about Covid-19, and it's dangerous. This is negligence, plain and simple.

Not only do these lackluster protocols for dealing with the crisis show the full scope of the university facilities' lack of a comprehensive plan to keep us and everyone else on campus safe; they also peel back the Band-Aid that has been covering up an advanced state of bureaucratic rot. Nearly every shop in the facilities system is understaffed, and has been for some time. Yet the management structure gets more bloated by the year. This has left those at the top completely disconnected from day-to-day operations, and woefully out of touch with those they pretend to manage. This is a major problem for the present and future of our side of the higher-ed work force.

**DAVID NICKEL**

But the crisis has also given rise to unexpectedly positive developments for the university as a whole. I have been a member of the United Campus Workers UGA chapter for more than two years. The chapter is a “wall to wall” union, which means that our membership is open to anyone who receives a paycheck from the University System of Georgia, from facilities and clerical staffers to faculty members and graduate students. While our segments of the campus work force don't always face the same struggles or share aspirations, this pandemic has made us brothers and sisters in arms, a bulkhead against an institution that cannot even connect with staff and faculty members anymore with a straight face.

Staff, faculty, graduate students — all of us are weathering this pandemic the best we can. We have formed an alliance against systemic wage discrimination. We have held strong under pressures we did not know we could withstand, pressures from the administration and from forces outside the university. And above all, we have formed the kind of bonds and friendships that have made all that possible.

These newfound bonds will continue long after this crisis is over. Georgia may be a “right to work” state, and it's true (to some extent) that unions are perceived as not having much influence here, but no one can deny that our strength in numbers, solidarity, and resolve has led to recent changes on campus. We will have our seat at the table. It's only a matter of time.

*David Nickel works in the University of Georgia Facilities Management Division.*

The pandemic has blown apart a system that was barely holding itself together.

# Uber University

Enjoy your side hustle!

**I**N THE COVID-19 UNIVERSITY, revenue flows to instructional-design platforms (course-management, videoconferencing, proctoring, and plagiarism-detection systems) and away from the people who actually deliver instruction — management-speak for “teaching.” In this, the Covid-19 university is remarkably similar to Uber and Lyft, which cynically claim to be mere technology platforms, neutral intermediaries for enterprising independent contractors who supposedly conduct the real business of transportation. The platform exists to disguise exploitation as opportunity: Enjoy the flexibility of a side hustle!

Now more than ever, universities are in danger of capitulating to a similar model. More and more students will be crammed into few-

**MIA MCIVER**

er and fewer classes, shared governance will be little more than an instrument of managerial discipline, fewer unionized public-sector jobs will be available to the Black and Latinx middle class, and labor-relations executives will flourish and multiply, insulating the academics who have ceded their power to the union-busters.

As of this writing, the University of California has de facto laid off nearly 2,500 contingent teaching-faculty members by failing to renew their contracts. The contracts were built to expire, shielding university management from any obligations to the workers they have casually tossed away. They shortchange highly qualified scholars and suppress labor disruption. Online-learning platforms also quell unrest through intrusive tracking and surveillance. Withholding academ-

ic labor is more challenging when the fruits of that labor are readily available to administrators on the platform.

University administrators aren't shy about admitting it: "The university enjoys flexibility in hiring [contingent faculty], and we are not going to easily give it up," said the UC president's lead negotiator at a recent bargaining session. Flexibility: the ultimate platform byword.

The only future for the academic work force lies in organizing confrontations and interventions that challenge the university's Uberfication.

*Mia McIver is president of the University Council-American Federation of Teachers.*

## Let Us Put Aside Old Ideas

Minority and contingent faculty members deserve better.

**N**AOMI KLEIN recently warned that "the ideas lying around" during a crisis become the fuel for action. Too many of the ideas lying around higher education perpetuate racial inequities.

Consider the demographic landscape of the academic work force. The most senior, secure, powerful, and well-paid positions tend to be held by white men, followed by white women. However, the vast majority of faculty members work in contingent positions, where members of minority groups, especially women of color, are concentrated. A recent study found that a quarter of part-time contingent faculty members receive some form of public assistance. And, although tenure-track faculty members are more diverse than ever before, these scholars are subject to ever-increasing demands for productivity, leading to persistent stress and anxiety over their futures.

In view of this landscape, it's clear that academic workers are experiencing the pandemic in wildly unequal ways. From the demand for "can-do" attitudes — anchored in assumptions about equal access to resources and space to work from home — to the adoption of tenure-extension policies as *the* solution to faculty-work challenges, universities seem concerned only about their most privileged employees. If higher education is genuinely interested in fostering a more just future, we must work our way through the pandemic with new ideas.

First, acknowledge that the academic work force is riddled with inequities that fall along racial and gender lines. Before applying pay

cuts, examine institutional data to understand how different categories of faculty will be differently affected. Refuse to exacerbate inequities. Find another way.

Second, recognize racially minoritized faculty members as full human beings, not just workers requiring technocratic solutions (e.g., training, tenure extensions). Because of Covid-19's disparate impact on communities of color, it is likely that faculty (and staff) members of color are not only navigating the stress of working from home but also coping with the loss of loved ones, and they should be supported accordingly. Contingent faculty are doing all of this with fewer resources. Center their needs and interests as you design support systems.

Third, because it is key to maintaining the diversity gains that have been made by tenure-track faculty, institutional leaders should work with academic leaders everywhere to broaden definitions of worthy work, with special attention to the kinds of scholarship that faculty members of color often take on (e.g., community engagement, public scholarship). This means fostering conversations about promotion expectations and working together to support future portfolios that may look different than portfolios of the past.

Covid-19 has laid bare the inequities within the academy. Let us put aside old ideas that serve only to perpetuate these disparities, and take up new ones grounded in equity, coalition, and humanity.

*Leslie D. Gonzales is an associate professor in the Michigan State University College of Education.*

**LESLIE D. GONZALES**

## Workers, Like Any Other

You can't eat cultural capital.

**T**HE PRESENT CRISIS, though vastly exacerbated by the Covid-19 pandemic, is a culmination of the decades-long process of privatizing higher education. The vast majority of university courses are taught by contingent academic workers, with absurdly low pay and minimal job security. Even as university enrollment expanded and the demand for teachers grew, the prospect of a secure, permanent academic job diminished, though the ranks of administrators proliferated. Meanwhile, public disinvestment led to skyrocketing tuition and student debt. The pandemic has blown apart a system that was barely holding itself together.

The crisis has accentuated the need to guarantee livable wages and job security for all academic workers and to offer students affordable higher education without debt. It is not because academic labor is somehow special or uniquely worthy of privileges that we must make this demand; it is because academics are workers like any others in our society, no more special and no less worthy. After all, one cannot eat cultural capital.

Such a transformation requires an uprising by workers and stu-

dents on campuses everywhere to demand a paradigm-shifting redistribution of material resources; no amount of rhetoric on diversity, accessibility, and justice would suffice. The monthslong graduate-worker wildcat strike at the University of California at Santa Cruz for a cost-of-living adjustment, or COLA, which began last December and spread across the UC system, offers a glimpse of what's possible. The COLA strikers made demands based on what we, who make the university run, need to live. Even though this wildcat strike was disrupted by the pandemic, and its main demand has not yet been won, it offers a blueprint for actions on a wider scale to #spreadthestrike, as the Santa Cruz movement called for.

As society is plunged into a profound and worsening crisis, the scope of political action is expanding. Absent mass militancy, higher education offers an immiserated future for the majority of its workers and students. If we want a university for the many and not the few, it is time to take to the streets.

*Shannon Ikebe is a Ph.D. student in sociology at the University of California at Berkeley.* ■

**SHANNON IKEBE**





# The Resistance

Faculty power has been eroding for decades. Will Covid-19 change that?

By EMMA PETTIT



**I**N 2011, Benjamin Ginsberg, a political-science professor at the Johns Hopkins University, published *The Fall of the Faculty*, a blistering argument that over the previous three decades, administrators without serious academic backgrounds had swelled in number, shrinking the power of professors.

Naveeda Khan, a fellow Hopkins scholar, remembers reading the book but not finishing it. She got the gist and didn't think she needed to understand "the minutiae," says Khan, an associate professor of anthropology.

But this summer, she's reading it again. Both "for knowledge," she says, "and for strategy." This is the pandemic era.

In March, leaders had to make unprecedented decisions by the hour. As the virus spread and cases grew, they wrestled with what to do in the fall and how to withstand the impending financial blow. In April, Hopkins announced that salaries would be frozen and retirement contributions would be suspended for the next fiscal year. The president "regrettably expected" layoffs and furloughs in some units.

Hundreds of professors objected, saying the decisions had been made unilaterally. Historically, there'd been this bargain at Hopkins, one professor says, that the administration would govern with a light touch so that faculty members didn't have to bother with governance themselves. Now, the touch was not so light. (Hopkins's provost said that faculty members have been consulted in myriad ways since the pandemic began, including through existing shared-governance structures.)

Faculty members wrote a letter to university leaders, raised funds for an independent financial analysis, and started reimagining their role at the famously decentralized institution. It was a level of collaboration among instructors that some say they'd never seen at Hopkins before.

Tenured professors are feeling the insecurity that contingent faculty members have long experienced. That shift is not isolated to Hopkins. Across the country, faculty members are campaigning to be meaningfully heard by the powers that be at their institutions — big and small, elite and open access. They're laying the bricks of new structures of faculty and staff governance after decades of erosion. In some ways, the pandemic has become this "great leveler," says Jennifer Fredette, an associate professor of political science at Ohio University. Tenured professors are feeling the insecurity that contingent faculty members have long experienced. A raw deal has reached their doorstep, she says, and they're now saying, "Nobody deserves this."

Fredette finds this renewed interest in faculty organizing — especially that it's happening across the country — energizing. But, she's quick to add, it's difficult work.

The pandemic, with the financial pummeling that accompanies it, is a mighty force, perhaps impossible to combat. By the beginning of July, more than 51,000 high-

er-education employees had already been furloughed, laid off, or had their contracts not renewed, according to *Chronicle* reporting. Some boards and presidents have acted unilaterally, with little incentive not to. Decades of adjunctification have already thinned the ranks of full-time college instructors and weakened the collective power of the teaching staff — perhaps past a point of no return.

Still, says Fredette, this movement is bigger than one institution. It feels impossible to go backward. "I don't know how you put the genie back in the bottle."

**A****FTER A PANICKY SPRING** came a summer of fear, anger, and growing resentment. Nationwide, instructors have been denouncing myriad decisions that they say weren't constructed with shared-governance principles in mind. In some cases, concerns about their own health are going unheeded, they say, as college leaders make tuition-paying students a priority over employee safety.

Faculty groups have criticized austerity measures for affecting the lowest-paid workers first, rather than cutting from the top. The City University of New York's faculty and staff union is suing the university for not reappointing around 2,800 employees, seeking to rehire those people and award back pay and benefits. Grass-roots protests have cropped up at Canisius College, in Buffalo, and Carthage College, in Wisconsin.

Some college boards rubber-stamped the decisions of their leaders. Trustees at Radford University, in Virginia, passed a resolution that gave the university's president budget-cutting powers to meet





“challenges associated with the Covid-19 global health pandemic,” *Nonprofit Quarterly* reported. Trustees at Ohio University did something similar, ratifying “all staffing, operational, and financial decisions” related to Covid-19 made by the president, *The Chronicle* previously reported. Faculty in the University of Wisconsin system have cried foul about a financial plan they say is a power grab, the *Wisconsin Examiner* reported.

Faculty groups have criticized austerity measures for affecting the lowest-paid workers first, rather than cutting from the top. At Pennsylvania State University and Purdue University, professors chastised their leadership for largely skirting the professoriate while making plans for the fall semester, including decisions about instruction. Purdue’s president, Mitch Daniels, insisted on national television that Purdue must give it “the old college try” and reopen. Its chapter of the American Association of University Professors said in a press release that leaders had brought “not one single piece of legislation regarding changes to instruction due to Covid-19 to the University Senate, the faculty representative body at Purdue, let alone reopening plans.”

And control over what happens in one’s own classroom seems to vary drastically from campus to campus. Contingent faculty, especially, have far less power to assert their will if they want to work remotely. Protesters staged “die-ins” at Penn State and the University of North Carolina at Chapel Hill, and a car caravan at Boston University. At least

two faculty groups — one at UNC and another at Appalachian State University — were so alarmed with their institutions’ fall plans that they pleaded publicly with their students not to return to campus. A group of faculty and staff members in the UNC system sued in an attempt to delay the reopening. (After 135 students and staff tested positive for Covid-19 during the first week of classes, UNC-Chapel Hill pivoted to remote instruction.)

In late June, the AAUP warned that the pandemic “must not become the occasion” to “jettison normative principles of academic governance.”

But just how normative were those principles?

**L**ET’S AVOID STARING through rose-colored glasses. There was never a “golden age” of shared governance, says Christopher Newfield, a professor of English at the University of California at Santa Barbara and author of *The Great Mistake: How We Wrecked Public Universities and How We Can Fix Them* (2016). The faculty did gain hiring power over their own departments, but not over administrative appointments, and certainly not over finances, Newfield says.

Nevertheless, we’re at a nadir, higher-education experts have argued. It’s a story we know by heart: State funding for higher education declined, and, as it did, public institutions became more dependent on tuition dollars and other streams of private money. Universities evolved into more complicated institutions, acquiring more land, more buildings, more debt, and more administrators who came from management backgrounds.

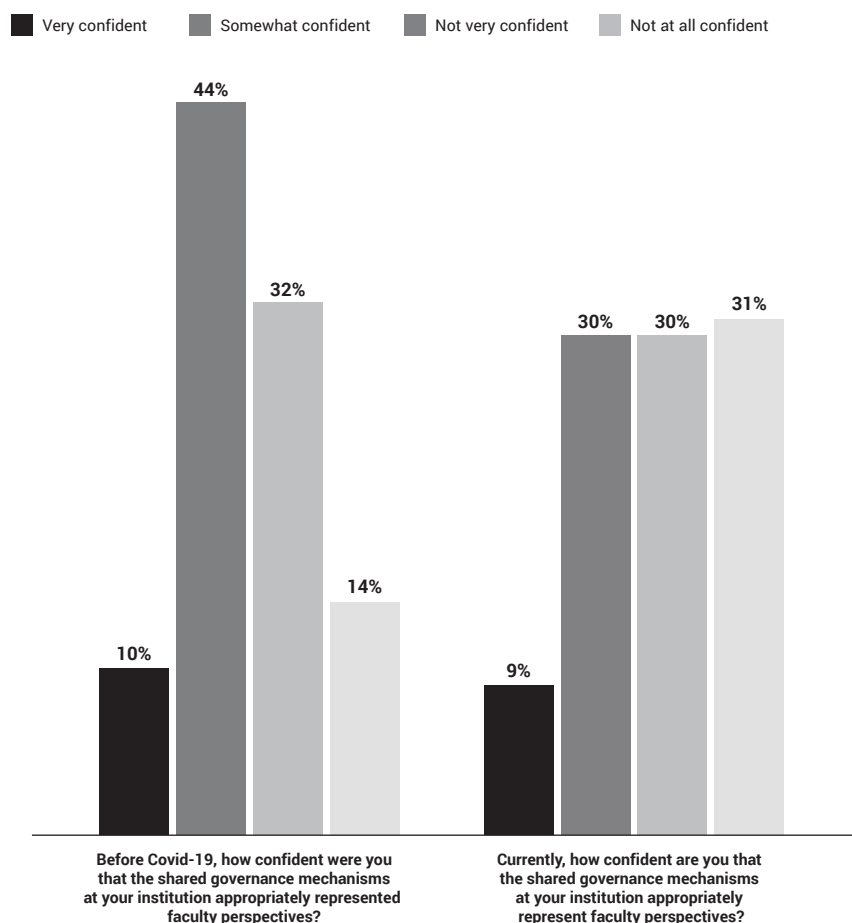
Boards became stacked with corporate leaders. They expected presidents to behave as CEOs, with cabinets of advisers. An argument emerged for using “businesslike” methods to run a college, writes Larry G. Gerber, a professor emeritus at Auburn University, in *The Rise and Decline of Faculty Governance* (2014), emphasizing the ability of a modern institution to be “flexible” and “nimble.”

All the while, pressures mounted on the faculty to produce groundbreaking research and keep up with their teaching obligations. To many, governance looked like a chore. They accepted, and even encouraged, the expansion of contingent positions in order to lighten their own teaching loads, even though it resulted in the “deprofessionalization of the professoriate as a whole,” Gerber writes. Now, nearly three-quarters of all faculty positions are off the tenure track. Those employees often play little, if any, role in official governance structures, like faculty senates or advisory committees.



## Waning Confidence

Faculty members remember feeling more confident about shared governance before the pandemic than they do today.

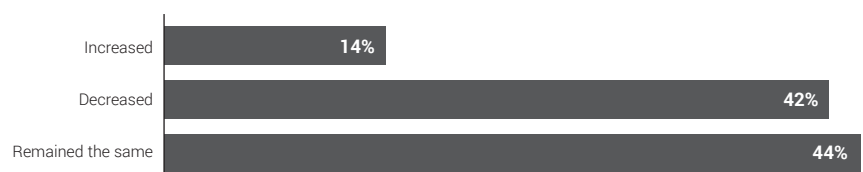


Note: Not sure and "not applicable" responses were excluded.

## Wary of Administration

The pandemic has negatively affected more than 40 percent of faculty members' trust in college leaders.

Has your trust of your administration increased or decreased during Covid-19?



Source: Chronicle survey

Like a shoreline receding, shared-governance principles wore away slowly. Now, amid the coronavirus pandemic, the detrimental effects of the erosion are clear, says George Justice, a professor of English and former dean at Arizona State University.

Take, for example, the process many campuses have created to handle remote-teaching requests. For faculty members who have an at-risk child or elderly parent at home, colleges have generated forms to fill out, and then someone follows up with that faculty member to talk further.

To Justice, that's a "terrible process from beginning to end" because it requires faculty members to plead their case. They don't know whether a decision will be made because of their circumstances, he says, or because the administration has promised incoming students and their parents that they'll have an on-campus experience.

Justice doesn't pretend to have the solution. But he says these are processes that were "certainly not constructed with faculty shared-governance leadership."

The result, it appears, is a decay of trust. In a recent survey by *The Chronicle* of 832 faculty members — the majority of whom were tenured or on the tenure-track — 42 percent said their trust in their administration had decreased during Covid-19. (Fourteen percent said it had increased, and 44 percent said it had remained the same.) When asked to remember how confident they were before the pandemic that the shared-governance mechanisms at their institutions appropriately represented the faculty perspective, 14 percent said they had not been at all confident. Asked about their current opinions, 31 percent said they were not at all confident.

**O**F COURSE, in the middle of a pandemic, quick decisions are necessary, and public-health concerns are prevalent. Some college leaders say it's not possible to engage faculty as deeply as they might have come to expect. For one thing, they say, many faculty members don't understand the financial and logistical workings of their institutions. And they can be obstinate.

For years, we have heard that shared governance is "a drag on institutional agility," Marjorie Hass, president of Rhodes College, wrote in an essay for *Inside Higher Ed*.

But at Rhodes, relying on shared governance meant that Hass received timely advice from people with "on-the-ground expertise," she wrote. "We have succeeded because of our commitment to shared governance, not in spite of it."

At Hampshire College, the administration and a faculty negotiating team were able to reach a contract agreement that kept shared-governance principles at the center — forestalling faculty layoffs. "Too many administrations are ignoring shared-governance practices, asserting that the current need for rapid and decisive action is incompatible with collaboration," the faculty and the administration wrote in a joint statement.

Faculty members agreed to progressive salary reductions, with the largest cuts felt by senior faculty, and a cap at 20 percent. Senior administrators agreed to take cuts between 10 percent and 50 percent. Edward Wingenbach, the president, committed to 50 percent. Hampshire also created a voluntary-separation plan. Together, those measures brought expenses in line with projected enrollment in terms "that are fair and humane," the statement says.

Unusual conditions at Hampshire allowed for this degree of collaboration. For one thing, it's a small liberal-arts college. "There's a size issue here, I think," says Alan Goodman, a professor of biological anthropology and a member of the negotiating team. This type of relationship will likely work better at institutions where there are not "a lot of levels" of bureaucracy, he says, though he doesn't think it's impossible at larger institutions.

Hampshire also recently went through a high-profile crisis of near closure, during which the faculty revived a long dormant AAUP chapter. From that crisis, a newly resolved, newly organized

faculty emerged. And after the president, Miriam E. Nelson, resigned after just nine months at the helm, the faculty knew that the new president, Wingenbach, needed their support to right the ship, says Michele Hardesty, an associate professor of U.S. literatures and cultural studies and a negotiating-team member. They were able to say to him: Let us help you.

The process took mutual trust, Goodman says. “You want to try to find a place not where one wins and the other loses, but kind of a sweet spot where both can live with it.”

But even when college leaders commit to letting faculty in the door, they can’t avoid difficult choices. For many colleges, especially ones without deep pockets, the pandemic has imposed brutal budgets. Cuts — voluntary or not — are always painful.

At Hampshire, 12 employees took voluntary-separation packages.

## Tenured professors are feeling the insecurity that contingent faculty members have long experienced.

On the faculty listserv, professors who never thought they’d be leaving Hampshire this way emailed their goodbyes, saying how much they’d miss it.

**W**HEN SHANE BUTLER ARRIVED at Hopkins five years ago, it still had a reputation, he says, of being a place with lots of faculty authority. Departments were said to be “glorious little islands,” innovative and autonomous, says Butler, a professor of classics. “Really, they called the shots, and the deans learned about it afterward. And the upper administration, who were they?”

But he saw signs it was drifting in another direction.

Faculty members critical of Hopkins pinpoint that drift to a couple of issues: the continuing conflict over the establishment of a private police force, and the decision to institute a universitywide tenure and promotion committee. Vocal faculty members called for the university to abandon what they called a “misconceived” proposal for a police force. (In June, the university said it would delay its plans for at least two years.) Some also objected to the universitywide committee, arguing it would increase the president’s power in tenure decisions and hamper academic freedom.

That opposition was not universal. Professors served on the advisory committee that eventually recommended the universitywide committee. The new committee will strengthen faculty governance, not weaken it, says Sunil Kumar, the provost. “The fact that you don’t like an outcome,” he says, “doesn’t mean that [you] weren’t consulted in the process.”

Regardless, said Butler, by this spring, “the lid was jumping up and down on the simmering pot.”

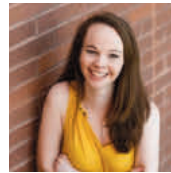
Then, in April, Ronald J. Daniels, the president, projected a net loss of more than \$100 million for the 2020 fiscal year, and as much as \$375 million in the next fiscal year. That reality required a one-year suspension of contributions to employees’ retirement plans, a salary freeze for faculty and staff members, along with salary cuts for university leaders, and restrictions on hiring, Daniels told Hopkins employees. Furloughs and layoffs “are regrettably expected to be necessary within some units.”

That’s when the pot, according to Butler, boiled over: “A faculty that under other circumstances might have said, ‘Well, you know,

# THE HONOR SOCIETY OF PHI KAPPA PHI

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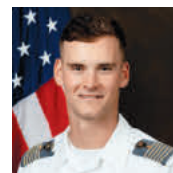
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there must be a reason for this.' Or, 'We trust them,' or, you know, 'This is what they do.' Pretty much everyone said, 'Wait, we have absolutely no reason to believe that this is a wise decision.'"

Faculty members who used to mumble their concerns began to share them openly, says Khan, the anthropology scholar. In May, François Furstenberg, a professor of history, lambasted Hopkins and other university leaders in an essay for *The Chronicle*: "Even as they continue enriching themselves, university executives have revealed themselves ineffective in one of the most basic corporate responsibilities: managing financial risk." He got hundreds of emails, he says.

## Faculty groups have criticized austerity measures for affecting the lowest-paid workers first, rather than cutting from the top.

Weeks after it was published, at a dermatology appointment, the Hopkins-affiliated doctor came into the room and asked him about it.

Then, in June, more than 600 faculty members signed an open letter telling the president, the provost, and trustees that they were alarmed by the austerity measures which "disproportionately affect the most vulnerable members of the Hopkins and Baltimore communities." They insisted on a "frank report" on the status of the university's finances, a moratorium on cuts to staff employment, compensation, and research funding, and that elected faculty voices be included "at all levels of university decision-making."

That letter, according to Furstenberg, shook things up. Because it came from people across Hopkins, it couldn't be dismissed as "a handful of humanities professors who were disgruntled and are always disgruntled."

Some of what faculty were advocating for was in the works already. On June 10, Hopkins held a town hall in which administrators answered submitted questions about the institution's finances. In a June 23 message, Kumar, the provost, and Daniel G. Ennis, the senior vice president for finance and administration, addressed the faculty letter directly, outlining how faculty members had been involved in the planning process from the beginning, like on the longstanding Faculty Budget Advisory Committee.

In order to further strengthen opportunities for faculty participation, their message said, Hopkins would establish an ad hoc University Pandemic Academic Advisory Committee. It would consist of university leaders and faculty leaders who've previously been elected to serve on each school's faculty body.

"We hear our faculty. We always hear our faculty," Kumar says. "The petition, I think, signals a general level of anxiety and uncertainty at this time. And we want to be responsive to that."

He emphasized the other ways in which Hopkins had already been seeking involvement from faculty members, like in listening sessions focused on junior faculty. "The rapidity of these decisions actually increase the need for faculty input," Kumar says, "not lower it."

Mahadevappa Mahesh, chair of the School of Medicine Faculty Senate, is now serving on the UPAAC committee, which met weekly during the summer. Faculty members on the committee pushed for going online, Mahesh said, which Hopkins eventually decided to do. He thinks that more communication will happen and that trust between the faculty and the administration can be rebuilt. They're making "a bridge across the moat."

David D. Celentano believes Hopkins higher-ups are taking faculty

concerns extremely seriously. Celentano, a professor of epidemiology who serves on the faculty budget-advisory committee, says that what has happened in the last two months "is the most radical change I've seen" in his more than 40 years at Hopkins. There always have been and always will be critics, he says, but he's optimistic. "It could be a new world."

Others are skeptical. It remains to be seen, says Furstenberg, if this is performative consultation or actual change. In a follow-up letter, faculty members criticized Kumar and Ennis's response as "yet another defense of the administration's policies broadcast to us, rather than a real exchange with the faculty." They've commissioned their own independent financial analysis of the university.

Now, faculty members are discussing what the future of shared governance at Hopkins looks like. There's a standing committee of the Homewood Faculty Assembly dedicated to the task. There's been talk of a universitywide faculty senate, though others think that's premature. "We're trying to build a governance structure that's truly participatory," says Jane Bennett, a professor of political science and the humanities. They're asking themselves big, obvious questions, like, What is the current culture of shared governance? What structures already exist?

They want to make something that withstands austerity, Bennett says, and outlasts it.

**T**HAT SPIRIT HAS BEEN SPREADING. At the University of Arizona, one of the first to announce employee furloughs, there's an abundance of raw energy to organize, says Leila Hudson, an associate professor in the school of Middle Eastern and North African studies. The faculty senate has never been so active. But the senate is also akin to a vintage car that's been sitting idle for decades, Hudson says. Some of its mechanisms and procedures are outdated. Now they have to figure out how to make it work again.

In April, faculty, staff, and graduate students formed the Coalition for Academic Justice UA, a collective that has been advocating for more transparency from university leaders. They pushed for a delay to the furloughs and for a seat at the negotiating table, and raised concerns about the university's acquisition of Ashford University. On August 4, the coalition announced it was taking steps to form a wall-to-wall union for Arizona employees.

Robert C. Robbins, the president, says that the upper administration has consistently communicated with the faculty since the beginning of the pandemic, soliciting opinions from faculty-senate leaders and through a financial-sustainability task force, for example. The institution's "greatest asset is our people, both our faculty and our staff and our students," he says. "So of course I'm always going to listen to their ideas."

Arizona also approved a general faculty ad hoc committee to examine the university's finances. The committee suggested a range of alternative approaches to the furlough plans, like borrowing and pursuing a line of credit, which Robbins says the university is open to pursuing.

But ultimately, Robbins decided to move forward with furloughs, he told the campus, to begin coping with revenue losses and to try to preserve as many jobs as possible. On August 10, the first phase took effect.

The coalition shows no sign of slowing — days later, members performed a socially distant die-in on campus. In a strange way, the conditions of the pandemic have facilitated collective action. Hundreds of people have attended the coalition's Zoom meetings. They've been able, says Hudson, to create a set of circumstances where the administration has to listen. They've had a few victories already, like the postponement of the cuts and a salary floor below which employees are exempt from the furloughs, says Celeste González de Bustamante, an associate professor of journalism and steering committee member of the coalition. That floor didn't exist in the original announcement.

“Now, are they going to do exactly what we’re asking? That would be a little Pollyanna,” Bustamante says. But, she continued, employees know they won’t create the type of shared governance they want overnight. They’re in this for the long haul.

At Penn State, a similar grass-roots effort emerged called a Coalition for a Just University. It began as a faculty organization but quickly expanded to build ties with staff members, graduate employees, and undergraduates. At other institutions, more traditional avenues of advocacy, like AAUP chapters, are springing up in response to the pandemic. “People listen, I think, when they trust that you are being genuine and sincere and you have a viable chance of achieving your goal,” says Jamie McCallum, leader of the recently rebooted AAUP chapter at Middlebury College.

Those groups are attempting to swap strategies and band together. Chapters at Ohio, Ohio State, and Miami Universities pledged to, together, demand “visible and tangible involvement in decisions affecting the academic mission, at our own schools and all over Ohio.” Chapters in Ohio, Indiana, Illinois, Wisconsin, and Iowa united to call on their institutions reject needless budget cuts, protect low-paid workers, and defend shared governance.

What Covid-19 has demonstrated is that it’s the teaching — not the buildings, not the activities — that is the true core of the university, says Derek Schilling, a professor of French at Hopkins. Armed with that realization, what comes next could very well be a “golden age” of faculty-led governance, he says.

Now for a dousing of cold water.

Higher education is notoriously impervious to change. Thousands of jobs have already been lost, and more layoffs and program eliminations are in the forecast. Everyone is in scramble mode.

Some university leaders, especially, are skeptical that faculty members can bring insight to the table. And remember, according to Newfield, the Santa Barbara scholar, there never really was a “golden age” to which to return. What these faculty members want is something that has never existed.

Newfield doesn’t think the kind of power consolidation that faculty members want is a “total pipe dream.” But he says it’d require a level of work in that area that most of them aren’t used to.

Butler, the Hopkins classics professor, says he never bothered

## Like a shoreline receding, shared-governance principles wore away slowly.

with understanding the intricacies of the university’s finances before. “I wanted to be left to my books to do what I’m supposed to do,” he says, “and to leave the managers to keep the ship afloat.” He now realizes he adopted that attitude “to a fault,” he says.

It’s a “real self-incrimination” that lots of faculty across the board need to make, he says. Because now, it’s a matter of collective survival.

As a classicist, he’s found new resonance in an ancient motto. *Quis custodiet ipsos custodes.* ■



## Congratulations Global Scholar

**Dr. Alison Taylor**  
Professor, Department of Biology and Marine Biology  
On her selection as a Fellow of the Marine Biological Association for distinguished and long-term contributions to marine biology at the highest level.

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OUR DEEP BLUE FUTURE  
Ocean the new economic frontier

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MEALS ON WHEELS  
Car parts made from plant fibre  
could drive and feed us

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WOMEN AT THE HELM  
Gender balance heralds dynamic  
new course for society

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## PET cemetery

UK science to dramatically  
change how the world makes,  
uses and recycles plastics



## A shared legacy of exploration

We all experience the accelerating pace of change in the world around us. It can be exciting and unnerving in equal measure because change tests our capacity to adjust, to problem-solve and to turn challenges into opportunities.

This need to adapt leads us on journeys of discovery, and universities are at the heart of such new knowledge because of our role in researching innovative solutions to the worlds' biggest challenges and questions.

These journeys are the *raison d'être* for a university.

Those of us who are engaged in this endeavour also have a responsibility to communicate what we are learning. Only by sharing our knowledge will we succeed as a community and as a nation. This is why the University of Portsmouth is producing *SOLVE* magazine – to share as scientists and educators our research and knowledge-building that stand to make a difference to the world.

Portsmouth has been Britain's gateway to exploration for centuries, and the University of Portsmouth is similarly a portal to global research that will benefit everyone. Our research academics are world leaders in many fields, positioning not just our local community, but also the UK, at the forefront of sciences shaping the future – from impactful applied research through to world-leading theoretical research.

We collaborate across the world with other research institutions and industries to turn what we learn into practice, to create innovative solutions to managing, sustaining and sharing the world's finite resources. A large body of our research is also directed towards social wellbeing and improving people's lives. This is reflected in the University's mission to provide accessible tertiary education as the foundation on which we build strong, confident communities, particularly when faced with challenges as daunting as climate change and economic globalisation.

But just as the world keeps moving, so do we. The articles in this first issue of *SOLVE* cover just some of the extraordinary work by our research teams, including world-leading advances towards solving major environmental challenges on land and at sea. We are also making our communities safer and fairer.

Our acclaimed gender research, for example, goes far beyond analysing and reporting the social and economic cost of disempowerment; it introduces functional, positive change through innovative tools, processes, programmes and mindsets.

While the magazine highlights notable individuals, modern research and innovation is a team sport. We take a thematic approach that allows us to bring together cross-disciplinary groups to maximise research performance and impact.

Since the first day we opened our doors in 1908 as a municipal college and public library, we have looked towards the future. That is the journey we are on and one that we invite all to join.



Professor Graham Galbraith  
Vice-Chancellor  
UNIVERSITY OF PORTSMOUTH



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COVER PHOTO: 123RF

**The University of Portsmouth, like all universities and research institutions, is responding decisively to the coronavirus pandemic. As far as possible, research and teaching has been moved online to limit the disruption to people's work and studies. As we meet this unprecedented challenge we are mindful that our responsibility to the future has never been greater. Research and education will be two crucial bulwarks as the world returns communities and economies to health with confidence.**



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Environmental scientist Professor Jim Smith has been studying some unexpected developments in the Chernobyl exclusion zone, prompting a creative idea to boost the economy and confidence of people who have returned.

## Science to raise a glass

How communities can rebound in the shadow of a nuclear disaster.

**O**n 26 April 1986, the worst nuclear accident in history occurred when a reactor core exploded at the Chernobyl nuclear power plant, in then Soviet Ukraine. Authorities enforced a 30-kilometre (19-mile) exclusion zone, forcing over 100,000 residents to be evacuated.

In their absence, wildlife has flourished, adding to the unique opportunities the area is providing for environmental research.

Professor of Environmental Science Jim Smith has been studying the long-term effects of chronic radiation on animals here for 30 years. Some of his research findings are quite startling. "In general, we don't see big effects," he says. "Animal populations in the zone are thriving. We see the same abundance and diversity of large mammals in the more contaminated areas as in the less contaminated areas."

One exception to the otherwise 'normal' population levels is wolves, which have thrived in the absence of hunting.

Professor Smith and his colleagues in Belarus calculate wolf numbers around Chernobyl to be seven times higher than in other nature reserves. In the most contaminated 'hot spots' he does expect to

see an increased mutation rate but says this has been subtle: "When we use the word 'mutation' we have to be careful, because the reality is that mutation is part of nature. It is happening in all animals and plants every day, all over the world. It's where we've all come from. There is no clear evidence that any increase in genetic mutation is affecting animal populations at Chernobyl."

He also points out that not only is mutation natural, but there are many areas around the world where naturally occurring radiation is at the same level as much of the Chernobyl exclusion zone.

### Community recovery

The main exclusion zone is likely to remain a wildlife reserve, but huge areas of land in surrounding regions were never fully evacuated. In the town of Narodychi in northern Ukraine, there is a local council, a school and shops, although no new investment is allowed and the farmland remains officially abandoned.

Half of the adult population is unemployed, and Professor Smith and other scientists have been working with them to help rebuild their communities.

"I'm interested in how we can make

life better. The economic development of these regions has been severely affected, not by the radioactivity directly, but by the perception of the radiation risk," he says.

This takes a fair degree of myth-busting: "For example, exposure to Chernobyl radiation in surrounding populated towns would be less risky to health than living in London's polluted air or living in many areas of high natural radiation worldwide."

To drive home this reality, he has embarked on a novel economic project that tries to capture – literally – the spirit of regeneration in the affected areas.

### Science to drink to


Enter ATOMIK Vodka. Professor Smith's research with Ukrainian colleagues had identified that, while there is still a transfer of radioactivity from soil to crops, many areas can produce food below safety thresholds. To demonstrate this, the team decided to make a product from those crops – one that everyone would know is pure.

They fermented local grain and distilled it to produce vodka – and used advanced radiochemistry techniques to prove its safety.

Professor Smith says ATOMIK actually has more flavour than many of its potential competitor drinks because it is made in the style of local Ukrainian homemade vodkas, which preserve more of the grain taste.

The aim is to produce the vodka commercially by a social enterprise in collaboration with local farmers. Seventy-five per cent of the profits will go to helping revive communities in contaminated territories.

Professor Smith hopes this new spirit of Chernobyl will help to change more than local lives. He'd like to make people the world over think again about the environmental costs and benefits of nuclear power: "Nothing is without risks. But if we're serious about climate change we need to use every technology we can. I'm in favour of renewables, but, after nearly 30 years of research at Chernobyl, I'm also in favour of nuclear. Neither emits carbon dioxide, a pollutant which is much worse than the small radioactive emissions that come from nuclear power stations."

The research team has only made one bottle of ATOMIK grain spirit so far, in advance of the planned community project, and Professor Smith thinks it might just prove to be the most important bottle of vodka in the world. 

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Ecology: a  
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The world is facing a tipping point in the relationship between people and nature that threatens planetary health and human wellbeing. Change is inevitable.

The role of science and education is to ensure necessary economic and environmental transitions are positive.

The following articles open a window onto some of the journeys of discovery already underway - journeys we can all join.





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Britain's  
burning  
question

# Clarion call for a plastics revolution

When the first production line was conceived and installed to mass-produce pulley blocks for the Royal Navy in the latter stages of the Napoleonic Wars, it placed Portsmouth at the start of the Industrial Revolution. Today, Portsmouth is leading another revolution - a uniquely modern revolution to change the world's relationship with plastic.

REPORT BY **BRAD COLLIS**

**T**he historic island city of Portsmouth on the shores of the Solent is about to become home to a community-embedded research programme to rein in one of the twentieth century's most pervasive technologies: plastic.

Teams of scientists have been assembled by the University of Portsmouth to engender a paradigm shift in the manufacture, use and disposability of this seductively convenient but pervasively polluting oil-based material, which has generated a contamination crisis on land and at sea.

Revolution Plastics, as the programme has been dubbed, has set out to create a new plastics economy based on improved recyclability, policy support from all tiers of government, and community engagement to achieve behavioural change in the use of plastics. It is part of the University's overarching vision to turn Portsmouth into a community-supported 'sustainability hub' that will accumulate knowledge, experience and data to become a global model.

PHOTO: 123RF

Portsmouth is seen as a microcosm of the technical, economic, societal and political hurdles that need to be cleared in most countries to stimulate fundamental changes to plastics life cycles and environmental management. Portsmouth is responsible for vulnerable coastal and marine environments, faces rising sea levels that threaten infrastructure, is adjacent to UNESCO's Biosphere Reserve on the Isle of Wight, and has the UK's highest urban population density outside London, with pockets of deprivation and poor health.

There is also a rising level of environmental awareness through local organisations and groups advocating urban sustainability, ocean conservation, renewable energy and plastic waste reduction. This is the community foundation that the University of Portsmouth and the City of Portsmouth intend to support and build upon.

An extensive survey of Portsmouth residents found most people are acutely aware of plastic pollution and microplastic contamination, along with climate change and energy issues. Almost all respondents said they had made some effort already to modify their uses of plastics, such as using alternative shopping bags, refusing plastic straws and increasing their recycling. The survey showed most people are keen to join efforts to reduce plastic waste to protect their local environment, but they require guidance, support and, critically, assurance they will not be the ones bearing the cost.

This is where the science – chemical, industrial, economic and social – comes in, and why project leader Professor Steve Fletcher says if the Portsmouth community can revolutionise the use and end-use of plastics as part of a larger sustainability platform, then any community in the world can. "We see this being a pilot programme for the planet ... an incubator for similar programmes in other cities, communities and countries," he says.

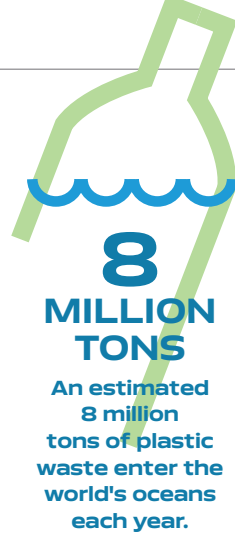
Only one per cent of people surveyed fell into the category of 'intransigent' – holding a view that individuals are powerless and therefore recycling or changing plastic use and consumption is pointless.

The survey found the main barrier, for the majority of people, is knowing what to do. People's knowledge of the realities of climate change and environmental pressures, such as plastic pollution, is steadily increasing. What's missing are clear, practical, answers to questions that need to be asked ahead of purchasing and consumption decisions. Also missing is evidence that enough key players such as manufacturers, food and transport industries and governments are taking a lead.

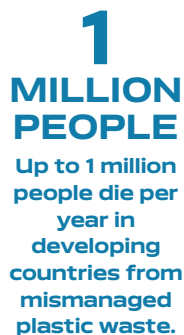
### Knowledge bank

To address this, the University will position itself as the broker, providing research support for manufacturers, users, civic administrators and consumers.

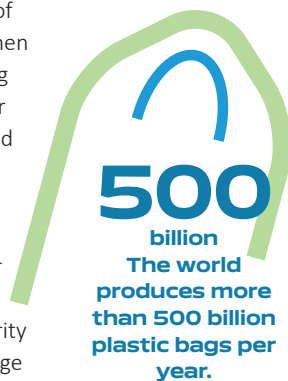
Professor Fletcher, who is Director of the University of Portsmouth's Sustainability and the Environment



SOURCE: UNEP



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SOURCE: PLASTICOCEANS.ORG



SOURCE: A PLASTIC PLANET

research theme and an adviser to the United Nations on ocean resources, says the Revolution Plastics programme seeks to achieve a transition away from unsustainable and polluting practices to a future in which sustainable plastics manufacturing and consumption is the norm.

"Transitions are pathways of change that require social, economic, technological, and scientific approaches to support the move from one system or state to an improved system or state," he says.

"Transitioning to a sustainable plastics future creates an opportunity to engage with multiple disciplines – biology, psychology, marine sciences, geosciences, fashion, food and urban design – and industry and community sectors, at different scales and intensities."

Professor Fletcher says this ambition is consistent with global initiatives, such as the UN Sustainable Development Goals, the Paris Climate Agreement, the principles of the circular economy, and living within the planet's safe operating space, as championed by the UN International Resource Panel and World Economic Forum.

### The plastic-digesting enzyme

In launching Revolution Plastics the University is building on the momentum created by its globally acclaimed engineering of an enzyme that can digest some of the most commonly polluting plastics, such as plastic bottles made of polyethylene terephthalate (PET), which persists for hundreds of years in the environment. Of the one million plastic bottles sold every minute across the globe, only 14 per cent are recycled. Most finish in the oceans, damaging marine ecosystems.

The plastic-digesting enzyme research was led by teams at the University of Portsmouth and the US Department of Energy's National Renewable Energy Laboratory (NREL). Professor John McGeehan at the University and Dr Gregg Beckham at NREL solved the crystal structure of PETase – a recently discovered enzyme that digests PET. During this study, they engineered an enzyme that is even better at degrading the plastic than the one that evolved in nature.

Professor McGeehan, who is Director of the Centre for Enzyme Innovation, makes the point: "Few could have predicted that, when plastics became popular in the 1960s, huge swathes of plastic waste would eventually be found floating in oceans, or washed up on once pristine beaches all over the world.

"We can all play a significant part in dealing with this problem, but the scientific community which created these 'wonder materials', must now use all the technology at its disposal to develop real solutions."

The University has been awarded £5.8 million through the UK Government's Research England Expanding Excellence Fund. Coupled with significant investment by the University itself, hopes are high for finding a solution to one of the world's greatest environmental challenges. The ongoing research is now supported by the new Centre for Enzyme Innovation,



which, in partnerships with industry, will have the capacity to take on this global challenge.

The University of Portsmouth is now part of the Ellen MacArthur Foundation's global universities network, which supports its work with business and governments to design and build 'circular economies'. A circular economy is based on the principles of designing out waste and pollution, keeping products and materials in use, and regenerating natural systems.

The University itself is already leading by example, showing what is possible through its own procurement, use and disposal of resources (materials, water, energy and services).

This will work hand in glove with the formation of community and industry partnerships to transform the City of Portsmouth into a global civic leader in sustainability transition, by integrating teaching with research to meet the Revolution Plastics challenge.

Some of this work will connect plastics research and sustainability with the city's identity and enmesh plastics-related projects, groups, campaigns and organisations, including schools, with university teaching and research.

It is this research momentum that makes the city's civic administration confident that significant changes will happen and that the city council has a central role and responsibility.

**We see this being a pilot programme for the planet ... an incubator for similar programmes in other cities, communities and countries.**

– Steve Fletcher



Councillor Dave Ashmore, Cabinet Member for Environment and Climate Change, says that addressing environmental concerns is a top priority and, like many other municipalities around the world, the City of Portsmouth has declared a climate emergency.

"That said, we as a council must also look beyond the obvious problems that everyone knows and worries about. It is by working with the University of Portsmouth and its research teams that we actually believe we can turn the challenges we face into opportunities ... investigate ways to move into renewable fuels, alternative materials, new industries and new jobs ... green jobs."

Councillor Ashmore says the municipality and its many community groups with environment and sustainability agendas can see the significant potential inherent in being a front-runner in this quest. "The climate emergency is everywhere and the race is very much on to be the first to find and develop the best sustainable alternatives to fossil fuels and derivative materials like plastics. It is good for the whole planet, and it also presents a big opportunity for developing new industries and new jobs here at Portsmouth and in the UK generally.


"This means we have to make bold decisions and that's why it is brilliant to be working with a university already recognised internationally as being one of the research leaders." 

PHOTO: 123RF

House on stilts in Cambodia.  
Of the one million plastic bottles sold every minute across the globe, only 14 per cent are recycled. Most end up in the oceans, damaging marine ecosystems.





# CHANCE FOR A DEEP BLUE STEP CHANGE

Through human history, the natural resources that feed and energise the world have primarily been terrestrial. Now, more is being asked of our ocean.

**P**rofessor Steve Fletcher likens communicating science to taking people on a voyage, from the warm shallows to the dark, cold deep. Fittingly, he is talking about the ocean and his passion for safeguarding marine life.

Professor Fletcher is Director of the University of Portsmouth's Sustainability and the Environment research theme and Ocean Lead of the UN's International Resource Panel.

His key field of research is ocean policy and economy, specifically issues affecting the sustainability of the blue economy – the world's ocean and coastlines. This is becoming an increasingly important field of science as humanity turns to the ocean as the new frontier for economic security, particularly new renewable energy platforms and deep-sea mineral mining.

Professor Fletcher says, even now,

everything from the food we eat and the clothes we wear, to the way we travel around the world, is reliant on ocean resources.

It's his way of fitting marine conservation into an economic frame. However, general awareness of this context remains obscured by conventional conservation still being perceived as a cost to society or a restriction on economic activity.

"Often, in conservation areas there are restrictions on fishing or the removal of non-living resources, such as oil and gas, so conservation is generally seen as a cost."

Professor Fletcher asserts that, unless you protect the ocean's natural capital, you can't credibly expect it to remain strong economically and play the elevated role that humanity will require – keeping in mind the oceans cover 71 per cent of the Earth's surface, hold 97 per cent of the Earth's water and comprise 99 per cent of the

planet's living space.

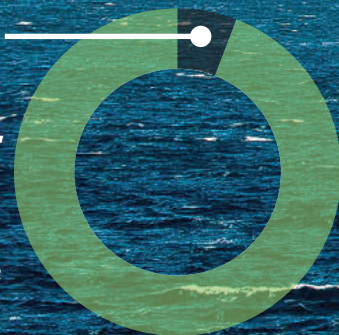
To lay the groundwork for a new approach to marine management, Professor Fletcher is working with the United Nations and national governments to test new approaches to policymaking for a sustainable blue economy. He hopes this will support new policies that both protect the environment and stimulate economic activity.

One of the first management traits that he says needs to change is the current sector-by-sector governance: "It's incoherent and non-coordinated. All activities are managed independently from each other, so it's quite easy for, let's say, energy generation to impinge on a protected area or to ruin the view of a lovely coastal tourism site.

"A more integrated approach, in which different sectors are managed together, would reduce these conflicts," Professor Fletcher says.

**6%**  
(20% by 2050) of  
global oil production  
is dedicated to plastics,  
with packaging  
accounting for  
approximately a  
quarter of that.

SOURCE: ELLEN MACARTHUR  
FOUNDATION



**9%**  
of all plastic ever  
produced has been  
recycled.

**12%**  
has been  
incinerated, while

**79%**  
ends up in the natural  
environment.

SOURCE: UN ENVIRONMENT





## New tools

One of the potential tools to support a sustainable blue economy is marine spatial planning (MSP). This provides a more strategic approach to how marine spaces and resources are used by different activities. It also recognises marine space isn't just the surface – it's the water body, the seabed and, sometimes, it's below the seabed. "It could also be the air above the sea," Professor Fletcher explains.

A sustainable blue economy has financial value, but it also has social and cultural capital. Portsmouth itself offers a wealth of examples – from the value of locally caught fish to the restaurant trade to the health benefits of living by the sea, through to the national security asset of the UK's key naval port.

"And you can't discount the value of people simply being able to stroll along the beach on a sunny day," Professor Fletcher says.

His research is about enabling these eclectic values to be understood and assembled into a holistic decision-making system.

At this point of our voyage, we're still wading in the shallows. The next challenge is to step into the deep, dark cold.

There are areas of the ocean that are not owned, managed or controlled by any

country. Beyond the 200 nautical mile zones that fall under national jurisdictions are the high seas, which for Professor Fletcher are the "last great wilderness on Earth".

This is a vast, 3D space, rich in biodiversity, and he says the big questions to answer are how to conserve and sustainably use the deep ocean's resources.

## Management imperative

Because of the deep sea's status as a marine no-man's land, Professor Fletcher says there is global concern that these areas are already being used and abused in a way that is creating an unsustainable future for the ocean. "The UN is increasingly worried about the biodiversity in areas beyond national jurisdiction," he says.

Professor Fletcher's work is contributing to an ongoing UN legal process to supplement the Law of the Sea to better protect the deep ocean. He is contributing to a wholesale redesign of the infrastructure required to manage areas that lie beyond national jurisdiction.


"Right now, we can identify areas that are important ecologically, but we can't legally designate or protect these areas. There's no way to protect against overexploitation, pollution, mining, or any other activities. So we are designing a whole new governance system."

If a new, legally binding international instrument is agreed, it will represent a step change in the way the ocean is conserved. For many observers it is a big 'if', but Professor Fletcher believes the signs are promising, and more countries are coming to some consensus around what should be in this instrument.

## Ocean literacy

As a scientist, an adviser to the UN and a science communicator, Professor Fletcher says that if you want people to listen and act, an effort has to be made to help them to understand and – in his words – acquire "ocean literacy".

"Ocean literacy means working with individuals or groups to achieve changes that will deliver sustainability policies ... such as reducing the amount of single-use plastic, encouraging different waste disposal practices, or making different food choices," he says.

This is where science is crucial. "Research helps us to understand the implications of people's lifestyle choices on ocean resources, what we do with waste being one example. There must be few people in Britain today who are not aware of the threat single-use plastic poses to our ocean. Ocean literacy seeks to turn this awareness into real change." 

# 390

## MILLION TONNES

In 2012 carbon emissions from plastic production and after use were 390 million tonnes of CO<sub>2</sub>.

SOURCE: ELLEN MACARTHUR FOUNDATION

# 15%

Greenhouse gas emissions by the plastics sector will account for 15% of the available global carbon budget by 2050 (up from 1% today) if we are to keep global warming below 2 degrees by 2100.

SOURCE: ELLEN MACARTHUR FOUNDATION





PHOTO: JULIA JOPPIEN / UNSPLASH



# WASTE FIND BRINGS PET TO HEEL

**P**lastic pollution is now widely recognised as one of the worst environmental calamities of our time. Over the past 70 years more than 8.3 billion metric tonnes of plastic has been produced globally, and almost all of it remains in the environment – particularly in the ocean because of the ‘scouring’ effect of river catchments that collect discarded rubbish in towns and cities and disgorge it, eventually, into the sea.

For marine scientists, plastic pollution has surpassed crisis level and is now an existential threat to ocean life – at a time when the ocean is going to be more vital than ever for human food security as terrestrial agriculture strains under the pressure of climate change.

This grim scenario brings into sharp relief the importance of groundbreaking research by the University of Portsmouth in engineering a naturally occurring enzyme that can break down one of the most abundant plastics, polyethylene terephthalate or PET, used in single-use drink bottles, clothing and carpets.

It has been estimated that it will take 450 years for a PET drink bottle to break down naturally in the ocean, and the EU alone consumes 46 billion PET drink bottles every year.

Not surprisingly, the University’s enzyme research – now housed within the newly established Centre for Enzyme Innovation (CEI) – has attracted worldwide attention and acclaim among scientists, governments and also the plastics industry itself. The team was recently awarded the *Times Higher Education* STEM Research Project of the Year.

Like many scientific breakthroughs, the discovery was partly serendipitous. Researchers at the University led by Professor John McGeehan – and in partnership with the US Department of Energy’s National Renewable Energy Laboratory (NREL) – were

investigating the inner workings of PETase, an enzyme discovered in a Japanese bottle-recycling facility in 2016. This PETase enzyme appeared to be breaking down plastic and the team was trying to understand how it had evolved to digest artificial plastics, given PET has only been around since the 1940s – a very short period for an evolutionary adjustment.

The researchers could see that the structure of the enzyme was similar to one evolved by bacteria to break down cutin, a natural polymer used by plants as a protective coating. The team was manipulating the enzyme to explore this connection when they unintentionally improved its PET-digesting ability.

Collaborating NREL scientists Dr Bryon Donohoe and Dr Nic Rorrer subsequently tested PETase on PET samples from drink bottles. Observing with an electron microscope, they saw the PETase enzyme begin degrading the pieces of PET plastic after just four days.

The researchers knew they were only at an early stage and that further engineering could potentially make the enzyme work much faster and be a genuine tool for revolutionising plastics recycling.

Professor McGeehan and his team are now working on improving this enzyme for industrial-scale use, while continuing the search for new enzymes that can break down other highly-polluting plastics.

The research is being facilitated by the Portsmouth researchers’ access to the UK’s national synchrotron in Oxfordshire, called the Diamond Light Source. The synchrotron’s I23 beamline uses intense beams of X-rays 10 billion times brighter than the sun to act as a microscope powerful enough to make individual atoms visible. It reveals the 3D structures of nature’s molecules of life, allowing researchers to apply the tools of protein engineering and directed evolution to continue to improve the PETase enzyme.

**It is of the utmost importance that the UK Government has recognised the need to fund research and innovation to take our fundamental science through to real-world industrial and environmental applications.**

– John McGeehan

PHOTO: UPIX  
PHOTOGRAPHY



Professor  
John McGeehan

**Not surprisingly the University's enzyme research – now housed within the newly established Centre for Enzyme Innovation (CEI) – has attracted worldwide attention and acclaim among scientists, governments and also the plastics industry itself. The team was recently awarded the Times Higher Education STEM Research Project of the Year.**

## Our new 'biotech' ally

Another family of enzymes has been found that can be engineered to break down plant waste and help convert it into high-value materials such as nylon, plastics and other polymers.

This has the potential, if scaled up, to achieve two sustainability goals: to give waste, particularly crop waste, a commercial value while also replacing petroleum-based feed stocks for such products with low-carbon renewables.

The latest development was announced in mid-2019 by a UK–US enzyme engineering team at the University of Portsmouth and the US Department of Energy's National Renewable Energy Laboratory (NREL).

The team's newly engineered enzyme is active on a key component of lignin. Currently, this valuable material is primarily burned, and scientists have been trying for decades to find a way to break it down efficiently.

Professor John McGeehan, Director of the Centre for Enzyme Innovation at the University, says the finding arises from the researchers' pursuit of enzymes in nature that can be brought into the laboratory, studied to see how they work, then engineered to produce new tools for the biotechnology industry.

"In this case, we have taken a naturally occurring enzyme and engineered it to perform a key reaction in the breakdown

of one of the toughest natural plant polymers – lignin.

"To protect their sugar-containing cellulose, plants have evolved this fascinatingly complicated material that only a small selection of fungi and bacteria can tackle. However, lignin represents a vast potential source of sustainable chemicals, so if we can find a way to extract and use those building blocks, we can create great things."

Lignin acts as scaffolding in plants and is central to water delivery from roots. It provides strength and also a defence against pathogens.

"It's an amazing material," says Professor McGeehan. "Cellulose and lignin are among the most abundant biopolymers on earth. The success of plants is largely due to the clever mixture of these polymers to create lignocellulose, a material that is challenging to digest."

Current enzymes tend to work on only one of the building blocks of lignin, making the breakdown process inefficient. Using advanced 3D structural and biochemical techniques, the team has been able to alter the shape of the enzyme to accommodate multiple building blocks. The results provide a route to making new materials and chemicals such as nylon, bioplastics and even carbon fibre from what has previously been a waste product.

The discovery also offers additional environmental benefits – creating products from lignin reduces the world's reliance on

"It allows us to see the 3D atomic structure of PETase in incredible detail," says Professor McGeehan.

"Being able to see the inner workings of this biological catalyst provided us with the blueprints to engineer a faster and more efficient enzyme."

Chief Executive of the Diamond Light Source, Professor Andrew Harrison, says the beamline is proving invaluable for tailoring the enzyme for large-scale industrial recycling processes: "The impact of such an innovative solution on plastic waste will be global. It is fantastic that UK scientists and facilities are helping to lead the way."

In recognition of the achievement to date, and to help drive the researcher further, the UK Government has recently allocated £5.8 million from the Research England Expanding Excellence Fund.

This will further extend the capabilities of the CEI.

The government support, coupled with significant investment by the University of Portsmouth, will speed up progress towards finding biological solutions to one of the world's greatest environmental challenges – plastic waste.

Universities and Science Minister Chris Skidmore said: "Pushing the boundaries of knowledge and conquering new innovations are what our universities are known for the world over. This programme led by the University of Portsmouth will look at how enzymes can break down single-use plastics and help cut plastics pollution."


Professor McGeehan, who is also the Centre's Director, says the facility and its researchers are now focusing on finding enzymes capable of breaking down different types of plastic and then engineering these to be fast enough to be deployed at industrial recycling facilities.

The Centre has three teams: one focused on finding new enzymes in the environment that can break down different types of plastics; another to engineer these enzymes and systems to make them more efficient and robust; and a third to work with industry partners to make these engineered enzymes suitable for large-scale production.

"From David Attenborough's *Blue Planet II* through to his latest programme, *Climate Change – The Facts*, we are all now increasingly aware of the urgency of tackling plastic pollution and climate change," he says.

"It is of the utmost importance that the UK Government has recognised the need to fund research and innovation to take our fundamental science through to real-world industrial and environmental applications."

The University of Portsmouth's Vice-Chancellor, Professor Graham Galbraith, says the importance of the science that will help the world address "one of the most pernicious pollutants of our age" can't be understated.

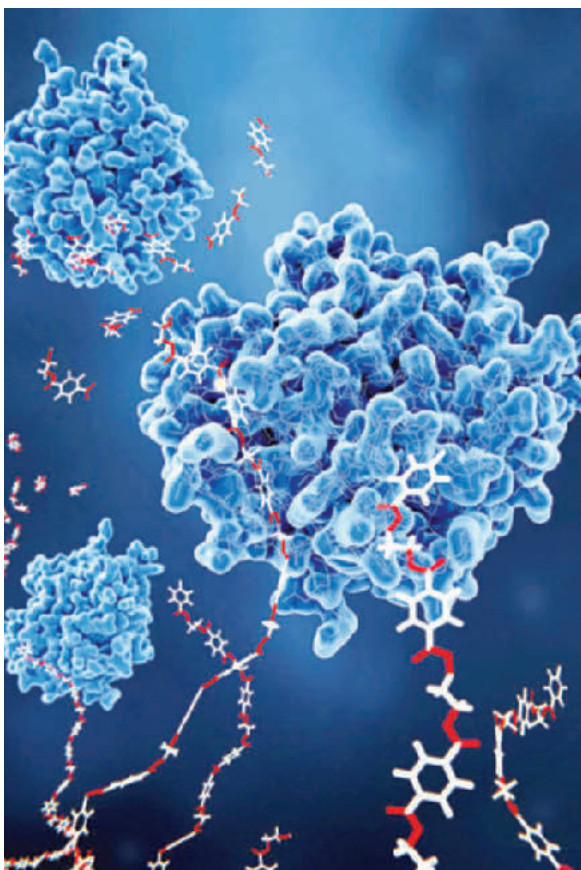
"One of the overarching goals of our research strategy at the Centre is to focus researchers' minds, time and effort in addressing the most pressing problems facing the world." 

oil to make numerous everyday products and offers an attractive alternative to burning crop wastes, further helping to reduce CO<sub>2</sub> emissions.

The research team comprised international experts in structural biology, biochemistry, quantum chemistry and synthetic biology at the universities of Portsmouth, Montana State, Georgia, and California, and NREL.

The Diamond Light Source synchrotron was also again crucial. Dan Hinchin, a postgraduate student at the University of Portsmouth explains: "We used X-ray crystallography at the synchrotron to solve 10 enzyme structures that were bound to lignin. This gave us the blueprint to engineer an enzyme to work on new molecules. Our colleagues were then able to transfer the DNA code for this new enzyme into an industrial strain of bacteria, extending the enzyme's capability to perform multiple reactions."

Professor McGeehan says the researchers now have proof of principle that this class of enzymes can be engineered to tackle some of the most challenging lignin-based molecules as a precursor to developing biological tools for converting waste into valuable and sustainable materials."



PETase is a bacterial enzyme that breaks down PET plastic to monomeric molecules. The biological breakdown process yields terephthalic acid and ethylene glycol, which can be reused as an alternative to oil and gas feedstocks.



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ILLUSTRATION: SHUTTERSTOCK

## COULD CAR PARTS FEED THE WORLD?

The transport sector has an unenviable record when it comes to greenhouse gas (GHG) emission and resources sustainability, but Professor Hom Nath Dhakal intends to turn this around. He's driving pioneering research to manufacture the next generation of transport components from organic materials.

**R**egenerative agriculture and the automotive sector might not, at first glance, seem particularly relevant to each other. One is a primary industry, the other is the epitome of manufacturing. One is about soil health and the quest for more sustainable food production, and one is about getting places fast.

But a key element of regenerative agriculture is to bolster stressed soil resources with composted material from sources off-farm – and a whole new source of such

material could be millions of tonnes of vehicle components, if they are no longer made from metal and plastics but from organic materials.

This is what Professor Hom Nath Dhakal from the School of Mechanical and Design Engineering believes he can achieve. As leader of the Advanced Materials and Manufacturing Research Group, he's driving a manufacturing revolution – composite vehicle parts made from natural fibres such as flax, and crop waste. "When made into a composite material, they more than compete with synthetic materials such

as plastics and carbon fibre for weight, strength and endurance," he says.

If he succeeds (and technically there is no reason not to be confident, he says), the way opens for a remarkable sustainability cycle – automotive parts comprising composite materials made from crop waste which, at the end of their operational lives, become compost for the same cropping cycle producing the automotive raw materials.

Add to this another scenario: if the crop waste remaining from the millions of acres of rice harvested in countries like India was cut, collected and utilised rather than burned or landfilled, another environmental stress – air pollution – could also be significantly reduced.

Professor Dhakal is an expert in composite materials, and is breaking new ground in developing sustainable, lightweight composites.

Composite materials are a mainstay of modern manufacturing. Usually, they take the form of plastic polymers strengthened with manufactured reinforcements such as carbon fibre and glass fibres. This combination (compositing) makes the material stronger than it would be on its own. However, the use of these non-renewable feedstocks to make composites is limited by environmental issues, particularly recycling challenges.

To address this, Professor Dhakal and his team are working on a radical, but more natural, solution: biocomposites.

Professor Dhakal explains: “We are trying to use materials that are biobased and biodegradable after their useful life. We’re making natural composite products using plant-based natural fibres as the reinforcement.

“Flax, hemp and jute fibres are natural, renewable and abundantly available. If we can use them as reinforcements, we are talking about sustainable composites.”

He says there is a pressing need to make this happen, pointing out that traditional composites come from petrochemical products, and at current consumption levels the world is estimated to only have 53 years’ supply of oil remaining. So alternative materials need to be found, with or without the environmental imperative.

Of the plants that could be grown specifically for this purpose, he lists jute, hemp and flax, but adds that fibre from most crop waste – the vegetative material left after grains or fruits have been harvested – would be suitable.

## New technology

The principle of Professor Dhakal’s research is combining organic materials with natural polymers to create composite laminates. He sees a ready use in products such as car bumpers, door linings, parcel shelves and dashboard consoles.

Another crucial part of the research is proving such plant-based composites have the necessary strength.

Professor Dhakal and his team have conducted several experiments in which they have put these materials under load. There are different mechanical properties to consider – from impact strength, to flexural strength, to fatigue – depending on what a biocomposite might be used for.

To this end the Portsmouth team has come up with a hybrid concept of putting different materials together and enhancing mechanical strength as well as durability, but industry interest also stems from these materials being lighter and cheaper.

## Manufacturing with natural fibres

Professor Dhakal is quite clear about the fact that for him and his team to make the leap to the production line, they also need to meet other industry needs.

“For example, to reduce emissions from vehicles, the automotive industry wants lighter materials so cars in particular don’t need to burn as much fuel.

“At the same time, the material must perform well in terms of its mechanical and other required properties. In aviation, for example, the Dreamliner aircraft uses around 80 per cent carbon fibre reinforced composites (CFRPs) by volume, because of their light weight and strength. Carbon fibre is 40 per cent lighter than aluminium, and almost 60 per cent lighter than steel.”

Professor Dhakal’s research suggests natural-fibre-reinforced biocomposites could increase this advantage even further.

“Natural fibres are a lot lighter than glass fibres. The density of glass fibre, for example, is 2.5 grams per cubic centimetre. Flax is 1.15 grams per cubic centimetre. If you make composite panels from flax fibre compared to glass fibre, flax would have comparable strength and stiffness but with a considerable weight advantage.”

## Overcoming obstacles

The researchers are also testing other factors. To analyse biocomposites’ performance under harsh climatic conditions, they expose the materials to extreme hot and cold temperatures.

“You cannot just say, okay, let’s use all-natural materials. They have to meet a functional requirement. So, we test, follow established standards and come up with specific values for the product ... this one has excellent impact resistance, this one has very good scratch resistance. Industry collaborators need to be confident in using these emerging sustainable materials.”

PHOTO: HELEN YATES



One potential drawback to using natural fibres is that they are hydrophilic – they absorb moisture. If exposed to humidity and moisture over a number of years, a biocomposite made with natural fibres may start to lose its shape. It could also become weaker if it absorbs and retains water, which can restrict its applications.

So, Professor Dhakal and his team are also exploring treatments and processes to make these materials compatible with plastic’s imperviousness.

There’s also the challenge of setting materials standards: “Automotive manufacturers want to use materials with consistent properties. If you produce carbon fibre in Saudi Arabia, Canada, the USA or the UK, its diameter will be the same. But if you produce flax fibre in Canada, France or the UK, its diameter will be completely different.

“We have to overcome this barrier and it will take time. It’s a long journey and it takes time to convince industries to use a new class of materials.”

For this reason, Professor Dhakal is working closely with industry to keep the research aligned with its needs: “The goal isn’t knowledge for knowledge’s sake – it’s to pass on the results of research, analysis and testing, so industry can use that knowledge.”

That is the pragmatist talking. Beneath this is a scientist with passion for the world around him: “Ultimately this research is about sustaining life on our planet. The way we are using up resources, we might need another three or four Earths to meet demand. So we need to do the research that enhances the use of sustainable materials in our daily life. I come to work early in the morning and leave late because I want to contribute to the environment we leave for future generations.”



**Flax, hemp and jute fibres are natural, renewable and abundantly available. If we can use them as reinforcements, we are talking about sustainable composites.**

– Hom Nath Dhakal

# The world is our oyster

Overfishing, disease, pollution, poor water quality and dredging have changed the marine environment within our coastal waters, bringing some marine species close to extinction. The researchers' ally in turning around this perilous situation is Europe's humble native oyster.

**O**ysters are no ordinary molluscs. They've been around for over 500 million years. They were flourishing eons before early humans discovered them as a food source, then as a deity and today as a seafood delicacy – and they retain a special place in our folklore and culture.

But it is not the myth of Aphrodite, the goddess who emerged from the sea

on a (very large) oyster shell, or Giacomo Casanova's boundless passions, for which he credited his oyster diet, that make oysters special.

## Oysters are the ocean's kidneys

A single oyster filters up to 200 litres of seawater a day, removing pollutants and keeping the surrounding water clean for other sea life to thrive. And oysters

would have been even more productive in prehistoric times when they were much larger – up to one metre in diameter.

This filtration role has been crucial to the health of coastal marine life by providing clear water that allows sunlight to reach important habitats such as seagrasses. Beyond this, oyster reefs create habitats able to nurture a much higher level of biodiversity than a flat seabed. This includes

PHOTO: JOANNE PRESTON



## Oyster restoration

In addition to repopulating with caged oysters (see next page), The Solent Oyster Restoration project has put 20,000 oysters on the seabed in a large estuary-wide experiment in the River Hamble ahead of a large-scale national restoration plan.

Research is also helping to discover how the commercially and ecologically devastating disease bonamiosis is spread is between oysters, and to find out if there is a genetic basis for resistance to this disease. "We are also working to understand other challenges that the native oyster faces, such as invasive species like the American slipper limpet (*Crepidula fornicata*) and Pacific oyster (*Crassostrea gigas*)," Dr Joanne Preston says. "These are widespread in the Solent and affecting the recovery of the native oyster."

Other research involves mapping and calculating the value of the services that marine habitats provide for humans – known as natural capital valuation. Habitats such as seagrasses, saltmarshes and oysters reefs are important in controlling water quality and carbon storage, and Dr Preston's team is estimating their monetary value.



nurseries for important commercial fish stocks. But oysters today are struggling to perform these roles because they have been all but wiped from the wild.

A deadly combination of overfishing, pollution and disease has seen the world lose 85 per cent of its oyster reefs. For marine scientists the scale of this depletion highlights the urgent need to restore this almost-forgotten ecosystem. At the University of Portsmouth, researchers have embarked upon an ambitious project to restore oyster reefs to the Solent and provide a case study for similar restoration programmes elsewhere. The 20-mile strait between mainland England and the Isle of Wight was once home to millions of native oysters – in fact, it was once Europe's largest oyster fishery – but by 2013 was so depleted that even collecting oysters from the area had to be banned.

In 2017 a University of Portsmouth survey of 300 seabed samples in three harbours found just three native oysters. This echoed the stock assessments by the Southern Inshore Fisheries and Conservation Authority (SIFCA) that set in motion a major recovery programme – The Solent Oyster Restoration Project, a collaboration with the Blue Marine Foundation, 1851 Trust, MDL Marinas, Ineos, and UK oyster fisheries. Led by Dr Joanne Preston, the programme provides an evidence-based strategy and cutting-edge restoration science to restore a healthy reefs ecosystem to Solent and UK waters.

To begin repopulating the strait, the research team suspended oyster-filled cages from pontoons. Oyster larvae produced in what some journalists dubbed aquatic 'love hotels' – a nod perhaps to Aphrodite – are now re-settling the seabed. This is an achievement in itself, but showing just how interconnected the marine web of life is, their cages were promptly occupied by other creatures. The team has discovered 95 species in the cages, including endangered European eels. Data from the cage study are now being used to recommend ways for marinas around the country to become involved in oyster restoration.

Oysters are coming home, and they are saving our seas.

### Ecosystem engineers

Dr Preston describes oysters as 'ecosystem engineers', their reefs and beds contributing substantially to inshore biodiversity by

providing protection and nursery grounds for juvenile fish and other species.

Oyster reefs are 'biogenic', meaning they are solid structures created by living organisms; in this case by shells mounting up as oysters die, and as new oysters settle on each other. This creates a 3D hard structure that supports a whole new ecosystem.

The restoration project, begun in late 2016, hopes to reseed the Solent with millions of oysters over the next few years to restore the native oyster's role in lifting and sustaining ecosystem health, increase biodiversity and improve water quality.

Dr Preston's research also covers molecular ecology and evolution, which involves looking at the DNA sequences of organisms to identify relationships. "Organisms' DNA tells us what's related and what isn't, and we use this to understand true biodiversity. By pinpointing how much genetic variation is out there, you can estimate how likely those organisms can adapt and survive in the future.

"Essentially, the less genetic variation, robustness and resilience there is, the higher the chance of extinction," she says.

Dr Preston says overfishing has caused the gene pool (or genetic diversity) of many marine species to shrink. This includes oysters and one of the concerns being addressed by The Solent Oyster Restoration Project is the level of genetic diversity within the remaining population, and whether the population is diverse enough to enable the oysters to survive and adapt to the changed marine environment there.

If the oyster populations cannot be sustained, then multiple other species that depend on oyster reefs for food and shelter are also in trouble.

Dr Preston's Portsmouth team works closely with Southampton University, Essex University, Heriot-Watt University, Roslin

**Ecosystems provide us with food, oxygenated water, and other natural resources we humans depend on. And ecosystems depend on biodiversity.**

– Joanne Preston



### Preserving the *Mary Rose*


Dr Joanne Preston isn't just preserving marine life. She has also used her expertise to stabilise the remains of King Henry VIII's warship, the *Mary Rose*, when it was raised from the Solent after hundreds of years underwater. The struggle to preserve it has been challenging.

Dr Preston explains that the *Mary Rose* was producing tonnes of sulphuric acid due to the oxidation of iron and sulphur in the wood and bolts after being exposed to air again.

The acid was eating away at the ship and had to be stopped. Dr Preston used her DNA expertise to discover iron-oxidising bacteria in the wood, along with acidophilic bacteria, which live off the iron and sulphur.

"It took three months trying to get environmental DNA out of one piece of archaeological wood. After amplifying a specific gene from all the microbes that were inside the wood, I sequenced these to identify what species were living there, as well as growing microbes using microbiology culturing techniques. We discovered several species of iron and sulphur organisms present in the *Mary Rose*, and tested ways of stopping them."

For Dr Preston, variety is the spice of scientific life: "I always recommend scientists go off-piste and challenge themselves by trying new areas of research and collaborating with people in different fields. The *Mary Rose* work opened up a whole new world for me in terms of microbiology and microbial ecology, and it feeds into my oyster restoration work."

Institute, the Centre for Environment, Fisheries and Aquaculture Science in the UK, and other research partners across Europe to achieve a Europe-wide restoration and revive the lost memory of thriving oyster reefs in this part of the world. 

► [www.nativeoysternetwork.org](http://www.nativeoysternetwork.org)  
[www.noraeurope.eu](http://www.noraeurope.eu)  
[www.noraeurope.eu/wp-content/uploads/2018/Berlin-Oyster-Recommendation-Part-1.pdf](http://www.noraeurope.eu/wp-content/uploads/2018/Berlin-Oyster-Recommendation-Part-1.pdf)



# PLUMBING NEW DEPTHS OF **sustainable behaviour**

Plugholes work magic; they make kitchen, laundry and bathroom waste vanish. But to where?

**H**umans are creatures of waste. Disposing of what we produce, naturally and industrially, has always challenged us; the lazy side of human nature needs to be shepherded into clean routines by etiquette, laws or civil infrastructure. Before the advent of sewerage systems, for example, night soil was tipped into the street without a second thought.

Consequently, the science of waste disposal straddles psychology as much as civil engineering, and today this science also encompasses the new imperative to make all human activity more environmentally sustainable.

One of the educational resources that environmental technologists like Professor John Williams tap into is curiosity: just exactly where does the plughole lead?

Professor Williams recounts the time he took students to a wastewater treatment works, where stage one is the screening-out of solid rubbish. Curiosity knows no limits when it comes to our waste and where it goes: “What’s the worst thing you’ve found on the screens?” asked one student.

“Fingers,” the Process Scientist guiding the tour replied.

As Professor of Environmental Technology at the University of Portsmouth, John Williams’s research focuses on water engineering, with a particular emphasis on water quality, and this means doing a lot of work on understanding how wastewater systems are misused by people.

The discovery of fatbergs that build up and block sewers came from this research. Fatbergs develop when fats, oils and greases from domestic and commercial kitchens are poured into the sewage system. They react with calcium and other ions that are present in sewage and create a form of heavy soap – but not one you would choose to wash with.

“People put all kinds of things down the drain which they shouldn’t,” Professor Williams observes. “It’s our flush-and-forget mentality.”

“People don’t consider what the infrastructure is for and how they connect with the environment through this infrastructure.”

He says a particular challenge is harmful materials too small to see, let alone screen. These include traces of pharmaceuticals in urine, and microplastics – tiny synthetic fibres that are stripped from clothing in the turbulence of washing machines and drain away with the dirty water.

A Portsmouth PhD student, Serena Cunsolo, is working on a nationwide project to develop ways of finding out what happens to these microplastics during sewage treatment, and where they finish in the environment. As with all micro-pollutants there are serious concerns about how much is consumed by fish.

Professor Williams says breaking through the public awareness barrier is key to reducing this risk: “If people can relate to what they’re doing in the kitchen and, for example, start pouring fat into a container instead of down the drain, that’s a step forward.”

To facilitate this, the University of Portsmouth has laboratories at a sewage treatment plant. This enables researchers to run pilot trials using real sewage, create large datasets and analyse samples in on-site laboratories.

### The power of reeds

Professor Williams is a world authority on the development of low-impact, sustainable technologies to deal with dirty habits, including contaminated landscapes.

In Egypt, South America and the UK, he has worked with constructed wetlands, using reed beds to treat polluted water. This is a natural process ideal for locations or economies for which large-scale mechanical and chemical processes are not practical or affordable.

“Reed beds have application where there is no infrastructure to support processes that are energy and mechanically intensive.”

He says reed beds are ideal for ‘environmental engineering’ because reeds have a mechanism to transfer oxygen from their leaves to their roots. Root zones modified in this way become intensive sites of microbial activity: “If you plant reeds in a swamp which has no oxygen in it, the reed roots will become oxidised, and that promotes the breakdown of organic compounds.”

Reeds can grow under flooded conditions or hydroponically in gravel, making them ideal for healing contaminated sites.

“We’ve had reeds growing in what we believe are UK-record levels of petroleum hydrocarbon pollution in sediment, with the reeds still growing happily and cleaning up the sediment by stimulating microbial activity.”

### Understanding and acceptance

Professor Williams recognises that making change happen is, in many ways, a challenge of psychology.

“In lower-income countries,” he observes, “people have a greater connection with the environment, because they’re using its resources more directly.”


“Whereas in the UK, there’s a barrier. People have switched off from the idea of needing to live with water because there’s a sense that it’s fully managed ... that, for example, you can build in a low-lying area because we have drainage schemes that pipe the water away. But that’s just another example of relocating the problem.”

Professor Williams uses this example to offer a more sustainable alternative for housing developments in such areas: adding wetlands and ponds into which water can drain naturally.

He points out multiple benefits: “As well as flood control, you’ve got water quality improvement as it passes through the wetlands, improving river water quality and downstream habitats.”

“Also, I’ve found people like having habitat within a housing development. Having green space encourages people to be more active. It also improves air quality – the benefits can go on and on and on.”

“Yet some resist the idea because the presence of ponds or wetlands lead to assumptions that natural water bodies pose a flood risk; people don’t realise that their presence actually makes such an event less likely,” he says.

“So sustainability solutions for fitting housing to natural landscapes, or for wastewater generally, need psychology as well as science and civil engineering. We need people to understand that the plughole is not the end of the matter ... it’s just the beginning.” 



# Circular economy spins waste into a resource

Dr Fay Couceiro is trialling technology that cleans up the environment and boosts agriculture by extracting a valuable nutrient from an unlikely source – human waste.

**T**oo much phosphorous in the environment can be damaging. In waterways it can cause eutrophication, where nutrient overload results in algal blooms, reduced oxygen and suffocated fish.

However, in the right place phosphorous – a naturally occurring chemical – is incredibly useful. It helps promote plant growth and vigour, and is a critical fertiliser needed by farmers to grow our food.

Worryingly, the world is running out of phosphorous; there are very few phosphorous-rich rock deposits left to mine. As stocks dwindle, fertiliser prices will rise and crop yields will fall. Another source of the element has to be found.

Enter the University of Portsmouth's Dr Fay Couceiro, whose cross-disciplinary research is addressing these issues – environmental threats and resource depletion – simultaneously. She is trialling technology that not only removes excess and damaging phosphorous from waterways, but also potentially repurposes it for agriculture.

And unlike the current, finite phosphorous resource, the alternative source will be around for as long as humans are around; it will come from human waste.

Dr Couceiro, from the University's Department of Civil Engineering and Surveying, explains how there is a lot of phosphorous in sewage –

sewage that, once treated, is expelled into waterways.

"There's only so much phosphorous on the planet and we are throwing it down the toilet, quite literally, and out into the rivers," she says. "So we need to capture and use it."

Working with Southern Water, at a Petersfield trial site, Dr Couceiro is using absorptive media – a filter bed of specially engineered media that adsorb phosphorous as treated sewage flows through the bed at discharge points.

"We are working on low-tech methods for removing phosphorous because many sewage treatment works are unmanned," she says. "This technology doesn't need any energy to operate, and the only difference between the water entering the media and coming out the other side is it contains less phosphorous."

Dr Couceiro can't disclose the composition of the media due to commercial confidentiality, but has trialled several variations, and the most successful is now being developed.

## Nutrition cycle

Once the media have extracted it, the phosphorous could either be ground into a fertiliser if it is of high enough quality, or sold for use in other high-end products such as light-emitting diodes (LEDs).

Research on end uses for the extracted phosphorous is ensuring its effectiveness and safety.

The science is creating a serendipitous circular economy, reflecting an interconnectedness that has long been at the heart of Dr Couceiro's research.

As a biogeochemist she looks at biology, geology and chemistry together, analysing how the disciplines interact in aquatic settings for better environmental outcomes.


"There's a gap in our knowledge about how these things interact with one another. If you only focus on the biology or the chemistry you tend to lose how they're connected. So it's those connections that I look at," she says. "Biology affects the geology; it affects how the seabed forms and then the seabed affects the chemistry because it affects how the nutrients get into the water, and then the nutrients affect the biology because that decides how many algae will form for the following year. So, it's that circular session."

Dr Couceiro's broad body of research that revolves around removing contaminants from aquatic environments has led to cleaner waterways in a variety of places, from the once-toxic Mersey Estuary to the Caribbean Sea.

While she is the first to admit that working with sewage is not as spectacular as some of her other work, such as diving off volcanoes in the Caribbean looking for heavy metals expelled from vents, it is potentially more impactful.

"We're talking about a huge reduction of phosphorous going into rivers, hopefully less eutrophication, less algal bloom incidences, less fish deaths from low oxygen levels," she says. "And if that phosphorous can instead go to farmers or other end users, we are transforming wastewater from a waste to a resource."

Dr Couceiro says she is driven by a desire to leave the world "a little bit better" than she found it.

"I want to stop anything from microplastics and phosphorous, nitrogens, pesticides, pharmaceuticals – all these things coming out into the environment that are damaging wildlife – and if I can, in any way, help, I would like to." 



Fay Couceiro



# The buck stops on a shop shelf near you

Is food packaging ruining our environment or harbouring the means to help save it?

**F**ood packaging and food waste are uncomfortable travelling companions in an era in which people are awakening to sustainability issues, particularly those issues that many feel should be within personal control.

This makes food packaging a popular target of complaint for littering landscapes, clogging up landfill and injuring wildlife. Its partner in crime is food waste, with estimates that up to 40 per cent of food produced by today's industrialised high-impact agriculture goes uneaten.

Both of these issues have been on the receiving end of campaigns for change, including outright bans of some types of packaging, but research is showing that packaging may hold the answer to both problems.

Paul Trott, Professor of Innovation Management and Head of the Strategy, Enterprise and Innovation Subject Group, says the key is to use the right packaging in the right ways, even though research shows it is not that simple.

Professor Trott and members of his team – including Dr Chris Simms, his former PhD student and now a Reader in Innovation Management and New Product Development – use their knowledge, discoveries and insights to help companies innovate more effectively.

This work has allowed them to put food packaging into a different perspective.

"There are many examples where a company has been able to reduce its food waste by developing new packaging," Professor Trott says.

"One project concerned soft fruits, such as strawberries and raspberries. They have a short shelf life, and as they mature they produce gases. It's better to release many of those gases, but not all. Oxygen is best retained. The solution is a plastic film, which has a certain number of microscopic holes of a certain size to release spoilage gases but retain oxygen.

A soft fruit company, in collaboration with Marks & Spencer, has now developed a

technique for setting the correct number of holes in the film for a specific fruit, potentially doubling the shelf life and greatly reducing spoilage and waste.

Similar 'smart' packaging can also aid health and hygiene: "For example, very often you now buy a chicken which you cook in its packaging, reducing the risk of bacterial contamination through handling."

## The roadblock

Professor Trott and his team have undertaken allied research investigating the power relationships in the supply chain. In the food industry, the supply chain primarily comprises the retailer, supplier and food-processing factory.

Recent research looked at whether retailers encourage or block the development of new products, particularly those that could enhance recycling and reduce waste. The evidence was unambiguous: supermarkets just won't accept product or packaging innovation if there is a cost.

"Suppliers will say, we've got lots of new products, we want to do this, we can do that. Retailers will tend to say, no because it will increase the price. Or they'll say, yes, but we don't want an increase in price," Professor Trott says.

"Retailers have the power. Ultimately, introducing or not introducing new products becomes their decision because they hold the dominant marketplace position."

Professor Trott and his team gather

**There are many examples where a company has been able to reduce its food waste by developing new packaging.**

– Paul Trott



data by speaking directly to companies, large and small, which supply food retailers.

"The research is raising issues for industry consideration.

Are the retailers too powerful? Should action be taken?"

Professor Trott says a study investigated how the food industry develops new products; knowledge that has direct relevance to developing more environmentally sustainable packaging.

"It found the amount spent on research, innovation and development in food is tiny –

just one per cent of all revenue. Compare this to the automotive industry, which spends approximately six per cent, or the software industry, which spends nine per cent, both of which employ large numbers of scientists and engineers.

"By comparison, the food industry is all about processing and manufacturing, playing around perhaps with machinery or tweaking a recipe, and very much trial and error and adaptation."

Professor Trott puts this down to the near total emphasis on cost and, again, this leads back to the supermarkets.

The conundrum for companies and the national economy is that food manufacturing is the biggest manufacturing sector in the UK. "You wouldn't have to increase spending on research and development very much to have a dramatic impact ... plus there is overwhelming evidence that firms that invest in R&D and innovation tend to outperform their competitors," Professor Trott says.

"It should be food for thought."

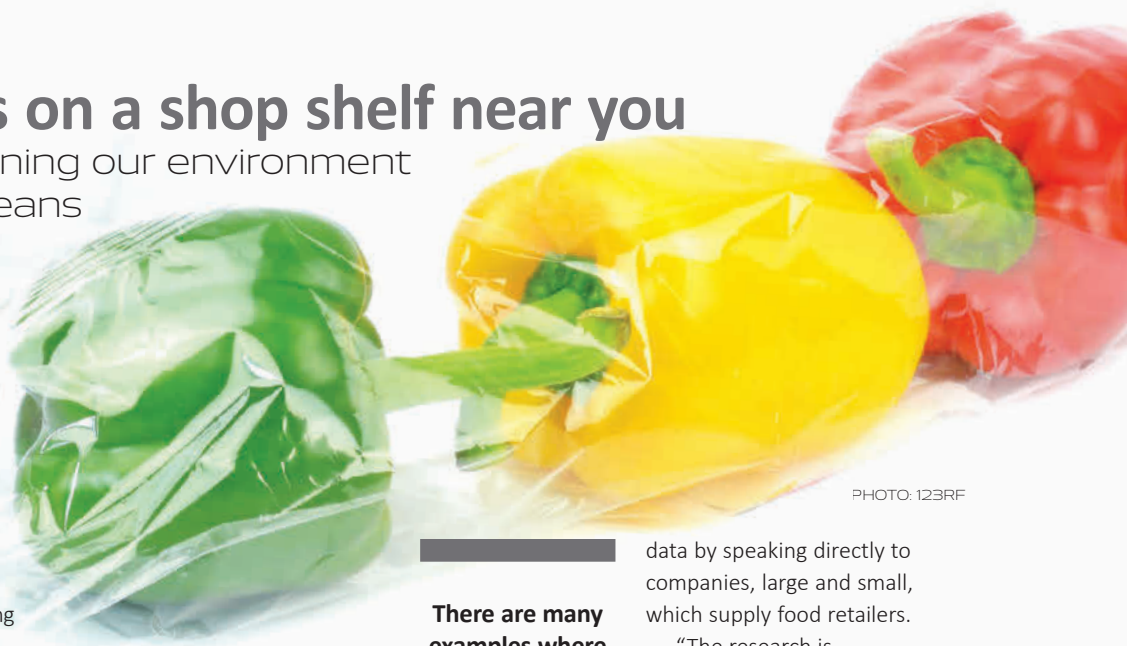


PHOTO: 123RF



# ECOLOGY: a new brand ECONOMY

Research that helps developing countries turn environmental protection into new economic opportunities is providing important lessons for advanced economies whose entrenched policies struggle with changing environmental realities.

It has been clear for decades that a certain view of ‘the economy’ – that natural resources must be fully exploited for national wealth – is at odds with environmental protection and the principles of sustainability.

So enduring is this economic principle that, even in the face of evidence of global environmental degradation and climate change, many people worry humankind’s legacy may ultimately resemble the ruins of Pompeii or the fabled city of Atlantis – glittering achievements buried by the overwhelming force of nature.

However, the tide is turning – slowly. The value proposition for natural resources is being re-thought, and the instructive examples starting to emerge are not the work of the world’s wealthiest economies, but that of some of the poorest. Driving much of this change are global research collaborations assembled by the University of Portsmouth’s Professor Pierre Failler, a specialist in development economics.

Professor Failler has spent more than 20 years proving it is possible, even in the most challenging scenarios, to change thinking and practices governing environmental exploitation and protection. Gradually, he has helped governments in developing countries chart alternative, sustainable paths into

environmental protection that stand to be a lesson for all nations.

Professor Failler’s research focuses on environmental economics and it is deliberately practical in its application.

“It’s mainly about the interfaces between the use of natural resources and creating better ways to achieve economic development and growth,” he says.

“For instance, I’m helping many organisations develop strategies for the sustainable use of oceans and coastlines ... to come up with new economic frameworks that lead to new economic policies.”

A major focus for Professor Failler is the ‘blue economy’ – the oceans and coastlines and their resources.

He emphasises the aim is not just to improve the health of an ecosystem, such as the heavily exploited coastal mangroves in tropical and subtropical countries, but to concurrently improve economic growth, jobs and livelihoods.

His work in this field focuses on a range of outcomes: “When you talk about the blue economy, people jump straight to how to make more money from the ocean, or coastal ecosystems like mangroves. My job is to show how protecting these environments can actually have an even higher monetary

value and deliver more sustained community wealth.”

He offers some examples:

“Green funds now exist in the global investment sector for protecting mangroves because they absorb a lot of carbon. So, the mangrove can have a value far greater than cutting it down to make way for another shrimp farm.

“It’s the same with sharks, which are becoming threatened species in some areas. You can make more money developing scuba diving tourism among sharks than by having a dead shark and just selling its fin.”

Professor Failler says that while a nation can clearly make a lot of money from exploiting its natural resources, these will eventually run out if they’re not protected. Alternatively, if natural resources are managed as a long-term investment, a country can build something economically and environmentally sustainable.

It’s a different way of thinking about ‘economic value’, nonetheless Professor Failler says the argument for changing environmental policy still comes down to the language of balance sheets: “To convince people, you need to show that the country will gain financially by adopting this policy. That’s a big challenge.”



**Green funds now exist in the global investment sector for protecting mangroves because they absorb a lot of carbon. So, the mangrove can have a value far greater than cutting it down to make way for another shrimp farm.**

– Pierre Failler



## Tides of change

For this reason, Professor Failler's research must be practical. He is often invited by governments or UN agencies to explore specific national or regional challenges on the ground. He leads and coordinates projects that are collaborative and interdisciplinary, assembling teams of economists, geographers, ecologists and sociologists from universities around the world.

When delivering an economic evaluation, the research teams typically collaborate with a key in-country institute for undertaking fieldwork, data analysis and reporting. The consequences can be far-reaching. One recent project was set up to assess the value of coastal and marine ecosystems in Overseas France, including Martinique, Guadeloupe, Mayotte and Réunion.

The project involved evaluating the monetary value of coral reefs and mangroves from 'direct use' such as tourism and fisheries, and 'non-uses' such as cultural and other non-monetary values that people place on beaches and ecosystems.

"But the biggest potential," Professor Failler says, "is from what we call the indirect uses; services provided by

ecosystems, but for which there is no apparent market.

"For instance, the reef protects the coast, but nobody pays money for this protection. If you remove the reef, the coast will be washed away very quickly. There would be a cost to replace it, so we take that into account.

"The mangroves eliminate a lot of pollution; they have a water treatment function that has value. Also, if you remove the mangroves you won't have any more shrimp.

"It's these non-direct uses that actually have the greatest value, but because there is no overt market nobody recognises their economic importance. We have to show how the value of these services is no less than the value of, say, the local agricultural sector."

In the above example, Professor Failler's team's findings led local politicians to make policy changes, implementing strategies to protect the coast and increase the islands' appeal to tourists.

These are the ripples of change that researchers like Professor Failler believe

## The Centre for Blue Governance

The Centre for Blue Governance is an interdisciplinary initiative to bring together researchers and students to collectively address the global challenge of sustainable and fair use of marine and inland systems.

Aquatic environments cover more than 70 per cent of our planet's surface and the value of the global oceans is estimated to be US\$24 trillion. The scale and importance of aquatic systems affect biodiversity and ecosystem services, and are crucial in addressing challenges in climate change and biodiversity loss, as well as in safeguarding human health and wellbeing.

However, large gaps still exist in conceptual knowledge and practice of how to best govern aquatic environments for the common good. By involving students in ongoing research and innovative experiential teaching methods, the Centre is helping the next generation of researchers, thought leaders and policymakers to develop new and urgently needed holistic solutions for humans and the planet.

► [www.port.ac.uk/centreforbluegovernance](http://www.port.ac.uk/centreforbluegovernance)

will reach around the world as developed countries find they can take their cues on environmental economics from developing nations.

He cites numerous strategies already in action – from Kenya's pioneering use of mobile apps and drones to fight malaria, to the Seychelles' innovative deal to erase national debt in return for investing in environmental assets for coastal protection.

He has found that the biggest challenge to making change happen is coordination between active individuals, agencies and government departments.

"It takes a lot of round tables and meetings. You need to have a framework and it has to come from the highest level of government."

Professor Failler helps nations to develop these frameworks and to accept that change also takes time: "In Mauritania, we recommended ways to improve the efficiency and sustainability of fisheries. The government quite quickly implemented many of our recommendations, but it will take 10 years to see the results."


The hope is that, when such results include a fisher doubling his or her income while working in new ways that protect and preserve fish stocks for future generations, the wait will be considered worthwhile. 

PHOTO: NATTU ADNAN / UNSPLASH

# Britain's burning question

Global warming stands to transform Portsmouth into a seaside resort to rival any on today's Mediterranean coast, while counties like Surrey face increased risk of wildfires.

Dr Mark Hardiman is exploring what we can expect to face in future summers.



ILLUSTRATION: J23RF



In the summer of 2018, parts of Britain began to combust. The month of May was the warmest on record, June was the hottest in decades and, by July, the nation was gripped by a heatwave, with many counties experiencing drought.

On Saddleworth Moor in Greater Manchester, one of the largest wildfires in living memory raged for over three weeks. The initial fire was extinguished on the day it started, but it smouldered, unseen, in dry peat underground – then returned with a vengeance, wild and almost impossible to control. As the fire approached the town of Stalybridge, 150 people had to be evacuated from 50 homes – a significant local effort to evacuate safely as smoke blanketed the area. It was only when it rained that firefighters were able to gain control over the inferno.

And this was not an isolated incident. In late May on the Isle of Skye something rarely witnessed in Britain occurred, a ‘crown fire’ – flames speeding across treetops. Between 24 June and 2 July more than 100 other wildfires were reported around the nation, and science tells us that extreme wildfires will become much more common.

Dr Mark Hardiman, Senior Lecturer in Geography, says climate change models, which have been running since the 1970s, are being borne out in reality: “The world is changing in our lifetimes.”

The pressing question, says Dr Hardiman, is “how to manage this change”.

## Feeling the heat

Dr Hardiman notes that the UK’s 10 hottest years on record have all occurred since 2002, and the continuing climate change trajectory indicates that south-east England, including London and Portsmouth, will develop more Mediterranean weather complexions – and quite soon. Climate models, which are becoming more advanced and accurate as computing power and data analysis advances, show that what we saw as a heatwave in 2018 will be a normal summer by the 2040s.

Inherent in this is the higher wildfire risk owing to increasing amounts of dry, flammable vegetation littering forest floors. “Whether from lightning strikes or from people setting fires they don’t control, Britain is going to become more flammable. I don’t think people realise how vulnerable this landscape is to fire,” says Dr Hardiman.

The implications are stark. For example, in Surrey – the most wooded county

in Britain – many houses are next to woodlands. In years to come, they will be increasingly at risk of wildfire.

“So there are all kinds of considerations for the future – from how and where new housing is planned, to the question of whether or not we need to introduce ‘prescribed burning’ on moors and in woodlands to reduce fuel loads.”

Part of Dr Hardiman’s research has been to look back into prehistory when fire was more common in a warmer, hotter Britain.

This research is in its early stages, but already he has charcoal evidence of large

wildfires as far back as the end of the last Ice Age. The challenge is how to interpret this geological record. Britain is today more forested than it has been for centuries, so Dr Hardiman hopes the past may help to show what fire can do when the climate changes as abruptly as it has over recent decades.

The difference this time, however, is the capacity for science to establish a managed response: “The solutions going forward will be interdisciplinary. It’s about engineers, scientists, land and environment managers working together and, probably, globally,” he says.

## New UK warning system

Dr Mark Hardiman is co-investigator in a recently established research team funded by the National Environment Research Council (NERC) to develop a wildfire danger rating system (WFDRS) for the UK.

The system is being developed in response to the elevated risk of wildfire in the UK. It will be designed specifically for UK fuels and the complex land-cover mosaics and infrastructure that exist in this country, along with changing climate and land-use patterns.

Danger ratings assess fuel loads and weather to provide estimates of flammability and likely fire behaviour under different conditions. These danger ratings can inform land-use management and the resourcing needs of fire and rescue services, and can feed into strategic planning by local and national governments.

This project – Toward a UK Fire Danger Rating System: Understanding Fuels, Fire Behaviour and Impacts – started in January 2020 and will undertake the fundamental science and analyses required for building a UK-specific WFDRS.

In announcing the project, NERC noted that while wildfires have traditionally been perceived as a threat to regions such as Southern Europe or Australia, there is an increasing global wildfire threat, and that includes the UK. From April 2009 to March 2017, more than 250,000 wildfire incidents were dealt with by the fire and rescue services in England alone – and that was before the summer of 2018. Response costs for vegetation fires in Great Britain are now put at £55 million a year.

PHOTO: HELEN YATES

**The solutions going forward will be interdisciplinary. It’s about engineers, scientists, land and environment managers working together and, probably, globally.**

– Mark Hardiman





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Diversity  
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leash

Gender equality has been a talking point in the public domain for more than a century, yet positive action and change has still not been fully realised. Gender-related violence and exclusion persists.

As for all societal challenges, research is fundamental to building knowledge, deeper understanding and effective policy tools with which to turn talk into action.


The work of researchers is to develop mechanisms that bring into clear focus - and document - both subtle and overt discrimination, from career and workplace limitations and social and economic marginalisation, through to the extremes of sexual abuse and culturally-sanctioned violence.

It is systematic research that provides the practical, workable basis for developing strategies that can rectify gender inequity.

The research starts with gender, but as these reports show, equality empowers the whole of society.



# Research lights gender equality's tortuous path



The perspectives of a new generation are emerging as sources of hope in cultures where freeing women from systemic abuse faces the strongest resistance.

**T**here is a wave of female empowerment sweeping South Asia – in Afghanistan, Bangladesh, Bhutan, India, Republic of Maldives, Nepal, Pakistan and Sri Lanka.

On the surface, this comes as good news for women and girls whose horizons are being broadened by access to study and workplaces.

This gain is seen as especially positive given this region historically has the highest rates of child marriage side by side with dowry and domestic violence, honour killings, trafficking and abnormal levels of female child mortality. But there remains a grim reality beneath the surface, and it took the specialist skills of social anthropologist Tamsin Bradley, Professor in International Development Studies, to help detect it.

“In our research we found that violence has followed South Asian women from their traditional domestic settings to their newfound work and study environments,” she says.

This finding, and insight, is now being used to help develop new schemes to support women as they make the often-fraught progression from oppressed to liberated citizens.

The finding that, for many women, the risk of violence remains – and in some cases has been intensified by – their pursuit of education and careers is driving Professor Bradley’s determination to help end the full spectrum of violence against women and girls.

Collaborating with networks of researchers, NGOs and affected communities, Professor Bradley is currently involved in projects seeking to end a litany of horrors, including:

- Female genital mutilation (FGM) in Sudan
- Breast ironing in West and Central Africa
- Rape, harassment and dowry-related violence in India
- Violence against women generally in South Sudan
- Direct links between women, violence and displacement in Bangladesh, Nepal and Myanmar
- Links between women, work and violence in Myanmar, Nepal and Pakistan.

This research includes exploring how, even in the most challenging of circumstances, women personally manage the constant presence of violence in everyday life and how their strategies and resilience can be harnessed to achieve cultural change.

### Youth hope

A key constant in this effort is the importance of strong peer networks and role models. This is especially the case in Professor Bradley’s work to eliminate FGM and her finding that young people and youth groups are a hitherto unnoticed source of opposition to the practice.

She explains there are three classes of FGM procedures (types I to III) that involve partial or total removal of external female genitalia for non-medical reasons. The practice carries significant health implications, from severe pain and bleeding to infection and death.

It has been estimated by UNICEF that about 200 million women in the world today have undergone FGM, with the practice concentrated in Africa, the Middle East and Asia. Thirty million more girls in Africa under the age of 15 will be at risk in the coming decade.

Professor Bradley explains that FGM is carried out mainly for cultural and economic reasons: ‘cut’ girls are seen to be sexually pure, which is deemed necessary for marriage – to protect the family’s honour and to get a good bride price.

“The pressure is on us to understand how to end this practice,” says Professor Bradley, who is currently analysing the effectiveness of anti-FGM programmes in Sudan, where FGM has a national prevalence of 66 per cent (84 per cent in northern states and 46 per cent in West Darfur).

PHOTO: HELEN YATES



**In our research we found that violence has followed South Asian women from their traditional domestic settings to their newfound work and study environments.**

– Tamsin Bradley

This high rate persists despite the efforts of a large number of organisations – global, national and governmental – which has resulted in a complex web of policies and interventions owing to each organisation being focused on its own approach.

Professor Bradley says these attempts range from public health campaigns and community advocacy work to the ‘medicalisation’ of FGM, in which the removal of tissue is performed by a medically trained practitioner rather than a traditional ‘cutter’.

As Professor Bradley sees it, these interventions have missed an important driver of change: the young men and youth networks that are challenging FGM from within Sudanese societies.

“Young men increasingly declare that they do not want to marry cut girls, saying they prefer uncut girls because they are healthier and stronger,” Professor Bradley says. “Young women are also challenging FGM, arguing that it violates their sexual identity and expression.”

Youth is providing some of the most effective triggers for changing the minds of families that support FGM, yet research has found that their viewpoint is being squeezed aside by a focus on top-down change. “To effectively address FGM, the process should be bottom-up, as it’s a cultural issue,” Professor Bradley says.

### New map drawn

Professor Bradley’s eye for this overlooked but highly significant detail is providing a new a map for moving



forward. For her there is a clear case for supporting and uniting youth groups, while simultaneously ensuring that support is also increased for cut girls because the stigma associated with FGM is having converse effects.

“Cut girls feel stigmatised by the human rights discourse that describes them as un-whole, while uncut girls still feel the pressure to hide their status in case it brings shame on their family,” Professor Bradley says.

“While my findings highlight the complexity of ending FGM, they also show that activists against FGM are gaining a clearer idea of how resources and efforts should be targeted.”

This improved understanding is important because it would otherwise be hidden by blunt, often less-informed, top-down interventions, in addition to the backlash by conservative politicians and religious leaders.

“It needs to be understood that female genital mutilation occurs within a broader ideology that regards female sexuality as shameful and something to be hidden and denied,” Professor Bradley says.

“The practice mirrors misogynistic beliefs and values that underpin other abusive practices. It ultimately reflects a power dynamic that demands female submissiveness and complete societal control over the sexuality of women and girls.”


This is why the same fundamental misogyny finds other forms, such as ‘breast ironing’, a practice in which objects like grinding stones and electric irons are used to massage, pound, press or flay the developing breasts of adolescent girls, sometimes resulting in severe medical consequences.

It’s performed to stave off the emergence of sexuality that is perceived as problematic or dangerous by families and communities. The practice is common in West and Central Africa, including Guinea-Bissau, Chad, Togo, Benin, Guinea-Conakry, Côte d’Ivoire, Kenya, Zimbabwe and, particularly, Cameroon.

Professor Bradley’s hope is that harmful and cruel practices such as these can be replaced with alternative rituals that are still culturally valid but which celebrate the female body.

Global development agencies are catching on to the value of Professor Bradley’s research, which has found promising perspectives, such as those of young people, have – until now – been excluded from mainstream approaches. She is also supported by the Economic and Social Research Council (ESRC), the British Academy, the Home Office and the Department of International Development.

The objectives of these agencies are now also being embraced within the UN’s Sustainable Development Goals (SDGs), and Professor Bradley is working with key stakeholders to understand the messages and practices that work when promoting gender equality.

The research is pushing the boundaries of how the humanitarian sector thinks about, and implements, equitable and just development. “It is about humanising the way we approach this very human issue,” she says. 

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# GIRLS' NIGHT OUT ON THE FEMININITY TIGHTROPE

The girls' night out is projected as fun - but navigating the rules of engagement can challenge even the most socially savvy.

**H**eadling to the pub after work to catch up with friends and colleagues and vent about the more curious spectacles that may have taken place in the day is an activity familiar to millions of workers around the world. But for Dr Emily Nicholls it's not an after-work excursion, it's her laboratory. Not surprisingly, the research can be quite discombobulating. That's a good word for what Dr Nicholls studies – Western drinking culture.

Dr Nicholls is a senior lecturer in sociology and has a particular interest in dissecting the complex mix of perceptions, interactions and behaviours that collectively constitute femininity as performed inebriated versus sober, including when in the setting of a 'girls' night out'.

"I wanted to understand how we reflect our gender and femininity through the lens of alcohol consumption or – for some of us – sobriety," Dr Nicholls says.

It's important to note that she is not referring to biological sex, describing gender instead as an identity that is socially constructed and something that we 'do' or

'perform'. She says this is a "fluid trait" that is laid over the sex assigned at birth.

Gender is a hot research topic precisely because of this fluidity, which has allowed cultural norms to encode rules and roles into the feminine and the masculine. An example is risk aversion being associated with femininity and risk-taking with masculinity. To analyse this coding, Dr Nicholls focuses her research lens onto drinking and sobriety cultures in the UK.

Her findings are summarised in a book titled *Negotiating Femininities in the Neoliberal Night-time Economy: Too Much of a Girl?*, which was published in 2019 by Palgrave Macmillan.

Based on interviews with 18 to 25-year-olds, the study involved recruiting 26 young women to share their experiences of a typical girls' night out in an interview with the researcher, a methodology that attracted willing volunteers.

## The balancing act


Dr Nicholls found that the projection of femininity in these scenarios had three particular traits: glammed up 'girliness',

alcohol consumption, and risk management. The latter related primarily to dangerous levels of alcohol consumption and concerns over sexual harassment.

Each trait was found to exist on a 'too little, just enough and too much' Goldilocks spectrum. For example, when it comes to drinking, risk management was based on consumption being enough to be fun, sociable and 'one of the girls' but not enough to become ill, to be perceived to put oneself 'at risk' or to appear unladylike through, for example, losing control and vomiting in public. Similarly, glamping up is a prerequisite, but only to a level sufficient to be noticed without courting unwanted sexual attention and without looking too 'overdone' or like someone who has 'tried too hard'.

Peers and other women on the night out were found to participate in enforcing and policing the 'just right' standards, which can vary in ways that are also influenced by social backgrounds.

"That points to femininity being full of contradictions, making it difficult to embody and it results in women feeling like they



While society has spent a great deal of effort to help people moderate drinking, she found little research underway on the alternative – sobriety. That this work is now taking place at the University of Portsmouth is somewhat apt, with the campus recently making headlines for closing down its Students' Union bar, the Waterhole, due to lack of demand. In its place are kettles, microwaves and quiet study areas.




PHOTO: HELEN YATES



Dr Emily Nicholls: social contradictions make women walk a tightrope.

ILLUSTRATION: 123RF

are constantly walking a tightrope,” Dr Nicholls says.

“Respectable femininity is always a narrow category and women who strive to embody it feel they are constantly failing, being judged or being policed for doing it wrong.”

Wanting to get away from such uncompromising strictures may seem appealing. In fact, in more recent work Dr Nicholls has identified a strong desire for sobriety, particularly among women in their 40s.

While society has spent a great deal of effort to help people moderate drinking, she found little research underway on the alternative – sobriety. That this work is now taking place at the University of Portsmouth is somewhat apt, with the campus recently making headlines for closing down its Students' Union bar, the Waterhole, due to lack of demand. In its place are kettles, microwaves and quiet study areas.

“There are some interesting changes happening,” Dr Nicholls says. “Alcohol consumption rates are in decline, particularly among young people.”

In a bid to understand some of the social drivers, she has just completed data collection with ichange21, a support and coaching organisation that helps people rethink their relationship with alcohol.

### In search of the real me

The project is called Sobriety Stories and has involved interviewing women who have recently quit drinking alcohol.

A recurring theme that emerges from the interviews is authenticity. Giving up alcohol is perceived as removing a mask and allowing a person's true self to be seen. This is in stark contrast to the idea of alcohol as the liberator of a more uninhibited self – an idea that has strongly prevailed in Western drinking cultures.

Authenticity is then seen to lead to a renewed sense of agency and an ability to make positive change, in contrast to feeling powerless and ineffectual.


Where once sobriety was viewed as a stigma, often associated with past alcohol addiction, a new idea of sobriety is emerging, couched in terms of a more positive lifestyle choice. Promoting this new

zeitgeist are communities and organisations such as Dry January, Club Soda and a wider positive sobriety movement, and women in particular are increasingly active on social media celebrating sobriety.

Dr Nicholls believes that experiences of sobriety – and the stigma around it – are shaped by gender. For example, the women she spoke to expressed concerns about being a ‘bad’ partner or mother if they drink heavily.

Notably, the newly sober women relish being house-proud, learning to cook, being a better mum and becoming more loving and caring – values that Dr Nicholls says centre femininity in the domestic sphere and draw on traditional ideas of femininity.

“I don't think that's necessarily a universally positive thing,” she adds. “So we are looking at starting a conversation about whether sobriety in itself could be a kind of rebellious or feminist act that empowers [people] by going against drinking norms.”

That's where she sees the greatest likelihood for having impact: in changing the narrative around sobriety to make it a positive, not a defensive, stance. 



# Decoding the language of violence against

# WOMEN

Media reporting of violence against women is found to contain patterns of language that perpetuate the harm and power dichotomy that continue to exist between men and women.

**T**he #MeToo movement has been a watershed in global awareness of the scale of sexual exploitation of women, and how this often stems from an abuse of power by men. It has forced onto society both public inquiry and private introspection, along with some incisive research into many of the questions being raised.

One of these questions is: What is it about violence against women that makes it so immune to social change? And what is it that makes it so silently accepted at all levels of society? Research by Dr Alessia Tranchese points to society's patriarchal structure in which violence against women is inherent, to the extent discriminatory practices that sanction violence are invisible. Through her research, Dr Tranchese aims to show how everyday practices contribute to the naturalisation, legitimisation, perpetuation and constant reinforcement of violence against women. In particular, she focuses on language in which sexism is endemic, but is ignored or accepted as natural and harmless.

She asks: Can language tell us something about the ways in which we understand men, women, and men's violence against women? And how can we understand violence against women as ingrained into everyday language? These are some of the questions that Dr Tranchese addresses in her research into media reporting of violence against women, and the language of misogyny. She says: "I look at violence against women from a linguistic point of view, focusing on the media, and this also extends to online misogyny, silencing and cyber sexism".

Dr Tranchese, who is a Senior Lecturer in Communication and Applied Linguistics, has found distinct patterns of language and grammar that are noticeable in the way media reporting deals with violence against women. She has detected, for example, how patterns of silencing and disbelief towards women are common in journalism. Rape is associated with violent sex or described with euphemistic expressions such as 'forced intercourse', 'sex at knife point', or 'sex with a drugged woman'.

The reporting dynamics that routinely take sexual assault and rape to these extremes in the news can, perversely, have a disempowering effect on women and instil a fear of being disbelieved. This silences women further. The rise of #MeToo has been seen as a sign of change in these dynamics, as women seem to have been given a voice loud and clear enough to remove the veil of mistrust that hangs over most cases of abuse against them.

Whether #MeToo has led to a real change in the way we understand and speak about violence against women is being explored by Dr Tranchese in a book on the representation of sexual violence in the media. Titled *From Fritzl to #MeToo: Ten Years of Coverage of Rape in the British Press*, the book is due for release in 2021. It covers high-profile cases, such as Jimmy Savile's alleged



PHOTO: 123RF

abuse of children and the 2012 gang rape, torture and murder of a woman on a New Delhi bus by Akshay Thakur, Pawan Gupta, Vinay Sharma and Mukesh Singh.

The book starts with a diachronic (or longitudinal) study of a decade's worth of media reports and examines and compares language use during that period, including emerging (or constant) trends since the occurrence of #MeToo. The collection of texts – the 'corpus' – forms the basis for the analysis. Dr Tranchese uses corpus linguistics, a technologically advanced analytical method, as a research framework. This approach allows her to study large bodies of text and detect language patterns through advanced computer processing techniques.

"Patterns in language use are never random but typically hide some form of ideology or discourse," Dr Tranchese says. "That means when we spot a pattern, there's usually something there to investigate."

### Media conditioning

Together with this quantitative approach to language analysis, Dr Tranchese uses a range of other techniques to study discourse; for example, systemic functional grammar (SFG) – selecting ways of saying (or writing) from a range of virtually endless choices. SFG allows researchers to systematically group such choices into specific grammatical categories, so that patterns can be detected not only at the level of words, but also at the level of grammar.

In her previous research on media reporting of rape, Dr Tranchese has shown that rape survivors are often reported in the media as the central participants or actors in mental or emotional processes, such as *thinking* or *feeling* – she 'thought', she 'felt'; not 'she said'. This contrasted starkly with the language attributed to law-and-order institutions, whose words were conveyed as

**Patterns in language use are never random but typically hide some form of ideology or discourse. That means when we spot a pattern, there's usually something there to investigate.**

– Alessia Tranchese




clear and authoritative through the more neutral verbs telling or saying.

"What's the message when law-and-order institutions get to express 'facts', but women only present 'opinions'?" Dr Tranchese asks. "Why aren't the women 'sayers' when these articles are about them?"

She says her research – which has also investigated the language used by misogynous online groups and in pornography – reveals the existence of ingrained male entitlement to override women's right to their bodies and voices.

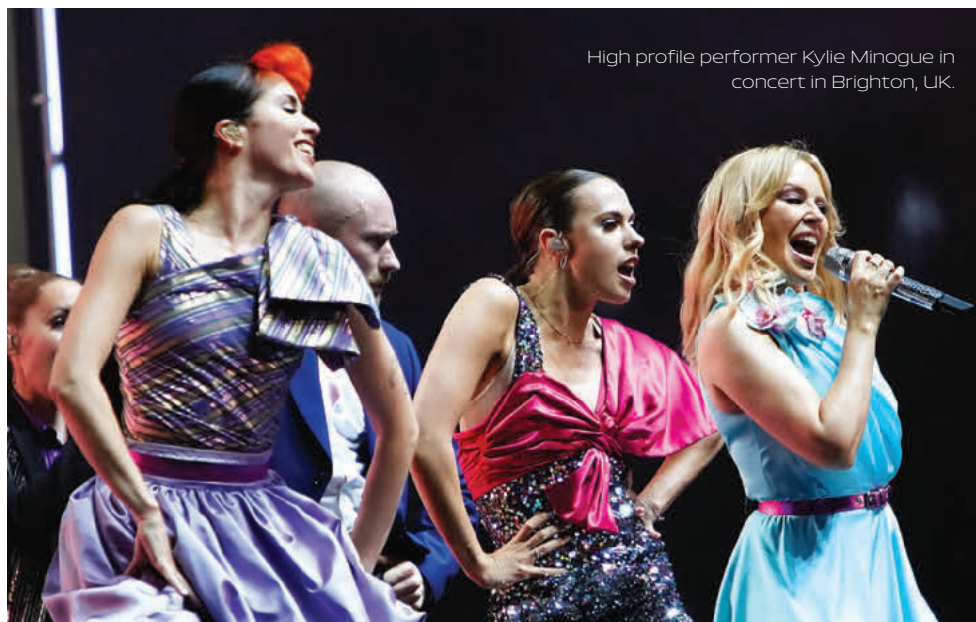
This sense of entitlement, however, does not originate within the media, online discourse or pornography, Dr Tranchese stresses. It was already present, pervading society right down to its use of language, in which women have historically been made invisible. She says the internet and other media has simply amplified this.

While a flurry of research papers and a book covering this subject are underway, Dr Tranchese is also keen to extend the impact of her research beyond the academic and teaching spheres, to bring it into the world at large. The desire to incorporate language research and social change is based on a view, common in linguistics circles, that society and language are interconnected: "Language mirrors society but does so in ways that also allow it to influence society," she says.

She has identified several opportunities for impact outside the immediate fields of academic research and teaching. For example, there are opportunities to assist police to detect online harassment of women based on linguistic features, or raise awareness through sex education. "It's important to me that my research brings about social change. I would find it limiting if I just studied these things and left it at that. When you see injustice, you have to do something to make it right." 

# Live on stage – a balancing act extraordinaire

The music industry thrives on a spicy brew of talent, taste, politics and ego. Mix in the potent ingredient of gender equity and you have a social research crucible like no other.



High profile performer Kylie Minogue in concert in Brighton, UK.

SOURCE: SHUTTERSTOCK

**D**espite Kylie Minogue's many manifestations as a music artist, she wouldn't previously have been thought of as a 'case study of workplace gender equity'. But that is what happened, albeit unintentionally, when she performed at the 2019 Glastonbury Festival. The event came close on the heels of the '50/50' pledges led by the PRS Keychange initiative, which calls for equal numbers of male and female performers at high-profile festivals and music events by 2022.

The festival was reasonably successful, achieving a 42 per cent representation of female artists, and Kylie Minogue was the drawcard on promotional material; however, she was moved to less prominent spots on the actual festival line-up.

For Samantha Warren, Professor in Organisation Studies and Human Resource Management at the Faculty of Business and Law, Kylie's appearance showed just how hard it is to try to use quotas to achieve equality.

"The problems begin when we look more closely at what happens when quotas are used to address gender inequality," she says.

They can speed up the rate of change, but not necessarily the substance.

Professor Warren notes that quotas can result in women's recruitment to less influential positions: "In countries where gender quotas for company boards are already mandatory, it is not uncommon to find women mostly in non-executive positions where their authority is limited. It's impression management rather than real change. We saw this happening at Glastonbury, and it comes with its own complications, controversies and reverse exclusions of male artists."

This raises starkly the issue of merit. Choosing people because of their gender makes ability and talent matter less than meeting a gender target. Professor Warren says this 'tick the box' approach becomes damaging for everyone: "Men feel aggrieved that they may have lost out unfairly, while women feel they have only been chosen because of their sex, and not their talent or ability."

Getting the balance right means ensuring there are sufficient numbers of high-calibre men and women in the talent pool. And this is where it gets interesting: "If the pool you are drawing from isn't diverse enough then there's a need to

innovate the pathways to these careers," Professor Warren says.

She is seeking to do just this through a two-year research fellowship granted by the prestigious Leverhulme Trust.

Her project, called *In the Key of She: Women, Technology and Cultural Production*, aims to investigate the lack of gender diversity among electronic music producers.

Professor Warren wants to address the structural reasons why women find it more challenging than men to pursue careers in music production – and she is taking her own advice, learning to produce music under the name of Dovetail ([www.inthekeyofshe.org](http://www.inthekeyofshe.org)).


"Driven by the digital revolution, writing and producing the music that you play – not just performing – is a vital part of being a credible artist," she says.

"So even if women are great DJs and put on an amazing show, if they are not writing and producing their own music they will lack the reputational capital they need to be taken seriously, and so our pipeline of future female talent runs dry."

To widen the talent pool, there is a need to break down stereotypes about the music industry, to create access for women and girls to the (sometimes) expensive technology, and to provide for them positive role models, mentors and the opportunity for trial and error.

Examples of these kinds of approaches already exist. There is Toolroom's #WeAreListening project, Hospital Records' Women in Drum and Bass Facebook group, and the shesaid.so mentoring network ([www.shesaid.so](http://www.shesaid.so)). Then there are educational and industry projects such as Women in Sound on Sound and Music Production for Women.

These are all examples of programmes that give women training and mentoring so they can compete for top music production positions.

"Offering safe spaces to learn, to connect with other women for support, to network and get noticed: these are elements that will create sustainable change for a more inclusive music industry of the future," Professor Warren states. 



# Diversity straining on its leash

Gender inequities encoded into organisational cultures and professional stereotypes lead to less effective organisations.

**H**ow well do institutions at the heart of 'representational democracies' actually represent citizens? It's a question that fascinates Karen Johnston, Professor of Organisational Studies. Her recent publication, 'Women in public policy and public administration?', questions the extent to which a government is democratic if it doesn't reflect the population it serves. Inevitably she is drawn to ask why governments are not representative, and what are the consequences.

Born in South Africa during apartheid, Professor Johnston has seen up close the abuse that stems from inequality and divisive government policies. "It focused my mind," she says with understatement.

Professor Johnston has a particular interest in gender equality in institutions and in the impact of public sector reforms. "For all the advances made, gender is still baked into professional stereotypes," she says.

In exploring this issue, one of her pivotal findings demonstrated organisations that better reflect the communities they serve are not just achieving an important democratic principle – they improve the organisation's performance. This phenomenon was highlighted in seminal research undertaken, with Professor Rhys Andrews of Cardiff University, on the effect on domestic violence arrest rates when there are more female police officers.

"We showed that where there is a higher representation of female police officers, there was a higher rate of domestic violence arrests," she says. "So, female officers were acting – more actively – in the interests of women as victims of domestic violence."

The benefits work two ways: better representation builds community trust and the institution itself better understands the community. The outcome is greater progress in addressing community issues.

With such potential gains in effectiveness and efficiency on offer, Professor Johnston turned her attention to understanding the barriers for women in public sector organisations. On the surface, the UK is more

progressive than countries where social, cultural and religious views inhibit women from entering paid employment, but there's still no shortage of hurdles.

"For one, we have some of the highest childcare costs in Europe, and a culture in which mothers are more likely than fathers to step back from their careers and raise children," she says.

## Glass walls

The UK is also stymied by both 'glass ceilings' and 'glass walls'. Glass ceilings stop women from rising to the more senior, better-paid roles in an organisation. The NHS is an example where women make up 70 per cent of the workforce, but only 43 per cent of NHS executives. Glass walls are the invisible barriers that keep both women and men in occupations that defer to gender stereotypes, such as more women being found in care professions like nursing.

Professor Johnston sees this compartmentalising as the residue of cultural and gender norms still woven into organisational cultures.

"We are born into biological categories, male and female. Society attaches gender norms to those categories, and those values create identities," she says.

"Women are supposed to be 'feminine', which means being nurturing and caring.

"Conversely, if the organisational culture values 'masculinity' – supposedly decisive, competitive, task-orientated and direct – these values are rewarded, and the assumption is you need to espouse them to be a leader."

Professor Johnston believes there are, however, ways to effect change. In her research, she has identified how government can be more innovative in solving complex cultural problems by including and collaborating with the 'third sector' – values-driven bodies such as charities, voluntary and community organisations, social enterprises and cooperatives.

"Involving the third sector in innovative solutions, being inclusive in decision-making, and implementing this in practice holds



solutions to more effectively engaging the community."

## Community partnering

"Bringing communities on board is a pathway to more innovatively addressing complex social problems," she says. "But if an institution doesn't represent or mirror its population, then its legitimacy is open to challenge."


In 2018 – a landmark year that marked both the centenary of the women's suffrage in Britain and the rise of the #MeToo movement – Professor Johnston reached out to scholars around the world to brainstorm ways to increase female representation in policymaking areas: "Introducing legislation and ticking a box doesn't necessarily mean it's going to introduce change," she says. "The *Equal Pay Act*, for example, was passed in 1970 but in 2018 we still had a gender pay gap of almost 20 per cent in the UK."

Professor Johnston refers to an 'implementation deficit'. For example, more women are now graduating from medical school, but are entering general practice as opposed to specialist or surgical careers.

"General practice offers more flexible working arrangements, which helps with personal childcare but results in a shortage of [women] surgeons."

The solution she advocates lies in innovation: by restructuring jobs – including the duty roster for surgeons – so they are gender inclusive and facilitate better work-life balance.

"We need, as a society, to look at the profile of the workforce and ask 'what are its real needs?'"

It's a question with deep ramifications for communities and for economies, but it is one that Professor Johnston argues all organisations need to ask. 

► 'Women in public policy and public administration?' is available at [www.tandfonline.com/doi/full/10.1080/09540962.2018.1534421](https://www.tandfonline.com/doi/full/10.1080/09540962.2018.1534421)



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# A Crusade Against Terrible Advising

College is a rigged game, says Ned Laff.  
But students could be shown how to win it.

**BY SCOTT CARLSON**

*This article was made possible with support from the Bill & Melinda Gates Foundation.*

**N**ED LAFF wanted to talk. I had written an article about the complicated relationship between the liberal arts and the job market. A couple of people in the article had said more liberal-arts majors should be directed to the career center. “The answer is not in career services,” Laff wrote to me, but in “the intersection between students, ‘hidden intellectualism,’ and the ‘hidden job market,’ which career services are not set up to explore.”

“I promise you that I would not be emailing if I had not done this across different campus demographics,” said Laff, a former academic adviser. “I also promise that you will find the conversation well worth your time.”

I made a mental note to call him sometime, set the message aside, and soon forgot about it. Six months later, after I wrote a story about students who flounder after graduation, he sent the same message again. I finally called him. Academic advising as it’s typically done was mostly a waste of time, he told me in our brief exchange. In the months that followed, Laff kept sending me short, plaintive emails, citing articles showing higher education was failing vulnerable students. “I do wish we had time to sit and really talk,” he would say.

I worried I was dealing with a crank. But when we finally met near Laff’s home in Chicago in February, just before Covid-19 shut everything down, we sat together at the Evanston library for four hours,

point at crucial junctures: the moments students decide on a major, confess confusion or failure, or reveal vulnerabilities. An adviser who hears these cues in a packed day of appointments can turn a mere 30-minute check-in into a transformational experience. Particularly for students from lower-income or first-generation backgrounds, an inquisitive, creative advising session could show them how to tap into their “hidden intellectualism” — their nonacademic talents and interests — to get on the path to the career and life they want.

Instead, most academic advising is a rote, bureaucratic exercise in checking off boxes, where advisers — often young and inexperienced in the world outside academe — are not thinking creatively about how unusual majors could lead to unexpected careers. Advising units are frequently disconnected from career services, which should be a crucial partner. Advisers who know better — and there are many who recognize the shortcomings of their own field — are constrained by the myopia, structures, and inertia of their administrations and institutions, many of which, Laff said, care more about their processes and bottom lines than about their students.

As much as higher-ed leaders talk about “meeting students where they are,” as much as student-success advocates laud the power of deep mentorship, many institutions ignore the potential of those advising units, seeing them as a tool for crisis management among struggling students, rather than something more expansive, more creative, more essential. Yet even as the pandemic increases the need for crisis management, it also means students will need experienced and thoughtful mentors to help them figure out how to put their talents to work in a post-pandemic employment market.

“It would be interesting if we eliminate ‘advising’ from advising centers and call them ‘mentoring centers,’” Laff said. “But I don’t think the administration and faculty realize what a high-impact practice a good interaction in an advising office can be for a student.”

**L**AFF was introduced to advising in the 1960s while at the University of Illinois, when he was part of a program for students who were undecided about a major. His adviser, Roland W. Holmes, an assistant dean at the college, guided Laff through his undergraduate program, then hired him to work with students on independent study when Laff returned to the university to get his doctorate. Working with students who were designing their paths through college, Laff realized that the declared major is just another artificial, bureaucratic structure. Advising students required the sort of deep inquiry that Holmes had brought to Laff in his own undergraduate education.

“If it wasn’t for him, I would have never made it through,” Laff says. “It wasn’t because he was this mystical Dr. Strange. He asked great questions, and then sent me out to find the answers. He taught me how to look.”

Laff realized that he had encountered Holmes in his own education through serendipity, and the idea that deep advising should not be accidental galvanized him. He went on to work at the University of Northern Colorado; Florida Atlantic University; Weber State University; Mundelein College; Loyola University Chicago; Columbia College, in South Carolina; Augustana College; and, toward the end of his career, Governors State University — a range of colleges that tested his theories about student advising. Even in retirement, he continues to encounter students whom colleges have failed, and continues to help them.

When Laff tells stories from the trenches of advising, he expresses deep compassion for his students. But a gruff, no-time-for-BS demeanor lurks just beneath the surface. He readily describes jobs he quit because he felt the administration was screwing over students

## Advising units are frequently disconnected from career services, which should be a crucial partner.

then went to a bar and talked into the evening as Laff laid out his vision.

If advising worked as it should, he said, it could help students find successful careers and fulfilling lives — and save higher education in the process. Colleges should be able to work with students, find their strengths, get them the education and experience they need, then launch them into the world. It’s not rocket science, but colleges fail at it again and again.

Laff, with an expansive mind and a diverse set of interests, might have become a scholar — in our hours of energetic conversation he touched on the religious philosophy of John Donne, baseball statisticians, and the importance of water-rights laws to Colorado breweries. But, after earning a Ph.D. in English education and educational policy from the University of Illinois at Urbana-Champaign, he went into academic advising because he found he could do so much more there to help students.

Indeed, student-success advocates and education experts agree that quality academic advising is key to improving graduation and job-placement rates. The typical advising session is a basic contact





NIMA TARADJI/NIMA TARADJI PHOTOGRAPHY

Ju'Juan Day was a reluctant media-studies major at Governors State U., until he heard Ned Laff speak at a campus event; Day made an appointment to talk to him.

or erecting unnecessary barriers to graduation and success.

At the same time he was emailing me, he was sending similar arguments to influencers like James Kvaal and Anthony P. Carnevale. His longtime colleagues in advising know Laff well, describing him as combative, a character, a crusader.

"I'd probably get two emails from Ned each year, blessing me out," said Charles Nutt, the executive director of the National Academic Advising Association. "Then we'd see each other at the conference and go have a drink together."

Mark Salisbury, who worked with Laff at Augustana College about five years ago, when Salisbury was assistant dean and director of institutional research and assessment there, heard about my many hours of conversation with Laff. "Ned is the anti-Twitter," he said. "There's a bit of Don Quixote in there, tilting at windmills."

But, Salisbury and others acknowledged, Laff is right.

"There's nothing in the student experience that suffers from a wider range of possible experiences and outcomes than advising," says Salisbury, who now runs TuitionFit, a company he founded that helps students compare costs between colleges. "It's entirely dependent on the individual advisers. And advising is all over the map,

from utterly procedural to almost too strategic, too intrusive, or too prescriptive."

And it has been this way for years. Nutt says that academic advising was once the domain of professors, but it was professionalized in the early 20th century when colleges realized that students needed more consistent and grounded guidance. But the field has long suffered from a perception that it is merely a hoop for students to jump through.

In 1992, a story in *The Chronicle* described the ways that colleges were trying to respond to "complaints about the poor quality of academic advising." In 2010, *The Chronicle* ran an essay by a professor who admitted being a terrible adviser, and some readers' responses to the essay noted how "deeply flawed" advising could be. A 2018 *Chronicle* article noted that while colleges have changed to accommodate new student populations over the decades, they "haven't really done anything comparable when it comes to advising."

More colleges are working to make their advising strategic, Nutt says, pointing to institutions like Florida State University or the University of Nebraska at Lincoln. The University of Oklahoma in the past several years has trained dozens of advisers to act as "life coach-





NIMA TARADJI/NIMA TARADJI PHOTOGRAPHY

Ju'Juan Day (left) asked, "I'm creative. So where are jobs for creatives?" Ned Laff advised him to leave Governors State and enroll in Roosevelt U., where he thrived. Day now teaches writing at Columbia College Chicago and has finished his first book.

es" who help students grapple with a broad spectrum of questions, conundrums, and stresses that might lead them to drop out. But there remain advising offices out there that are merely transactional, that lack a strong sense of mission.

The field has numerous techniques, with names like "intrusive advising" or "holistic advising." Laff practices a version of "appreciative advising," which was co-founded by Jennifer L. Bloom, a professor of educational leadership at Florida Atlantic University, inspired by a management style called "appreciative inquiry." When state funding was tied to student performance in 2014, the university looked to appreciative advising as a key support.

"All of a sudden," says Joseph Murray, who supervises freshman and sophomore advising at FAU, "this became serious business."

The style sets up a process for engaging a student with eye contact, an inviting demeanor, and disarming and introspective questions: "Who do you admire as a role model, and why?" or "What accomplishment are you most proud of?" The adviser encourages that student to dream big about life after college, formulating a plan for achieving those goals, and following up with the student to make sure the plan is followed.

Students aren't assigned to advisers at FAU; advisers are assigned to students, charged with reaching out to them to make sure they're on track. And each adviser shares a particular group of students with counterparts in career services, housing, financial aid, and other divisions, so they can collectively manage the range of challenges that students face. The university won attention from *The New York Times* when it placed advisers in the university parking garages to intercept commuting students. Since the coronavirus lockdown started, advisers at the university have shifted their hours to serve students around the clock — an adjustment, Murray says, likely to continue even after Covid-19 is over.

Since the university adopted appreciative advising in 2014, the four-year graduation rate has risen nearly 20 percent, and Black and Hispanic students' graduation rates have outpaced those of the overall population.

"An adviser's job is to ask really good questions," Bloom says.

"We've been able to curate a number of questions that advisers can use. I mean, that sounds basic. But as you know, it's not. There's actually an art to it."

That's the problem, Salisbury and others point out: Effective advising depends on the adviser's focus, curiosity, and creativity. As such, advising is black box — a series of contact points between individuals, rarely seen by outsiders, with its quality difficult to assess.

In talking to Laff, I realized I'd worked 20 years at *The Chronicle*, had written extensively about college to career, the value of a degree, and the path of impoverished students, and I had never seen an advising session. Laff encouraged me to call some colleges and sit in on some.

"It could be interesting," he said.

**O**NE DAY in late February, I arrived at a small public college and was ushered into the first advising session of the day: A 19-year-old female student came to see her adviser, a woman slightly older than her, to get help choosing a minor: African studies or African American studies? As a young woman of mixed race, she thought either minor would help her connect to her Black heritage, from which she had felt alienated. But she also wanted the minor to complement her political-science major — a major she chose, she said, to fulfill her goal to become president of the United States.

"I just want to do whatever helps me more," she says. So, which minor should she choose?

I expected the question to elicit a conversation: Why do you want to be president? What are you planning to do before running for the nation's highest office? Is poli-sci really the right path to get there?

The adviser asked no such questions. She told the student she had helped students pick minors in the past, and those students hadn't liked her choices, so now she wouldn't offer her opinion on which minor might help this student win the presidency. "You have to decide for yourself," she said.

The student leaned back in her chair to think it through out loud, looking to the adviser for cues: When she ran for president of the United States, the student reasoned, surely she would need to know



something about the Black experience in America, so that pointed to African American studies. But then again, as president, she would have to deal with African countries and speak to the United Nations.

"So, African studies?" the adviser asked, ready to mark it down.

The student nodded. Then she had to pick a language that satisfied both major and minor requirements, with the choices: French, Spanish, Arabic, or Swahili. "Swahili — is that derived from French?" the student asked. Would it help the poli-sci major? "I'm a freshman, I don't know!"

It doesn't really matter, you just need a language, the adviser said. The student wound up with Swahili, figuring this matched her African-studies minor.

Then the adviser told the student she needed to take economics. "Take it online," the adviser said.

"I don't want to take it online," the student said.

"All the students tell me that if you take econ, you take it online," the adviser replied. "I just listen to you guys."

I left that appointment stunned. What had just happened? Or rather, what hadn't happened? Certainly not listening.

Although I saw some really wonderful, inquisitive moments between advisers and students as I made my tours through colleges, more of the sessions I saw were a standard running through of forms and checking off of requirements. In others, advisers asked surface-level questions about how a student was doing in class or what they might like to major in. They didn't probe deeply for the answers.

At a community college, I watched a session with a student who had taken her first shot at college in 2014, but failed all of her developmental courses in math and English in her first semester. Then she re-enrolled but dropped out again in 2017 because she got pregnant midway through the term. Now, with a baby and a job to support them both, she was going back to college with a plan: She wanted to

take all the courses she needed to transfer to a local state school to become a pediatrician.

The adviser offered an understated warning: This meant the student would have to retake the developmental courses she had failed, along with tough classes like anatomy and biology, OK? Sure, the student said. She didn't seem to grasp the steep climb ahead. The adviser

**Good advisers can identify students' passions and tie them to the "hidden job market," the range of jobs available if you know the right people.**

er listed the courses she would have to start with, then left the office to get a printout.

I turned to the student: "What made you want to be a pediatrician?"

"I took my baby to the doctor a few weeks ago, and as I was watching the doctor work, I thought, I could see myself doing that," she replied. "I had never thought that about a job before." The adviser returned with the printout, handed it to the student, and the young woman left.

When was someone going to get real with that student, I asked the adviser, tell her how hard it would be to become a pediatrician, given

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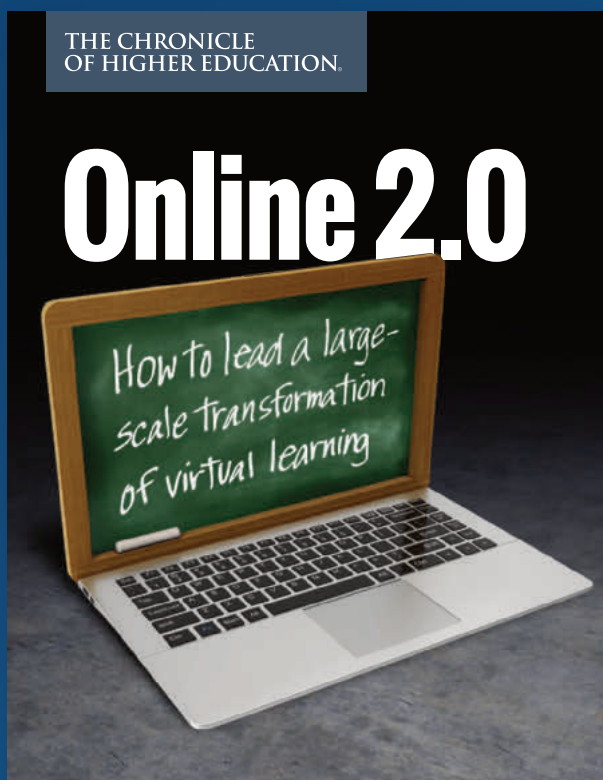
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# Online 2.0

## How to lead a large-scale transformation of virtual learning



The abrupt pivot to fully remote instruction left institutions scrambling to provide continuity of learning, as faculty members grappled with the intricacies of learning-management systems, unfamiliar conferencing technologies, and new protocols for coursework and tests, often with scant instructional-support infrastructure.

*The Chronicle's* report, "Online 2.0," explores how institutions can take remote learning to the next level. What is the best way to make online learning coherent, educationally meaningful, and attractive to potential and returning students? What is the science behind online learning? And what are the best ways to provide faculty development, evaluate remote courses, and ensure equity for all students?

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her academic history, and help her explore other options?

The adviser grimaced and acknowledged the long odds. But she didn't want to "crush" the young woman's dream, which might dissuade her from re-enrolling. So, she said, "I signed her up for the same classes I would have if she wanted to be a psych major."

**C**ONFUSION on the path from college to career is common among students rich and poor. But students from wealthy backgrounds more often have family and friends who can stress-test a college plan and career aspiration, provide connections and resources that can make meaning out of an ill-conceived major, and tell a kid when to pull out and try something else. In a sense, wealthier families know how to play the game of college to get the desired outcome in life. They can identify students' passions — their "hidden intellectualism" — and tie them to the "hidden job market," the range of jobs available if you know the right people.

If students from less affluent backgrounds don't get that perspective and those resources from a college, they might not get them at

all. They need advisers who will show them their hidden intellectualism, connect them to the hidden job market, and teach them how to win the game.

Isaiah Moore was one of those kids. A driven academic performer from South Chicago, he had long had an interest in community organizing and politics when he went to the advisers at Governors State University, where he was a political-science major, to ask about an internship with Bobby Rush, the U.S. congressman representing his district. His adviser flatly told him that was impossible: Rush's office didn't offer internships.

For help, he went to Laff, whom he had seen speak in 2017 about designing an educational experience around dreams and interests. Laff told him to contact Rush's office, coached Moore on how to display interest in Rush's work, and told him to end the conversation with a question: "How can I get involved in your work?"

Rush's staff made him an offer on the spot. That's playing on the hidden job market.

"Essentially, I piloted the internship program for his district office," says Moore. Now in a graduate program in urban planning and policy at the University

of Illinois at Chicago, Moore says he is laying the groundwork to run for Rush's seat within 10 years.

Some students require a more drastic intervention.

Ju'Juan Day was in his junior year at Governors State University and a reluctant major in media studies before he saw Laff speaking about student success and career paths at a campus event. Day approached Laff after the talk. "What are you really interested in?" Laff asked him, before peppering Day with other questions about his strategy for getting there: What did he want to do with that interest? Did he have internships or jobs lined up? What was the path after graduation?

"Honestly, nobody at the college had asked me that — ever," Day says. He went to a friend of his at the college and asked her the same questions, and she broke down in tears; she loved fashion, but an adviser had heard "fashion business" and guided her to the business program, which she had no interest in. She would graduate soon and had no idea what she would do.

Day was lost too. He'd discovered that the media-studies major was more about news and journalism, not creative writing or en-

tertainment. He had long wanted to pursue music, creative writing, and television comedy and drama. He had briefly been an information-technology major after an adviser signed him up for the program because he'd listed "technology" (as in iPhones and entertainment apps) among his interests.

"They told me about programs that they offered at the school, not really acknowledging the things that I wanted to do, and they didn't really supply any information about resources outside of the school," Day says. Job boards at the college listed either highly specialized opportunities for students in programs like nursing, or menial work, like babysitting or food service. "I'm creative. So where are jobs for creatives?"

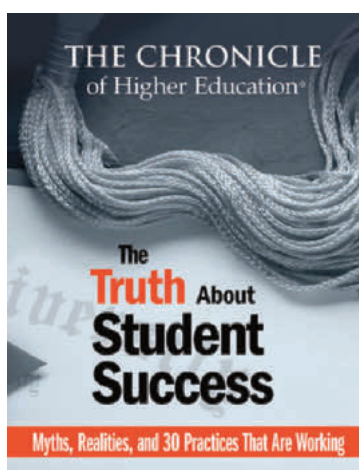
Laff counseled Day to leave Governors State and enroll at Roosevelt University. There, Day could study under a vocal coach who worked on the television show *Empire* and take courses in a writing program more attuned to his interests.

Counseling a student to leave the institution could get an adviser in hot water. After all, colleges need to keep their enrollments up, to hang on to every tuition-paying student. Most colleges count their successes by the number of students they enroll and how many they push through to graduation, regardless of how happy those students are with the outcome. But what if the best path for a student lies outside of the college? Is it ethical to pretend it doesn't?

Laff was in the final years of his last academic job, and he's not the type to care about college bureaucracy anyway.

Day, for his part, thrived at Roosevelt, went on to get his master's degree in writing at Columbia College Chicago, where he taught classes in writing, and has finished a manuscript for his first book, which he is showing to publishers now. If he hadn't met Laff, he would have stayed at Governors State. But the adviser pushed him to think about what he really wanted and to trust that process.

Until then, Day says, "my mind-set was so limited." ■

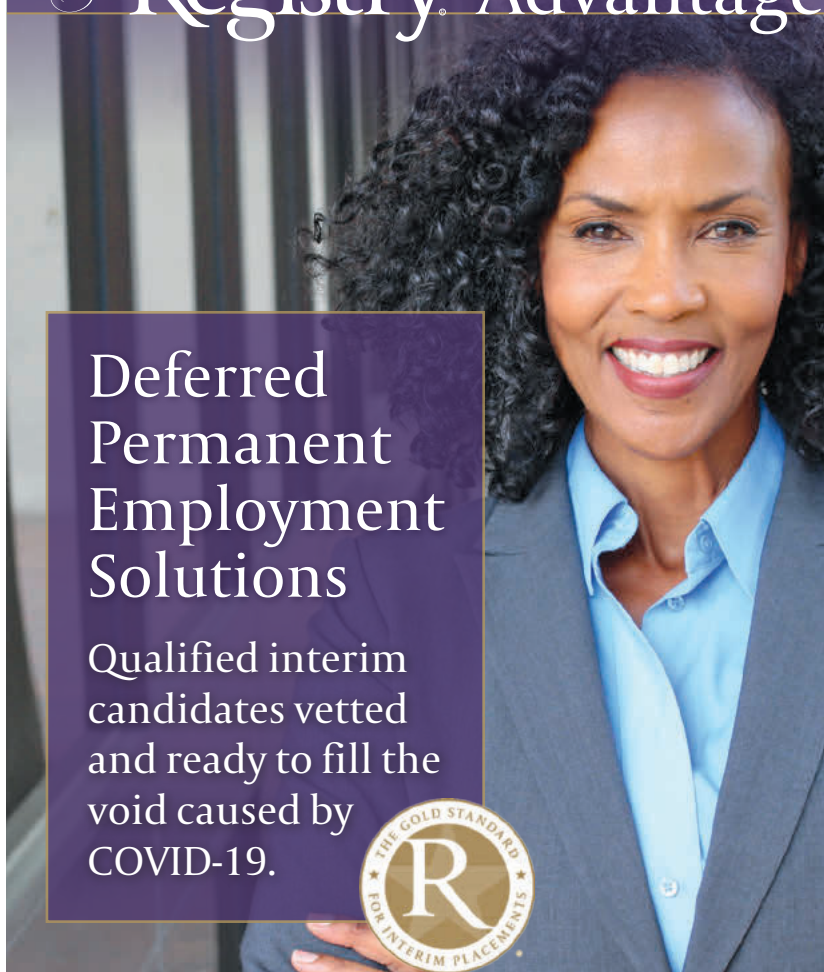


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## Don't Blame Colleges for the Fall Debacle

This is just what higher education looks like in a failed state.

THROUGHOUT SPRING and early summer, the story was relentless: Colleges and universities were dithering and hedging over their fall plans. Students and parents wanted answers, but in the face of a global pandemic most campuses didn't have them.

Spurred on by the national media, the public pressure to produce credible reopening plans was immense. The scenarios ranged from all-online (California State University) to tents in parking lots with the improbable detail that students would bring their own chairs (Rice). Consultants offered rundowns of the scenarios, whose permutations sounded like football plays: "Late-start-split-curriculum-block-plan, *hike!*" Terms like "HyFlex" came tripping off the tongue.

And all through the land, acres of plexiglass were procured, hygiene stations were installed, two-ounce bottles of hand sanitizer were stenciled with campus logos. Mascots were photographed masking up, safety pledges were rehearsed, and administrators convinced one another that their charges would remain chastely in single-occupancy dorm rooms seven nights a week.

Then, in the midst of everything, the Trump administration — which had all but abandoned any pretense of coping with an out-of-control pandemic in favor of what I have heard



KATE SCHERMERHORN, REDUX

called "compulsory normalcy" — dropped the bomb that international students, crucial to the vitality of so many institutions, would be deported if the campuses couldn't guarantee face-to-face instruction. (A week later that dictum would be abruptly reversed, but still: Another exhausting attention cycle had just been endured.)

Now, the summer is over. The virus continues to spread throughout much of the country. Even in some of the hardest-hit areas, many states and municipalities continue to resist mask ordinances and other basic tools for disease control. And the president and his circle continue their pattern of willful neglect: obfuscating, attacking public-health officials, and giving airtime to conspiracy theorists and cranks.

### THE REVIEW

The safety pledges and tents may have been magical thinking, but it was a desperate magic forged from an impossible predicament.

The consequences of campus reopenings under such circumstances will be dire. Just in the past few weeks, the University of North Carolina at Chapel Hill, Notre Dame, and Michigan State have shifted

course. My own institution, the University of Maryland at College Park, has announced a two-week delay for face-to-face instruction. Among academics on social media, the relief is palpable; but so too is the schadenfreude, from both the left and the right: Arrogant and greedy administrators are receiving a public comeuppance. Colleges are scrambling. And as some abruptly change course, a new narrative is emerging: Those

dithering tweedy professors are reversing themselves yet again. The minivan sits half-loaded in the driveway, because campuses (still) can't make up their minds.

But colleges were placed in an impossible position once the federal government walked away from the pandemic, even as faculty members spent the summer reinventing their pedagogy and wondering about their livelihood. Public universities in particular are deeply entangled with state politics and typically lack the autonomy to chart their own paths. So as we watch campus leaders take a prat, let us understand that some political actors will not hesitate to seize on these reversals as justification for further invading and impoverishing a public university system that they have already compromised by their own failed policies.



**Matthew Kirschenbaum**

is a professor of English and digital studies at the University of Maryland at College Park.



There's a lot of blame to go around, and colleges are not blameless. This is not a moment in which higher education's leadership has shined. Some administrators, like Mitch Daniels at Purdue, have been brazenly callous. Tales of conference calls with the vice president seeking indemnity against liability make the skin crawl. Gob-smacking internal emails and memos are shared daily on social media, revealing spectacular instances of misjudgment and tone deafness (and outright cruelty), from community colleges to the Ivy League.

But colleges should not be made to take the fall for this debacle.

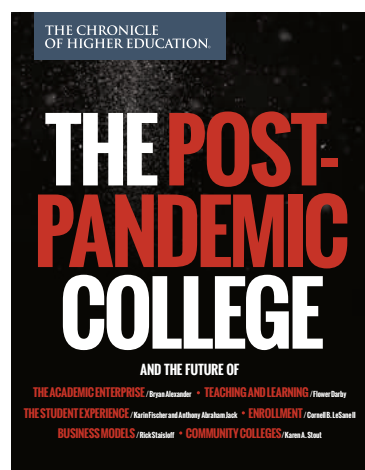
**THE REALITY IS**, this is what higher education looks like in a failed state. Blame, if we're going to lay blame, belongs with our federal leadership and with all too many statehouses and municipalities. Blame also lies with those portions of the populace that turn away from realities outside their bubble and refuse to cooperate with public-health measures to curb the pandemic. Safety pledges, mask-wearing mascots, and tents may have been magical thinking, but this was a desperate magic forged from an impossible predicament.

Institutions, for their part, seemed to lack the willpower and confidence to fight back. Where is our leadership's outrage at the fumbled federal, state, and local responses?

The failings of colleges are not the failings of their faculty members, whether tenured or (in the vast majority) untenured and contingent. Nearly all have spent months now rewriting and rewiring courses, slogging through webinars and workshops and checklists, and — it must be said — in some cases preparing last wills and testaments at the behest of their own institutions. But the quality of an education is often the least incentivized feature of any particular institution.

The failure of some colleges to adequately protect public health is an extension of other, longstanding failures to sustain higher education in the United States. If, as they're constantly told, colleges should act more like businesses, well, this is what that looks like — risking it all for the sake of the consumer.

Anyone who doubts professors' commitment to teaching should spend a week with some of them on the other side of their Zoom windows. Likewise, doubters can shadow (socially distanced) cafeteria or housekeeping staff or a librarian or IT specialist. They will find that none of those workers have been focusing on mascot campaigns. They



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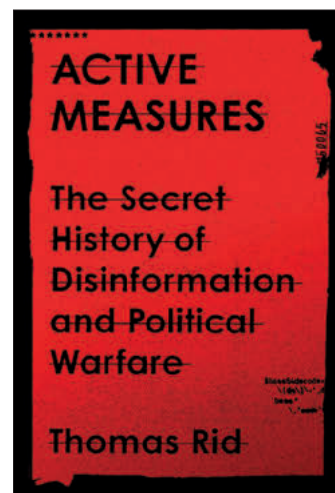
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have been trying to figure out how to do their jobs in the midst of a pandemic: how to serve students (who are already tired and scared and possibly sick or caring for someone who is sick), how to keep the lifeline of education alive, and how to stay alive themselves. Instead of pouring money into hygiene theater (much of it less reassuring amid an emerging scientific consensus that the virus is indeed transmittable through ordinary air currents in confined spaces), colleges should be doubling down on protecting jobs, academic and educational resources, and long-term infrastructure.

College leadership needs to find a new public message. Here's one: It didn't have to be this way. We're angry, too, on behalf of our students, faculty, staff, and communities. And we're not going to let our campuses take the fall for a governmental and societal failure.



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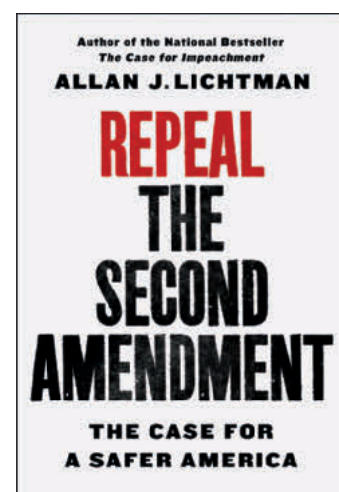
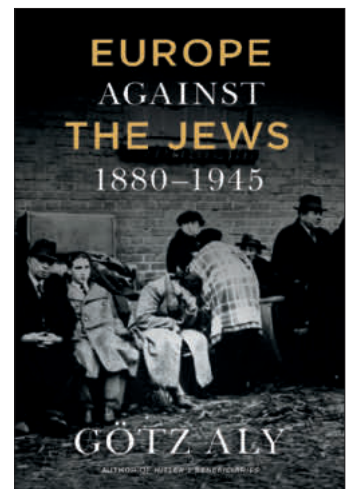
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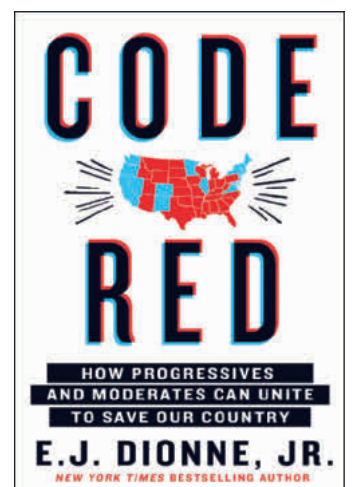
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# How Not to Defend Elite Universities

They will never be forces for social mobility. But they do provide great societal benefits.



SAM KALDA FOR THE CHRONICLE

**IN THIS POPULIST ERA**, private research universities are easy targets that reek of privilege and entitlement. It was no surprise, then, when the White House pressured Harvard to decline \$8.6 million in Covid-19-relief funds, while Stanford, Yale, and Princeton all judiciously decided not to seek such aid. With tens of billions of endowment dollars each, they hardly seemed to deserve the money.

And yet these institutions have long received outsize public subsidies. The economist Richard Vedder estimated that in 2010, Princeton got the equivalent of \$50,000 per student in federal and state benefits, while its similar-size public neighbor, the College of New Jersey, got just \$2,000 per student. Federal subsidies to private colleges include research grants — which go disproportionately to elite institutions — as well as student-loan and scholarship funds. As recipients of such largess, how can presidents of private research universities justify their institutions to the public?

Here's an example of how *not* to do so. Not long after he assumed the presidency of Stanford, in 2016, Marc Tessier-Lavigne made the rounds of faculty meetings on campus in order to

introduce himself and talk about plans for the university. When he came to a Graduate School of Education meeting that I attended, he told us his top priority was to increase access. Asked how he might accomplish that, he said one proposal he was considering was to increase the size of the entering undergraduate class by 100 to 200 students.

The problem is this:

Stanford admits about 4.3 percent of the candidates who apply to join its incoming class of 1,700. Admitting a couple of hundred additional students might raise the admit rate to 5 percent. Now *that's* access. The issue is that, for a private research university like Stanford, the essence of its institutional brand is its elitism. The inaccessibility is baked in.

Raj Chetty's social-mobility data for Stanford show that 66 percent of its undergrads come from the top 20 percent of the population by income, 52 percent from the top 10 percent, 17 percent from the top 1 percent, and just 4 percent from the bottom 20 percent. Only 12 percent of Stanford grads move up by two quintiles or more. It's hard for a university to promote social mobility when the large majority of its

students starts at the top.

Compare that with the data for California State University at Los Angeles, where 12 percent of students are from the top quintile and 22 percent from the bottom quintile. Forty-seven percent of its graduates rise two or more income quintiles.

Ten percent make it all the way from the bottom to the top quintile.

My point is that private research universities are *elite* institutions, and they shouldn't pretend otherwise. Instead of preaching access and making a mountain out of the molehill of benefits they provide for the few low-income students they enroll, they need to demonstrate how they benefit the public in other ways. That is a hard sell in our populist-minded democracy, and it requires acknowledging that the very exclusivity of these institutions serves the public good.

For starters, in making this case, we should embrace the emphasis on research production and graduate education and accept that providing instruction for undergraduates is only a small part of the overall mission. Typically these institutions have a much higher proportion of graduate students

than large public universities oriented toward teaching. (Graduate students are 57 percent of the total at Stanford and just 8.5 percent in the California State University system.)

Undergraduates may be able to get a high-quality education at private research universities, but there are plenty of other places where they could get the same or better, especially at liberal-arts colleges. Undergraduate education is not what makes these institutions distinctive. What does make them stand out are their professional schools and doctoral programs.

**PRIVATE RESEARCH UNIVERSITIES** are souped-up versions of their public counterparts, and in combination they exert an enormous impact on American life.

As of 2017, the Association of American Universities, a club consisting of the top 65 research universities, represented just 2 percent of all four-year colleges and 12 percent of all undergrads. Yet the group accounted for more than 20 percent of all U.S. graduate students; 43 percent of all research doctorates; 68 percent of all postdocs; and 38 percent of all Nobel Prize win-

## THE REVIEW

ners. In addition, its graduates occupy the centers of power, including, by 2019, 64 of the Fortune 100 CEOs; 24 governors; and 268 members of Congress.

From 2014 to 2018, AAU institutions collectively produced 2.4 million publications, and their collective scholarship received 21.4 million citations. That research has an economic impact — these same institutions have established 22 research parks and, in 2018

hierarchy of higher education. Every 1-percent increase in the share of the university budget that comes from government appropriations corresponds with a decrease in international standing of 3.2 ranks. At the same time, each 1-percent increase in the university budget from competitive grants corresponds with an increase of 6.5 ranks. The study also found that universities high in autonomy and competition produce more patents.

## Private research universities are elite institutions, and they shouldn't pretend otherwise.

alone, they produced more than 4,800 patents, more than 5,000 technology license agreements, and more than 600 start-up companies.

Put all this together and it's clear that research universities provide society with a stunning array of benefits. Some of these benefits accrue to individual entrepreneurs and investors, but the benefits for society as a whole are extraordinary. These universities drive widespread employment, technological advances that benefit consumers worldwide, and the improvement of public health. (Think of all the university researchers and medical schools advancing Covid-19-research efforts right now.)

Besides their higher proportion of graduate students and lower student-faculty ratio, private research universities have other major advantages over publics. One is greater institutional autonomy. Private research universities are governed by a board of laypersons who own the university, control its finances, and appoint its officers. Government can dictate how they use the public subsidies they get (except tax subsidies), but otherwise they are free to operate as independent actors in the academic market. This allows these colleges to pivot quickly to take advantage of opportunities for new programs of study, research areas, and sources of funding, largely independent of political influence, though they do face a fierce academic market full of other private colleges.

A 2010 study of universities in Europe and the United States by Caroline Hoxby and associates shows that this mix of institutional autonomy and competition is strongly associated with higher rankings in the world

Another advantage the private research universities enjoy over their public counterparts is, of course, wealth. Stanford's endowment is around \$28 billion, and Berkeley's is just under \$5 billion, but because Stanford is so much smaller (16,000 versus 42,000 total students), this multiplies the advantage. Stanford's endowment per student dwarfs Berkeley's. The result is that private universities have more research resources: better labs, libraries, and physical plant; higher faculty pay (e.g., \$254,000 for full professors at Stanford, compared with \$200,000 at Berkeley); more funding for grad students, and more staff support.

A central asset of private research universities is their small group of academically and socially elite undergraduate students. The academic skill of these students is an important draw for faculty, but their current and future wealth is particularly important for the institution. From a democratic perspective, this wealth is a negative. The student body's heavy skew toward the top of the income scale is a sign of how these universities are not only failing to provide much social mobility but also, in fact, actively engaged in preserving social advantage. We need to be honest about this issue.

But there is a major upside. While undergraduates pay their own way (as do students in professional schools), the advanced graduate students don't — they get free tuition plus a stipend for living expenses, which is subsidized, directly and indirectly, by undergrads. The direct subsidy comes from the high sticker price for undergraduate tuition. Part of that goes to help upper-middle-class families who still can't afford the tuition, but the

rest goes to subsidize grad students.

The key financial benefits from undergrads come after they graduate, when the donations start rolling in. The university generously admits these students (at the expense of many of their peers), provides them with an education and a credential that jumpstarts their careers and papers over their privilege, and then harvests their gratitude over a lifetime. Look around any college campus — particularly at a private research university — and you will find that almost every building, bench, and professor bears the name of a grateful donor. And nearly all of the money comes from former undergrads or professional-school students, since it is they, not the doctoral students, who go on to earn the big bucks.

**THERE IS, OF COURSE,** a paradox. Perhaps the gross preservation of privilege these universities traffic in serves a broader public purpose. Perhaps providing a valuable private good for the few enables the institution to provide an even more valuable public good for the many. Students who are denied admission to elite institutions are not being denied a college education and a chance to get ahead; they're just being redirected. Instead of going to a private research university like Stanford or a public research university like Berkeley, many will attend a comprehensive university like San José State. Only the narrow metric of value employed at the pinnacle of the American academic meritocracy could construe this as a tragedy. San José State is a great institution, which accepts the majority of the students who apply and which sends a huge number of graduates to work in the nearby tech sector.

The economist Miguel Urquiola elaborates on this paradox in his book, *Markets, Minds, and Money: Why America Leads the World in University Research* (Harvard University Press, 2020), which describes how American universities came to dominate the academic world in the 20th century. The 2019 Shanghai Academic Ranking of World Universities shows that eight of the top 10 universities in the world are American, and seven of those are private.

Urquiola argues that the roots of American academe's success can be found in its competitive marketplace. In most countries, universities are subsidiaries of the state, which controls their funding, defines their scope,

and sets their policies. By contrast, American higher education has three defining characteristics: *self-rule* (institutions have autonomy to govern themselves); *free entry* (institutions can be started up by federal, state, or local governments or by individuals who acquire a corporate charter); and *free scope* (institutions can develop programs of research and study on their own initiative, without undue governmental constraint).

The result is a radically unequal system of higher education, with extraordinary resources and capabilities concentrated in a few research universities at the top. Caroline Hox-



**David Labaree**

is a professor emeritus at the Stanford Graduate School of Education.

by estimates that the most selective American research universities spend an average of \$150,000 per student, 15 times as much as some poorer institutions.

As Urquiola explains, the competitive market structure puts a priority on identifying top research talent, concentrating this talent and the resources needed to support it in a small number of institutions, and motivating these researchers to ramp up their productivity. This concentration then makes it easy for major research-funding agencies, such as the National Institutes of Health, to identify the institutions that are best able to manage the research projects they want to support. And the nature of the research enterprise is such that, when markets concentrate minds and money, the social payoff is much greater than if they were dispersed more evenly.

Radical inequality in the higher-education system therefore produces outsize benefits for the public good. This, paradoxical as it may seem, is how we can truly justify the public investment in private research universities. ■



# First They Came for the Adjuncts. Tenure Is Next.

And no one will be left to stop them.

**I HAVE** an uncomfortable question for you: If, by their own accord or by caving to outside political pressures, college administrators take the current crisis as an opportunity to eliminate tenure once and for all, who's going to stop them?

Put it another way: Are there enough academic workers with a stake in the tenure system left to defend it? Sure, the tenured and tenure-track faculty members who currently make up less than 30 percent of the teaching force would be pissed, but could they count on the great nontenured masses of college workers — contingent faculty, grad students, staff members — to come to their defense? Why would they? Seriously, I'm asking: Why would they? If you're a tenured or tenure-track faculty member, what concrete reasons have you given your campus colleagues to fight with (and for) you, to defend what you have and they don't?

If tenure has a future, tenured professors need to do something that academia rarely encourages them to do: see themselves not as separate or elite, but first and foremost as labor. As go the adjuncts and the nonacademic staff today, so go the tenured faculty tomorrow. You know the quote, "First they came for. ..." This is a crisis from which no one will be exempted.

The Covid-19 pandemic is bringing due a long list of problems that many academic institutions have been putting off to an always-delayed future — which is suddenly here. As in any crisis, there is the risk that opportunists who have been seeking to weaken the bargaining power and working conditions of academic labor will exploit this chaotic moment to push for changes that might not succeed in "normal" times — an academic "shock doctrine," as Anna Kornbluh presciently described it. Whether using the crisis as a smokescreen to cut programs, departments, and majors (as at Illinois Wesleyan, for example), to consolidate or close entire campuses (as the University of Alaska system proposed — a proposal that, thankfully, was just dropped), or simply to elim-

inate tenured faculty positions (as at the University of Akron), governing boards are seizing the opportunity to make radical changes. Forces inside and outside of higher ed see the social, economic, and political problems roiling the country as an excellent opportunity to swing hard with whatever ax they've been grinding all these years.

One chilling lesson — among many — from the 2008 financial crisis is that the worst impacts on state budgets weren't felt until two to three years into the ensuing recession, in the period from 2010 to 2012. If that pattern repeats itself — and

with Congress showing no inclination to backstop state and local governments, it very likely will — then the dismal reality is that higher education is in for a world of hurt. The

worst of the current economic storm is yet to come. State legislatures will seek more

cuts in public systems, including higher ed. Private universities will face their own internally imposed cost-cutting as enrollment pressures increase.

Because labor costs are the most convenient target, they have proven to be among the first things on the chopping block. *The Chronicle* has a partial list of the many thousands

of jobs that have already been lost to furloughs, layoffs, and outright cuts at colleges across the United States. Even the most relentless optimist knows that list will grow.

What that means most immediately for academic labor is that the reactionary forces that have long wanted to abolish tenure (or "reform" it into irrelevance) are likely to get bolder over the next few years. Although it would do little in the short term to help colleges in a cash crunch, eliminating tenure *would* realize a long-standing goal of some factions on the political right.

The current crisis is descending on higher education at a moment when the decades-long trend of casualization has resulted in nearly 75 percent of all faculty positions' being filled by contingent labor — part-time, adjunct, or graduate-student instructors. And an already poor academic job market in most fields is set to be effectively nonexistent in the near future. In terms of raw numbers and as a proportion of the labor force, academia has never had more people with less of a stake in tenure than it does right now.

**THERE ARE**, of course, reasons based in principle to defend tenure. Academic freedom and long-term job security are worth fighting for. Yet whole generations of Ph.D.-holding workers are realizing that the odds of personally benefiting from the tenure system are effectively nil. The post-2009 "normal" for the job market, wherein an unsustainably small number of newly minted Ph.D.s are hired on the tenure track each year, has created a backlog of applicants fighting over low-paid contingent positions with the hope that next year, maybe next year, will be the year that they are finally offered the possibility of tenure somewhere ... anywhere.

This is a problem that tenured faculty members, as a whole, have helped create through many years of indifference to the working conditions of non-tenure-track academics. Bringing in contingent labor to teach the courses one does not want to teach has a real appeal to tenured

## THE REVIEW



HARRY CAMPBELL FOR THE CHRONICLE

faculty members, and securing better working conditions for nonpermanent colleagues is not a hill many people with tenure wish to die on.

But that may finally be changing. Now more than ever, tenured faculty members are beginning to realize that their working conditions are linked to those of contingent faculty members. It is in the interest of those with tenure to fight for their non-tenure-track colleagues.

But the key question, as *The Chronicle's* Emma Pettit asks, is: Will it be too little, too late? When contingent labor protested for years about poor working conditions, it did not find many allies willing to fight alongside it. Now the roles are reversed: Tenured faculty members will soon need the rest of the profession to help fight attempts to erode tenure.

The reality is setting in that the fates of all classes of academic labor — from the endowed Erik Prince Chair of Peace and Security Studies to the harried first-year graduate student — are linked. Tenured faculty members may have believed that tenure insulated them from the vagaries of economic crises and budget cutting. But the current situation demonstrates otherwise. If your department or your college disappears, your tenure is worthless.

A possible solution is to integrate the issues of all parts of the academic work force into a single campaign of pressure not only to protect tenure but also to improve the lot of

academic staff members, another group with whom tenured faculty members have traditionally felt little solidarity, and who, so far, are bearing the brunt of pandemic-related job cuts? How might those with tenure support — with words and actions — contingent academic workers who desperately need more and more widespread organizing (which is easier said than done)? If there is a time to build the biggest possible coalition to push for investment in higher education and fight the deterioration of working conditions on campus, this is it.

As corny as it sounds, the old labor slogan about “an injury to one” being “an injury to all” is very much true for academic workers. Now is the time to start understanding that all labor that keeps colleges running has value — and that every college laborer has a shared interest in making sure that both they and their co-workers are protected and treated with dignity. Doing so means working diligently to unlearn our traditional academic obsessions with status hierarchies, with creating categories of workers valued differently and with rigidly segregated privileges. The subtle and not-so-subtle ways in which tenured faculty members have been encouraged to see themselves as a separate, elite class of “thinkers rather than ... workers” — these are barriers to building the kind of solidarity needed to protect workers during this crisis, and we need to



**Ed Burmila**

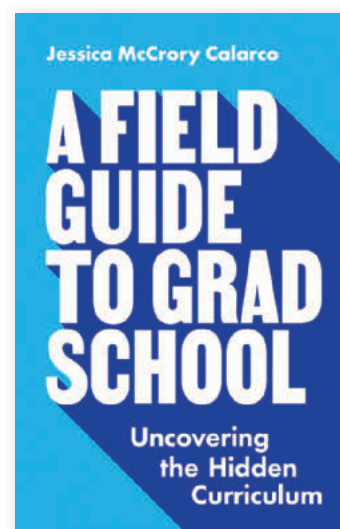
holds a Ph.D. in political science and has worked as a tenure-track and visiting professor. He is now a writer and podcaster based in North Carolina.

## As go the adjuncts and the nonacademic staff today, so go the tenured faculty tomorrow.

contingent faculty members — better pay, better benefits, no last-second contract-renewal decisions — as well as graduate students, whose right to unionize could be tied to the interests of tenured faculty. Supporting these concepts in the abstract, perhaps bolstered with some well-written arguments, will not be enough; to succeed, as Sara Mathiesen writes, academic workers will need to make the leap from analysis to action. How can faculty members utilize what power and privileges they have to protect non-

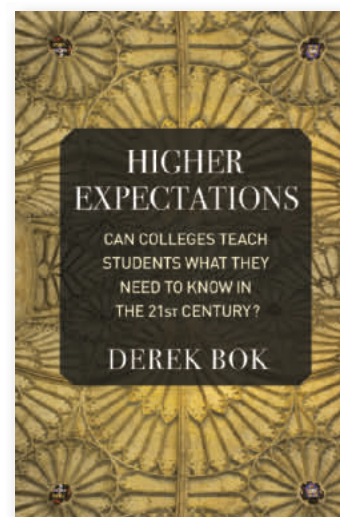
tear them down with haste.

The choice has always been between sinking separately — as rigid “classes” of the labor force — or fighting for our collective interests together. If tenure is to be saved, those who now enjoy it must recognize that turning a blind eye to the problems of the professionally less fortunate is not merely ignorant but actively harmful to their own cause — because when they come for tenure (and they will), what will faculty members do if they, too, are met with nothing but blind eyes? ■



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# Why It's Hard to Hire Vice Presidents and Provosts

The setbacks usually have to do with the institution — a case of ‘It’s not you, it’s us’.

**ANYONE WHO HAS SERVED** on a search committee for a vice president or provost knows that senior-level hiring — while crucial to campus success — is difficult and often poorly done. With a new hiring season upon us, complicated by the disruptions of Covid-19, now is a good moment to consider why it’s so hard, and what can be done to avoid the many land mines.

**ADVICE** I’ve been involved in these searches for almost 30 years. My goal here is to help hiring committees increase their success rate as they head into this fraught process. I hope I can also help leadership candidates understand that setbacks typically have less to do with the applicants and more to do with the committee makeup and campus idiosyncrasies — a case of “It’s not you, it’s us.”

So why is it such a formidable assignment to hire a vice president or provost?

**Because too many cooks can spoil the soup.** Unlike faculty hires handled within a single department, searches for top administrators pull representatives from a panoply of campus constituencies. The diverse composition leads to conflicting assumptions and desires (some of them unstated). Professors are looking for a collaborative and open leader; students want someone centered on them; trustees hope for an administrator who can create efficiencies; deans want a good strategist; and staff members desire a leader who will acknowledge their crucial work.

If the institution is particularly siloed, committee members will need time to understand both the competing wishes and the demands of the job in question. (Lots of people on campus are blissfully unfamiliar with what senior administrators actually do.) To get everyone to row in the same direction, the search chair must lay out the disparities openly at the start and speak of them as strengths.

**Because reading stacks of documents well is difficult.** Reading cover letters and résumés is a proficiency that improves with experience. Uncovering the story told by the candidate’s materials, extrapolating which demonstrable skills are transferable to a new setting, and distinguishing between red flags and mere anomalies are close-reading competencies that develop over time.

Committees sometimes forget that the application cull is simply a starting point, not the time to get overly picky. Academics are trained to move through the world guided by critique — that helps us strengthen arguments, improve science, and uncover injustice — but it’s not necessarily the best approach to hiring, particularly early on.

When we are faced with a stack of 100 résumés, human nature leads us to look for excuses to eliminate paper from the pile. Instead, however, the committee should focus at this stage on each candidate’s assets: “Given what we know from this candidate’s materials, do we want to learn more



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about the person's qualifications for the position?" A shrewd chair can guide the conversations toward the goal of a diverse pool of semifinalists.

**Because people have short memories and over-value newer experiences.** Psychologists call this "recency bias," and the deliberations of search committees are inevitably colored by their experiences (positive or negative) with the most recent occupant of the position. Having grown tired

**"Your institution is not the only one shopping around. It's incumbent on the search committee to put the institution's best foot forward—in authentic, not cloying, ways."**

of the glad-handing fund raiser who just stepped down, the committee may favor a more cerebral candidate with an impeccable academic pedigree. But is that really what the college needs now? In such cases, it's helpful to think less about recent history and more about an institution's current strategic and managerial needs.

**Because old anxieties and conflicts tend to re-surface with any major hire.** Arguments about institutional identity, disputes over direction, and dissatisfaction with past or current leaders are reawakened or exacerbated during a leadership search, forcing the hiring committee to deal with conflicts that may have been lingering below the surface. Pessimists will worry that this hire won't solve those problems, while optimists will hold out hope that a new leader can help. It's crucial for the committee to sort out how it plans to frame institutional disputes *before* connecting with candidates, instead of litigating them in the open during interviews.

**Because committees forget they are not just buyers in the job market.** Your institution is not the only one shopping around. It's incumbent on the search committee to put the institution's best foot forward—in authentic, not cloying, ways. While candidates are most focused on whether they see an upside to the job opportunity, they are also trying to decide, "Do I want to spend most of my day with these people over the next five years?"—a question that has become even more difficult to answer now that searches are being conducted remotely.

The need to sell (the position and the institution) is one of many good reasons to place a student leader on the committee. Students can artic-

ulate the power of the learning environment most genuinely, and their participation in the search demonstrates your claim to being a student-centered institution. It shows alignment between values and practices.

**Because human beings are biased.** While hiring well is an art, science shows it is also an activity filled with error and bias. Implicit biases of all kinds are difficult to eradicate and can emerge strongly during a search, because hiring is a stressful process. As Jennifer L. Eberhardt, a professor of psychology at Stanford University, reminds us, "Bias is most likely to have an impact on our thinking in high-stress situations." In leadership searches, people invite a stranger into their midst, someone who will hold significant power and who may ask the institution to operate in new ways.

The work of the committee should be centered on inclusive practices that seek to reduce the effect of bias: For example, evaluation rubrics that identify skills tied to a position announcement will make it harder for subjective assessments to seep into the process. Anthony Greenwald, a professor of psychology at the University of Washington, emphasized that point recently while discussing



**Richard Badenhausen**

is dean of the Honors College at Westminster College, in Salt Lake City, and immediate past president of the National Collegiate Honors Council.

his research on bias: When "decisions are made based on predetermined, objective criteria that are rigorously applied," he said, "they are much less likely to produce disparities."

According to a newly published study, "The Facade of Fit in Faculty Search Processes," committee chairs should be especially wary when that squishy term comes up in discussions. "Fit" often surfaces as a way of eliding diversity and casting out strong leaders who might cause discomfort, when that quality might be exactly what is needed.

**Because working with search firms is tricky.** Consultants can

be enormously helpful, but they vary in quality, have their own agendas, and need time to understand campus culture.

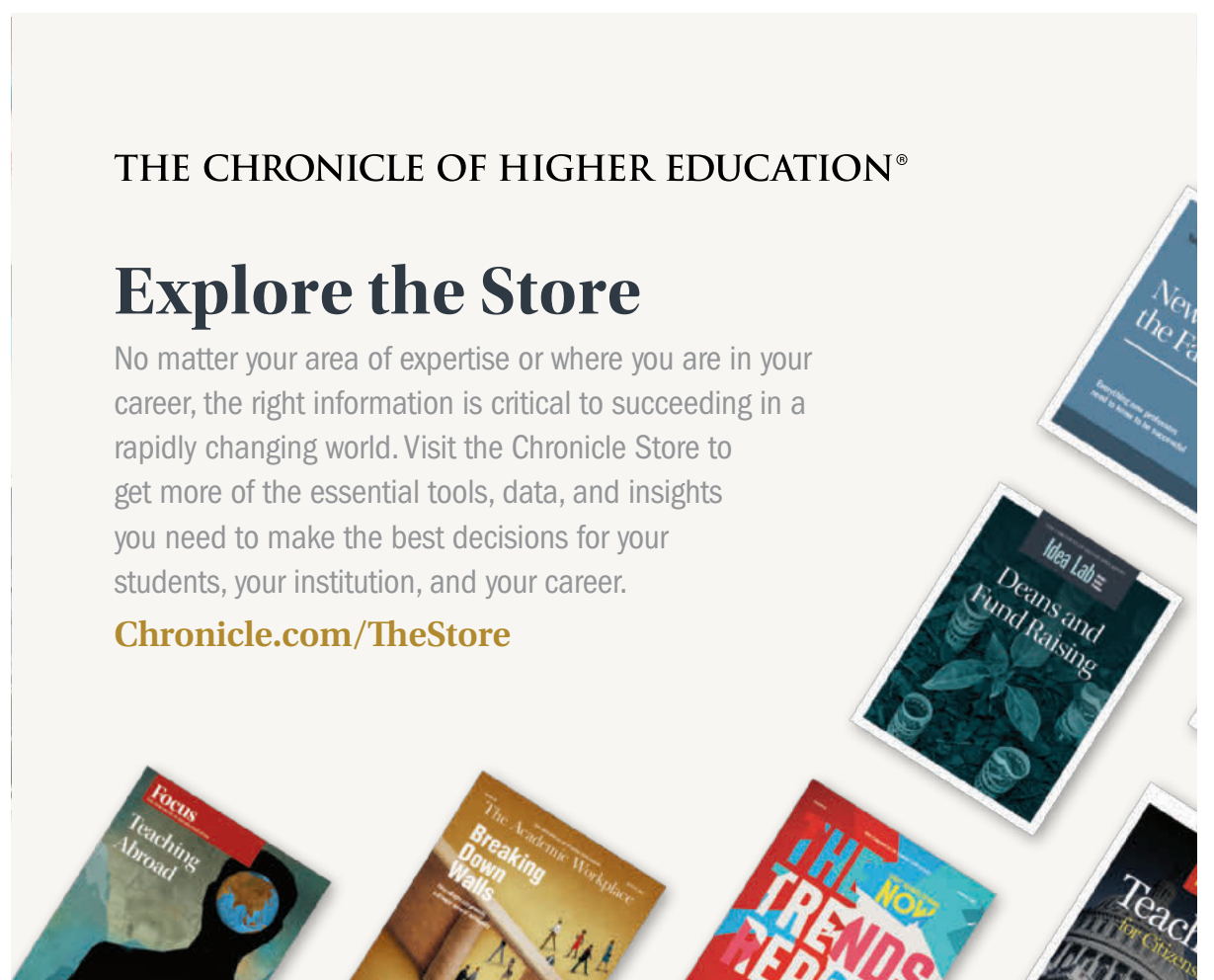
On the plus side, the best consultants see this work as part of a long-term relationship and so will have the institution's interests at heart. They tend to be good listeners and acute observers of group dynamics. They have a strong sense of job-market trends and can tease out key insights from references. Rather than giving lip service to diversity, talented consultants will work hard to diversify the pool. They will be courageous enough to

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nudge the committee when it needs to be pushed — like when a committee reaches an impasse upon uncovering the warts of their finalists. And good consultants are adept at warning a committee not to fall in love with professional applicants — who shine in interview settings as they hop from job to job every three years but may not be a good match for the institution. It’s important for the committee chair to be a collaborative partner with the consultant yet strong enough to hold firm when necessary.

**Because no one is perfect.** Recently in se-

nior-level hiring, we’ve seen the phenomenon of the 20-page “opportunity statement” — an interminable list of required and preferred qualities the search committee is looking for in the hire — that sets impossible expectations. Committee members will often feel a crushing weight to get a senior hire just right, so as not to let down the college, a situation that only fuels the search for perfection. These administrative jobs, though, have become increasingly complex, which is why the average tenure of provosts, for example, continues to plummet.

As one recently retired colleague at a public university remarked: Of that institution’s 20 provosts in the past 50 years, only three had won “good marks” from the faculty — a .150 batting average. It seems that hiring a successful provost is even harder than hitting a major-league fastball.

In short, search committees expecting to find the “perfect” candidate for a key leadership post will be disappointed. They can still aim for perfection, but they should be delighted to “settle” for the very good. ■

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# University of Idaho

## Provost and Executive Vice President Search

The University of Idaho is accepting nominations and applications for the position of Provost and Executive Vice President. The Provost and Executive Vice President balances the leadership of faculty, the high-quality delivery of the University's educational, research, and extension missions, while also providing strategic vision to support the University's goals.

Located in Moscow, Idaho, U of I's 1,600-acre residential campus is situated near Moscow Mountain in the rolling hills of the Palouse in northern Idaho. The University offers a wide variety of educational and research programs at campuses in Moscow, Boise, Coeur d'Alene, and Idaho Falls - as well as 13 Research and Extension Centers located throughout the state. With facilities located in 42 of Idaho's 44 counties, the UI Extension system's expansive footprint provides access to U of I across the state.

The University of Idaho is a legislatively sponsored, research-intensive university, dedicated to improving the lives of the citizens of the state of Idaho through academic excellence, research, and outreach. The University consists of 884 faculty, 1,528 staff, and a vibrant student body of 12,000 students with an operating budget of \$470 million.

The Provost/EVP is directly responsible for the general direction of the academic programs, endeavors, and instructional services in the colleges, schools, departments and other academic units on the Moscow campus, and to the U of I's academic efforts throughout the state. The Provost/EVP serves on the statewide State Board of Education's Council of Academic Affairs and Programs and their office encompasses a wide swath of the University's activities - including curriculum, enrollment services, student life, academic support, tenure and promotion, and general direction of U of I's research and outreach efforts. In addition, the Provost/EVP is responsible for supporting a healthy climate and culture of inclusion and participation with faculty, staff and students.

The Screening Committee will begin reviewing applications immediately and will continue to accept applications and nominations until the position is filled. Applicants are requested to submit a current curriculum vitae or resume and a letter of interest describing relevant experience, accomplishments, and vision. Initial review of applications will begin in mid-October. Submission of materials via email is strongly encouraged. All nominations and applications will be handled in strict confidence. Applications and letters of nomination should be submitted to:

**University of Idaho Provost Search**  
**R. William Funk & Associates**  
**2911 Turtle Creek Boulevard, Suite 300**  
**Dallas, Texas 75219**  
**Email: [krisha.creal@rwilliamfunk.com](mailto:krisha.creal@rwilliamfunk.com)**  
**Fax: 214-523-9069**

*U of I is an equal opportunity and affirmative action employer committed to assembling a diverse, broadly trained faculty and staff. Women, minorities, people with disabilities and veterans are strongly encouraged to apply.*



# BETHEL UNIVERSITY

## PROVOST

Bethel University invites nominations and applications for the position of Provost who will serve as the chief academic officer for the university.

Bethel University seeks an exceptional academic and innovative leader who will advance its mission and, in collaboration with the academic leadership team, will articulate a vision for Christ-centered educational excellence in all academic programming, scholarship, and personnel. The Provost will oversee undergraduate, graduate, and seminary academic programming and will be responsible for the growth, quality, and responsiveness of those programs to the university mission.


Since its founding in 1871, Bethel has been a leader and model in Christian higher education with the enduring conviction that Christians ought to love God with their minds and represent God with excellence in all fields. A thriving liberal arts university, Bethel has deep roots in evangelical Christianity characterized by vibrant faith, devotion to Scripture, and an irenic spirit. With more than 100 areas of study across four schools, Bethel develops broadly educated, critically thinking Christians who know what it means to follow their dreams and live out their faith, for God's glory and our neighbors' good.

Visit <https://carterbaldwin.com/opportunities/bethu-pro> to learn more.

Interested candidates should submit a letter of interest and a curriculum vitae to **[BethelProvost@carterbaldwin.com](mailto:BethelProvost@carterbaldwin.com)**.

Bethel University is an evangelical Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations. Bethel is an equal opportunity employer committed to recruiting and retaining a diverse and talented workforce and student body. For more information about Bethel University visit [www.bethel.edu](http://www.bethel.edu).





# EAST STROUDSBURG UNIVERSITY

A Member of the Pennsylvania State System of Higher Education

## PRESIDENT

East Stroudsburg University of Pennsylvania (ESU) invites applications and nominations for the position of President. The President is the chief executive officer of the University and serves ESU and its constituents through leadership in the development and communication of a broad institutional vision for achieving excellence. The President is the primary public spokesperson for East Stroudsburg University and takes an active leadership role in building strong ties with the community.

Located in the beautiful Pocono Mountains of Pennsylvania, ESU's proximity to New York City and Philadelphia provide convenient access to internships, careers, and social activities. Just minutes from campus are the country's largest water parks, the scenic Delaware Water Gap National Recreation Area, Appalachian Trail, and other opportunities for recreational fun. One of the 14-members of Pennsylvania's State System of Higher Education (PASSHE), The University has 57 buildings located on approximately 258 acres in the East Stroudsburg Borough and in Smithfield Township. University Properties Inc. has constructed 541 beds of student housing in ten buildings on 43 acres in Smithfield Township. The 56 buildings in East Stroudsburg Borough include academic facilities, a 1000-seat dining hall, a student center, a fitness center, a recreation center, and eight residence halls. The Student Activity Association, Inc., owns Stony Acres, a 119-acre off-campus student recreation area near Marshalls Creek that includes a lodge, cabins, and a small lake.

East Stroudsburg University serves over 5,400 undergraduates and 750 graduate students from 26 states and 19 countries. The student-faculty ratio is 19:1. Students are provided a broad variety of activities and programs to assist them in participating in the ESU community, including NCAA DII athletics and in developing their skills and knowledge of leadership, wellness, service, and diversity. The University faculty totals 335 and there are 398 management and non-instructional staff members. Ninety-one percent of the University's full-time permanent instructional faculty members hold the highest degree possible in their academic fields.


ESU's academic programs combine personalized teaching and real-world experience to help students gain the knowledge and skills employers and graduate schools are looking for today. East Stroudsburg University of Pennsylvania prides itself on placing students first and on its commitment to student success. With 58 bachelor's, 21 master's and two doctoral degree programs in Educational Leadership and Administration, and Health Science, students can select a major that best suits their professional aspirations. ESU offers exciting opportunities to experience and study additive manufacturing and 3D printing in the University's Stratasys Super lab, one of the first three in the world to have a multi-medium, multi-color Stratasys J750 3D printer; creative problem solving in the C.R.E.A.T.E. Lab; and wildlife forensic work and tick testing in the Northeast Wildlife DNA Lab. For those interested in business, marketing, and finance, ESU's new Bloomberg Lab provides students with the world's most powerful real-time business software package. Students can become "game-changing" entrepreneurs with the support of ESU's Business Accelerator Program and participation in the State System Student Business Plan Competition, while those with a passion for exploration can reach for the stars and discover nature's wonders in the Schisler Museum of Wildlife and Natural History and McMunn Planetarium. Within the past year, ESU's newest academic offerings include bachelor's degrees in accounting and marketing and a master of arts in communications.

The ideal presidential candidate should possess an earned terminal degree or credentials sufficient to engender respect from the academy and the community-at-large and the educational background to demonstrate a commitment to academic quality. It is preferred that the candidate will have progressively responsible administrative/managerial experience in higher education, classroom experience at the university level, experience with resource development including fundraising and building external relationships. East Stroudsburg University's President will be an experienced leader who has demonstrated the implementation of a vision, is comfortable in a shared governance environment, excels at management and resource development, and is a team player and communicator who can articulate and build support for the vision for ESU.

### How to Apply

Greenwood/Asher & Associates, Inc. is assisting East Stroudsburg University in this search. Applications and nominations are now being accepted. For a full application package, please include a cover letter, CV/resume, and list of five references. Confidential inquiries, nominations and application materials should be directed to Greenwood/Asher and Associates. Submission of application materials as PDF attachments is strongly encouraged. The search will be conducted with a commitment of confidentiality for candidates until finalists are selected. Initial screening of applications will begin immediately and will continue until an appointment is made; however, the priority consideration date is October 1, 2020.

**Inquiries, nominations, and application materials should be directed to:**  
Jan Greenwood, Partner  
Julie Holley, Senior Executive Search Consultant  
E-mail: [jangreenwood@greenwoodsearch.com](mailto:jangreenwood@greenwoodsearch.com)  
E-mail: [julieholley@greenwoodsearch.com](mailto:julieholley@greenwoodsearch.com)



**Greenwood/Asher & Associates, Inc.**  
Executive Search, Consulting and Training

East Stroudsburg University of Pennsylvania is an Affirmative Action/Equal Opportunity employer and actively solicits applications from women and minority candidates, and does not discriminate on the basis of race, color, national origin, sex, sexual orientation, religion, age, gender identity, veteran's status, genetic information or disability in employment or the provision of services.




JOB  
SEARCH  
TIPS

**Shared governance works in executive hiring — if we let it.**

Professors are accustomed to hiring someone who does what they do — i.e., scholarship and teaching — in a buyers' market. Trustees are generally well accustomed to hiring executive leadership, but they almost never have a frame of reference on building consensus around a hire. When search-committee members trust one another and listen to alternate views, better hiring decisions are made.

Get more career tips on  
ChronicleVital.com

Dennis M. Barden is a senior partner with the executive search firm Witt/Kieffer. He works extensively with boards, senior institutional leaders, and search committees at both public and private institutions.



Muhlenberg College

PROVOST

Muhlenberg College invites nominations and applications for the position of provost.

Nestled in a neighborhood of the city of Allentown, PA, 90 miles west of New York City and 60 miles north of Philadelphia, Muhlenberg College's 82-acre campus serves as the milieu where over 2,200 undergraduate and graduate students develop their skills as independent critical thinkers. The College provides an intellectually rigorous holistic experience for students within the context of an inclusive residential campus, producing graduates who are intellectually agile, characterized by a zest for reasoned and civil debate, and committed to understanding the diversity of the human experience. Muhlenberg's approximately 300 faculty members develop curricula across more than 50 academic programs that integrate the traditional liberal arts with select preprofessional studies. With a commitment to making a liberal arts education accessible to a variety of learners, Muhlenberg also offers accelerated 22-month BA programs as well as progressive workforce-focused post-baccalaureate certificates and master's degrees through the Division of Graduate and Continuing Education.

After serving as interim president for one year, long-term faculty member and former provost Kathleen E. Harring became Muhlenberg's first female president in June 2020. Reporting directly to President Harring, the next provost will serve as a vital member of the collaborative senior leadership. The provost oversees and manages all fiscal and personnel aspects of the academic enterprise, including the Division of Graduate and Continuing Education, and works closely with 19 academic department chairs. Additionally, the provost will oversee an array of centers, offices, and units that contribute to the vibrant intellectual life of Muhlenberg College. Working cooperatively with faculty, staff, and College leadership, the next provost will further strengthen the College's high standard of academic excellence, expand opportunities for cross-program collaboration, support and assist in creating an increasingly diverse and inclusive environment, and engage in opportunities to develop and grow continuing education offerings. Ideal candidates will be curious, creative, and collaborative academic leaders with deep experience in the classroom, a strong record of scholarship, and extensive managerial oversight. They should have earned tenure and associate professor rank.

Storbeck Search

Nominations and letters of interest with a curriculum vitae may be sent in confidence to:  
**Shelly Weiss Storbeck, Managing Partner**  
**Jim Sirianni, Partner**  
**Anne Koellhoffer, Senior Associate**  
**MuhlenbergProvost@storbecksearch.com**




For more information, please visit  
Muhlenberg College's home page at **muhlenberg.edu**.

*An Equal Opportunity Employer, Muhlenberg College is committed to valuing and enhancing diversity and encourages applications from individuals who can contribute to the diversity of our community.*

PRESIDENTIAL SEARCH

Join us in this important journey of discerning God's next leader for Olivet

Olivet.edu/President



DARTMOUTH

POSTDOCTORAL FELLOWSHIPS AT THE SOCIETY OF FELLOWS

These fellowships foster the academic careers of scholars who have recently received their Ph.D. degrees by permitting them to pursue their research while gaining mentored experience as teachers and members of the departments and/or programs in which they are housed. We seek candidates who are prepared to initiate an innovative post-doctoral project. Applications will be accepted in the various fields of humanities, social sciences, sciences, interdisciplinary programs, engineering, business and medicine.

For more information about the Society, the Fellowships and the application process, please visit **www.dartmouth.edu/sof**



Applications are accepted through Interfolio at **http://apply.interfolio.com/77464** and must be received on or before Monday, September 14, 2020, 11:59 PM EDT.

Dartmouth College is an equal opportunity/affirmative action employer with a strong commitment to diversity and inclusion. We prohibit discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, marital status, or any other legally protected status. Applications by members of all underrepresented groups are encouraged.


W UNIVERSITY of WASHINGTON

ASSOCIATE DEAN FOR DIVERSITY, EQUITY, AND INCLUSION

The College of Engineering at the University of Washington has an outstanding opportunity for an Associate Dean for Diversity, Equity and Inclusion. This position is responsible for leading the college's ongoing efforts to become an accessible, welcoming, and inclusive community.

UW faculty and staff enjoy outstanding benefits, professional growth opportunities and unique resources in an environment noted for diversity, intellectual excitement, artistic pursuits and natural beauty. All of which has allowed the UW to be nationally recognized as a "Great College to Work For" for six consecutive years.

For more information, visit: **https://tinyurl.com/y499daob**



Gateway Community College

ASSOCIATE DEAN

Gateway Community College is currently recruiting for the following position:  
**> Associate Dean of Campus Operations**


Posted positions and additional information can also be found on our College website. You must submit a cover letter and resume via the GCC Careers Portal at **https://www.gatewayct.edu/HR/Jobs**

**APPLICATION DEADLINE:** See posting for specific deadline date

Gateway Community College is an Affirmative Action/Equal Opportunity Employer, M/F.



R. WILLIAM FUNK & ASSOCIATES



**PRESIDENT**

Central Washington University, one of the Pacific Northwest's premier universities, announces a nationwide search for its next President. The CWU Board of Trustees seeks an experienced, innovative leader who can build upon the success of President James L. Gaudino, who is stepping down on July 31, 2021.

Founded in 1891 as a teaching school (the Washington State Normal School), CWU has grown into a comprehensive university with four colleges (Arts and Humanities, Business, Education and Professional Studies, and Sciences) and eight University Centers and instructional sites.

Located in the heart of Washington state, about 90 minutes east of Seattle, CWU enrolls more than 12,300 students, employs nearly 1,200 FTE faculty and staff, and has an annual budget of more than \$350 million. CWU has consistently ranked as one of the top "Best Bang for Your Buck" universities in the West, according to *Washington Monthly*, and is the only state university to earn the prestigious Higher Education Excellence in Diversity (HEED) award in five of the past six years.

Reporting directly to the CWU Board of Trustees, the President is the chief executive officer of the University and is responsible for its effective strategic administration. CWU seeks a President who can manifest the "Welcome" culture of the University. The President must possess impeccable integrity, extraordinary management abilities, a clear understanding of the mission of a public, comprehensive university, and a passion for educating and preparing students for successful lives and careers. Preferred candidates will have experience leading large, complex organizations, and will have demonstrated success building organizational culture that is inclusive and diverse. Candidates should have an entrepreneurial spirit and a record of success in fundraising, in-state government relations, and alumni and public outreach.

While applications and nominations will be received until a new President is selected, interested parties are encouraged to submit their materials to our Consultant at the address below by September 30<sup>th</sup> to receive optimal consideration. Application materials should include a letter of interest and a current CV.

**CWU President Search**  
**R. William Funk & Associates**  
**2911 Turtle Creek Boulevard – Suite 300**  
**Dallas, Texas 75219**  
**Email: [krisha.creal@rwilliamfunk.com](mailto:krisha.creal@rwilliamfunk.com)**  
**Fax: 214-523-9067**

*AA/EEO/Title IX/Veteran/Disability Employer*



**Faculty Positions for Fall 2021**

Review of applications will begin soon and will continue until all positions are filled. To learn more about Drake University and the opportunities, please visit <https://www.drake.edu/hr/>. Drake is an equal-opportunity employer (EEO).


**College of Arts & Sciences**  
**2 Assistant Prof. of Applied Behavior Analysis**, PhD or ABD and credentialed as a Board Certified Behavior Analyst. F-T, C-T.  
**Assistant Prof. of Computer Science**, PhD or ABD required. F-T, T-T.  
**Prof. of Practice in Computer Science, Cybersecurity**, MS or near completion required. F-T, C-T.  
**Assistant Prof. of Law, Politics & Society**, PhD or ABD required. F-T, T-T.  
**Assistant Prof. of Mathematics**, PhD or ABD required. F-T, T-T.  
**Assistant Prof. of Political Science, American Politics**, PhD or ABD required. F-T, T-T.  
**Assistant Prof. of Psychology & Neuroscience, Cognitive**, PhD or ABD required. F-T, T-T.  
**Assistant Prof. of Psychology & Neuroscience, Counseling**, PhD or ABD required. F-T, T-T.

**College of Business & Public Administration**  
**Assistant/Associate Prof. of Accounting**, Terminal Degree required, ABD considered. F-T, T-T.  
**Assistant Prof. of Finance**, Terminal Degree required, ABD considered. F-T, T-T.  
**Visiting Prof. of Actuarial Science**, Terminal Degree required, ABD considered. F-T.

**Law School**  
**Assistant/Associate/Professor of Law**, JD (or equivalent) required. F-T, T-T.  
**Assistant/Associate Prof. of Law, Tech Law**, JD (or equivalent) required. F-T, T-T.  
**Director, Center for Children's Rights and Assistant/Associate/Professor of Law, Clinical**, JD (or equivalent) required, 12-mo, T-T.

**School of Education**  
**Assistant Prof. of Teaching & Learning**, pre-service program, Earned Doctorate or ABD required. F-T, T-T.  
**Assistant Prof. of Teaching & Learning**, graduate program, Earned Doctorate or ABD required. F-T, T-T.

**School of Journalism & Mass Communication**  
**Assistant Prof. of Advertising**, MA required for F-T, T-T. Open to experienced professional with BA, F-T, C-T.



**Associate Dean for Student Success and Academics**

The College of Arts & Sciences (COAS) at Embry-Riddle Aeronautical University-Worldwide (ERAU-W) invites applications for the position of **Associate Dean for Student Success and Academics**. The College seeks a dynamic, nationally recognized academic leader who will be responsible for all college curricula, including assessment and evaluation, and all aspects of student success specific to the needs of traditional and non-traditional learners.

Reporting to the Dean, the Associate Dean for Student Success and Academics will have a distinguished record of recognized excellence and experience that will result in strong leadership for the following:

- Developing, implementing, and continuously improving innovative, interdisciplinary curricula;
- Strategically planning for innovative academic and student success programs;
- Collaborating with faculty, College leadership, Dean of Students, Registrar, Enrollment Management, and Learning Centers on academic and student success initiatives;
- Overseeing quality of instruction and promoting innovative teaching methods by mentoring faculty in the area of instructional excellence;
- Creating a culture across departments and colleges that values a team-based and collaborative approach to academics and student support;
- Coordinating all COAS academic and administrative assessment activity;
- Using national trends to strategically inform and influence the educational environment;
- Resolving curricular and academic program issues;
- Implementing and evaluating the General Education Program, including student competencies, at multiple institutional levels;
- Providing leadership and mentoring for all COAS accreditation activities;
- Providing operational and budgetary oversight for COAS initiatives as appropriate.

COAS recently engaged in strategic planning activities that led to a revitalized *COAS Strategic Directions & Action Plan* (<https://worldwide.erau.edu/colleges/arts-sciences>) that will guide the College's work and resources through 2022. Specifically, COAS initiatives such as Pathways to Success, Faculty Mentoring for Student Success, and the Virtual Communication Lab are innovative ways in which students are supported throughout their ERAU-W experience. The Associate Dean for Student Success and Academics will provide leadership and mentoring for faculty leaders of these programs, in order to maintain the positive momentum inspired by this ongoing work.

COAS comprises four departments: Applied Sciences; Humanities and Communication; Security and Emergency Services; and STEM Education. Its scholars work in diverse fields such as atmospheric sciences, communication, computer science, emergency management, environmental science, homeland security, humanities, mathematics, physics, political science, psychology, and sociology. Therefore, the ideal candidate should have significant experience leading faculty in multidisciplinary environments.

While the Associate Dean for Student Success and Academics will be based at Worldwide headquarters in Daytona Beach, FL, COAS faculty are located around the world. The ideal candidate, then, will be highly adept at digital communication and proficient at motivating and leading virtual teams.

COAS offers four bachelor's degrees: Communication, Homeland Security, Interdisciplinary Studies, and Emergency Services, which recently was recognized with a #1 national ranking from Best Colleges. Graduate programs include master's degrees in Emergency Services, Cybersecurity Management & Policy, and Human Security & Resilience, with more planned for the near future. In addition to degree programs, COAS provides over 2,000 sections of general education courses as part of every degree program at Embry-Riddle Worldwide, with a focus on developing students' critical thinking, quantitative reasoning, information literacy, communication, scientific literacy, cultural literacy, and collaboration skills. The Worldwide campus has an enrollment of 23,000 students, delivering courses globally (primarily online via Canvas), synchronously via EagleVision to both homes and classrooms, face-to-face at over 130 locations, and in a blended format. ERAU-W has earned a Top 5 ranking during the past seven years for Best Online Bachelor's programs from *U.S. News & World Report*.

**Position and Application Requirements**

This is a senior-level position in the College, requiring a doctorate in a COAS discipline or related field from an accredited academic program. Professional credentials should support an appointment as a tenured faculty member at the rank of Associate or Full Professor in one of the COAS departments. *Please ensure that your application materials clearly support these requirements.*

Consideration of applications will begin **October 19, 2020** and will continue until the position is filled; start date is August 1, 2021. Applications should include a CV, contact information for three references, and a detailed letter discussing administrative experience, academic qualifications, and background that demonstrate a fit with COAS and the position. Application materials should be submitted electronically at <https://careers.erau.edu/>. Questions can be directed via email to Dr. Tom Sieland, Search Committee Chair, at [sielandt@erau.edu](mailto:sielandt@erau.edu).

JOB SEARCH TIPS

**There's nothing you can do as a candidate to speed up a search committee's progress. But there are things you should avoid doing that could jeopardize your candidacy.**

Frequent email inquiries will do nothing to advance the process, and may irritate the very people you are trying to impress with your collegiality. About the only thing applicants can do is send thank-you emails to members of the search committee immediately after both the initial interview and the campus visit. After that, it's really out of your hands.

Get more career tips on [jobs.chronicle.com](https://jobs.chronicle.com)

Manya Whitaker is an assistant professor of education at Colorado College who writes regularly for The Chronicle about early-career issues in academe.







## Associate Dean for Faculty

The College of Arts & Sciences (COAS) at Embry-Riddle Aeronautical University-Worldwide invites applications and nominations for the position of **COAS Associate Dean for Faculty**. The College seeks a dynamic, nationally recognized academic leader who will partner with College leadership and faculty in prioritizing, developing, and evaluating the activities of COAS full-time and adjunct faculty.

Reporting to the Dean, the Associate Dean for Faculty will be responsible for leading the development of strategic hiring plans to ensure the successful recruitment of a talented and diverse faculty; developing and conducting orientation for new COAS faculty; facilitating the resolution of faculty issues; assisting with faculty contracts; leading the promotion and tenure review process; working with department chairs to manage faculty workload; mentoring faculty growth, including the development of annual plans for professional development; serving on the College's leadership team and participating fully in its strategic budgeting, planning, and management processes; mentoring both tenure-track and non-tenure-track faculty as they develop individualized performance, tenure, and promotion plans; and providing operational and budgetary oversight for COAS initiatives as appropriate.

COAS recently engaged in strategic planning activities that led to a revitalized *COAS Strategic Directions & Action Plan* (<https://worldwide.erau.edu/colleges/arts-sciences>) that will guide the College's work and resources through 2022. Additionally, COAS implemented promotion and tenure guidelines and criteria, effective August 2019. Both of these policy documents are vital to the future trajectory of the College, and represent a collective strategy for all College decisions. The Associate Dean for Faculty will provide leadership and mentoring for faculty in order to maintain the positive momentum inspired by these critical College documents.

COAS comprises four departments: Applied Sciences; Humanities and Communication; Security and Emergency Services; and STEM Education. Its scholars work in diverse fields such as atmospheric sciences, communication, computer science, emergency management, environmental science, homeland security, humanities, mathematics, physics, political science, psychology, and sociology. Therefore, the ideal candidate should have significant experience leading faculty in multidisciplinary environments.

While the Associate Dean for Faculty will be based at Worldwide headquarters in Daytona Beach, FL, COAS faculty are located around the world. The ideal candidate will be highly adept at digital communication and proficient at motivating and leading virtual teams.

COAS offers four bachelor's degrees: Communication, Homeland Security, Interdisciplinary Studies, and Emergency Services, which recently was recognized with a #1 national ranking from Best Colleges. Graduate programs include master's degrees in Emergency Services, Cybersecurity Management & Policy, and Human Security & Resilience, with more planned for the near future. In addition to degree programs, COAS provides over 2,000 sections of general education courses as part of every degree program at Embry-Riddle Worldwide, with a focus on developing students' critical thinking, quantitative reasoning, information literacy, communication, scientific literacy, cultural literacy, and collaboration skills. The Worldwide campus has an enrollment of 23,000 students, delivering courses globally (primarily online via Canvas), synchronously via EagleVision to both homes and classrooms, face-to-face at over 130 locations, and in a blended format. ERAU-W has earned a Top 5 ranking during the past seven years for Best Online Bachelor's programs from *U.S. News & World Report*.

## Position and Application Requirements

This is a senior-level position in the College, requiring a doctorate in a COAS discipline or related field from an accredited academic program. Professional credentials should support an appointment as a tenured faculty member at the rank of Professor in one of the COAS departments. *Please ensure that your application materials clearly support these requirements.*

Consideration of applications will begin **October 19, 2020** and will continue until the position is filled; start date is August 1, 2021. Applications should include a CV, contact information for three professional references, and a detailed letter discussing administrative experience, academic qualifications, and background that demonstrate a fit with COAS and the position. Application materials should be submitted electronically at <https://careers.erau.edu/>. Questions can be directed via email to Dr. Debra Bourdeau, Search Committee Chair, at [tavolo13f@erau.edu](mailto:tavolo13f@erau.edu).



H A R V A R D     B U S I N E S S     S C H O O L

## Faculty Positions

To be considered, education and research/professional experience/expertise are required in at least one of the following units:

**Accounting and Management:** financial reporting and analysis, management accounting, performance measurement, management control systems and corporate governance. Closing date: 7 December 2020.

**Business, Government and the International Economy:** economic, political, and regulatory environment in which business operates. Closing date for applicants completing or having completed a Ph.D. in history with research interests in business-government relations, economic development, democratic governance, international institutions and/or international relations, law, political economy, public policy, and trade: 2 November 2020. Closing date for applicants completing or having completed a Ph.D. in economics, especially with research interests in macroeconomics, international trade and finance, public economics, political economy, environmental economics and/or development: 13 November 2020.

**Entrepreneurial Management:** entrepreneurial leadership and organization; emerging industries and technologies; innovation; or financing ventures and growth. Closing date for applicants with background in management, organization theory, sociology, psychology, or strategy: 30 October 2020. Closing date for applicants with background in economics or finance: 30 November 2020.

**Finance:** corporate finance, capital markets, investments, behavioral finance, corporate governance, and financial institutions.  
Closing date: 30 November 2020.

**Marketing:** managerially relevant problems, marketing, economics, psychology, social sciences, and computer sciences. Closing date: 5 January 2021.

**Negotiation, Organizations and Markets:** negotiation, decision making, behavioral economics, incentives, the motivation and behavior of individuals in organizations, and the design and functioning of markets. Closing date for applicants with a background in judgment and decision making, negotiation, social psychology, and/or organizational behavior: 1 October 2020. Closing date for applicants with a background in economics: 16 November 2020.

**Organizational Behavior:** micro- and macro- organizational behavior, leadership or human resources management. The unit welcomes diverse theoretical and disciplinary perspectives, including organizational behavior, organization studies, human resource studies, industrial relations, sociology, psychology, economics, and networks, among others. Candidates should submit a curriculum vitae, research and teaching statement, three letters of reference, and up to three representative publications or working papers. Closing date: 25 September 2020

**Strategy:** competitive strategy, corporate strategy, global strategy, firm organization and boundaries, strategy and technology, strategy implementation and process, non-market strategy, and the economics of competitive interactions. Closing date for applicants with background in management, organization strategy, business administration: 24 September 2020. Closing date for applicants with background in economics or sociology: 15 November 2020.

**Technology and Operations Management:** New product development, economics and management of innovation, economics of information technology, digital transformation, applied AI, data science and analytics in business contexts, operations management in service, retailing, and manufacturing contexts, digital operations and analytics, and supply chain management. Applicants should have recently graduated with a PhD (forthcoming or in the last 3 years) with strong, demonstrated potential and interest to conduct research at the forefront of their field. Applicants should submit a current curriculum vitae, job market paper, research statement, teaching statement and copies of other publications and working papers, and three letters of recommendation. Closing date: 16 November 2020.

Harvard Business School recruits new faculty for positions entailing case method teaching at the graduate and executive program levels. Applicants for tenure-track positions should have a doctorate or terminal degree in a field specified above, or related discipline, by the time the appointment begins and strong demonstrated potential and interest to conduct research at the forefront of their fields.

Candidates should submit application materials online via: <https://www.hbs.edu/faculty/positions/Pages/default.aspx>.

**Recommenders may submit letters directly via a link provided by applicants.**

*Harvard is an Affirmative Action/Equal Opportunity Employer. Applications from women and minority candidates are strongly encouraged. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, gender identity, sexual orientation, pregnancy and pregnancy-related conditions or any other characteristic protected by law.*



HOOD  
COLLEGE

Hood College invites applications for the following positions:

Assistant Professor of Psychology (ASSIS01682)

Assistant Professor of Counseling (ASSIS01683)

For more details about the positions and instructions on how to apply, visit **[www.hood.edu/jobs](http://www.hood.edu/jobs)**  
Hood College, 401 Rosemont Avenue, Frederick, MD 21701

*Hood College is committed to diversity in its faculty and staff and subscribes to a policy of hiring only individuals legally eligible to work in the United States. EOE/AAP/M/F/Vet/Disability Employer*

*Hood College does not discriminate on the basis of sex, race, color, national origin, sexual orientation, gender identity or gender expression, marital status, pregnancy, disability, religion, or age in recruitment, admission and access to, or treatment, or employment in its programs, services, benefits, or activities as required by applicable laws including Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, and complies with the law regarding reasonable accommodation for disabled applicants and students. Inquiries about discrimination or reasonable accommodation should be referred to the Title IX and Section 504 Coordinator at Alumnae Hall, 401 Rosemont Avenue, Frederick, MD. 21701 (AD 312), (301) 696-3592. For complete information on Hood College's nondiscrimination policy, please visit <http://www.hood.edu/non-discrimination/>.*



## COLLABORATIVE RESEARCH AND PUBLICATION OFFER

Duy Tan University (DTU) in Danang, Vietnam is seeking external faculty who wish to work collaboratively with DTU faculty in the Social Sciences and Humanities. DTU offers paid research and writing collaborations for external faculty to research and publish jointly with the developing faculty of DTU. Stipends are available for jointly published research in Web of Science accredited journals. Visiting professorships and adjunct Summer teaching are usually available. Three year collaborative contracts are offered.

Areas of interest are specifically those of the Humanities and Social Sciences. DTU faculty research interests include but are not limited to: History, Literature, Architecture, Asian Area Studies, International Relations, Sociology, Psychology, Tourism and Business.

DTU offers serious opportunities to collaborate with Vietnamese faculty who are diligent researchers seeking to upgrade their publications skills. DTU is the first private university in Central Vietnam established in 1994 and is a top ranked University within Vietnam. This work will strengthen the newly formed Institute of Socio-Economic Research (ISER) and thus strengthen DTU's role as an institution for higher education in this developing nation.

Provide resume and areas of research, publication and teaching interests via email to:  
**Curtiss E. Porter, Ph.D., Visiting Professor, ISER**  
 curtiss.porter@duytan.edu.vn  
 +1 412 901 0322



Two Communication Faculty Positions  
Communication Center Director  
Assistant Professor of Communication

The College of Arts & Sciences (COAS) at Embry-Riddle Aeronautical University-Worldwide (ERAU-W) invites applicants for two new tenure-line faculty positions in Communication:

- Associate/Full Professor and Director, Virtual Environment for Communication: Teaching, Outreach, and Research (VECTOR)
- Assistant Professor, Communication.

Both positions will support a college-wide strategic initiative in Communication via VECTOR, a COAS Center that provides a fertile environment for faculty collaborations and excellence in scholarship.

In efforts to prepare future industry leaders, COAS strives to meet student needs both in and out of the classroom by actively seeking to improve student communication skills and providing students with a space to practice those skills. In addition, communication studies-including, but not limited to, writing, literacy, media, global communications, and cultural studies-is an important and growing area for interdisciplinary research.

As such the mission of VECTOR is to support ERAU-W students and faculty in teaching, learning, and research related to written, spoken, visual, and digital communication. VECTOR consists of three major pillars that support execution of its stated mission. The first is the student support pillar that hosts VECTOR's Virtual Communication Lab (VCL). The VCL provides communication support for students through tutoring, workshops, and online resources. The second pillar supports faculty in teaching all forms of communication in their face-to-face, hybrid, and online classrooms. The third pillar of VECTOR focuses on communication research by leading, supporting, and serving as a nexus for such research to thrive.

**Associate/Full Professor and Director, VECTOR**  
COAS is searching for a visionary, dynamic, and nationally recognized academic leader to serve as Director of VECTOR. Professional credentials and accomplishments of candidates should support an appointment as a tenured faculty member at the rank of either Associate or Full Professor in the Department of Humanities and Communication. *Please ensure that application materials clearly support these requirements.*

Additional requirements for the position include a terminal degree from a regionally accredited university in Communication or a related field, a record of excellence in college/university teaching, and an extensive research record that includes externally-funded projects and peer-reviewed publications. The ideal candidate will have prior center, department, and/or college-level leadership experience. The new Director of VECTOR will demonstrate a willingness and ability to work with interdisciplinary teams in support of COAS strategic goals and possess the ability and experience to successfully lead diverse teams.

VECTOR operates as both a research hub and a faculty and student support center. The Director will lead and develop major research initiatives, coordinate internal and external partners, and secure external support for communication research. In addition to VECTOR Director leadership, the successful candidate also will provide leadership in the area of Communication Studies for faculty across the departments and colleges of ERAU. The Director will oversee the expansive Center offerings for students and faculty at every level including a virtual communication and writing center, a series of workshops for faculty and students, repositories of resources for improving student communication skills, and robust

Consideration of applications for both positions will begin **October 19, 2020**, and will continue until the positions are filled; the expected start date is August 1, 2021. Applications should include a current CV and a detailed letter discussing faculty experience, academic qualifications, and background that demonstrate a fit with COAS and the position. Application materials should be submitted electronically at <https://careers.erau.edu/>.

Candidates for the **VECTOR Director** position also should provide contact information for three professional references. Questions about the position should be submitted via email to Dr. Jeremy Ernst, Search Committee Chair, at [ernstj1@erau.edu](mailto:ernstj1@erau.edu).

Candidates for the **Assistant Professor** position also are required to secure three professional letters of recommendation, to be submitted confidentially to the search chair by the referees. Questions and reference letters should be directed via email to Alex Rister, Search Committee Chair, at [ristera@erau.edu](mailto:ristera@erau.edu).

sources of support for international students. The position will have a reduced teaching load to accommodate responsibilities of leadership, program development, and managing activities of an interdisciplinary team. This position will bring with it a strong package of resources necessary to pursue these strategic priorities of the College. The COAS Strategic Directions can be viewed at <https://worldwide.erau.edu/colleges/arts-sciences>.

**Assistant Professor, Communication**  
COAS is searching for an emerging scholar to conduct and collaborate on communication research, contribute to VECTOR, and serve as a content area expert in Communication. Candidates should have a doctorate and a clear research agenda in Communication, Information and Communication Technology, Texts and Technology, Information Science, Educational Technology, or a related area. It is preferred that candidates have advanced technical skills and research experiences in learning systems, data visualization, digital humanities, or educational media. The successful candidate for this highly interdisciplinary position will work in the context of VECTOR to integrate with other collaborative entities, such as the COAS Human Security initiative and the developing COAS National Center for Emergency Services. The selected candidate will support existing and planned degree programs in Communication and related areas while also establishing a record of excellence in scholarship that demonstrates a promising and ongoing research trajectory. The ideal candidate will have both academic and career experience that will enable an investigation of real issues and technological solutions at the cross-section of Communication and other disciplines.



TENURE-TRACK POSITIONS  
Fall 2021

Join a vibrant campus community whose excellence is reflected in its diversity and student success. West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is actively building a culturally diverse academic community that fosters an inclusive environment and encourages a broad spectrum of candidates including people of color, women, and individuals with disabilities to apply for positions. West Chester, located 25 miles west of Philadelphia, is convenient to major cultural & commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, NYC, and Washington, DC.

Unless indicated in the job description, a terminal degree in the field or related field is required. For all positions, excellence in teaching and the potential to develop an active program of research or scholarly activity in the discipline are essential. Effective communication and teaching may be demonstrated by presenting a seminar or lecture during an on-campus interview. To be considered a finalist, candidates must successfully complete the interview process. Successful candidates will also have the opportunity to participate in teaching and research within interdisciplinary programs. Teaching assignments may include distance education/online courses. Rank and salary are commensurate with experience. For full job descriptions, including position requirements, as well as application instructions, visit our Web Page at <http://agency.governmentjobs.com/wcupa/default.cfm>

West Chester University is recruiting for the following Assistant/ Associate Professor positions:

COLLEGE OF ARTS & HUMANITIES  
Art & Design  
Communication & Media  
English  
American Sign Language/Deaf Studies

COLLEGE OF BUSINESS & PUBLIC MANAGEMENT  
Accounting  
Criminal Justice  
Economics & Finance  
Management  
Marketing  
Public Policy & Administration

COLLEGE OF EDUCATION & SOCIAL WORK  
Early and Middle Grades  
Literacy  
Graduate Social Work  
Special Education

COLLEGE OF HEALTH SCIENCES  
Communication Sciences and Disorders  
Health  
Kinesiology  
Nursing  
Sports Medicine

COLLEGE OF THE SCIENCES & MATHEMATICS  
Biology  
Chemistry  
Computer Science  
Physics  
Psychology

WELLS SCHOOL OF MUSIC  
Music Theory and Commercial Composition

UNIVERSITY LIBRARIES  
Collection Strategist and User Experience

Developing and sustaining a diverse faculty and staff advances WCU's educational mission and strategic Plan for Excellence. West Chester University is an Affirmative Action – Equal Opportunity Employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply. The filling of these positions is contingent upon available funding.

*All offers of employment are subject to and contingent upon satisfactory completion of all pre-employment criminal background checks.*

JOB  
SEARCH  
TIPS

**Nonacademic hiring is very different from what a Ph.D. is used to, and there's no shame in recognizing that you find it challenging and even infuriating.**

So much of nonacademic hiring is done “off the books” that it can make the rules and systems of academic hiring seem quaint by comparison, despite academe's many inequities. In talking with other scholars who have found nonacademic work, I sense that the back-channel hiring is far more prevalent in small companies and organizations than in large ones.

Get more career tips on  
[jobs.chronicle.com](https://jobs.chronicle.com)

Erin Bartram, a Ph.D. and formerly a visiting assistant professor of history at the University of Hartford, is writing about her career transition out of academe.



Multiple Tenure-Track Positions for 2021

Colorado College, a highly selective liberal arts college with an enrollment of approximately 2000 students, seeks to fill twelve tenure-track positions for the 2021-2022 school year in:

- Education:** Special Education  
**English:** Creative Nonfiction  
**Environmental Program:** Global Environmental Change  
**Human Biology and Kinesiology**  
**Mathematics and Computer Science:** Statistics  
**Mathematics and Computer Science:** Computer Science  
**Molecular Biology**  
**Physics**  
**Political Science:** International Relations/Foreign Policy  
**Political Science:** International Relations/Global Health  
**Psychology:** Biopsychology OR Neuroscience  
**Race, Ethnicity and Migration Studies:** Africana Studies

Information about Colorado College is available at <http://www.ColoradoCollege.edu>. Interested applicants should refer to the full job descriptions for each position found at <https://www.coloradocollege.edu/offices/dean/faculty-position-openings/>, as they become available. Check the website for application closing dates. Ph.D. must be complete or very nearly complete before starting date.

Colorado College actively promotes a dynamic environment in which students and employees of diverse cultures, backgrounds, and perspectives can learn and work. We have made the commitment to become an antiracist institution. We welcome and encourage applications from candidates who can contribute to the cultural and ethnic diversity of our college. The College's distinctive "Block Plan" divides the academic year into eight 3 1/2-week blocks. During each block, students take and faculty teach one course at a time, with a maximum enrollment of 25 students per class. This unique academic calendar supports experiential learning opportunities such as field trips and service learning and a breadth of innovative teaching strategies that engage students in the classroom. Faculty teach six blocks per year.

*Colorado College is an equal opportunity employer committed to increasing the diversity of its community. We do not discriminate on the basis of race, color, national origin, gender, age, religion, gender identity or expression, disability, or sexual orientation in our educational programs and activities or our employment practices.*



## EMBRY-RIDDLE Aeronautical University™

FLORIDA | ARIZONA | WORLDWIDE

### Two Tenure-Track Positions Undergraduate STEM Education

The College of Arts & Sciences (COAS) at Embry-Riddle Aeronautical University-Worldwide (ERAU-W) recently launched a strategic college-wide initiative in STEM Education. In support of this initiative, COAS is hiring two tenure-track faculty at the rank of Assistant Professor. Strong preference for these two new faculty hires will be given to candidates with research interests and experience related to introductory undergraduate mathematics and its connections to and impact on undergraduate STEM student learning. Combined with previously existing COAS faculty, these new colleagues will promote ERAU-W as a national leader in STEM Education and specifically in the role that undergraduate mathematics plays in the STEM pipeline.

In order to infuse high levels of energy and expertise into the launch of the new Department of STEM Education, the current search will add two new tenure-track faculty positions starting August 1, 2021. The two successful candidates will have the opportunity to engage with colleagues within mathematics and across disciplines to advance the body of knowledge associated with undergraduate STEM teaching and learning, providing a fertile environment for faculty collaboration and excellence in scholarship. Subject matter expertise of selected candidates, in collaboration with existing faculty, will be used in the development of research initiatives and academic programs that transcend individual disciplines and span department, college, and campus boundaries. As part of the STEM Education faculty, the new assistant professors also will be asked to establish appropriate partnerships, working together to secure external research funding and leveraging opportunities to work with departments across the university in a co-curricular team environment.

Candidates should have background and experiences that can assist in developing the Department of STEM Education's reputation in innovative and evidence-based approaches to undergraduate mathematics in collaboration with associated partner disciplines. With a primary focus on the early onset of the higher education experience (i.e., the first two collegiate years), the department is dedicated to research on inclusive education, learning practices, processes, structures, and methods while offering students engaging and impactful educational opportunities. The new hires will have the opportunity to integrate with existing collaborative entities across the college, such as the COAS Virtual Environment for Communication: Teaching, Outreach, and Research (VECTOR) and the developing COAS National Center for Emergency Services. The COAS Strategic Directions can be viewed at <https://worldwide.erau.edu/colleges/arts-sciences>.

STEM Education works closely with the other COAS departments: Applied Sciences, Humanities & Communication, and Security & Emergency Services. In addition to degree programs, COAS annually provides over 2,000 sections of general education courses as part of every degree program at ERAU-W, with a focus on developing students' capacity in critical thinking, quantitative reasoning, information literacy, communication, scientific literacy, cultural literacy, and collaboration. The Worldwide campus has an enrollment of 23,000 students, delivering courses globally (primarily online via Canvas), synchronously via EagleVision to both homes and classrooms, face-to-face at over 130 locations, and in a blended format. ERAU-W has earned a Top 5 ranking during the past seven years for Best Online Bachelor's programs from *U.S. News & World Report*.

#### Position and Application Requirements

A doctorate in mathematics, mathematics education, or a related field is required. Successful candidates must have a completed doctorate by the initial contract start date of August 1, 2021. A strong background in undergraduate mathematics education, but with experience and interest in the interactions between STEM disciplines, is desired. Strong preference will be given to candidates with an established or promising trajectory of research in teaching and learning within STEM Education that is focused on introductory undergraduate mathematics education.

Review of applications will begin **October 19, 2020**, and will continue until the positions are filled. Applications should include a current CV and a detailed letter discussing experience, academic qualifications, and background that demonstrate a fit with COAS and the positions. Candidates are required to secure three professional letters of recommendation as part of the application process, to be submitted confidentially by the references to the Search Committee Chair. Application materials should be submitted electronically at <https://careers.erau.edu/>. Questions and professional letters of recommendation can be directed via email to Dr. Karen Keene, Search Committee Chair, at [keenek@erau.edu](mailto:keenek@erau.edu).

## Stanford University

### IDEAL Provostial Fellows for Studies in Race and Ethnicity

Stanford University, in conjunction with its IDEAL initiative, is pleased to announce that it is seeking to appoint four to five early career fellows engaged in the study of race and ethnicity. The purpose of this program is to support the work of early-career researchers, who will lead the next generation of scholarship in race and ethnicity and whose work will point the way forward for reshaping race relations in America. Fellowships may be in any of the seven schools in the University (Business, Earth, Energy & Environmental Sciences, Education, Engineering, Humanities & Sciences, Law, Medicine). Selection criteria includes the originality and quality of the research, as well as demonstrated potential for intellectual achievement. The term of these fellowships is three years, with a start date of September 1, 2021.

To be eligible for an early career fellowship, a candidate must be within three years of the date of their terminal degree at the time of appointment. Scholars interested in any field of study are accepted. Early career fellows should have received their terminal degree (PhD, JD, MFA) prior to the start of the fellowship.

Applicants for early career fellowships should submit their applications at <https://academicjobsonline.org/ajol/jobs/16562>. Specifically, a cover letter detailing the candidate's interest in the position; a statement of teaching and research interests and how these interests would be advanced by a fellowship, including needs for laboratory access or special equipment; three letters of recommendation; a curriculum vitae; and samples of written work.

The deadline for receiving applications for early career fellowships is **November 1, 2020**. No application will be accepted after the deadline. Applications will not be accepted by email.

Additional details about the fellowship program can be found at <https://facultydevelopment.stanford.edu/ideal-provostial-fellows>.

More information about Stanford's IDEAL initiative is available at <https://ourvision.stanford.edu/microsites/ideal-homepage>.

*Stanford is an equal employment opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, protected veteran status, or any other characteristic protected by law. Stanford also welcomes applications from others who would bring additional dimensions to the University's research, teaching and clinical missions.*



### Tenure-Track Faculty Positions

Gustavus Adolphus College in Saint Peter, Minn., invites applications for the following full-time, tenure-track positions to begin September 1, 2021. We seek candidates with a commitment to undergraduate teaching and student advising, demonstrated effectiveness in teaching, and promise of continuing high-quality scholarly or creative activity; an appropriate terminal degree is normally required.

- Biology & Chemistry dual appointment (Biochemistry and Molecular Biology)
- Communication Studies (Rhetoric and Civic Communication)
- English (Contemporary Global Literatures in English-African Diaspora)
- Health and Exercise Science (Athletic Training)
- History (African American History)
- Mathematics, Computer Science, and Statistics (Statistics)

We are interested in applicants who are committed to and will actively contribute to our efforts to celebrate cultural and intellectual richness and be resolute in advancing inclusion and equity. Our strategic plan renews our commitment to equip students to lead purposeful lives, and to act on the great challenges of our time by diversifying and expanding the Gustavus community and delivering a distinctive and integrated liberal arts education. We are committed to fostering a community that embodies the value of a liberal arts education rooted in heritage and pluralism. We engage in this work at a coeducational, private, Lutheran (ELCA), residential, national liberal arts college of 2200 students.

For complete position descriptions and application instructions, please visit <https://gustavus.edu/jobs>

## M MICHIGAN ROSS

### Faculty Positions

The Stephen M. Ross School of Business at the University of Michigan invites applicants for faculty positions at all ranks. Must be well grounded in research methodology and committed to effective teaching. Ph.D. or equivalent required. A strong interest in teaching at the BBA, MBA, and Ph.D. level is essential; a proven record in teaching and research is desirable. To view more detailed information and to apply, please visit the University of Michigan Stephen M. Ross School of Business website: <http://www.bus.umich.edu/FacultyRecruiting/>.

*The University of Michigan is an equal opportunity, affirmative action employer.*



## DEPAUL UNIVERSITY

### Term Faculty (Non-Tenure Track) Jaharis Health Law Faculty Fellow (21-22)

The Jaharis Health Law Institute is accepting applications for a Faculty Fellow in Health Law and Intellectual Property/Information Technology. We are looking to hire for this coming academic year and plan to start interviews in the coming weeks.

DePaul University is committed to recruiting diverse faculty to complement the diversity of its student body and Chicago area communities.

The Jaharis Faculty Fellow will work with and be mentored by faculty from DePaul's nationally-ranked Mary and Michael Jaharis Health Law Institute (JHLI) and Center for Intellectual Property Law & Information Technology (CIPLIT\*).

**Apply:** <https://apply.interfolio.com/77774>

*DePaul University is an Equal Opportunity / Affirmative Action employer.*



### FACULTY POSITIONS IN Accounting and Finance

Massachusetts Institute of Technology  
Sloan School of Management  
100 Main Street, Cambridge, Massachusetts 02142

Massachusetts Institute of Technology Sloan School's **Accounting Group** is seeking one or more tenure-track faculty at the junior level, effective **July 1, 2021**, or as soon thereafter as possible. We stress high research potential or achievement; faculty responsibilities include teaching financial accounting at graduate and undergraduate level. Applicants must possess, or be near completion of, a PhD in Accounting or a related field by the start of employment. Applications must include a cover letter, curriculum vitae, writing sample, and three letters of recommendation. Please submit your application electronically by **November 20, 2020**.

Massachusetts Institute of Technology is an equal opportunity employer committed to building a culturally diverse intellectual community and strongly encourages applications from women and minorities.

**Applications should be addressed to:**  
Professor Nemit Shroff  
Chair, Accounting Group Search Committee

**To submit an application, please visit:**  
<https://apply.interfolio.com/77706>

Massachusetts Institute of Technology Sloan School's **Finance Group** is seeking one or more tenure-track faculty at the junior level, effective **July 1, 2021**, or as soon thereafter as possible. Outstanding senior level applicants will also be considered. We stress high research potential or achievement; faculty responsibilities include teaching basic capital market theory and corporate finance, as well as more specialized courses at graduate and undergraduate level. Applicants must possess, or be near completion of, a PhD in Finance or a related field by the start of employment. Applications must include a cover letter, curriculum vitae, and three letters of recommendation. Please submit your application electronically by **November 16, 2020**.

Massachusetts Institute of Technology is an equal opportunity employer committed to building a culturally diverse intellectual community and strongly encourages applications from women and minorities.

**Applications should be addressed to:**  
Professor David Thesmar  
Co-Chair, Finance Group Search Committee

**To submit an application, please visit:**  
<https://apply.interfolio.com/77328>



## FACULTY POSITIONS

The University of South Carolina School of Law seeks to hire at least two entry-level or lateral faculty members. We have needs in business law, commercial law, professional responsibility, sales, and a criminal practice clinic; however, outstanding candidates from other areas will be considered and are encouraged to apply. The University of South Carolina School of Law is deeply committed to an inclusive community. We are particularly interested in candidates who will enrich the diversity of our faculty and welcome applications from women, underrepresented minorities, persons with disabilities, LGBTQI+ individuals, and others whose backgrounds, experiences, and viewpoints would contribute to the diversity of our institution.

Candidates should have a juris doctorate or equivalent degree. Additionally, a successful applicant should have a record of excellence in academia or in practice, the potential to be an outstanding teacher, and demonstrable scholarly promise.

The University of South Carolina School of Law also invites applications for a non-tenure track faculty position of Graduate Program Director. The Graduate Program Director is responsible for all aspects of the School of Law's non-J.D. graduate programs, including program oversight, marketing and recruitment, admissions, student affairs and career services. The Graduate Program Director's initial responsibilities will focus upon implementation of a Master of Studies in Law (MSL) in Health Systems Law and a Health Care Compliance Certificate program. Candidates should have a juris doctorate or equivalent degree. Additionally, a successful applicant will have program development experience in instruction, admissions, student affairs, online course development, or related area in higher education; and experience supervising faculty and/or staff.

Interested persons should apply by clicking the link for the position for which you are interested and complete the application by selecting "Apply for this Job" at the top of the page.

- **Assistant, Associate or Full Professor** (Criminal Practice Clinic)—FAC00071PO20  
<http://uscjobs.sc.edu/postings/85944>
- **Assistant, Associate or Full Professor** (Business Law, Commercial Law, or Sales)—FAC00072PO20  
<http://uscjobs.sc.edu/postings/85860>
- **Assistant, Associate or Full Professor** (Professional Responsibility or Other)—FAC00073PO20  
<http://uscjobs.sc.edu/postings/85947>
- **Professor of Practice** (Graduate Program Director)—FAC00074PO20  
<http://uscjobs.sc.edu/postings/85862>

Although a formal application is required in order to be considered, candidates are welcome to contact the hiring committee with any questions regarding the application process at [hiring@law.sc.edu](mailto:hiring@law.sc.edu).

*The University of South Carolina does not discriminate in educational or employment opportunities on the basis of race, sex, gender, gender identity, transgender status, age, color, religion, national origin, disability, sexual orientation, genetics, protected veteran status, pregnancy, childbirth or related medical conditions.*



H A R V A R D | B U S I N E S S | S C H O O L

## Tenure Track Position in Marketing

The Marketing Unit at Harvard Business School invites applications for a faculty position to start in July 2021. We seek faculty who are intellectually curious about managerially relevant problems, who have rigorous training in the relevant sub-field of marketing or a related discipline (e.g., economics, psychology, social sciences or computer science), and who are excited to teach marketing courses.

Applicants for tenure track positions should have a doctorate or terminal degree in marketing or a related field by the time the appointment begins, and strong demonstrated potential and interest to conduct research at the forefront of marketing management.

**Candidates should submit a CV, copies of publications and working papers, and letters of recommendation at:**  
<http://www.hbs.edu/faculty/positions>

**The closing date for applications is January 5th, 2021.**

**Harvard is an Affirmative Action/Equal Opportunity Employer.**  
**Applications from women and minority candidates are strongly encouraged.**  
**All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, gender identity, sexual orientation, pregnancy and pregnancy-related conditions or any other characteristic protected by law.**

## JOB SEARCH TIPS

## Your cover letter should persuade hiring committees on four different aspects of your record.

Use the cover letter to persuade readers about the substance and contributions of your research, to offer a view inside your classroom, and to show how you "fit" your prospective department and institution. Frame your candidacy as an asset. A CV cannot show that you did homework on the department, but a cover letter can.

Get more career tips on  
[jobs.chronicle.com](https://jobs.chronicle.com)

Karen Kelsky is founder and president of The Professor Is In, which offers advice and consulting services on the academic job search. She is a former tenured professor at two universities.



### The Helen Herzog Zell Visiting Professorship in Fiction

Visiting appointment in fiction. Anticipated three-year appointment, with potential of renewal for two additional years. Candidates should be emerging writers (one book published or under contract; candidates may also have a second book under contract) who have achieved distinction in their writing and excellence in their teaching or show the promise of such distinction and excellence.

The English Department is committed to the core values of diversity, equity, and inclusion, and we encourage all applicants to comment, either in the cover letter or in a separate statement on how their writing, teaching, and/or service experience will enhance our efforts to support these values and the needs of an increasingly diverse student population.

Submit a letter of application, c.v., statement of current and future writing plans, statement of teaching philosophy and experience, evidence of teaching excellence, short writing sample (25 pages), and three letters of recommendation to <https://apply.interfolio.com/77882>. Women and minority applicants are encouraged to apply.

The University of Michigan is an Equal Opportunity/Affirmative Action Employer.



## JEFFERSON SCIENCE FELLOWSHIP

The National Academies of Sciences, Engineering, and Medicine is pleased to announce a call for applications for the 2021 Jefferson Science Fellows (JSF) program. Established by the Secretary of State in 2003, this fellowship program engages the American academic science, technology, engineering, and medical communities in U.S. foreign policy and international development.

The JSF program is open to tenured, or similarly ranked, faculty from U.S. institutions of higher learning who are U.S. citizens. After successfully obtaining a security clearance, selected Fellows spend one year on assignment at the U.S. Department of State or the U.S. Agency for International Development (USAID) serving as advisers on issues of foreign policy and international development. Assignments may also involve travel to U.S. embassies and missions.

**The deadline for applications is October 16, 2020 at 5 PM ET.** To learn more about the program and to apply, visit [www.nas.edu/jsf](http://www.nas.edu/jsf).

*The JSF program is administered by the National Academies of Sciences, Engineering, and Medicine and supported by the U.S. Department of State and USAID.*



### ACTUARIAL SCIENCE

#### Assistant Professor

*University of Central Missouri*  
The School of Computer Science and Mathematics at the University of Central Missouri in Warrensburg, Missouri invites applications for two tenure-track Assistant Professors. Assistant Professor - Actuarial Science, Position Number 998534: Teach undergraduate and graduate courses in actuarial science, mathematics, and statistics; participate in research and other scholarly activities. Requires PhD in Actuarial Science, Mathematics, Applied Mathematics or Statistics. ABD accepted. Ability to teach a variety of undergraduate and master's level courses. Assistant Professor - Computer Science, Position Number 997374: Teach undergraduate and graduate courses in computer science and cybersecurity and develop new courses. Conduct research. Requires PhD in Computer Science. ABD accepted. Ability to teach computer science courses at the undergraduate and graduate levels. UCM is an AA/EEO/ADA employer. Women and minorities are encouraged to apply. Veterans status and people with disabilities are encouraged. Candidates interested in applying for the position must complete the on-line faculty profile for appropriate position number above, found at <https://jobs.ucmo.edu>. All documents requested must be attached to the profile at the time of application. Only completed faculty profiles with attached documents will be accepted for this position. NOTE: A background check is required for the selected candidates and any job offer is contingent on the results of this check.

### BUSINESS/DISTANCE EDUCATION

#### Instructor

*Dallas Baptist University*  
Instructor. Teach business and Distance Education courses and coordinate online education courses. MBA required. Interested persons should mail a cover letter and CV to Christa Powers, Dallas Baptist University, 3000 Mountain Creek Parkway, Dallas, TX 75211.

### CHEMISTRY

#### Assistant Professor of Chemistry

*Vassar College*  
The Chemistry Department at Vassar College invites applications for a tenure-track position at the rank of Assistant Professor beginning fall semester 2021. Vassar College is an affirmative action and equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum, and promoting an environment of equality, inclusion, and respect for difference. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences in this area. Individuals from groups whose underrepresentation in the American professoriate has been severe and longstanding are particularly encouraged to apply. The candidate should have a PhD with post-doctoral experience and a commitment to undergraduate education. The successful candidate will be expected to teach Biochemistry and Introductory Chemistry, and to develop a vigorous undergraduate research

program in a field of biochemistry. Opportunities to teach in interdisciplinary programs also exist. Teaching load in the first year is four courses; after that it is four courses per year plus research or other intensively mentored work with students. To apply, please visit <https://apptkr.com/1978190>. Candidates should submit a letter of application; CV; official undergraduate and graduate school transcripts; statements of teaching philosophy and research plans; a statement highlighting contributions to or future plans for promoting diversity and inclusion through teaching, research and other involvements; and three letters of recommendation. For inquiries, email Dr. Keimowitz, Chair, [akeimowitz@vassar.edu](mailto:akeimowitz@vassar.edu). Review of applications will begin on September 1, 2020 and continue until the position is filled.

### COMPUTER SCIENCE

#### Tenure-Track Position in Computer Science

*Reed College*  
Position Description The Department of Computer Science at Reed College invites applications for a tenure-track faculty position, rank open, beginning in the fall of 2021. Applicants should have a Ph.D. in computer science or a closely related field by the time of the appointment and should be committed to excellence in their teaching and in their scholarship. Applicants from all areas of computer science are welcome to apply, though particular attention will be given to applicants in systems/application research areas (e.g., networks, database systems, security, distributed computing, operating systems, robotics, etc.). The successful applicant will help

teach the core computer science curriculum at all levels in the major, in cooperation with their fellow faculty, and will develop one or more courses in their areas of expertise. The department is committed to giving all its students the opportunity to explore research topics in computer science and in its applications. The successful candidate will advise several year-long senior thesis projects that are required of all Reed students. Reed is a distinguished liberal arts college with approximately 1400 students that offers a demanding academic program to bright and dedicated undergraduates. The college believes that cultural diversity is essential to the excellence of our academic program (see <https://www.reed.edu/diversity/>). Applicants to the position are encouraged to contact Adam Groce ([agroce@reed.edu](mailto:agroce@reed.edu)), the chair of the search committee, for further details about the position and the college's computer science program. Information about the position is also posted at <https://www.reed.edu/computer-science/faculty-search.html>. Application Instructions Applicants should submit their applications electronically through Interfolio at <http://apply.interfolio.com/77853> and should include a cover letter, curriculum vitae, teaching statement, research statement, diversity statement, and three letters of recommendation. The cover letter should address how the applicant's teaching and scholarship are suited to the liberal arts college environment. The diversity statement should address how the applicant can further the diversity and inclusivity of the computer science program. Though thorough review of applications will continue until the position is filled, applications submitted by October 30, 2020 are assured to get the fullest consideration. Reed College is an Equal Opportunity Employer and is committed to building an excellent diverse scholarly community. Members of underrepresented groups are especially encouraged to apply.

### Assistant Professor

*Seattle University*

Assistant Professor. Teach computer science and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Computer Science or closely related field by start date. Interested persons should send a cover letter and CV to: Dr. Roshanak Roshandel, College of Science and Engineering, Seattle University, 901 12th Ave., Seattle, WA 98122. SU is an EEO/AEE employer.

### CRITICAL CARCERAL STUDIES

#### Assistant Professor of Critical Carceral Studies

*Vassar College*  
The Africana Studies Program at Vassar College invites applications for a tenure-track position in Critical Carceral Studies at the beginning Fall 2021. Vassar College is an affirmative action and equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum, and promoting an environment of equality, inclusion, and respect for difference. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences in this area. Individuals from groups whose underrepresentation in the American professoriate has been severe and longstanding, such as racial, ethnic, and gender minorities, are particularly encouraged to apply. We seek an interdisciplinary scholar whose teaching and research center on Critical Carceral Studies (also known as Prison Studies), which is located at the intersection of political and legal thought, criminology, history,

cultural studies, and critical race theory. While the area of specialization is open, we encourage applications from scholars with a diasporic or comparative orientation and who focus on sites outside, but including the mainland United States, such as Africa, the Caribbean, and South America. We strongly encourage applications from scholars who demonstrate a range of competencies in historical and contemporary critical perspectives on state and colonial violence, human rights, and transnational carceral projects including militarized borders, policing, detention, and incarceration. The candidate selected for this position is expected to work with Program faculty to develop the Prison Studies correlate curriculum, an interdisciplinary minor within Africana Studies designed to train students in issues surrounding the prison-industrial complex, abolition, and reform. In addition to traditional classroom teaching, the candidate will have opportunities to develop experiential learning options for students and teach in correctional facilities through Vassar's Inside-Out Program. Teaching load in the first year is four courses; after that it is four courses per year plus research or other intensively mentored work with students. Ph.D. required, preferably in Africana Studies or related fields. Please visit this link for more information, and to apply: [employment.vassar.edu/applicants/Central?quickFind=53058](http://employment.vassar.edu/applicants/Central?quickFind=53058). For inquiries about the position, please contact Dr. Tyrone Simpson at [tysimpson@vassar.edu](mailto:tysimpson@vassar.edu) or at (845) 437-7491. Applications should be submitted by November 2, 2020.

### DENTISTRY

#### Dental Faculty

*University of Rochester Medical Center*

Eastman Institute for Oral Health, University of Rochester, full-time Dental Faculty member. Responsibilities: Didactic and clinical teaching of dentistry residents; providing dental care in Community Dentistry's Outreach Program in Rochester inner city satellite clinics and mobile dental clinics; participating in academic development and departmental/university service activities. Requirements: DDS/DMD, NYS dental license. Send CV and letter of intent to Sue Gibbs, Administrator for Faculty Affairs, EIOH, 625 Elmwood Ave., Box 683, Rochester, NY 14620

### ECONOMICS

#### Assistant Professor of Economics

*California Institute of Technology*  
The Division of the Humanities and Social Sciences at the California Institute of Technology (Caltech) invites applications for a tenure-track position in economics at the assistant professor level. Exceptionally well-qualified applicants at higher levels may also be considered. We are seeking highly qualified candidates who are committed to a career in research and teaching. The term of an initial untenured appointment is four years, and the appointment is contingent upon completion of the Ph.D. Interested candidates should apply electronically: <https://applications.caltech.edu/jobs/econ> Candidates unable to apply electronically may send a letter of application describing their current research, a teaching statement, three letters of recommendation, current CV, and a sample of original written work to: Chair, Economics Search, HSS 228-77 Caltech, Pasadena, CA 91125. Applicants should submit a diversity and inclusion statement that discusses past and/or anticipated contributions to improving diversity, equity, and inclusion in the areas of research, teaching, and/or outreach. Application review will begin November 16,

2020 and applications will be accepted until the position is filled. We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to age, race, color, religion, sex, sexual orientation, gender identity, or national origin, disability status, protected veteran status, or any other characteristic protected by law.

### ENGINEERING

#### Engineer

*Facility for Rare Isotope Beams at Michigan State University*

The Michigan State University Facility for Rare Isotope Beams seeks qualified candidates for the following full time position: Engineer (East Lansing, MI) Support FRIB Experimental Systems Division in installation, commissioning, testing, operation and maintenance of target facility non-conventional utilities. Work on the design, documentation, programming, and installation of PLC based control systems, logic systems, and safety interlocks; perform required engineering calculations and analyze data; maintain infrastructure equipment, and locate vendors and requisition parts, components and systems. Master's degree in Chemical Engineering or Petroleum Engineering, and 24 months of experience in any related engineering position. Must have experience with process engineering. Michigan State University, Attn: Chris Bargerstock, Facility for Rare Isotope Beams, 640 S. Shaw Lane, East Lansing, MI 48824. To apply for this posting, please go to [www.careers.msu.edu](http://www.careers.msu.edu) and search for posting number 662112. MSU is committed to achieving excellence through cultural diversity. The university actively encourages applications and/or nominations from women, persons of color, veterans and persons with disabilities. MSU is an affirmative action, equal opportunity employer.

### ENGLISH

#### Assistant Professor

*Mississippi State University*

Assistant Professor. Teach English and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D English. Interested persons should mail a CV and cover letter to: Dr. Dan Punday, Department of English, Mississippi State University, Mississippi State, MS 39762. MSU is an EEO/AEE Employer.

### EQUINE MEDICINE

#### Assistant or Associate Professor, Tenure-Track Equine Internal Medicine Program

*Washington State University*  
The Washington State University (WSU) Department of Veterinary Clinical Sciences (VCS) seeks to fill a tenure-track, full-time, 12-month position within the Equine Internal Medicine section of its Veterinary Teaching Hospital. The position is offered at the Assistant or Associate Professor rank, depending upon qualifications, and is available immediately. The position will join a team whose primary mission is didactic and clinical teaching, clinical service and scholarship. Review of applications begins immediately and continues until the position is filled. Salary is commensurate with qualifications and experience. Apply at, [www.wsujobs.com](http://www.wsujobs.com), use keywords Equine Medicine. Questions regarding the position may be directed to Dr. Macarena Sanz, Chair of the Search Committee, by email [macarena@wsu.edu](mailto:macarena@wsu.edu), or by telephone (509) 335-1809.



GLOBAL POLICY AND STRATEGY

**Postdoctoral Scholar Employee Positions, The Center for Commerce and Diplomacy (CCD)**  
*University of California, San Diego*  
The Center for Commercial Diplomacy (CCD) at UC San Diego's School of Global Policy and Strategy (GPS) invites applications for two postdoctoral scholar employee positions from individuals with a Ph.D. degree or who expect to receive a Ph.D. degree by September 1, 2021, for the 2021-2022 academic year. These awards are designed to promote high-quality research on the challenges and institutions of international economic diplomacy in a changing world. Research projects that seek to understand the causes and consequences of the institutions of economic globalization (e.g. GATT/WTO, FTAs, BITs, IMF, World Bank, Fast-Track, TPA, RTAA, etc) are particularly welcome. Commercial diplomats operate within a set of domestic and international institutions that governs their behavior in international negotiations. Postdoctoral research on the institutions of economic globalization can help answer questions about the welfare and distributional consequences of these institutions and, ultimately, result in the better design of these institutions. Outstanding scholars anywhere in the world are eligible to apply. The Center invites applications from candidates with a background in economics, political science, economic history, legal history, and other disciplines bearing on the study of economic diplomacy. Selected candidates will be required to be in residence for the duration of the appointment, health conditions permitting, and to interact with faculty and Ph.D students, giving at least one research talk. Selected postdoctoral scholars are also expected to attend CCD events and related seminars, and to post their research on the CCD website. Applicants are required to hold a Ph.D. by September 1, 2021 in one of the above mentioned disciplines. To apply, please provide the below by email to Lisa Lee at lsalee@ucsd.edu 1. Cover letter explaining the candidate's scholarly career, prospective or actual doctoral defense date, and academic interests. 2. Current curriculum vitae including publications. 3. One writing sample (limit of 100 pages). 4. Three letters of recommendation sent directly to Lisa Lee at lsalee@ucsd.edu UC San Diego is an Equal Opportunity/Affirmative Action Employer and all qualified applicants will receive consideration for employment without regard to age, race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability status, protected veteran status, or any other characteristic protected by law.

HISTORY

**Assistant/Associate/Full Professor - African American History**  
*Queens College, CUNY*  
Job Id: 22025, Assistant/Associate/ Full Professor - African American History. Department: History. Description: The History Department of Queens College, CUNY is conducting a search for an Assistant, Associate, or a Full Professor of African American history. Beginning in Fall 2021, the successful candidate will also serve as Director of the Africana Studies Program for a minimum of 6 years with the goal of strengthening and developing initiatives related to advancing the program, student engagement, alumni and community involvement, and fundraising. Regardless of research specialty, the candidate will be expected to teach both halves of the History Department's African American History survey course, as well as other undergraduate and Mas-

ter's level courses in their field of expertise. For application information and more details, - Go to cuny.jobs, in the box under "Job titles and keywords", enter the job ID "22025", click on "Assistant/ Associate/Full Professor - African American History " and select the "Apply Now" button and follow the instructions. AA/EOE/IRCA/ ADA.

**Assistant Professor in Latin American History**  
*Vassar College*  
The Department of History at Vassar College invites applications for a tenure-track Assistant Professor position in Latin American history, beginning Fall 2021. Vassar College is an affirmative action and equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum, and to promoting an environment of equality, inclusion, and respect for difference. Candidates who can contribute to this goal through their teaching, research, and other activities are encouraged to identify their strengths and experiences in this area. Individuals from underrepresented groups in the American professoriate are particularly encouraged to apply. Field of specialization is open, but the successful applicant will be able to offer courses on the history of the region from the pre-Columbian period to the contemporary era. At least one course should focus on the pre-1800 history of the region. Candidates who can contribute to one or several of Vassar's rich multidisciplinary programs (such as Latin American and Latino/a Studies, Women's Studies, or Environmental Studies) are especially encouraged to apply. Candidates should submit a letter of application, C.V., writing sample (roughly 30 pages), graduate transcript (an unofficial copy is acceptable for initial application), a statement highlighting contributions to or future plans for promoting diversity and inclusion through teaching, research, and other involvements, and three letters of recommendation. Applications should be addressed to Latin American History Search Committee and submitted online at employment.vassar.edu/applicants/Central?quickFind=53047. Address any questions to History Administrative Assistant, Michelle Whalen (miwhalen@vassar.edu). Review of applicant materials will begin on October 1, 2020 and will continue until the position has been filled.

JAPANESE

**JAPANESE LANGUAGE PROGRAM DIRECTOR**  
*University of Michigan-Ann Arbor*  
The University of Michigan Department of Asian Languages and Cultures invites applications for the position of Japanese Language Program Director (LEO Lecturer III) starting September 1, 2021. This is a non-tenure-track position with a university-year appointment. This position will provide supervision and leadership for the faculty teaching Japanese language. Responsibilities include 6-9 instructional hours per week, active leadership in curricular and program affairs, and supervision of program faculty. The Director of the Japanese Language Program is a member of the department's Language Program Committee. A typical full-time (100% effort) load for a Lecturer III in the College of Literature, Science, and the Arts is three courses per semester, or the equivalent in other duties. Applicants must have an advanced degree (PhD preferred) in language pedagogy, applied linguistics, or a related field. Expertise and experience in curriculum development is essential, and evidence of scholarly work related to language teaching or linguistics is strongly desired. Familiarity with digital and multi-media language instruction and innovative

approaches to engaged and experiential learning is highly desired. Native or near-native competence in both English and Japanese is required. Excellence in teaching and instructional service will be the principal criteria used to select the successful candidate. A complete dossier includes a letter of application explaining your qualifications, separate statement of teaching philosophy and experience, a current CV, evidence of teaching excellence, three letters of recommendation, and examples of publications. A teaching demo and samples of materials development are recommended. Application materials must be submitted electronically. Please go to https://apply.interfolio.com/77740 to apply. Inquiries should be directed to Patrice Whitney (alc-admin@umich.edu). The deadline for applications is October 15, 2020. Review of applications will begin immediately after the deadline and will continue until the position is filled. The University of Michigan is an Equal Opportunity/Affirmative Action employer. Women and minorities are encouraged to apply. Based on the expected supervisory responsibilities associated with this position, it is anticipated that it will be excluded from the provisions of the Collective Bargaining Agreement between the University of Michigan and the Lecturers' Employee Organization.

LAW & LEGAL STUDIES

**Pre-Law Program Manager**  
*Baylor University*  
Pre-Law Program Manager (Waco, TX). Facilitate the success of Baylor's pre-law students - during their time as undergraduates and beyond - by providing advising, programming and resources designed to encourage informed decision-making, academic preparedness and the development of successful law school applications. Master's Degree or equivalent in Higher Education, Political Science, or related field and 3 years of experience required. resume to Baylor University, Attn: HR, 1 Bear Place #97021, Waco, TX, 76798.

MANAGEMENT

**Assistant Professor**  
*McNeese State University*  
Assistant Professor. Teach management and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Management, Business or related field. Interested persons should send a cover letter and CV to: Dr. Lonnie Phelps, Department of Management, Marketing and Business, McNeese State University, PO Box 91615, Lake Charles, LA 70609. McNeese is an EEO/AEE employer.

MARKETING

**Assistant Professor**  
*Portland State University*  
Assistant Professor. Teach marketing and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D Marketing or related field. Interested persons should email a cover letter and CV to: Pamela Tierney, tierneyp@pdx.edu Portland State University is an EEO/AEE employer.

**Assistant Professor**  
*Seattle University*  
Assistant Professor. Teach marketing and related courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D or ABD Marketing or closely related field. Interested persons should send a cover letter and CV to: Dr. Carl Obermiller, Albers School of Business and Economics, Seattle University, 901 12th Ave, Seattle WA 98122. SU is an EEO/AEE employer.

**Assistant Professor**  
*Tulane University*  
Assistant Professor. Teach marketing courses, advise students, maintain an active research agenda, and perform faculty service. Ph.D in Marketing or related. Mail CV to Genean Mathieu, Tulane University, 300 Gibson Hall, 6823 St. Charles Ave., New Orleans, LA 70118.

MEDICINE

**Assistant Professor of Medicine**  
*Emory University*  
Emory University seeks Asst. Professor of Medicine in Atlanta GA & add'l Emory worksites throughout GA to serve as an inpatient hospital medicine attending at Emory Univ. Req MD + 2 yrs clinical exp as a medical resident or fellow in internal or family medicine. Travel req'd. Send cover ltr & resume: kevin.henze@emoryhealthcare.org w/ job title in subj line.

**Assistant Research Professor of Medicine**  
*Indiana University*  
The Division of Gastroenterology of the Indiana University School of Medicine located in Indianapolis, Indiana is seeking candidates for an Assistant Research Professor position. Duties include performing research activities including following projects, generating and analyzing data, writing papers/reviews/abstracts, presenting talks/posters at national and local meetings, and applying for any applicable internal or external funding opportunities in connection with research projects related to the role melatonin plays in the regulation of Cholangiocyte proliferation as well as research projects investigating the role of biliary epithelial cells in the development of biliary fibrosis during cholestatic liver diseases with an emphasis of the lymphatic system. The position will also teach, train, and mentor medical residents and fellows in molecular biology. Position requires a Ph.D. in Biomedical Sciences or related field. Interested candidates should send a letter of interest and curriculum vitae to bakerkr@iu.edu. Questions regarding the position or application process can also be directed to bakerkr@iu.edu. Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status, or protected veteran status.

NEPHROLOGY

**Assistant Professor**  
*Tulane University*  
Assistant Professor. Teach and advise medical students, residents, and faculty in the Nephrology section and maintain a clinical practice. MD or equivalent; LA license or eligible; fellowship training in Nephrology. Mail cv to Genean Mathieu, Office of the General Counsel, Tulane University, 300 Gibson Hall, 6823 St. Charles Ave., New Orleans, LA 70118.

PHYSICS

**Assistant Professor of Physics**  
*University of the Pacific*  
Job Duties: Teach required Physics courses in accordance with university and school policies. The standard teaching assignment is two undergraduate courses per semester. Provide student advising typical of full-time faculty. Manage and maintain a research program. Participate in other service roles typical of full-time faculty including but not limited to engaging in scholarship and professional devel-

opment activities. Perform other duties agreed between the faculty member and the Department Chair. Requirements: Doctor of Philosophy in Physics, Astrophysics or related discipline. Foreign degree equivalent is accepted. Contact: Submit a detailed curriculum vitae, a statement of research and teaching interests, and names and contact information of at least three references. All applicants for this position are required to complete the application online at University of the Pacific's website: https://pacific.peopleadmin.com/ and submit online all supporting application materials, prepared in PDF format.

POLITICAL SCIENCE

**Assistant Professor in Comparative Political Theory**  
*Vassar College*  
The Department of Political Science at Vassar College invites applications for a tenure track Assistant Professor position in comparative political theory with a focus on indigenous political thought beginning Fall 2021. Vassar College is an affirmative action and equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum, and promoting an environment of equality, inclusion, and respect for difference. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences in this area. Individuals from groups whose underrepresentation in the American professoriate has been severe and longstanding, such as racial, ethnic, and gender minorities, are particularly encouraged to apply. We invite applicants with scholarship in Native American, Pacific Island, global, and diasporic traditions of political thought in Asia, Africa and the Americas. The teaching load in the first year is four courses, and in subsequent years is either five courses or four classroom courses plus one "intensive," a small enrollment, closely mentored experience for undergraduates. Ph.D. in Political Science or a related field is expected at the time of appointment. Salary is competitive and accompanied by a full benefits package. We encourage applicants to identify their scholarly interests in their application materials, and to describe how those interests guide, inform and are reflected in their current and future teaching aspirations at each level of our curriculum. To apply, candidates should submit a letter of application, a statement highlighting contributions to or future plans for promoting diversity and inclusion through teaching, research and other involvements, C.V., graduate school transcript (unofficial copies accepted for initial application), at least three letters of recommendation, reprints and preprints of peer-reviewed works or brief writing samples, sample syllabi, teaching evaluations and/ or statement of teaching interests. Please apply online at employment.vassar.edu/applicants/Central?quickFind=53049. For inquiries, email Fubing Su, Chair, (fusu@vassar.edu). Review of applications will begin on October 15, 2020 and will continue until the position is filled.

PSYCHOLOGY

**Assistant Professor of Psychology**  
*Illinois College*  
Illinois College invites applications for a tenure-track position in Psychology to begin in August 2021. Preference will be given to candidates with a background in experimental psychology. The new professor will be expected to teach a range of courses including Abnormal Psychology, Introduction to Psychology, courses related to research methods and statistics, and courses related to our neu-

rosience concentration. Illinois College is an equal opportunity employer and encourages applications from individuals who will further enhance the diversity of our community. To apply, please visit: http://www.ic.edu/employment.

PUBLIC MANAGEMENT/ CRIMINAL JUSTICE

**Tenure-Track Faculty Position in Public Management and Criminal Justice**  
*The Ohio State University*  
The John Glenn College of Public Affairs welcomes applications for a tenure-track faculty position in Public Management and Criminal Justice beginning fall 2021. We encourage applications from scholars who study topics such as policing, police-community relations, criminal justice reform, mass incarceration, drug enforcement policy, courts, criminal law, or public law. This position will be affiliated with the Drug Enforcement and Policy Center. Salary is commensurate with experience and qualifications. Applicants must have completed all Ph.D. degree requirements by the time of appointment. Successful candidates will have a doctorate in public administration, public policy, criminology, sociology, psychology, or a related field. Desirable candidates will have practical experience (preferably in criminal justice), university teaching experience, potential for developing a successful research portfolio, and a commitment towards social equity, diversity, and inclusion. To apply, send a letter of application, CV, research manuscript, and three professional reference letters to Glenn-CriminalJustice@osu.edu . EEO/AA Employer.

VETERINARY MEDICINE

**Clinical or Tenure-Track Assistant/Associate/Full Professor Small Animal Emergency & Critical Care**  
*Washington State University*  
The Washington State University (WSU) Department of Veterinary Clinical Sciences (VCS) seeks to fill a clinical or tenure-track, full-time, 12-month, renewable position within the Emergency and Critical Care section of its Veterinary Teaching Hospital. The position is available at all ranks, depending upon qualifications, and is available immediately. The position will join a team whose primary mission will be clinical teaching, clinical service and scholarship. Review of applications begins immediately and continues until the position is filled. Salary is commensurate with qualifications and experience. Apply at, www.wsujobs.com. Questions regarding the position may be directed to Dr. Linda Martin, Chair of the Search Committee, by email (lgmartin@wsu.edu) or by telephone (509) 432-9320.

ZOOLOGY

**Instructor**  
*Oregon State University*  
Oregon State University is seeking an Instructor to: Teach courses on zoology, taxonomy, systematics, ecology, evolution, natural history, conservation, and/or curation; and Manage teaching collections of fish, bird, mammal & aquatic invertebrate specimens. To be eligible, applicants must have: Masters degree in vertebrate zoology, ichthyology, mammalogy, ornithology, museum studies, or a related field; Experience managing natural history collections. To apply, submit a letter of interest, c.v., and 3 letters of recommendation to Amber.Ahlgren@oregonstate.edu.



## New Chief Executives



**Elizabeth Mauch**, interim president of Bethany College, in Kansas, since July 2019, has been named to the post permanently. She is the first woman to serve as president.



**Dena McCaffrey**, dean of career and technical education at Jefferson College, in Missouri, has been named president. She succeeded Raymond Cumiskey after his retirement, on June 30. She is the college's first female president.



**Keith Whitfield**, provost and senior vice president for academic affairs and a professor of psychology at Wayne State University, will become president of the University of Nevada at Las Vegas on August 24. He will be the university's first Black president.

### Chief executives (continued)

#### APPOINTMENTS

**William T. (Tom) Bogart**, president of Maryville College, in Tennessee, has been named president of Columbia College, in South Carolina.

**Ronnie D. Hawkins Jr.**, a retired lieutenant general in the U.S. Air Force and a former director of the Defense Information Systems Agency at Fort Meade, Md., has been named president of Angelo State University.

**Carol A. Moore**, a former president of Columbia College, in South Carolina, has been named interim president of Guilford College. She replaces Jane K. Fernandes, who will resign on July 31.

Submit items to  
[people@chronicle.com](mailto:people@chronicle.com)

**Mark Preble**, vice chancellor for talent and chief diversity officer at the University of Massachusetts at Dartmouth, has been named acting chancellor. He replaces Robert Johnson, who will become president of Western New England University.

**Jerry Prevo**, chairman of the Board of Trustees at Liberty University, has been named acting president in place of Jerry Falwell Jr., who is on an indefinite leave of absence.

**Howard J. Spearman**, vice president for student affairs and chief stu-

dent-services officer at Madison College, in Wisconsin, has been named president of Rock Valley College, in Illinois.

**Pamela Toney**, chief operating officer at Colorado State University Global Campus, will become president on September 1. She will succeed Becky Takeda-Tinker, who will become chief educational-innovation officer for the Colorado State University system.

#### RESIGNATIONS

**Mary Cullinan**, president of Eastern Washington University since 2014, has resigned. David May, provost and vice president for academic affairs, has been named interim president.

#### RETIREMENTS

**Martha Burger**, president of Oklahoma City University since 2018, plans to retire at the end of the 2020-21 academic year.

**William Fox**, president of St. Lawrence University, in New York, plans to retire in June 2021.

**Scott Knapp**, president of Central Maine Community College, plans to retire on August 31.

**Tom Manley**, president of Antioch College since 2015, plans to retire in 2021, at the end of the academic year.

**Mark Ojakian**, president of Connecticut State Colleges and Universities since 2015, plans to retire on January 1.

**Robert J. Zimmer**, president of the

University of Chicago since 2006, will become chancellor in June 2021. He originally planned to remain as president until at least 2022.

### Chief academic officers

#### APPOINTMENTS

**Kathleen Hagerty**, interim provost at Northwestern University since April, will become the first female provost on September 1.

**Archie L. Holmes Jr.**, vice provost for academic affairs at the University of Virginia, has been named executive vice chancellor for academic affairs in the University of Texas system.



JOHNATHAN K. JEFFERSON

**Jonathan K. Jefferson**, interim provost at Lesley University, has been named chief academic officer and provost.

**Paul E. Jensen**, interim executive vice president and provost at Drexel University since November, has been named to the post permanently.

**Arlie O. Petters**, a professor of mathematics, a former dean of academic affairs at Trinity College of Arts and Sciences at Duke University, and associate vice provost for undergraduate education at Duke, will become provost at New York University-Abu Dhabi on September 1.

**Mardell Wilson**, a professor and dean of the Edward and Margaret Doisy College of Health Sciences at Saint

Louis University, will become provost at Creighton University on October 1.

### Other top administrators

#### APPOINTMENTS



SCOTT BARRETT

**Scott Barrett**, associate dean for external affairs/chief advancement officer at Syracuse University's Maxwell School of Citizenship and Public Affairs, will become vice president for university

advancement at California State University-Dominguez Hills on August 24.

**Joe Delap**, provost and vice president for academic affairs at Athens State University, in Alabama, has been named vice president for corporate and community relations.

**Vernese Edghill-Walden**, senior associate vice president for diversity, equity, and inclusion at Northern Illinois University, has been named vice president for diversity, equity, and inclusion and chief diversity officer.

**Gretchel Hathaway**, dean of diversity and inclusion and chief diversity officer at Union College, in New York, has been named vice president for diversity, equity, and inclusion at Franklin & Marshall College.

**Elizabeth Hordge-Freeman**, an associate professor of sociology at the University of South Florida, has been



named to the newly created role of senior adviser to the president and provost on diversity and inclusion.

**Karen Isble**, associate vice chancellor and campaign director for university advancement at the University of California at Irvine, will become vice president for advancement at Kalamazoo College on September 14.



**Tomikia LeGrande**, vice provost for strategic enrollment management at Virginia Commonwealth University, has been named vice president for strategy, enrollment management, and student success.

**Hala Madanat**, director of the School of Public Health at San Diego State University, will become interim vice president for research on September 1.

**Debbie O'Donnell**, director of enrollment management and student services at Washington State University's Global Campus, has been named its first vice chancellor for student affairs.

**Gia Souble**, vice president for institutional advancement at Xavier University of Louisiana, has been named vice chancellor for institutional advancement at North Carolina Central University.

**Rebecca Van de Vord**, assistant vice president for academic outreach and innovation at Washington State University's Global Campus, has been named its first vice chancellor for academic affairs.

**Randy Williams**, associate vice president for inclusive excellence and an assistant professor of education at Elon University, has been named vice president and associate provost for inclusive excellence.

RESIGNATIONS

**Michael B. Hofherr**, vice president and chief information officer at Ohio State University, plans to step down in September.

RETIREMENTS

**Jeff Atwater**, vice president and chief financial officer at Florida Atlantic University, plans to retire this summer.

**Stephanie Bowers**, vice president for university advancement at Western Washington University and president of the WWU Foundation, plans to retire in summer 2021.

Deans

APPOINTMENTS

**Maggie Balch**, dean of student affairs at the Rhode Island School of Design, has been named dean of students at Westfield State University, in Massachusetts.

**Chase Davis**, assistant vice president for undergraduate enrollment at the University of the Cumberland, has been named dean of admissions at Palm Beach Atlantic University.

**Alan B. Eisner**, associate dean of graduate programs in the Lubin School of Business at Pace University, has been named dean of the School of Management at Clark University.

**Tresmaine R. Grimes**, vice president for academic affairs/dean of faculty and a psychology professor at Bloomfield College, in New Jersey, has been named dean of the Dyson School of Arts and Sciences and the School of Education at Pace University.

**Carmenita D. Higginbotham**, chair of the McIntire Department of Art at the University of Virginia, will become dean of the School of the Arts at Virginia Commonwealth University on September 15.

**Benjamin Z. Houlton**, director of the John Muir Institute of the Environment and professor of global environmental studies at the University of California at Davis, will become dean of the College of Agriculture and Life Sciences Cornell University on October 1.

**Christine M. Kennedy**, associate dean of academic programs at the University of Virginia School of Nursing, has been named dean of the Rush University College of Nursing.

**Samuel Poloyac**, a professor of pharmaceutical sciences and associate dean of graduate and postdoctoral programs in the School of Pharmacy at the University of Pittsburgh, will become dean of the College of Pharmacy at the University of Texas at Austin on October 15.

**Sara Sanders**, associate dean of strategic initiatives and director of diversity, equity, and inclusion in the College of Liberal Arts and Sciences at the University of Iowa, has been named interim dean of the college.

**Martin Smith**, an assistant professor

of practice and director of the Secondary Teacher Preparation Program at Duke University, has been named dean of academic affairs at the university's Trinity College of Arts & Sciences.

**Sinclair Smith**, chair of the health-sciences department and a professor of health sciences at Drexel University, will become dean of Samson College of Health Sciences at the University of the Sciences, in Philadelphia, on September 1.

RESIGNATIONS

**Susan Gennaro**, dean of the Connell School of Nursing at Boston College since 2008, plans to step down at the end of the 2020-21 academic year.

Other administrators

APPOINTMENTS

**Robert Q. Berry III**, a professor of mathematics education in the Curry School of Education and Human Development at the University of Virginia, has been named associate dean of diversity, equity, and inclusion.

**Toni Gray**, Title IX coordinator at Texas Southern University, has been named director of Title IX and disability services in the Office of Institutional Diversity, Inclusion, and Equity at Baylor College of Medicine.

**Jon Thorson**, a professor in the department of pharmaceutical sciences and director of the Center of Biomedical Research Excellence in Pharmaceutical Research and Innovation in the College of Pharmacy at the University of Kentucky, has been named chief scientific officer and associate dean of research at the college.

**Liz Tovar**, associate athletics director for academic services at the University

of Iowa, will become interim associate vice president for diversity, equity, and inclusion on August 17.

**Vaughn Williams**, senior associate athletic director for administration and assistant athletic director at Boston College, has been named athletic director at Bentley University.

Organizations

APPOINTMENTS

**Jenna Moore Colvin**, general counsel for the University of North Georgia, has been named president of the Georgia Independent College Association.

**Cara Giacomini**, director of analytics in the university-advancement department at the University of Washington, has been named chief research and data officer at the Council for Advancement and Support of Education.

Deaths

**Vernon Alden**, president emeritus of Ohio University, died on June 22. He was 97. Alden, who led the university from 1962 to 1969, was in 1964 appointed chairman of the United States Job Corps and of the Education Advisory Committee of the Appalachian Commission.

**Emmanuel Farhi**, a professor of economics at Harvard University, died on July 23. He was 41. He arrived on campus in 2006 as an assistant professor in the Faculty of Arts and Sciences.

**Tim Pearson**, director of the School of Accountancy and a professor of accounting at Georgia Southern University, died on July 28 of Covid-19 complications. He was 63.

— COMPILED BY JULIA PIPER

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