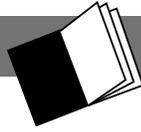


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PROFILE

Overcoming Obstacles to Find Passion

By Autumn A. Arnett

When Dr. Jessica Borelli was 10 years old, her parents adopted a son, and the entire culture and dynamic of her family changed. Her brother, who struggles with mental health challenges, was extremely physically aggressive towards her parents, and witnessing their struggles with him was extremely difficult for her to watch.

"I had a strong emotional reaction," she remembers.

She decided then that she wanted to be a special education teacher, so she could work with students like her brother. Then she decided she could make a greater impact as a child psychologist. She came to realize that "if children don't have a sense of emotional security with their parents, if something is disrupting that, or if you never had it, then ... kids really don't have a place to begin, in terms of protecting their own mental health," Borelli says. And once she realized that, she says she "found my intellectual home, and I haven't left."

Pushing through to Find Her Passion

Recently, the researcher-practitioner has focused her work on the impact of the pandemic on students' mental health. "One of the reasons the pandemic has been so hard ... if you think about how many transitions both parents and kids have gone through in the last three years, it's unbelievable how much our kids have had to deal with and our parents have had to support," she says.

But Borelli herself has had an incredibly rough ride recently; she's been battling breast cancer for the last year, and has continued working as an associate professor of psychological science and director of The Health, Relationships, and Intervention Lab at the University of California, Irvine while balancing breast cancer treatments and her private child psychology practice.

"I think that one thing that has kind of characterized my career overall has been working while dealing with life," she says.

Early in her career, she faced health challenges not related to her current breast cancer diagnosis, and she had multiple surgeries pre-tenure.

"I didn't take any time off," she says. "Didn't stop my tenure clock. I also didn't stop my tenure clock when having three kids."

"I just have this attitude of I just have to bulldoze forward and get through it ... I need to do everything, and I need to be everything to everyone," Borelli says. But she soon realized that the "push through" attitude comes at a cost.

"The consequence of me overworking and overextending and really doing far too much on my plate was that I wasn't paying much attention to how I felt," she says.

When she finally took time to think, she realized she didn't love teaching, that her calling was to contribute to the field via research, but that the role of teacher-mentor at a liberal arts institution wasn't really for her.

"At the end of the day, what I want my mark on the world to be is improving the lives of people in this particular way, and that wasn't the impact that I was having," she says. "I'm really passionate about improving children's mental health, particularly in underserved communities ... I'm not as passionate about contributing to undergraduate education."

Battling Belonging

Borelli spent seven years in an academic environment that wasn't a good fit for her, not because anything was particularly wrong in the environment, but because it

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wasn't where her passion lied. And she attributes that wrong turn to a self-doubt that has plagued her for much of her life.

"I didn't feel like I was smart enough or could keep up with people enough in a big research context. Even though I wanted to do that, I didn't feel like I could. I felt like I wouldn't belong," she says.

"It's worked out for me, and it doesn't mean that I'm not scared still. I'm still scared all of the time. I still have a lot of moments of looking around and feeling like I'm not as good as people around me, I'm not as smart, I'm not doing as good of a job."

She says she sees a lot of her students struggling with imposter syndrome and these feelings of not being good enough too.

"I've been through a lot of therapy myself, and I've done a lot of my own personal work. Some of it is probably just me, but a lot of it is messages that I received along the way about not being good enough no matter how much I accomplished," Borelli says.

She believes women and people of color likely face higher instances of imposter syndrome.

"It's such a shame to allow that to get in the way of you pursuing your dreams, because for me it did. It made me make what was really a wrong career decision for myself. It only lasted seven years, but those seven years really had an impact on my career." 

"At the end of the day, what I want my mark on the world to be is improving the lives of people in this particular way, and that wasn't the impact that I was having."

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As of Sept. 17, 2022

Tennessee Lawmaker Orders Institutions to Roll Back LGBTQ Protections

Tennessee state representative John Ragan wrote in a letter to East Tennessee State University president Brian Noland that state universities are no longer to consider LGBTQ students as a protected class. In July, a federal judge issued a temporary injunction to block the U.S. Department of Education and the Equal Employment Opportunity Commission from enforcing an anti-discrimination executive order issued by President Biden in January 2021 which protects LGBTQ people on college campuses and in the workplace. Tennessee Attorney General Herbert H. Slatery III is leading the charge of 20 Republican AGs suing the Biden administration over expanded protections for LGBTQ people under Title IX.

Ragan said “any publications, policies and website entries for which your institution is responsible that state or imply that LGBTQI+ students are a protected class under Title IX” should be removed, as they violate state law in his estimation

The ongoing political battle over allowing students’ full humanity to exist on campus is unconscionable. LGBTQ students were declared a protected class because of the discrimination and lack of welcoming environments they continue to face without having these protections in place—and the protections themselves don’t even go far enough to ensure the safety of these students on campus. Republicans have taken on a full-on assault on all marginalized populations, but prudent college and university leaders will understand that fostering a safe, inclusive environment for all students is critical to not only student success, but university success. Not only is student safety and inclusion at stake, but LGBTQ faculty and allies will likely pause before applying to universities in states that are seeking to roll back protections for them on campus, just as many are reconsidering signing on to states where strict anti-abortion laws are taking effect. University leaders will have to find ways to strike a delicate balance between realizing promoting inclusion for every member of the campus community is the only way for them to survive ongoing crises—from steep enrollment declines to an employee exodus—and maintaining state funding.

—*Inside Higher Ed*, September 1, 2022

College Violated a Pregnant Student’s Civil Rights by Not Accepting Late Assignments

The Office of Civil Rights (OCR) recently found that a professor at Salt Lake Community College (SLCC) violated a young woman’s Title IX rights when she declined the student’s request to be able to turn in late assignments without penalty and excuse her late absences. The student claimed the professor encouraged her to drop the course when she notified her professor that she was having trouble completing assignments

because of debilitating morning sickness.

The professor maintained that these accommodations would result in significant alterations to the course, but OCR said that under Title IX, the student was entitled to the same kind of accommodations that would have been available for someone with a temporary medical condition. But under Title IX, a student’s pregnancy-related absence should be excused for as long as the physician deems medically necessary, and the student should be permitted to turn in late work.

SLCC has agreed to revise its nondiscriminatory notice and grievance policies, enhance training for Title IX compliance staff, and complete and document the investigation into the student’s complaints.

With more proposed rule changes for Title IX currently in discussion, the work for colleges and universities to shore up their policies and ensure staff are fully versed on the expectations under the federal gender equality regulations look to be ongoing. The Trump administration dramatically reversed many of the policies that had existed for years, and the Biden administration, under U.S. Secretary of Education Miguel Cardona, is looking to overturn many of the changes of its predecessor.

—*Diverse: Issues in Higher Education*, June 15, 2022

Students Generally OK With Campus Employees Working Remotely

Top officials at the College and University Professional Association for Human Resources (CUPA-HR) say that many students don’t mind if non-faculty university staff work from home. A July survey found the largest percentage of students want the financial aid and counseling departments to always have some staff on campus, 56%. But only one in four saw a need for student accounts/bursar staff to be on campus, one in five thought athletics ticket office staff needed to be on campus, and one in three thought someone from the registrar’s office and career center needed to be physically present. First and second-year students whose whole experience has been shaped by the forced shift to virtual in 2020 were less likely than recent graduates to say support staff needed to be on campus.

Many campus leaders are back to requiring staffs to be fully back in person, with the assumption being that students are better served by in-person staff. But this survey sheds a light on the gap that exists between student expectations and needs and those the institution projects on them in this case. As many institutions have scrambled to get back to normal, there have been several missed opportunities to reinvent the status quo to fashion something that works better for both staff and students.

Simultaneously, many faculty and staff members have struggled with having to go back to campus full-time after proving they were capable of working remotely when campuses were shut down. One thing driving what has been described as a mass exodus in higher education is this idea that staff members have had to

relinquish the autonomy and work-life balance they'd discovered while they were able to work from home.

Some institutions, like Kansas State University, have figured it out. According to vice president for human capital services Jay Stephens, 60 to 70 percent of his department staff work from home at least part of the time now, which was unheard of pre-COVID. Students, especially those who are used to conducting business online, might be open to remote servicing. Not only that, but it is possible that departments can stagger employee hours if people are working from home—for example, an employee logging in remotely might log in at 11:00 a.m. instead of 9:00 and sign out at 7:00 p.m. versus 5:00 p.m.—which actually could prove beneficial to students who may be juggling work or their own family commitments.

College and university leaders have a tough task in striking the balance between meeting student needs and providing maximum flexibility for staff, but a good start is simply asking students what they want and what they'd be open to.

—*Inside Higher Ed*, September 6, 2022

Will Student Loan Forgiveness Exacerbate Higher Ed as a Political Target?

Writing for *Bloomberg*, columnist Tyler Cowen says that by advancing student loan forgiveness, higher ed faculty and leaders can expect to see their work increasingly falling in political crosshairs, as Republicans seek to “fight back” in state and Federal posts.

Policies like capping tuition hikes and increasing scrutiny around administrative hires and current employees—particularly those whose work encompasses diversity, equity and inclusion goals—are among those Cowen expects to increase in response to the student loan forgiveness policies championed by the Biden administration and Democrats in Congress. He sees the humanities also facing more backlash in coming months, and some far-right pundits have already called for the cessation of public funds being allocated to colleges and universities, on the grounds that they're not politically neutral.

Education often becomes the battleground for political agendas—from battles over LGBTQ rights to affirmative action and other inclusion policies—and higher ed is even more susceptible than K-12 to political whims. In a climate where the rise of Donald Trump led to an assault on what many viewed as elitist institutions (colleges and universities as well as the political structure as a whole), higher education has come to represent an elite class that serves as the antagonist in these characters' stories about all that is wrong in this country.

For their part, college and university faculty must work harder to bridge the divides between the Ivory

Tower and the surrounding community and help people understand the value of higher education, even for those who don't attend the institutions. And leaders can work proactively to anticipate and prepare responses for the attacks that will surely come, if Cowen is to be believed.

—*Bloomberg*, August 30, 2022

University of Maine: A Case Study in Enrollment Management

In Maine, the number of high school graduates continues to decline year over year. This means there are fewer and fewer 17- and 18-year-olds to recruit into the state's colleges and universities. Consequently, Maine also has the highest median student age of any state.

Still, campuses from the state's flagship to community colleges celebrated record enrollments this fall. The University of Maine has for years offered in-state tuition rates to students in neighboring states, and students from other states pay, at most, what they would be charged to pay the least expensive flagship campus in their state.

Additionally, the campus has turned every member of its community into recruiters; athletics staff recruit at away games and they bring high school students to visit during their homecoming week. Researchers are being deployed to give presentations at local high schools, and everyone on campus makes it their business to stop and help if someone looks lost.

At the community college level, institutions have dramatically cut the cost of attendance while slashing the time to credential to provide more value for current and prospective students.

Maine has had a decade to reconcile the data around declining high school student populations, and other states poised to face enrollment crises would do well to look to the Pine Tree State for indicators on how to creatively recruit to meet enrollment targets.

—*The Hechinger Report*, August 28, 2022

Do You Want to Write for WIHE?

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Please send a pitch about your potential article (two to three paragraphs long) to editor Autumn A. Arnett at aarnett@wiley.com.

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Hofstra University and Nassau Community College Collaborate to Build STEM Success

By Lois Elfman

A six-year, \$5 million grant from the National Science Foundation (NSF) is funding the creation of an innovative collaboration between Hofstra University NY and Nassau Community College (NCC) NY to improve STEM education by providing scholarships, mentoring and research opportunities for high-achieving students in underserved communities. Students, mostly Pell-eligible, in Freeport, Hempstead, Roosevelt and Uniondale (areas of Long Island) will begin their studies at NCC and then transfer to Hofstra to complete their bachelor's degrees.

The possible majors include biology, chemistry, computer science, engineering, math, physics, psychology, geology, environment and sustainability. Approximately 90 students will receive two-year scholarships to attend NCC and then as much as \$10,000 a year to attend Hofstra. In addition to the scholarships, the program will include academic supports and enrichment opportunities. The title is the "Integrated Achievement & Mentoring Program (iAM) for Student Success."

"Our team can really investigate how the [iAM] model we've been using at Hofstra is applicable to other institutions," says **Dr. Jessica Santangelo**, associate professor of biology at Hofstra and co-principal investigator for the NSF grant. "We developed this program that was specific to our institution and all these pieces seem to be working, so now we want to see if and how well that model translates, adapting some pieces as necessary to other institutions."

Grant Funding

The towns from which this program will draw have large communities of color, and it is expected many of the program participants will be first-generation college students. Santangelo notes that this will also be an opportunity for faculty and administration at both institutions to work together. This includes annual summer workshops for science faculty about teaching and fostering success for STEM students from underserved communities.

"If we can better align what we're doing between these two institutions...that should help students get to their degrees faster," says Santangelo.

There are two pathways to enter the program. The first is the Hofstra pathway, a continuation of what the uni-



Dr. Jessica Santangelo

"When the collaborations and the ideas emerge from the people that we're trying to work with, we're more likely to get innovation and advances that are sustainable for the long-term."

—**Dr. Jessica Santangelo**

versity has been doing for several years, which involves interventions with students who underperform in their first semester. This has significantly impacted persistence to completion. The new pathway is the Nassau/Hofstra pathway, which begins with identifying possible participants during the 2022–23 school year.

"What we'll be doing in this upcoming academic year is working with our local high schools—there are four that we're targeting—identifying students in their senior year of high school," says Santangelo. "We will accept them into the program when they're accepted into NCC."

"The Nassau/Hofstra side does not give these students an opportunity to underperform," she continues. "We have very specific elements of the program that we have adapted to address specific needs of students at community colleges."

Adaptive Curriculum

The program begins the summer before the students on the Nassau/Hofstra pathway commence studies, during which time they will

earn a stipend working on research in NCC labs. There will also participate in ALEKS, an online tutoring and assessment program to help improve math placement.

Students will attend seminars on study skills and career planning as well as advising and mentoring throughout their time at NCC and ultimately assistance with a seamless transfer to Hofstra. Ideally, the students

will complete an associate degree prior to transferring, but that is not mandatory.

"There will be an annual STEM professionals panel of Nassau and Hofstra alumni to share their career experiences, so they can see maybe even students from their



Dr. Jacqueline Lee

own high schools or hometowns as STEM professionals," says **Dr. Jacqueline Lee**, biology professor at NCC and co-principal investigator on the grant.

Santangelo says the focus is on emergent outcomes. Leadership will facilitate conversations among the faculty of the two institutions so they can develop collaborations they see as appropriate and relevant to the various courses they teach.

"When the collaborations and the ideas emerge from the people that we're trying to work with, we're more likely to get innovation and advances that are sustainable for the long-term," says Santangelo.

Lee says Hofstra and NCC will communicate about

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The Road to Full Professor

By Lois Elfman

Dr. Michele Tracy Berger recently shared exciting news—she has been promoted to full professor at the University of North Carolina-Chapel Hill (UNC-Chapel Hill). While enjoying her own accomplishment, she took the opportunity to note how few Black women achieve full professorship. According to 2018 data from the National Center for Education Statistics, there are approximately 832,000 college professors in the U.S., and only 2,900 of them are Black women full professors.



Dr. Michele Tracy Berger

“There are external barriers in terms of African American women and women of color becoming full professors, but there is also the mindset,” says Berger, who teaches in the department of women’s and gender studies and served as vice-president of the National Women’s Studies Association from 2010–14. “[Given the numbers], it can’t just be our individual challenges. Obviously, it has to be a combination of structural and internal factors.”

Berger is committed to work that centers interdisciplinarity and intersectionality in problem solving, asking transformative questions and promoting equity.

Life in Academia

Berger has been on the faculty of UNC-Chapel Hill since 2002. She went up for tenure in 2006 and received it in 2007. There were wonderful opportunities after that, such as administrative leadership, but she also remembers a full professor she respected telling her now that she’d received tenure colleagues were eager to see her become a full professor, adding that there was much work to do.

“At that time, I didn’t really understand the why, let alone the how,” Berger recalls. She came to see she had to work strategically, likening it to being the CEO of her own small business.

“A lot of people are invested in your success to become tenured—your mentors, people in the department, it looks good for the university,” says Berger. “However, by the time you cross over [to pursuing full professor], people are not as vested in your success. You can drift for a very long time. If you don’t have a plan and if you don’t get focused it’s really easy to let other things derail you.

“It took me a long time to unpack some of those things and get really focused and serious about getting to the other side,” she adds. “That meant having to exercise being a ninja of time management, exercising saying no and feeling OK with other people being disappointed that I wasn’t going to do the specific thing they would like me to do because I had to really refocus on reaching this goal.”

Books

Berger is the author of *Black Women’s Health: Paths to Wellness for Mothers and Daughters*, *Workable Sisterhood: The Political Journey of Stigmatized Women with HIV/AIDS and Transforming Scholarship: Why Women’s and Gender Studies Students Are Changing Themselves and the World* (co-authored with Dr. Cheryl Radeloff), a 2011 book updated again last year, as well as co-editing *The Intersectional Approach: Transforming the Academy Through Race, Class and Gender*.

“My work explores the real life meanings and everyday practices of health—mental, physical, emotional and sexual health—for African American mothers and daughters whose narratives comprise the book,” says Berger about *Black Women’s Health*, published in 2021. “While I want it to be a go-to text for anyone teaching or researching Black women’s and girls’ health, gender health disparities and mother-daughter relationships... I wanted it to be really accessible. I’m hoping it will reach beyond an academic audience.”

The book focuses on Black mother and daughter relationships and their role in shaping health practices.

She explores how the health needs of Black women and girls are uniquely rooted in their experiences with racism, sexism and class discrimination. The work is based on focus groups. There were 24 mothers and their daughters, who were between the ages of 12–18, all living in North Carolina at the time.

“I led a collaborative research project that investigated how mothers and daughters talk to each other about health and wellness,” Berger says. “It’s about thinking through the barriers and opportunities that Black mothers are navigating in how they talk about health and how daughters understand that.

“To think about racial and gender health disparities, we need a nuanced, different kind of methodical and theoretical framework,” she adds. “Theoretically trying to anchor those experiences in a way that, in the literature, we haven’t seen before.”

Work to Do

Certainly, many academics don’t reach full professor and still have good careers. However, Berger says that over the past decade there has been an emphasis that if someone is not a full professor, some leadership opportunities become closed.

“Part of the way I’ve survived and thrived is through peer-to-peer supports,” she notes. “I have had mentors, but some of those peer-to-peer relationships have been incredibly helpful.”

Berger entered academia with a set of core values, ideas and aspirations by which she has lived. The larger vision to which she remains committed is trying to make

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“It’s about thinking through the barriers and opportunities that Black mothers are navigating in how they talk about health and how daughters understand that.”

Women on the Move

As of September 16, 2022

- **Dr. Sarah Willie-LeBreton** has been selected as the 12th president of Smith College in Northampton, MA, a post she will assume as of July 1, 2023. She is currently the provost and dean of the faculty at Swarthmore College (PA).
- **Dr. LaShundia Carson** has been named dean of the School of Education and Psychology at Alcorn State University (MS). She has been serving on the faculty for 16 years.
- **Dr. Toinette Haynes Robinson** is the inaugural associate dean of special academic programs at the North Lake Campus within the Dallas (TX) College system. She has previously worked in several community college systems in Texas, including Tarrant County College District, Austin Community College District and Dallas College.
- **Kathleen Shields Anderson, J.D.** has been named vice president for the department of public safety at the University of Pennsylvania, where she previously served as chief of staff and executive director of operations.
- **Dr. DeMethra LaSha Bradley** has been named vice president for student affairs and dean of students at Scripps College in Claremont, CA. She previously served as acting vice president for student affairs and dean of students, assistant vice president for student affairs and dean of students, and chair of the case management and campus response teams at Macalester College in St. Paul, MN.
- **Jennifer K. Rushlow, J.D.** has been appointed dean for Vermont Law and Graduate School's new environmental public policy school. She had been serving as faculty director of the Environmental Law Center, a role she'll maintain.
- **Shannon Bradley** has been named the inaugural chief diversity and inclusion officer for Keck Medicine at the University of Southern California. She previously served as the assistant vice president/division director of diversity, equity, and inclusion for HCA Healthcare's Gulf Coast Division in Houston, TX.
- **Gaëtane Verna** will join Ohio State University as executive director of the Wexner Center for the Arts. She previously served as director and artistic director at The Power Plant Contemporary Art Gallery in Toronto and executive director and chief curator of the Musée d'art de Joliette, one of Quebec's largest art museums.
- **Dr. Monique Carroll** has been named director of intercollegiate athletics at Chicago State University. She most recently served in the same position at Huston-Tillotson University, a private historically Black institution in Austin, TX.
- **Mary Messina Remmler** will move from vice president for strategic planning and analysis to senior vice president and chief financial officer at the University of Delaware. She has been at the university since 2016.
- **Rachelle L. Williams** has been named director of alumni engagement and annual giving at Talladega College (AL). She has served on the faculty at the University of Phoenix, the University of Maryland College Park and

the University of Maryland Baltimore County.

- **Carmen W. Harper** has been named executive director of alumni affairs at Fayetteville State University (NC). She previously served as director of alumni engagement and annual giving at the Hood Theological Seminary in Salisbury, NC.
- **Lisa Lee** has been named director of internal audit at Rice University in Houston, TX. She previously served as audit director for the University of Texas Medical Branch at Galveston, TX.
- **Daisy Domínguez Singh** will join the University of Maine as dean of libraries, effective October 11. She has been working at City Colleges of New York since 2006, where she originally joined as a reference librarian.
- **Dr. Deborah Perron Tollefsen** is the new vice provost and dean of the Graduate School at the University of Memphis (TN), where she has served on the faculty since 2002. She recently served as associate dean in the College of Arts and Sciences.
- **Karen Wright** has been named interim vice president for advancement at Fort Valley State University (GA). She most recently served as vice president for institutional advancement at St. Thomas Aquinas College in Orangeburg, NY.
- **Dr. Jody Neathery-Castro** has been named interim associate vice chancellor for global engagement at the University of Nebraska-Omaha. Currently the Distinguished Associate Professor of political science, she served as chair of the department of political science from 2015 through 2021.
- **Dr. Mary Helen Ruffin** is the new chair of the department of associate of science in nursing program in the College of Nursing and Health Sciences at Mississippi University for Women.
- **Ka'Lisa Stanfield** has been named interim athletic director at Alabama A&M University. She previously served as assistant athletic director at the University of Arkansas-Monticello.
- **Dr. Laura Soito** has been appointed interim associate dean of the College of University Libraries and Learning Sciences at the University of New Mexico. She has been serving as director of collections since she joined the institution in 2015.
- **Dr. Linda J. Bell** has been named director of athletics at Dillard University, a private historically Black university in New Orleans, LA. She previously served as director of compliance and the senior women's administrator at Fort Valley State University (GA).
- **Dr. Rosalie Mainous** has been named dean of the college of nursing at the University of Kentucky, effective Nov. 14. She most recently served as special assistant to the provost at Texas Woman's University (TWU) in Denton, TX.
- **Crista Hill** has been named director of veteran and military affairs at the University of Colorado, Colorado Springs. The U.S. Air Force veteran has worked in higher education for over 20 years.

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In Support of Teaching the Humanities: Avoiding the Errors of the Past

By Kendra H. Gaines, Ph.D.

It does sometimes feel discouraging to see the disbelieving looks on the faces of my interrogators and hear the oft-repeated question, “You majored in what?”

“English literature. And I loved it so much I went on to get a doctorate in 19th century English literature.”

“But what can you do with that?”

And there’s the question that appears to have paved the way to the gradual erosion of interest in studying the humanities. Students may enjoy some of the topics, but the underlying question dominating their thinking is, what use is that for getting a good job?

So how do we respond to that question? I propose an increased emphasis on relevance, on a compare-and-contrast approach, especially in the field of history. Students frequently seem unaware that history does in fact repeat itself and that sometimes such repetition would be better avoided—as the past can amply illustrate.

Learnings from 19th Century England

This is admittedly a very broad assertion, so I shall limit myself to my own area, which is women in Victorian fiction. What we can learn from a study of the literature of the time can readily be applied to much of what is occurring in the United States in our own time. In both eras we can discern an intense need to control women’s autonomy and independence. Sometimes it takes a significant period of time for women to build up enough resentment against the controlling forces to take action; but in due course and in differing ways, they will resist. This was certainly true of certain women in 19th century England.

For much of the century, women had virtually no societal rights. This applied to all women of any class, aristocracy of the time not excepted. Working class women were deemed able to work up to fourteen hours a day in mines or, as the Industrial Revolution progressed, in mills. But they were not allowed to have a say in their own self-governance.

They were successfully prevented from achieving decent work conditions, from attending university, managing their own money, or holding property. Any property a woman might have inherited—usually because no male heir was available—was transferred to the man the moment the woman became engaged to that man. Nor could she own the clothes on her back or have any rights to her own children. If her husband decided to gamble away the family money or spend it on any of the thousands of prostitutes trying to survive in London and other cities, that was his legal right.

A husband determined to be rid of his wife once and for all could obtain testimony from an unscrupulous

doctor who would testify that the wife was insane and needed to be incarcerated “for her own good.” A wife had no legal recourse against this action. The husband would then have free access to anything that belonged to his wife prior to the marriage, including the children that came from that union. And to add insult to injury, the usual societal assumption was that these actions were no doubt the fault of the wife.

No woman was allowed to vote in any election whatsoever. The consensus was that “a woman’s place was in the home,” never in politics. This did not apply to women of the working classes, of course, who had to work to eat. More often than not, they also had to work to feed any number of children that resulted from their marriage—frequently more children than they could afford to take care of either financially or physically. If the husband were to die and thus eliminate his income for the family, the woman was truly in dire straits, with extremely limited options.

A lady of the upper classes, however, was only marginally better off. No doubt there were married women who enjoyed a truly happy marriage, stable home, and sufficient income to support their own children.

Again, however, the husband legally controlled the money and could do as he liked with it. If he chose to drink it away, he had every legal right to do so. If his wife found she no longer loved him, she knew she was nonetheless financially dependent on him and had better treat him kindly, or at least politely. Divorce was virtually impossible to attain. She was also expected to do her wifely duty, which generally meant yet more children.

The simple fact, however, was that there were no alternatives to this situation.

Liberation through Victorian Fiction

In 1860, however, this state of affairs began to shift. A new genre of novel began to emerge that came to be known as sensation fiction. *Lady Audley’s Secret*, by Mary Braddon, was one such novel. The new genre quickly proliferated, becoming wildly popular with the reading public and at the same time almost universally despised by men—and a few women—of religious, political, or intellectual leanings.

But as time gradually revealed, these novels began to reflect and even increase the discontent and resented helplessness of their female readers. In these novels, unhappy and powerless women did indeed find role models, women characters who mirrored their own state of mind. However, these women characters were no longer willing to remain powerless. Instead—shocking to

Students frequently seem unaware that history does in fact repeat itself and that sometimes such repetition would be better avoided—as the past can amply illustrate.

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Burnout, Vulnerability, and Changing Times

By Rebecca Pope-Ruark, Ph.D.

In the weeks leading up to September 20th, I was in full promotion mode for my book, *Unraveling Faculty Burnout: Pathways to Reckoning and Renewal* (Johns Hopkins University Press). I've been writing articles for different publications (like this one), recording podcast mini-episodes that reveal glimpses into the chapters, and doing some media interviews. Recently, a higher ed newspaper journalist asked me a question that no one had asked me before: How was I able to decide how vulnerable to be in the book, since it includes my own very personal experiences with burnout?

For most of my academic career, I wanted to be a recognized expert in something, someone who achieves excellence and becomes the go-to person on some important topic in higher education. For a brief moment that was adapting Scrum project management for faculty work. If you would have asked me in 2017, when my first book *Agile Faculty* came out, what I wanted to be known for in the next five years, my answer would absolutely not have been vulnerability or burnout. I would have preferred it be something like productivity management and career vitality. But the universe had other plans.

Finding Legitimacy in the Diagnosis

The idea for *Unraveling Faculty Burnout* came to me where many of my best ideas do these days—in therapy. I had been in treatment for at least a year for severe burnout, anxiety, and depression after having two breakdowns that made working nearly impossible. I was on medical leave from my tenured faculty job, but I went to a conference that I had already registered and paid for. At the conference, I reconnected with many former colleagues and old friends, and I was far enough into my burnout journey that I wasn't hiding the diagnosis in shame any longer. If someone asked what I was up to, I simply said I was on medical leave for burnout and let the conversation go where it might.

While I expected uncomfortable silences after my admission, most people were full of stories and questions—stories of themselves or colleagues experiencing burnout, questions about how medical leave worked and how my peers had reacted. Everyone had a story. I saw relief in their eyes that someone was talking about burnout as a legitimate diagnosis that could potentially apply to them or a colleague rather than some shameful secret to be hidden away and endured. They wanted to know more.

Burnout is defined by the World Health Organization as a “syndrome resulting from chronic workplace stress that has not been successfully managed” and characterized by feelings of exhaustion, cynicism or pulling away, and real or perceived reduced professional efficacy. Even

just sharing the definition seems to ease people's minds, that there was an actual term for what was happening to them or someone they knew. People wanted to sit and talk with me, leading me to miss sessions to have these important conversations. It felt good to talk about it openly.

Writing Therapy

When I returned from the conference and had my next therapy session, I talked about that experience and said musingly, “there's a book here. People are hungry for language to use when thinking about burnout. And everyone had a story to tell. I hit a major nerve.” I think I probably laughed at myself then, though my therapist kindly took me seriously in the best way.

She and my medical professionals had been preaching rest and stepping away from work for a while to deal with my mental and emotional issues. The idea of adding a major project back into the mix sounded ludicrous in the face of that advice. But the more I thought about it, the more I could see the book in my mind's eye, yes, with my voice but also the voices of others sharing their experiences and support with the research. It began to feel urgent.

I can't point back to a moment I consciously decided to be so honest in the book about my experience.

Each chapter starts with a memory or event that illustrates part of my burnout journey, from diagnosis and therapy to my first “real” job failure and a horse farm. I didn't write those stories for anyone but me initially. I'm

a writer by nature; my Ph.D., is in rhetoric, and my teaching mainly consisted of writing courses. Writing helps me think, helps me process what's going on around me. I needed to write to get through the experience. And maybe by writing through it, I could help other faculty experiencing something similar.

Normalizing Vulnerability

What if we normalized sharing vulnerability and humanity with each other, peer to peer, faculty member to student, administration to faculty and staff? What would happen if we approached work and thought with attention to our well-being and that of those with whom we interact? More than any time in recent history, thanks to the pandemic, we are more aware of each other's humanity as we collectively dealt with the traumas of COVID-19.

But as we shift into the return to “normal” (perhaps in many ways prematurely), we are again faced with a culture that thrives on stress and overwork. Higher ed doesn't appreciate vulnerability as it can be perceived as “weakness” or an inability to “hack it” in academia. The culture is grounded in life-long learning, the quest for knowledge, and service to society, but it's also grounded

Higher ed doesn't appreciate vulnerability as it can be perceived as “weakness” or an inability to “hack it” in academia.

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Get to know your new president

By Dawn Z. Hodges, Ph.D.

Two of the colleges where I used to work will get new presidents this year. During my career, I welcomed four new presidents. It's always an anxious time because you just don't know what to expect. You hope you'll get a president who will observe, listen, and study life on your campus before making big changes. That's not always the case. One new president I worked for came in like a tornado. She upended life as we knew it and changed the landscape radically.

You can't change your new president, but you can make it a point to get to know them. Knowing what they expect early on will make the change easier. I can't say I was always successful toward this end. I never got to know the tornado, nor did she make an attempt to know me. It made for an uncomfortable and unsuccessful relationship. I definitely take my share of the blame.

The literature is filled with advice on how to get to know your new boss. First of all, ask questions. *Monster.ca* offers "9 Questions to Ask Your New Boss." In the article, author Mark Swartz writes that, when introduced to a new boss, it's a best practice to ask:

- When would you like to have our first meeting?
- Is there some way I can assist you immediately?
- At your first in-depth discussion, ask:
 - What would you like to know about me?
 - How would you describe your management style?
 - What specific expectations do you have of me?
 - How do you prefer to hear about bad news?
 - What annoys you the most in someone who reports to you?
- Two other questions to ask:
 - When do you want to meet next?
 - Want to grab lunch?

Regarding lunch, Swartz says you may have to ask a few times. Some supervisors want to avoid the appearance of favoritism, but some will welcome the opportunity.

The *Harvard Business Review* published "7 Questions to Ask Your New Boss." Author Tomas Chamorro-Premuzic offers an entirely different set of questions:

- Who should I meet with outside our team?
- How do you prefer to communicate?
- What's the best way to ask for your input and feedback?
 - What can I do to support the team and add value to the organization?
 - What would you do if you were in my shoes?
 - How can I further develop my potential?
 - What could I be doing better?

With some bosses, you may not have the opportunity to ask a lot of questions. But hopefully you'll get a president

who's interested in getting to know the other administrators at your institution.

In the article "3 Moves Smart People Make When They Get a New Boss," published at *themuse.com*, author Sara McCord suggests that when smarter workers meet a new boss, they:

- Put their best foot forward. Play by all the rules of professionalism to show you know what they are.
- Pitch fresh ideas. Share your ideas for innovations or new ways you can contribute.
- Offer to help. Volunteer to share institutional knowledge. Make it clear you're happy to answer any questions as your new boss gets up to speed.

In "Tips to Help You Get Along with Your Boss" at *thebalancecareers.com*, Susan M. Heathfield offers these suggestions:

- Realize your relationship is within your control. You're in charge of your relationship with your boss.
- Know there's an assortment of boss types. You'll find bosses that are easy to talk to and relate to; others may seem to be speaking a different language.
 - Develop a positive relationship. Keep timeline commitments, and never blindside your boss with surprises you could have predicted or prevented.
 - Consider your boss. Understand your boss's goals and priorities. Place emphasis on your work to match their priorities.
 - Focus on the best. Look for and focus on the best parts of your boss.

• Understand your boss's working style. Do they like frequent communication, autonomous employees, requests in writing in advance of meetings, or informal conversation as you pass in the hallway?

- Learn to read moods and reactions. There are times not to introduce new ideas. If your boss is currently preoccupied with making this month's numbers, your idea for a six-month improvement plan may not be timely.
- Learn from your boss. Appreciate that they became the boss because your organization found aspects of their work, actions, or management style worthwhile.

- Ask for feedback.
- Value your boss's time.
- Know your company's goals.
- Don't hold grudges. Disagreement is fine: discord isn't. Get over it. Come to terms with the fact that your boss has more authority and power than you.

I think these authors offer some good advice, although you may not get the opportunity to implement all their suggestions. Sometimes getting to know a new boss is easy, and sometimes it's very difficult. Perhaps some of these ideas will help, regardless of who becomes your new president. 📌

Dawn Z. Hodges, Ph.D., retired from the Technical College System of Georgia. She served as Vice President for Academic Affairs at Southern Crescent Technical College. Email dawn.hodges623@gmail.com.

You can't change your new president, but you can make it a point to get to know them.

Collaboration, not Competition, Will Distinguish Successful Higher Education Institutions in the Future

By Marguerite J. Dennis

*"You can either manage disruption or be victimized by it."
— Scott Galloway*

At the height of the pandemic, Scott Galloway, professor of marketing at New York University, wrote that higher education was headed for the "survival of the fittest," with elite universities teaming up with technology companies to dominate higher education in the U.S. and "lesser" schools simply vanishing. Galloway further predicted that technology firms will partner with world-class universities to offer 80% of the traditional four-year degree at 50% of the cost.

There are many reasons to agree with Professor Galloway's predictions. Colleges and universities with fewer than 3,000 students, unmanageable discount rates, and low endowments will not be able to survive in a higher education environment that has dramatically changed because the higher education consumer now has options that did not exist prior to the pandemic.

Doing more with less—cutting budgets or firing admission staff—are not the tools needed to meet the challenges facing higher education institutions today. What is needed are new and creative ways of thinking on how to manage change, including sharing online course offerings, implementing creative articulation agreements, offering dual degrees, and partnering with employers and the local business community. Collaborating with one-time rival schools may also contribute to sustainability.

There are many examples of creative collaboration taking place throughout the U.S. including:

- Arizona has become the 24th state in the U.S. to allow community colleges to offer bachelors' degrees. Legislation requires that the proposed baccalaureate programs respond to local labor market needs and don't replicate programs already offered by state universities. It's important to remember that community college enrollment dropped 30% between 2012 and 2021. This could be one way to reverse that trend.

- Acadeum, an online course-sharing platform, has partnered with 400 colleges and universities to offer 30,000 courses across the networks that use the service. All 50 community college districts in Texas are part of this course-sharing consortium.

- In 2021, Google announced that its five career certificates will be available through Guild Education, a company that connects employers with education options for their workers. And Guild connects workers in online degree programs with some of its partner institutions. Google has also partnered with more than 150 employers

who have hired graduates of its certificate programs.

- International recruitment and enrollment can be assisted by collaborating with organizations like Studypoints, the online information application platform, and ApplyBoard. Both companies assist international students to identify suitable college and university study abroad programs in the U.S.

- In March 2019, the University of Massachusetts announced that Brandman University, a private nonprofit institution in California that serves more than 10,000 students online and has 25 physical locations, would become UMassGlobal. Joining Purdue University's purchase of Kaplan University and the University of Arizona's acquisition of Ashford University, this alignment signals the latest public university to recognize the need to educate adult learners.

- On the other end of the potential college enrollment spectrum, the Wharton School of the University of Pennsylvania has created the Wharton Global Youth program allowing high school students to enroll free of charge in college-level courses at Wharton. Called the Steppingstone Scholars New Partnership, the Wharton undergraduate division will connect Steppingstone scholars with college-level internships and job placement opportunities.

These are but a few of the innovative and collaborative programs created out of the need to rethink and reimagine the current higher education model.

The potential for collaboration to increase enrollment and stabilize a school's finances are limited only by a lack of imagination and creativity. The first step is to recognize that a different model for higher education delivery is necessary.

The second step is to bring together a team of college administrators, education entrepreneurs, researchers, state government officials, employers, community leaders, and students to brainstorm on how to work together with both "traditional" college students, college dropouts, and adult learners.

The third step is to create a pathway for meetings, ideas, and words to translate into actionable programs.

The fourth step is to evaluate not only strategic plans, but vision plans every few weeks or months, if necessary,

The fifth step is to celebrate success. 📌

Marguerite J. Dennis has been a higher education administrator for more than 40 years, at St. John's University in New York; Georgetown University in Washington, D.C.; and Suffolk University in Boston. She is the author of six books on higher education administration, college admission and financing, and student progression and retention. She currently works as a consultant to colleges and universities in the United States and around the world and is a Trustee at Richmond The American International University in London. She can be reached at margueritedennis@gmail.com.

Doing more with less—cutting budgets or firing admission staff—are not the tools needed to meet the challenges facing higher education institutions today.

Best Practices to Increase your Shot at Grant Funding

By Halley Sutton, Editor

LAS VEGAS—"I spent about 16 years at Syracuse University, in their emergency communications department. In [this] my former job, 'no' was never an option. I had to find a solution [to whatever problem we faced]. Grant funding is similar," Shannon Day, Grants Development Consultant, Grants Office, LLC, said.

At the recent annual conference for the International Association of Campus Law Enforcement Administrators, Day shared available grants funding for campus safety and security opportunities through both state and federal agencies, the best way to ensure your grant gets approved, tips for writing a successful grant proposal, and more.

Read on for her suggestions.

Landscape of Grant Funding for Higher Education

"The word 'grant' can mean a whole lot of things, but I'm talking specifically about monies offered to eligible recipients by carrying out a project that is of interest to the funder," Day said. There are three main categories of funding: federal, state, and private grants. The largest pot of funding comes from the federal government, she said.

Federal government agencies are responsible, annually, for about \$500 billion in funding. Federal grants tend to be more competitive than other grants, since they're available to applicants across the country and offer larger pots of funds. They also have a more complex application process for grant approval, Day said.

State agency grants offer about \$100 billion annually, but this is subject to more fluctuation than federal grant

funding. "State grant funding is dependent on state budgets, which are dependent on a lot of factors within that state," Day said. But in general, she added, state grant funding tends to be less competitive than federal grants, with a less-complex application process. There also tend to be smaller pots of funding awarded.

Private and/or corporate grand funding is responsible for about \$70 billion annually in grant funding. These come from corporations, community foundations, individuals, families, and foundation funding, Day said. "It also runs the gamut on the amount of funding—as well as the complexity of the application process," she said.

For example, private grant applications might vary as much as simply submitting a letter of interest to a full application. "A lot of foundation grants start with a letter of interest," she said.

Privately funded grants are also able to turn around awarded funds more quickly than state or federal agencies although "there are very few grants where you get the money the next week [after being awarded]—not even the foundations," Day said.

"One thing about grant funding is that funders view their grant money as an investment," Day said. They're investing in you and your project, and they want your project to be successful, so they can see a return on that investment.

Campus officials who apply for grants also need to be aware that your project will likely be used as a baseline of success for future grant-funding projects—both at your campus and otherwise. "Other funders can look and see, 'They were successful with this project, how about we fund them for another project?'" Day said. ■

"Our most famous saying is, 'grants fund projects, not products.' That may be the most important thing you take away [from this session]."
—Shannon Day

Become a Grant Expert

At a session on grant funding for campus safety at the annual conference for the International Association of Campus Law Enforcement Administrators, Shannon Day, Grants Development Consultant, Grants Office, LLC, shared tips for giving your program the best shot at being funded:

- Address all criteria in your application. Some of the biggest challenges with grant-funding approval is making sure you follow all the criteria of the grant. "Eligibility is a huge thing, that's why we're here today," Day said.
- Join listservs. Day recommended signing up for listservs that will keep you up to date on this grant in the future. Those listservs will also inform subscribers about when to apply and what is required for application, Day said. In particular, Day said it was important to be on your state agency listserv to be aware of grant opportunities that might benefit your department.
- Maintain a good relationship with public agencies. "Many grant funders place a high value on proposals that involve partnerships," Day said.
- Ask for the funding you need—not more, not less. "Never ask for funding you don't need," Day said. It could damage your prospects of getting future funding for this and other grants. And don't misuse funds by routing them to other projects than the project for which you received grant funding.

"Our most famous saying is, 'grants fund projects, not products.' That may be the most important thing you take away [from this session]," Day said. Yes, you may need upgraded equipment or technology—but generally grant funders don't care about the stuff; they care what the stuff will do for your campus, Day added. ■

On Black Widows in Academe: Cultivating Healthy Academic Departments

By Crystal R. Chambers

Academia has not escaped the Great Resignation. Although data on pandemic-era faculty employment trends are emergent, the American Association of University Professors reports that 2021 saw declines in the number of full-time faculty positions in about half of U.S. institutions. To what extent these declines are associated with general shifts from full-time to contingent employment or faculty choices, such as early retirement, are unclear. However, while it is clear some faculty seem to be leaving academia, many who stay are less eager to return to the old demands of “normalcy” and what that looks like on campus.

While some faculty reaction is attributable to institutional responses to the pandemic, salary concerns, and legislative intrusion, disengagement can also stem from long-standing cultural rifts. Many of these challenges are beyond the domain of department chairs. Yet there are opportunities for chairs to make meaningful change for faculty.

A phenomenon I recognized earlier in my career is what I have dubbed the black widow approach to faculty acculturation. In the black widow acculturation scenario, a stretched and stressed largely tenured department hires a new tenure-track faculty member. Academic service work like assessment, accreditation, program coordination, or department special projects that prior to this hire were the responsibility of a select one or a few tenured faculty are then unevenly “shared” with the new faculty member. The new colleague has the same teaching loads and scholarship expectations to achieve tenure, the additional service burden notwithstanding. Upon a review for reappointment and/or tenure, the tenure committee assesses that the faculty member has not met department standards and is dismissed from the institution.

This pattern is parallel to phenomena observed among a set of arachnids subsumed under the common name of black widow. In North America, we have three species of black widows: *Latrodectus hesperus* in the west, *Latrodectus variolus* in the north, and *Latrodectus mactans* in the south. There are, however, more than thirty species globally. Black widows are known for their venom, which can be deadly to young and elderly humans. They are also known for being cannibalistic. Yet, contrary to popular beliefs, female black widows are not as likely to consume their male partners or spiderlings if they are well fed. Absent ample resources, however, they may eat their mates or offspring. Similarly, spiderlings are more likely to eat each other when some are larger than others and food is scarce. For this reason, female black widows try to ensure equal development among their eggs.

Perhaps like black widows, we in academe make sub-optimal decisions under resource constraints. While we can advocate for more resources, we often have limited control over allocations from central administration to our colleges and schools and down to our departments. We do, however, have control over how we allocate resources within our departments. Here are four lessons we can learn from black widows to prevent cannibalization within a department.

1. **Equity matters.** Female black widows are careful to feed all their spiderlings. They allocate food resources equitably to promote even development, just as a good department chair should. Equity here should not be interpreted as equally. Treating differentially situated people the same is treating them inequitably, as they are not being resourced in accordance with their needs.

2. **Don't overfeed fat spiderlings.** The reason that female black widows attend to equitable spiderling development is that larger spiderlings will eat their siblings. In the context of departments, this means making sure that workloads are fair. Years ago, a colleague shared that her department chair asked her to assume additional teaching responsibilities in order to enable another colleague, a man, to pursue a research project. She requested similar consideration the following year and was told that her teaching was too valuable to students and the department. But what about her opportunities to develop as a scholar?

*Departments
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Departments tend to augment women's teaching, advising, and service contributions while men are more likely to shirk service responsibilities, particularly in STEM fields. Inequitable workloads contribute to unequal faculty development opportunities that in turn can be used against faculty whose teaching and service contributions outweigh their scholarship. The scholarly productivity of faculty who receive greater scholarly support can also become the standard bearers for faculty success within a unit, the benchmark against which all others are evaluated to the detriment of faculty with heavier teaching and service loads. Teaching and service underloading can further contribute to a sense of entitlement among faculty privileged in scholarly support. Those faculty may not only come to expect reduced teaching and service contributions but also rise to formal and informal leadership positions within the department, where they evaluate the performance of other faculty through a lens of privilege.

Therefore, it is important to holistically evaluate faculty performance, rewarding faculty for distinctive teaching and service responsibilities in addition to those who distinguish themselves through scholarship.

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On Paying Dues

By Autumn A. Arnett

Last weekend, I made a batch of chili—my first of the season, and my iPhone memories reminded me that it was on this same weekend last year that I entered the chili cookoff at our sailing club in Costa Rica.

I'm generally not the cooking competition type, and not because I'm not a great cook or highly competitive. I'm both. It has just never occurred to me to seek validation on this thing I love to do from other people. Hosting friends and family for random mid-week meals or Sunday dinners is enough.

But we were new to Costa Rica, and seeking to build community. The sailing club is full of ex-pats, and I was convinced that regardless of nationality or ethnicity, there's a certain common trait in people who had all decided to leave our homes and families and build a whole new life in another country. So I packed up my crockpot and entered the competition, hoping to socialize and make some new friends along the way.

Lessons about loyalty and friendship

My chili recipe is distinct. As sweet as it is savory, with just the right amount of spice. Cinnamon and cayenne pepper play together and provide what I think is a delightful balance of flavors. I'm clear that folks will either like it or hate it—much like how people respond to me. You are either appalled to taste something that is so completely different than what you're used to from your chili experience, or you're surprised by your own delight at my reimagining of this classic dish. It's either *this is really, really good!* or *why on earth would you do this?*

Luckily for me, nearly every single one of the judges exclaimed how much they loved it. What a delightful departure from normal!

I had the opportunity to sample many of the other recipes. Most of them tasted similar, with the main difference the entrants described being the kind of meat used. There was a white chili, a three bean meatless chili. But other than that, many of them had similar flavor profiles. Several were good, but they were hard to distinguish from each other by the time you got to your fourth or fifth (of nine or 10) sample.

I felt good about my chances, as I watched the looks of pleasant surprise creep across the face of judge after judge who approached my table.

Then, one judge told me, "your chili is absolutely the best one here, I just want you to know that. But I have to vote for my friend." Another one asked me if this were my first year. I said yes. He laughed and said I couldn't just swoop in and take first place in my first year! I watched the judges laugh and joke with the other participants—most of whom had been entering the competition

for years. They asked about each other's families and what their plans were for the rest of the weekend. But I remained confident in my chances. Because more than one judge had commented that mine was the best, and no one frowned when they tasted it.

My children and I huddled together when the final results were announced. Third place went to someone else. So did second. Surely we wouldn't win first place—would we?

We would not. We didn't even place. Not even honorable mention.

Lessons in Defeat

If I am being truly honest, I'm still a little bitter about the loss. It would have been one thing if people simply didn't like my chili. I took that risk by entering something that's vastly different than what people traditionally think of when they think of chili. But to have witnessed judge after judge genuinely enjoy my recipe, and several tell me mine was the best, but ... was crushing. I was the only non-white person in the competition, but I didn't quite get as far as wondering if racism had made its way to Surfside, Guanacaste, Costa Rica. I did, however, home in on the ideas of cronyism and the need to make the newcomer pay some dues before allowing a win.

As I was reminded this weekend about that loss, I thought about the ways this same idea shows up in other areas of life. A few of my friends founded an organization, the Higher Education Leadership Foundation, which focuses on training the next generation of higher ed leaders and administrators. I remember early on in the organization's infancy stage, the leaders were frustrated by what felt

like a reticence to hire younger administrators. We talked about the idea of a "new guard" of leaders who could bring in fresh ideas and perspectives about the way to do the work—and a closer understanding of the needs of today's students—and what felt like pushback from the older generation to welcome them in.

I thought about all of the women I know in higher ed and politics who are passed over for promotions, not because their work doesn't demonstrate a readiness for leadership, but because they haven't "paid their dues." In many of these cases, the women are being tapped to lead, via service on committees or being given additional duties, without the pay or title recognition for the work they're being asked to do.

This society—and you can define society however you'd like: higher ed, America—continues to benefit from the intellectual, academic, creative and interpersonal genius of individuals it continues to disrespect. The further you get from the standard of white, male, wealthy, straight, Christian, the greater the disrespect.

Institutions consume Black, Hispanic and LGBTQ cul-

This society—and you can define society however you'd like: higher ed, America—continues to benefit from the intellectual, academic, creative and interpersonal genius of individuals it continues to disrespect.

ture and build their programs and initiatives after models they've learned from communities. In many cases, they tap women to lead them, often as volunteers. Most student success models, particularly those aimed to support low-income, first-generation students and students of color, are molded after the approaches taken by historically Black and Hispanic-serving institutions. But when it comes time to acknowledge or promote or hire these individuals whose talents and knowledge have literally built the framework for institutional success, many are told over and over again they haven't paid their dues. ■

PROFILE: Hofstra University and Nassau Community College Collaborate to Build STEM Success,
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articulation. "We can update articulation agreements, discuss curriculum mapping, content skills and pedagogy, and we can revisit this every year to make sure that we're providing...the Nassau students what they need to excel at Hofstra," says Lee.

In addition to faculty mentors, participants will be mentored by older students in the program. As they progress, they will become mentors to the next cohort. This has proved quite successful with students in the Hofstra pathway.

Project Research

Santangelo says there is an ambitious research agenda for the next six years, calling it a unique opportunity to look at things like STEM identity, community building and persistence.

"We're going to be looking at impact on the students' outcomes—GPA, retention, graduation," says Lee. "Also, the influence on the institution ... [By example], having undergraduate research projects available for anyone who wants to participate. Hopefully, we can demonstrate the importance of that."

Santangelo anticipates a large report at the conclusion that brings together all the research questions being asked. There will also be periodic papers as the project is ongoing.

"There is so much rich information that we can learn from these students as they progress through the program," says Santangelo. "One of the things we're investigating is which parts of the program we are able to institutionalize and which parts seem to be sustainable beyond the duration of external funding." ■

PROFILE: The Road to Full Professor,
continued from page 6

academe a more humane place and trying to advance theory and practice as embodied often by women of color. Being a full professor won't change that. She hopes to share her journey with people who may benefit from hearing it.

Going forward, she hopes she will be contacted to review cases of people coming up for full professor.

Understanding the challenges and pitfalls that people can experience, she can be the voice that helps translate someone's strong record that others may question.

"I hope to use my experience and understand the ways we can look at someone's record in a holistic, thoughtful way," Berger says. "Given I'm at the intersection of these different fields (gender studies, sociology, critical health studies and political science), I think that will be really helpful.

"When and if I get invited on panels, I think the biggest piece is to demystify the process of becoming full professor, particularly for Black women and women of color," she continues. "How to deal with the external barriers and also to create the mindset to move forward in as expeditious a way as possible ... Also, talk about what it means to be a scholar in this moment and embracing intersectional feminist leadership." ■

Women on the Move,
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- **Sheryl Huggins Salomon** is moving from chief communications officer at the New York University McSilver Institute for Poverty Policy and Research to director of strategic communications for the Silver School of Social Work at the institution.

- **Karen Peart, J.D.** has been named interim vice president for communications at Yale University in New Haven, CT. She previously served as director of university media relations at the institution.

- **Dr. Sharon Beasley** will become the next director of nursing education at the University of the District of Columbia. She most recently served as director of the Accreditation Commission for Education in Nursing in Atlanta, GA.

- **Dr. Kristie L. Kenney** has been named senior vice president for institutional advancement, strategic initiatives, and communications at Talladega College (AL). She previously served as director of annual giving for Christian City, Inc. in Union City, GA.

- **Dr. Michelle Nichols** has been named senior vice president of clinical affairs at Meharry Medical College in Nashville, TN. She previously served as associate dean for clinical affairs at the Morehouse School of Medicine in Atlanta and medical director for Morehouse Healthcare. Meharry and Morehouse School of Medicine are two of only four currently operable historically Black medical schools. ■

IN HER OWN WORDS: In Support of Teaching the Humanities: Avoiding the Errors of the Past,
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male readers—they took matters into their own hands, went directly against every known social norm, and often (though not always) prevailed.

Foreshadowing Modern Times

All this is very well, but what, the reader may wonder, does this have to do with circumstances today?

And therefore, what is the rationale for arguing that the teaching of such history, especially literary history, is a valid and necessary element of the 21st century student's education? I would argue that it is fair to say that the battle for women's autonomy, for self-direction, is again under attack. In many respects, it has never quite ended. I would also argue that women of today need to be aware that, unless they wish to return to a past state of legal limbo and political helplessness, they must not rest on accomplishments of the past, but must instead remain on the front lines of the ongoing struggle, staying ever vigilant. A disrespect for women's rights can all too easily become a societal disrespect for women's personhood as well, as in the matter of abortion rights.

This essay is not so much concerned with the abortion issue as it is with the disheartening and exhausting recurrence of attacks on women's autonomy. Do young women of today know anything about how ongoing this battle has been? Do they realize that it has been fought again and again? Can they understand that at stake is their own independence and their own right to control their personal destinies? For these students, first, history has to be taught, learned, and understood to be potentially recurring. They must become aware of the ever-present forces that strive to return women to the politically helpless state in which they have lived throughout most of history.

And this is what a study of the humanities can provide. In this regard, history must not be allowed to repeat itself, simply because our students are ignorant of the past. ■

Kendra Gaines, Ph.D. is a semi-retired professor of Philosophy and English, teaching ethics and writing online.

IN HER OWN WORDS: Burnout, Vulnerability, and Changing Times, *continued from page 9*

in competition, productivity, and free labor. Acknowledging the lengths these values drive us to allows us to surface the more negative parts of our culture so we can make change.

So what might normalizing vulnerability specifically in relation to burnout look like? One way I've tried to model that is by telling my own experiences as well as those of other women in higher ed, from full professors to adjuncts and grad students, across race and ethnicity. The women in the book tell their stories of being vulnerable with partners, colleagues, and students, some with more understanding responses than others. Each of these shared experiences, in the book or on the campus or in our publications, adds one more step to transparency in our culture.

Burnout is a cultural problem, one that causes individuals' experiences. While coping skills are absolutely necessary in the high-stress environment of the academy, we have to start changing the culture too. And we do that by not hiding these experiences or feeling shame about one's burnout. We do it by normalizing talking about burnout without normalizing the culture that breeds it. We do it

by speaking the truth to each other and our administrations. Culture change is hard, especially when it can feel calcified around us, but bringing these stories and experiences out of the dark is how we start the change. ■

Rebecca Pope-Ruark is associate professor of English at Elon University, where she coordinates the Professional Writing and Rhetoric program as well as the Design Thinking Studio in Social Innovation immersive semester pilot program.

On Black Widows in Academe: Cultivating Healthy Academic Departments, *continued from page 13*

3. **Mature spiders need support too.** Female black widow spiders are less likely to consume male partners and spiderlings if they are otherwise well fed. Contemporary faculty mental health and exhaustion concerns are well documented. Department chairs can support mid-career faculty professional development through opportunities such as the National Center for Faculty Diversity and Development's Post-Tenure Pathfinders Program. In addition, writing retreats and team-building work integrated into department meetings can give faculty a space to voice their concerns and build community.

4. **Promote healthy work environments.** Male black widow spiders can sense female hunger through pheromones and will avoid mating with a hungry female black widow to prevent becoming her snack. Similarly, workplace toxicity inhibits productivity. As such, department chairs should actively address workplace toxicity, including but not limited to interpersonal racial, gender, sexual orientation, and ableist discrimination. Toxic environments reduce faculty productivity and encourage turnover. Resources such as the field of nursing's healthy work environment standards can help department chairs foster a healthy work environment for all. ■

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