Evolving Faculty Careers

INSIDE HIGHER ED

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Time For A Teaching Reset

As the pace of knowledge creation grows ever faster, traditional print textbooks are increasingly out of place in the modern classroom. For educators looking to increase engagement, interaction and comprehension, the textbook future is digital

The definition of digital learning is changing. Where once it solely referred to online learning, it now encompasses one of the most important aspects of a post-secondary education—the in-person learning experience. Faculty, taking advantage of Wi-Fi on campuses, are gamifying their learning objectives, flipping their classrooms and conducting formative and summative assessments using students' mobile devices.

The traditional textbook is especially out of place in this new classroom. As the pace of knowledge creation grows ever faster, the conventional method of distributing it—revising or adding new chapters and then translating, printing and shipping them by the tens of thousands—is obsolete. Knowledge is weightless, and no longer needs to be turned into reams of paper in order to be disseminated.

From the perspective of today's educator, physical textbooks are an expensive anachronism. Rather than being locked into static course materials, they want textbooks that live in real-time and keep pace with fast-changing facts. They want textbooks that students can afford and will actually read. They want learning materials that help build comprehension, retention and engagement with video and interactivity. In other words, they want interactive digital textbooks.

In principle, the idea sounds great but the fact is that many professors who want to adopt or create digital textbooks run into a wall. They have difficulty finding just the right resources for their class or discover that the quality of the content isn't consistently high. And many of the digital textbooks that are offered by traditional publishers are just PDF versions of printed editions—which don't allow for customizations and are only infrequently updated with new facts.

Solving those challenges, and providing a truly exceptional textbook experience, was what inspired my co-founder, Mohsen Shahini, and I to to start Top Hat. The textbooks and other learning materials available through Top Hat's app are created by educators, easily customized and updated, and a breeze to incorporate into your courses. They stand apart from other digital textbooks because they're truly, fully interactive. And the best part for educators trying to improve their students learning experience? Top Hat textbooks are available for free or at a low-cost for anyone to use.

Mike Silagadze
CEO and co-founder,
Top Hat

Introduction

The faculty career path, while never easy, was once well understood: Earn a Ph.D., land a job at the most prestigious institution possible, work your way up. Those earning doctorates at top institutions could assume that they would land on the tenure track. Publish, and attract some grants, and the rest would take care of itself.

No more. Jobs – especially but not only in the humanities – are hard to find. The bar is higher across the board, and those landing tenure-track jobs regularly admit that they are not better – only more fortunate -- than those who are adjuncting. In this environment, graduate training is changing (and programs are under pressure to change much more). Adjunct working conditions are attracting attention as life off the tenure track is no longer seen as temporary.

And even for those with good positions, careers are evolving. Teaching is receiving more attention at research institutions where faculty skills in the classroom were once largely ignored in favor of faculty prowess in the laboratory. And technology has changed many faculty careers. While some fear the impact of technology on traditional academic values, others see potential to improve teaching and research. And these shifts have created new demands to train professors in the use of digital tools – both for online and face-to-face instruction.

Amid all these changes, professors continue to open new possibilities for students' lives and to pursue research that changes our society and world. *Inside Higher Ed* will continue to cover the evolution of faculty careers, and welcomes your feedback on this compilation and your suggestions for future coverage.

--The Editors
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Bottom Line Up Front

BY COLLEEN FLAHERTY // DECEMBER 15, 2017

Calls for clear, easily accessible data on Ph.D. program outcomes have failed to produce results at any kind of scale. A new coalition of 10 life sciences institutions hopes to change that.

Ten institutions on Thursday announced their commitment to giving life sciences Ph.D. students -- current and future ones -- transparent data on admissions, training opportunities and career outcomes. Most students aren't going to end up in faculty jobs, and the founding members of the Coalition for Next Generation Life Science want potential trainees to know that up front.

"Open data will allow students and postdoctoral fellows to understand fully the range of likely outcomes of their eventual training and career choices," the chancellors and presidents of all 10 coalition members wrote in a co-authored article about the initiative in *Science*. More than that, they said, clear data will help universities better align their programs to Ph.D. students' actual career outcomes -- and hold institutions "to account for their success in training and placing graduate students."

The "cardinal goal" of such transparency is "making advanced training in the life sciences more efficient and humane," the presidents added.

In February, the nine universities and one research center that make up the coalition will begin to publish reports on admissions and enrollment data on their doctoral programs in the life sciences, along with students' median time to degree. Within the ensuing 18 months, they'll share detailed information on student demographics, how many years their graduates spend as postdoctoral fellows, and the jobs their Ph.D.s and postdocs eventually get.

"While many students come in with the expectation that they're going to be able to have academic careers, that's just not what the facts show," said Peter Espenshade, project co-leader and professor and dean of graduate biomedical education at Johns Hopkins University. Indeed, the presidents' article estimates that just 10 percent of life sciences Ph.D.s earn a tenure-track position within five years of graduation. Contributing to that downward trend, the article says, is a 22 per-

cent decrease in federal research funding since 2003, adjusted for inflation. (Other factors not cited in the article include the increased hiring of professors off the tenure track.)

Espenshade said that students' awareness of the poor academic job market seems to be growing, especially within the last 10 years. Yet many still see graduate school as "a next logical step after leaving undergrad," he said, and don't address the realities of that market "until it's too late."

The initiative is not, however, about discouraging graduate study, Espenshade said, arguing that it would be impossible to overeducate the U.S. population -- especially in terms of science. Rather, he said, "What we want to do is provide [trainees] the best education, based on the array of careers they'll have."

Elizabeth Watkins, coalition co-leader and dean of the graduate division and vice chancellor of student academic affairs at the University of California, San Francisco, also disagreed that there is a Ph.D. supply problem. Trained scientists and scholars who can think critically, reason analytically, solve problems and make sense of large amounts of data benefit society, she said. They also find "meaningful employment and make valuable contributions" not only in academe but in business, nonprofits and government.

The Coalition for Next Generation Life Science includes Hopkins and San Francisco, plus Cornell University; Duke University; the Fred Hutchinson Cancer Research Center; the Massachusetts Institute of Technology; the University of Maryland, Baltimore County; the University of Michigan at Ann Arbor; the University of Pennsylvania; and the University of Wisconsin at Madison.

That's for now. Members are confident that other institutions eventually will sign on.

"We see this as a tipping point for change," Espenshade said. With increasing participation, "it's not going to be a defensible position" to withhold data.

Beyond tracking and sharing data, Watkins said, she hopes institutions will use the information to adopt career exploration and preparation programs on their campuses for both graduate students and postdocs. That way, she said, "trainees can move into jobs that match their interests, values and passions," rather than "default" into postdoc positions.

There have been many calls for increased transparency about Ph.D. program outcomes over the years, in the sciences and other fields. In September, for example, the chief academic officers of the Association of American Universities member institutions endorsed a statement calling on all Ph.D. programs "to make a commitment to providing prospective and current students with easily accessible information" on student demographics, time to degree, financial support and career paths and outcomes.

"AAU institutions should commit to developing the infrastructure and institutional policies required to uniformly capture and make public such data," the statement said.

The association doesn't have a plan to enforce the idea, however, so it's up to individual institutions to make the first move toward transparency. For that reason, among others, similar calls for open data have failed, over time, to yield systematic results. The new life sciences coalition is hopeful that its you-show-me-yours-and-I'll-show-you-mine approach -- originating from within institutions and not outside them -- will be more successful.

"Through conversations among peers, we are committed to working through open questions and obstacles with a goal of agreeing on common standards," the presidents wrote in *Science*. "And over time, we hope to establish a useful precedent that will promote easier and replicable modes of collection and publication, as well as drive down the costs and lower the barriers to this work for other institutions." They've got something of a head start: Michigan already offers detailed statistics on Ph.D. and master's programs.

The presidents say the life sciences are a starting point for their open-data push, which could well extend to other disciplines in the future. Other coalition goals include enhanced mentorship for doctoral students and postdocs, and improved recruitment and retention aimed at diversifying biomedicine. ■

https://www.insidehighered.com/news/2017/12/15/new-calls-clear-easily-accessible-data-phd-program-outcomes-life-sciences

REQUIRED READING

The Decline of the Textbook Empire

WHY TRADITIONAL EDUCATIONAL PUBLISHING IS ON THE WAY OUT AND WHAT YOU CAN DO ABOUT IT

PRICES HAVE SPIRALED OUT OF CONTROL

$1,298

Average annual cost of books for full-time students

That's almost one month room and board

Or 5,000 bowls of instant ramen

$372

Bookstore cost of *Statistical Inference* (2017)

The cost of return airfare home for Thanksgiving

1,041

Percentage increase in textbook prices since 1977

That's more than three times the rate of inflation

THERE'S A HUMAN COST TO HIGH COSTS

65

Percentage of students who skipped buying a textbook for their course because it was too expensive

94% of those students were concerned that doing so would hurt their grades—but they did it anyway

29.7

Percentage of 4-year students who used financial aid to purchase textbooks

Typically, financial aid is meant to be spent on tuition and living costs

5.2 MILLION

Number of U.S. students who used financial aid to buy textbooks

That's ⅓ of overall enrolment in American universities

Fully half of all students in 2-year programs had to use financial aid to pay for textbooks

STUDENTS ARE LOOKING FOR DIGITAL OPTIONS

60

Percentage of students who reported using an e-textbook in 2014. That's up 18 percent in just two years

87

Percentage of students who feel they'd get better grades with interactive textbooks. In other words, interactivity translates into higher motivation and engagement

78

Percentage of students who say lower cost is the biggest driver of e-textbook adoption; 68 percent say they want the ability to access class materials anywhere

$1 BILLION

The total savings for the 11.1 million full-time students at U.S. colleges if they could save just $100 each per semester on textbooks

No more funneling financial aid into books! Lots more ramen! More trips home to family!

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Withering Humanities Jobs

BY COLLEEN FLAHERTY // NOVEMBER 21, 2017

Full-time jobs in English and languages continue to decline, reaching a new low, says preliminary annual jobs report from the Modern Language Association.

Job ads published with the Modern Language Association declined for a fifth straight year in 2016-17, reaching another new low, according to a preliminary report from the MLA.

The association's *Job Information List* -- a proxy for the tenure-track (or otherwise full-time) job market in English and foreign languages -- included 851 jobs last year in English, 11 percent (102 jobs) fewer than the year before. The foreign language edition list included 808 jobs, or 12 percent (110 jobs) fewer than the year before.

The declines of the past five years bring the number of total jobs advertised to another new low, according to MLA, below the dip seen between 2007-08 and 2009-10.

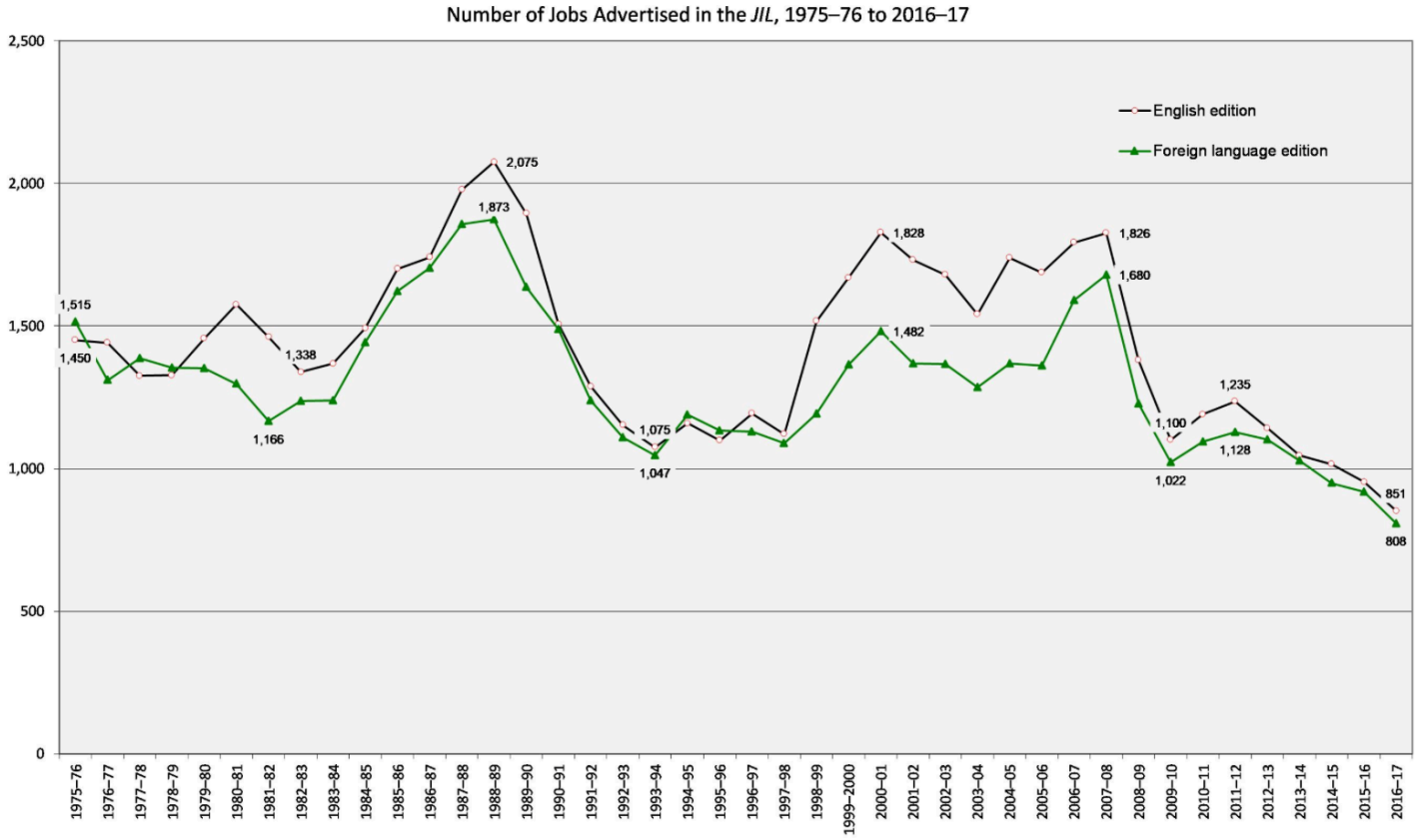
MLA notes that the share of all job ads in English that are tenure-line has fallen to under 65 percent, from about 75 percent in 2008-09.

A more detailed report from the MLA is expected later this year. In the interim, the association shared a breakdown of jobs ads for positions in languages other than English. The number of ads for jobs in Arabic, Chinese, French, Germanic and Scandinavian languages, Italian, Portuguese and Spanish continued their multiyear declines.

Available positions in Russian and Slavic languages increased year over year, from 31 in 2015-16 to 40 in 2016-17.

Robert Townsend, director of the Washington office of the American Academy of Arts and Sciences, said MLA's data seem "quite consistent" with other data on jobs in the humanities, such as a recent, sobering jobs report from the American Historical Association and a jobs snapshot from the academy.

The academy report, for example, says that the number of jobs advertised with disciplinary associations in the humanities linger "substantially below pre-recession levels."



As to precisely what's driving the continued decline of available full-time positions, Townsend said he thought it was still "an open question." Possible factors include changes in the ways jobs are advertised, a decline in faculty retirements, a drop in enrollments or a shift toward more adjunct instructors.

> The number of ads for jobs in Arabic, Chinese, French, Germanic and Scandinavian languages, Italian, Portuguese and Spanish continued their multiyear declines.

"Unfortunately, we lack the data we need to really tease out the underlying variables at work here," he said. "There is still more work to be done there." ■

https://www.insidehighered.com/news/2017/11/21/full-time-jobs-english-and-languages-reach-new-low-mla-report-finds

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Calling Academe's Bluff

BY COLLEEN FLAHERTY // FEBRUARY 13, 2018

Historian's "quit lit" essay asks readers to consider what's lost -- personally but especially in terms of disciplinary knowledge -- with so many scholars leaving a broken system behind.

For all the recent efforts to promote career diversity among Ph.D.s, it's still awkward to talk about leaving academe due to the poor tenure-track job market. The scholar moving on often feels sadness, frustration and shame, however unwarranted. Meanwhile, those who remain sometimes feel a kind of survivor's guilt.

Erin Bartram, a visiting assistant professor of history at the University of Hartford, is talking about it all anyway, though, in a new "quit lit"-style essay that's gained considerable attention (and put her website over capacity Monday).

Awkwardness is kind of her point: Bartram asks readers to resist papering over her departure and instead to "grieve" with her.

Saying she isn't looking for pity, Bartram wrote, "I just wonder what would happen if we, as a community, stopped saying 'he's gone to a better place,' bringing a casserole, and moving on. What would happen if we acknowledged the losses our discipline suffers every year? What would happen if we actually grieved for those losses?"

Despite the abundance of academic quit lit, Bartram adds, "we're still not, as a community of scholars, doing a great job dealing with this thing that happens to us all the time."

Part of the problem with quit lit, in particular, she says, is that the genre "is almost universally written by those leaving, not those left behind, a reflection of the way we insulate ourselves from grappling with what it means for dozens, hundreds, thousands of our colleagues to leave the field."

Bartram said Monday that if readers take anything away from her essay, it's hopefully that academics -- especially those who have landed coveted tenure-track positions -- take a minute to think of the all their colleagues who have been "lost" along the way.

"Even if we can't bring ourselves to confront the staggering personal costs associated with this system, we should reckon with what has been lost to the fields we study," she said.

A few final points:

- No, I don't want to teach high school, either private or public.
- No, I don't want to adjunct or VAP anymore.
- Yeah, this is a highly emotional piece of writing and paints with a broad brush and you might disagree with a lot of the ways I've characterized academia.
- No, I don't care that you disagree. My feelings, thank heavens, are not subject to peer-review.

As for her future, Bartram has no plan B. She -- like most other graduate students, she says -- went to graduate school to be a professor, and that's what she still feels ready for.

"I don't know how to come to terms with the fact that the life I imagined is not going to happen," she wrote in her essay. "I've already stopped doing my scholarship, other than editorial work for forthcoming pieces. In a few months, I'll be done teaching. I don't know how to come to terms with never doing those things again."

She rejects the idea of continuing to do scholarship on her own, as is often suggested to those who leave academe.

"'But your work is so valuable,' people say. 'It would be a shame not to find a way to publish it,'" Bartram wrote. "Valuable to whom? To whom would the value of my labor accrue? And not to be too petty, but if it were so valuable, then why wouldn't anyone pay me a stable living wage to do it?"

Being a scholar isn't "my vocation, nor am I curing cancer with my research on 19th century Catholic women," Bartram adds. "But more importantly, no one is owed my work."

Bartram completed her Ph.D. at the University of Connecticut in 2015 and took a visiting assistant professorship at Hartford that year. She'd promised herself that this would be her last year on the tenure-track job market and was recently notified that her last, best hope for a position was gone.

Her first impulse was still to push down the hurt and shrug it off as part of working in academe. It was only after talking to colleagues outside academe, she said, that she realized how impossible her situation was and that she in fact deserved to grieve.

"I didn't decide to leave because I thought I was a failure," but rather because she'd had so many academic successes this year, Bartram said Monday. "I decided to leave because I realized that if this version of me wasn't hireable, no version of me ever would be. Everyone loved my work, but no one would pay me a stable living wage to do it."

> We need to be honest about the fact that you can do a lot of things with a Ph.D., but you didn't need a Ph.D. to do them.

As for why she wanted to go public with her thoughts, Bartram said she could have just declared, "'Thanks for everything, but I'm out,' and left it at that." Yet "I thought that I had things to say that don't often get said," she added.

"People have responded to the fact that I was up front about the devastating emotional impact of this experience, but also tried to think about how those emotions emerged in and were shaped by a particular context."

Bartram said she's since heard from many in similarly precarious positions, but also from those in tenure-track and tenured positions expressing "survivor's guilt." Some have also blamed her for her "failure," she said -- but she's not buying that. This is a personal story, but it's also one about a broken system, she said.

Asked what her story might imply for graduate training, Bartram said, "We need to be honest about the fact that you can do a lot of things with a Ph.D., but you didn't need a Ph.D. to do them." So framing them as "alt-ac," shorthand for alternative academic careers, she said, "is sometimes a way to avoid confronting the fact that someone's earned very little money for almost a decade of their life in order to end up doing a job they could have gotten with an [master's], or even a [bachelor's degree]." She attributed some of what she called "alt-ac boosterism" to academe's dependence on the "cheap labor" of graduate students and adjuncts.

Janet Watson, an associate professor of history at UConn, worked with Bartram in graduate school and reached out to her about her essay.

That Bartram is now in such a position "is further evidence of how the academic job market is increas-

ingly dysfunctional in ways that are harmful both to students and to the people who teach them," Watson said Monday.

Joshua Eyler, director of the Center for Teaching Excellence and an adjunct associate professor of humanities at Rice University, shared Bartram's essay on Twitter. He told *Inside Higher Ed* that there isn't "a lot of space for this kind of grieving, which is why the kind of frank and open discussion of it in her essay is so important."

Agreeing with Bartram, he said, "I think it is still true that the dominant reason people enroll in Ph.D. programs in the humanities is to one day be faculty." That doesn't mean everyone does so for that reason, he said, "but it is a major motivating force."

James Grossman, executive director of the American Historical Association, said his organization and the Modern Language Association are working on career diversity precisely because they're confident that keeping people like Bartram "in our respective communities benefits us, the individuals and public culture."

"If we cannot find good ways to maintain productive relationships among historians who follow diverse career paths, there is not only individual loss but also for the discipline and public culture," he added via email. ■

https://www.insidehighered.com/news/2018/02/13/historians-quit-lit-essay-rejects-notion-leaving-higher-ed-equals-personal-failure

The Ph.D. Skill Mismatch

BY SCOTT JASCHIK // JANUARY 5, 2018

Analysis of a year's worth of MLA job postings -- most of them for teaching positions -- finds strong emphasis on alt-ac skills. Are doctoral programs providing the right training?

Senior faculty members frequently tell doctoral students in English and foreign languages to "just do research all the time" and to "view everything else as a distraction," said the author of a study being presented today at the annual meeting of the Modern Language Association.

That's a big problem for Ph.D. students and the institutions that may hire them, according to the author. The study analyzes the 1,658 job postings that the MLA listed in 2015-16 to look at the skills being sought by hiring departments. About three-quarters of the job listings listed at least one skill associated with what are called alternative-academic jobs -- skills like public outreach, assessment, administration and curriculum development. In fact, some of these skills were significantly more likely to be listed than were traditional skills such as advanced knowledge of British or American literature.

Because the overwhelming majority of the jobs listed were for positions for which teaching and research are the stated priorities, the data challenge the idea that those coming on the market today are going to find traditional academic jobs and can best prepare with more and more research, says Beth Seltzer, the study's author.

Seltzer should know. She earned her Ph.D. in Victorian literature. But her job at Bryn Mawr College (in which she's very happy) is as an educational technology specialist.

Seltzer said that she did the analysis because she hopes it will prompt discussion about the nature of doctoral training. Many new Ph.D.s in the humanities and other disciplines are exploring alt-ac careers in parts of academe beyond the faculty. But what her findings show, Seltzer said, is that those seeking teaching positions also need alt-act skills. And Seltzer said she doubted many were picking them up from those faculty advisers who are focused on traditional faculty jobs at research universities.

Here are Seltzer's findings:

Percentage of MLA Job Listings Seeking Alt-Ac Skills, 2015-16

	English Jobs	Foreign Language Jobs
Advising	24%	22%
Administration	23%	25%
Curriculum development	23%	22%
Working with diverse populations	20%	16%
Public engagement	17%	12%
Digital writing/media	15%	5%
Digital scholarship	14%	6%
Professional/technical writing	14%	6%
Technology/online teaching	12%	16%
Assessment	8%	7%
English as foreign language	8%	5%
Grant writing/fund-raising	7%	7%
K-12 connections	5%	3%
Editing/directing journal	5%	1%
Writing center work	5%	0%
Event organizing	2%	2%

By way of comparison, Seltzer found that only 2 percent of jobs (in English and foreign languages) listed comparative literature as a key skill, only 13 percent of English jobs listed American literature as a key skill, and only 12 percent listed British literature.

The research comes at a time of an ever-tightening job market for new English and foreign language Ph.D.s.

MLA leaders have strongly encouraged Ph.D.s to consider non-traditional careers and have spoken of the importance of reforming doctoral education. Paula Krebs, the new executive director of the MLA, has been involved in efforts to get research university leaders in the same room with those (generally not those at research universities) who are hiring new Ph.D.s. And other scholarly organizations have moved in the same direction, saying that graduate programs and graduate students need to think broadly about career possibilities and training for those options.

But Seltzer, like many graduate students, reports that the substance of most doctoral education is still focused on the traditional careers -- even as the job market has indicated interest in skills beyond traditional research. ■

https://www.insidehighered.com/news/2018/01/05/study-shows-academic-job-searches-languages-value-alt-ac-skills

The History Ph.D.: Beyond 'Alt-Ac'

BY COLLEEN FLAHERTY // JANUARY 8, 2018

Historians urge departments to give their graduate students the confidence, skills and support to succeed in whatever career paths they choose. That means going out of their way to avoid implying that nonfaculty jobs are somehow "less than."

WASHINGTON -- "Alt-ac" is so 2017. That was a recurring theme at last week's annual meeting of the American Historical Association, where numerous sessions sought correct the field's historical tendency to prepare graduate students for tenure-track jobs alone.

"The most important message that I've found I can give my students is to just be fearless -- that when you leave this program you will have a more powerful, more well-trained, more flexible mind than 99 percent of the labor force, literally," said Edward R. Dickinson, chair of history at the University of California, Davis, during a discussion following a panel called "Collaboration for Career Diversity: Locating Expertise at the Institutional and National Levels."

Dickinson stressed the importance of career diversity as well as diverse individual careers, due in part to his own experiences working inside and outside academe. He said he tells students, "You have an incredible engine. You can hook it up to lots of jobs."

Alt-ac, shorthand for alternative-academic careers and now derided by many as suggesting that nonfaculty jobs are somehow inferior, might even be so 2011. That's when the American Historical Association's executive director, James Grossman, and its then president, Anthony T. Grafton of Princeton University, co-authored "No More Plan B: A Very Modest Proposal for Graduate Programs in History." Citing the diminishing number of tenure-track history positions, the essay urged departments to remind graduate students early, often and enthusiastically of the many career paths open to them. Beyond that, Grossman and Grafton asked departments to make good on those assurances by rethinking aspects of graduate training.

Those ideas, still controversial in some corners, have given way to the association's Career Diversity for Historians initiative. That initiative is based on part on the five skills AHA -- with input of historians working across sectors -- has determined all Ph.D.s need to succeed in whatever paths they choose:

- Communication, in a variety of media to a variety of audiences
- Collaboration, especially with those with different perspectives
- Quantitative literacy, or the ba sic ability to understand and communicate information pre sented in numbers
- Intellectual self-confidence, or the ability to work beyond one's subject matter expertise, and be "nimble and imaginative" in projects and plans
- Digital literacy, or a basic fa miliarity with digital tools and

platforms

Emphasis on Collaborative Research

Those skills underpinned an unprecedented number of meeting sessions this year, such as one on bringing collaborative research into doctoral training. The roundtable was based on the experiences of faculty members and students at three institutions -- Duke University; the University of California, Los Angeles; and the University of Delaware -- that have encouraged group, interdisciplinary research through programs funded by external grants, at least initially.

At Duke, for example, departments can apply for $1,000 to $7,500 Ph.D. Innovation Grants as part of the campus's Versatile Humanists initiative. Among other aims, the grants can be used to embed collaborative, team-based research experiences into the curriculum. Presenter Ashton Merck, a Ph.D. candidate in history at Duke, participated in a campuswide program called Bass Connections, which in her case involved work on animal waste management. The project resulted in a paper and subsequent website. (Other examples of Bass Connections projects, which all relate to one of five overarching themes, include developing a cultural history for 1930s North Carolina mountain music recorded on wax cylinders, higher education outside Rio de Janeiro, and visualizing Venice.)

Merck served as an intermediate mentor on a 10-plus-person research team that included faculty, undergraduates and attorneys and physicians on the faculty. The project took the place of two courses in her program, recalling AHA's pleas for departments to not only rethink the parameters of the dissertation but elements of the graduate curriculum.

"That gave me the great opportunity to communicate the value of the historical perspective on an issue that could have been strictly policy memo oriented," she said, strengthening her identity as a historian. The project also bolstered her skills as a scholar, she said, in that drafting a research framework for Bass Connections helped her simultaneously draft a prospectus for her dissertation.

> "The most important message that I've found I can give my students is to just be fearless -- that when you leave this program you will have a more powerful, more well-trained, more flexible mind than 99 percent of the labor force, literally."

"In many cases, I'd be giving advice to undergraduates and then go home and take my own advice -- or not," Merck said.

Duke is trying to further embed a separate, existing humanities "lab" model into the curriculum. Students also may opt for a six-week summer intensive collaborative research project involving a community sponsor, a project and a deadline -- the kind of audience-based project that many public historians will encounter and indeed be responsible for in their careers.

A class at UCLA also offers students the ability to work with a "patron" on collaborative public engagement projects; in one case students were responsible for creating a pamphlet for a local historically Jewish country club's 100th anniversary.

Empowering Graduate Students

Presenter Peter Chesney, a Ph.D. candidate in history at UCLA, said, "Usually, we are our own clients as graduate students, but having the experience of having a client was really interesting -- in the sense that you have to adapt your research, you have to reframe your questions, you have to embrace new methodologies at times to fit their needs." And the time frames for such projects aren't five to 10 years, he said, as they often are in academe, but rather "as soon as possible … We had to learn skills on the fly, on the spot."

The result of Chesney's experiences with collaborative research at UCLA in that class and elsewhere is that he finds himself now assuming leadership roles on projects where partners lack any such group experience. "I'm in this position where

I'm teaching them how to collaborate, divvy up roles -- roles that are reflective of our strengths and our weaknesses -- and thinking about timetables and communication strategies," he said.

Collaborative research experience gives graduate students "a sense of agency," Chesney said. It will also make them better professors, should they end up in the academy, since there's a "humility" gained in working with others to realize something that couldn't have been achieved on one's own.

Merck expressed a similar sentiment, saying that in collaborative research, the "whole is bigger than the sum of the parts."

Edward J. Balleisen, professor of history at Duke and panel chair, said Duke emphasizes collaborative research because it "leads to excellence, whether one envisages research within the academy or research outside of it, whether it's teaching or whether it's civic engagement, again, from the academic perch or outside of it."

"We don't use the word 'alternative,' " he added. "They're just careers and they're all good."

Moreover, he said, making graduate students managers and mentors on collaborative research teams can "overcome what can be infantilization" in the graduate student experience. "These are incredibly gifted, talented people that we have the privilege of working with, our graduate student population, and we should be empowering them."

Chesney, who finished his undergraduate degree at the height of the most recent recession, also described teaching students practical skills -- such as those gained during collaborative research and articulated by AHA -- as a kind of moral and practical duty.

"I want to get something out of this," he said of his program. "That doesn't necessarily mean that I need a tenure-track job. What I want is the university to help me build my résumé, build my CV, which I think means gigs."

Stressing Career Diversity, Early and Often

That said, panelists in Chesney's session and others said that sometimes graduate students are the biggest obstacle to reorienting graduate programs toward career diversity. Many students say they know the poor tenure-track job market odds but are determined to be the exception, panelists said, while others who start out wanting to be tenure-track professors and change their minds don't seek out advice on their new goals.

Bernadette So, director for graduate student career development at New York University's Wasserman Center, said her office assists students with all career goals. But if faculty members only refer students who seek nonfaculty jobs, it perpetuates the idea that her office can't help with academic career planning, she said. Perhaps worse, if professors only refer students late in their programs, they tend to assume a negative motive -- namely a lack of confidence in their abilities or options.

"Students will feel, 'I was sent here at this stage in my career and I have a feeling I know why,'" So said, urging faculty members to make all students aware of available career support services early in their programs, and to avoid using "coded" language -- for example, "alt-ac" instead of "career diversity."

Annie Maxfield, associate director of graduate student relations and services at the UCLA, said 500 graduate students on her campus are now using Imagine Ph.D., a project of the Graduate Career Consortium.

The tool was designed with input from Ph.D.s to help students self-navigate career planning. It includes a series of interest, skill and value assessments to, in Maxfield's words, help determine "what you can do, what you enjoy doing and what matters to you."

Job recommendations are organized into families, with teaching-intensive faculty jobs being distinct from research-intensive faculty jobs, for example, or a job in one area of a museum work being distinct from another. Imagine Ph.D. also features a career planning tool that looks years ahead (preferably five to seven, Maxfield said, smiling).

Panelists and audience members at several sessions also said that embracing career diversity has implications for graduate admissions. As graduate admissions have shrunk to reflect the poor ten-

ure-track market, they said, admissions also have gotten more selective, perhaps favoring those students with more narrow career interests, or at least those with less experience working outside academe.

> My doctoral program did almost nothing except, of course, providing some research skills and some experience with structuring a fairly large research project.

Jeffrey P. Shepherd, an associate professor American Indian history at the University of Texas at El Paso and director of the history Ph.D. program there, said that line of thinking should apply to faculty hiring and promotion standards, as well.

If job ads are written to attract those from the "best" universities who will write the "most" books published by the "best" presses, for example, he said, that doesn't do much to build a departmental culture that encourages career diversity.

"There's a big shift that needs to happen," he said during one question-and-answer period.

On the Right Track

Is AHA on the right track with its five-skills initiative? It is, based on implicit and explicit feedback from Ph.D.s working outside academe throughout the conference.

A panel of historians working in think tanks, for example, said they wished their training had better prepared in them in ways already highlighted by the association: further developing their quantitative literacy, writing for different audiences and doing (you guessed it) collaborative research.

Theodore R. Bromund, a senior research fellow in Anglo-American relations at the Heritage Foundation, said he was lucky that his graduate adviser was very open to his career goals, and that his own graduate work remains relevant to the work he does at Heritage -- mainly on Brexit. Yet in practice, he said, "my doctoral program did almost nothing except, of course, providing some research skills and some experience with structuring a fairly large research project. You could also say that it taught me some writing skills, but I'm not really sure that academic writing can easily transfer to the policy arena. In fact I'm pretty sure it doesn't."

He added, "You have to unlearn a lot bad habits when you start writing for a general audience."

Stephanie Young, who works at the RAND Corporation on issues including defense budgeting, said she wished she'd had an opportunity to develop her identity as a historian working on interdisciplinary teams as a graduate student -- something she had to do on the job. And given graduate education's bent toward pure academic questions, there was little opportunity to do the policy-relevant research she and other public historians are now so often asked to do, she said.

"I think it's unfortunate we don't have those conversations." ■

https://www.insidehighered.com/news/2018/01/08/historians-urge-departments-enthusiastically-and-substantively-prepare-grad-students

To Be in Person, or Not to Be?

BY COLLEEN FLAHERTY // JANUARY 18, 2018

That's the question disciplinary associations and academics are facing on conference interviews, which many departments are replacing with video.

Each year, graduate students and recent Ph.D.s brave crowds, weather, nerves and their bank accounts to travel to academic conferences for interviews. The experience is valuable in some respects -- especially if it leads to a job. But it's also been described as a dehumanizing cattle call. At the very least, conference interviews are costly and potentially awkward. Do they have to be this way?

Departments increasingly are saying no. First-round interviews via Skype, Zoom or other videoconferencing services have been on the rise for some time, but they've become especially popular within the past several years. And they may have gotten an assist this month, with meetings of major disciplinary associations happening during the near-national deep freeze and accompanying storms.

Paula Krebs, executive director of the Modern Language Association, said she's not sure exactly how many candidates or search committees didn't make it to the MLA's convention in New York during the first week of January. But the "bomb cyclone" could perhaps be what convinces search teams that it's better to conduct video interviews from campus and then to go to the MLA meeting to participate in sessions, "instead of shutting themselves in a hotel suite with two or three of their colleagues and a succession of job candidates," she said.

MLA is one the largest disciplinary associations, representing fields with some of the most competitive tenure-track job markets. As for graduate students, Krebs said the association would love to see them look forward to the annual meeting "as a place to hone their skills and hear the latest research in their field instead of a place to collect horror stories about the job-search process."

Skype, Zoom and More

The American Historical Association also held its annual meeting this month in Washington. James Grossman, AHA's director, said

more departments are conducting preliminary interviews via video conference, with or without weather concerns. The last decade has seen two major drops in these interviews: between 2013, when there were 154 search committees at AHA, and 2014, when there were 95. The number dropped again between 2015 and 2016, from 89 to 52, respectively. There were 47 committees interviewing this year.

Edward Liebow, executive director of the American Anthropological Association, said his organization doesn't have hard evidence of a trend one way or the other, but demand for on-site conference interviews at its annual meeting around Thanksgiving actually increased in 2017 over the year before. At the same time, he said, some academic screening interviews are conducted by videoconference -- something that's been the norm for nonacademic employers for a while.

Lego Grad Student, an anonymous recent social sciences Ph.D. in California's Bay Area who expresses the highs and lows of academic life in quirky Lego tableaux, said he's only done one Skype interview, so far -- as a follow-up to a physical interview. In general, in his field, however, it's become "slightly more common to also do preliminary interviews by Skype before narrowing down which people to fly out for a formal interview," he said.

"I see no issues with that," he added, "since it helps reduce costs and gives more applicants a chance to have more face-to-face time, even if remotely, with a committee."

Karen Kelsky, a former tenured professor and now an academic career coach at The Professor Is In, said she's noticed departments holding more first-round interviews via video conference, across fields. Faculty members are simply more aware of the "ethical issues behind requiring candidates to pay $1,000 plus just to have a preliminary interview," she said.

This year in particular, Kelsky said she was asked on Twitter what to do about a missed interview due to weather on the East Coast. Kelsky encouraged the candidate to follow up with the search committee about a proposed redo via Skype later, "so as not to fall off their radar."

Beyond scheduling concerns, do graduate students who interview in person have a leg up on the remote competition? Kelsky said that some job seekers and even faculty members still tend to believe that's the case. But that notion is increasingly in flux, she said, "with the technology becoming more and more accepted and normative."

As of 2018, "I see the in-person and the Skype option as roughly equivalent both in numbers" and perceived "legitimacy," she added. "And that's an excellent thing."

The MLA has formally and informally encouraged departments to embrace videoconferencing, including via its "Guidelines for Search Committees and Job Seekers on Entry-Level Faculty Recruitment and Hiring." The document says, in part, that "all candidates for a position should have the same conditions for the screening interview" and those who "interview remotely must not be held at a disadvantage."

The AHA doesn't endorse or discourage video interview formats. But Grossman said it's discussing changing its relevant policy document to include guidelines on these interviews, "since they clearly are becoming more widespread."

Krebs, of MLA, said that first-round interviews at MLA evolved to fill a need: leveling the playing field in what was still an "old boys' network" in terms of hiring through the late 1960s. Now, she said, "technology has changed the landscape of the job search process, and it can offer ways to create yet more equitable conditions for candidates, as well as for the institutions doing the interviewing."

If all institutions eventually opt to conduct every first-round interview via video, she said, "candidates who can afford to make the trip to the convention would no longer have an advantage" over those can't.

The Academic Conference: Beyond Interviews

One byproduct of the decline of conference interviews is rebranding: If academic meetings aren't all about interviews, what are they for?

Grossman said that AHA has had to reconsider "both the meeting and the marketing of it," since it can "no longer depend on attendance driven by interviews." In some ways, he said, it's an opportunity to save a generation of scholars from negatively associating the meeting with

pre-interview jitters.

Beyond that, Grossman said AHA has revamped the annual gathering as something more than a "research conference." While research is still central to the experience, the meeting is equally concerned with teaching and such professional issues as employment landscapes, career paths and ethics.

AHA also has worked to attract more graduate students who attend out of "interest rather than a job search," Grossman said, via a career fair and special events. Some 100 undergraduates also attended this year, with some participating in an undergraduate poster session.

> I see no issues with [doing more interviews via video], since it helps reduce costs and gives more applicants a chance to have more face-to-face time.

"A decade ago some observers were predicting that digital communication would undermine academic conferences," Grossman said. "We're finding that this is not necessarily the case."

Liebow, of the anthropological association, said changes to U.S. visa policies led the association to experiment with remote presentations and distance participation on a limited scale. (He also noted that two of the association's larger sections, the Society of Cultural Anthropology and the Society for Visual Anthropology, will stage a virtual meeting in April, with registration thus far proceeding at a rate comparable to face-to-face meetings.)

Krebs said MLA will continue to offer travel grants for graduate students to attend the convention, "as we think it's a crucial opportunity for professional development of many kinds." This year offered sessions on everything from the job market to working at teaching-intensive institutions to writing book proposals to seeking professional jobs off campus.

Quoting a 2014 column by former MLA executive director Rosemary Feal, Krebs said the MLA convention was long seen as synonymous with the job market, but it's "time for that to change." ■

https://www.insidehighered.com/news/2018/01/18/first-round-faculty-job-interviews-which-once-took-place-disciplinary-meetings-are

Less Is More

BY COLLEEN FLAHERTY // JANUARY 26, 2018

College and university administrators discuss how to thoughtfully reduce faculty duties, to help them advance their best work.

WASHINGTON -- Harvey Mudd College has a problem. Over time it's developed a "more is more" culture around faculty work that isn't, well, working.

Lisa Sullivan, dean of the faculty, wants that to change, she said Thursday at the annual meeting of the Association of American Colleges and Universities.

"There's a strong connection between excellence, rigor and pain," Sullivan said during a session on data-driven strategies for reducing faculty workload. "You know you've got it right if you're suffering a little bit and stressed. If you're not at that point, then you're probably not working hard enough."

Harvey Mudd's professors -- most of whom have science Ph.D.s and active research agendas -- therefore feel they must be "triathletes," excelling in teaching, research and service at all times, rather than excelling "serially" in different areas throughout their careers, Sullivan added.

And their dissatisfaction is reflected in the numbers: 15 percent of tenure-track and tenured professors and 20 percent pretenure professors in particular say "unrelenting pressure to perform" is a major challenge, according to data gathered by the Collaborative on Academic Careers in Higher Education (COACHE). Some 25 percent of Harvey Mudd professors cite teaching load as a barrier to satisfaction, with associate professors feeling the pinch there, especially.

Faculty workload woes aren't unique to Harvey Mudd, of course, which is why COACHE sponsored the session. (Professors may be surprised -- and happy -- to know that the administrator-heavy crowd was standing-room only.) According to the collaborative's national data on liberal arts colleges, 52 percent of associate professors say they are unable to balance the teaching, research and service activities expected of them, let alone balance work with other aspects of their lives. And liberal arts institution faculty members are categorically more satisfied with their work than are research university professors.

Like Sullivan, many administrators understand that asking faculty members to do too much, either explicitly or by way of culture, can backfire. But backing off too much, too soon, can also backfire, lest courses go untaught, committees go without leaders, students go unmentored and so on.

COACHE's goal for the session, then, was to offer examples of how

institutions are -- in the words of Executive Director Kiernan Mathews -- thoughtfully "bucking the trend to pile on more and more" and making space for faculty members to "advance not more work but their best work."

Examples of Success

Farther into that process than Harvey Mudd is Skidmore College, which sought to address faculty workload concerns after 2014 COACHE data revealed that early-career faculty members at the college were generally less satisfied with their work than were their senior colleagues and their counterparts at peer institutions. Follow-up research -- led by a Skidmore professor who studies faculty work -- revealed a dissatisfaction with workload and a sense that professors on campus don't "root for each other."

"That means we sort of have a mentality or philosophy that everybody's got to run the gauntlet in the tenure process," said panelist Beau Breslin, dean of the faculty and vice president of academic affairs at Skidmore. "That it has to be hard, rigorous work to justify the quality of the work that we do, and we don't always root for each other as the process goes on."

Seeking to alleviate some of that pressure, Breslin said, Skidmore undertook a series of small, targeted changes, rather than a major overhaul that could have created more work for faculty members. The college lengthened the period between posttenure review letters, altered the faculty handbook language to reward service, adopted on-off cycles for service on core committees, created associate chair positions to help share department chairs' duties and compensated faculty members for supervising students in "directed-study experiences," such as independent studies or collaborative research.

Breslin focused his comments on a relatively minor change that's made a big difference: consensus letters for third-year reappointments of faculty members on the tenure track. Previously, Skidmore was a relative outlier among peer institutions in formally evaluating assistant professors three times: once in the second and third year, and again for tenure. All three points required formal input from all faculty members in a department, and because Skidmore has hired 100 new faculty members in six years, the work was onerous and repetitive.

Now, only department chairs write a review letter upon the third-year reappointment, which colleagues simply sign. They can still write letters of dissent, however.

Breslin said the experience taught him that the dean's office can effect meaningful change in this area, and that having an in-house faculty work specialist (who was compensated for her efforts) proved especially helpful.

Unlike Skidmore, Scripps College did take a comprehensive approach to adjusting workload, reducing a five-course annual teaching requirement to four courses. Panelist Amy Marcus-Newhall, dean of faculty and vice president of academic affairs at Scripps, said COACHE data revealed faculty dissatisfaction with the college's five-course load, as the institution has a required senior thesis -- the supervision and reading of which made faculty members feel like they were teaching six courses per year. Additional evidence suggested that the college was losing professors, both current and first-pick candidates in faculty searches, to similar institutions with smaller standard teaching loads, she said.

The college received funds from the Andrew W. Mellon Foundation to form a Teaching Load Advisory Committee to gather data and explore alternative models for reducing teaching load.

An early suggestion of crediting professors for reading theses died on arrival, so the committee worked to develop a plan for teaching one less course that maintained the integrity of curriculum, Marcus-Newhall said. Members had to think about class size, number of courses offered, impact on the core curriculum, reliance on non-tenure-track faculty and the impact on the Claremont Colleges consortium. The college also asked departments to calculate the effect a teaching load reduction would have on their programs in two different, formal reports.

Road Ahead

Scripps is phasing in the change, with half the faculty teaching the "2-

2" course load for a year, and the other half of the faculty doing so next.

> [W]e sort of have a mentality or philosophy that everybody's got to run the gauntlet in the tenure process.

Course releases have been all but eliminated but the reduction still necessitates the hiring of four new tenure-track positions across the college. Scripps is paying for the change primarily through a faculty retirement program.

It's also establishing a fund with cash reserves to ensure its future viability. Marcus-Newhall and the Faculty Executive Committee led the process, she said, but it was approved by the entire faculty via vote. Constant updates on progress to the Board of Trustees were key to its buy-in, she said, advising other institutions to make their cases for change with data.

"Our rationale was academic excellence -- we wanted faculty to be able to focus on teaching, scholarship and service," Marcus-Newhall said.

Mathews, of COACHE, said he's learned that language matters. In particular, he said, faculty "workload" isn't always the best term to use in discussions about reducing it, as it may not garner sympathy from some audiences. Reframing the discussion might be helpful, he said.

Harvey Mudd is at the beginning of its road, since early interventions -- what Sullivan called "piecemeal, voluntary, under-resourced" changes -- didn't work. A faculty study of work-life balance led to increased research funds, which led to increased expectations, she said. Similarly, increased leadership opportunities for faculty members to help compensate them for their work led to more course releases but also more work for their colleagues. But there is more reason than ever to proceed: students, too, report being overstressed, and even professors believe that students take too many classes, according to COACHE data. Indeed, campus discussions about pressures on students -- including those surrounding diversity and inclusion -- prompted the cancellation of classes for two days last year.

More than anything, Sullivan said she hopes to be able to report in few years that the campus culture of "more is more" has evolved to something more sustainable.

"Faculty and student workload pressures are inextricable," she said. "Faculty and students are united in their hopes for whole personhood." ■

https://www.insidehighered.com/news/2018/01/26/college-and-university-administrators-discuss-how-thoughtfully-reduce-faculty-duties

Long-Term Contracts for 1,500 Adjuncts

BY COLLEEN FLAHERTY // JULY 10, 2017

CUNY's faculty union is starting to see returns on a major push of six-year contract battle: three-year appointments for long-serving adjuncts.

City University of New York's 30,000-member faculty union fought for six years for a contract that ensured a handful of must-haves. Among them was more job security for adjuncts, who previously taught on semester-to-semester appointments.

Now that provision -- secured in a contract inked last summer -- is starting to materialize: some 1,500 long-serving adjuncts have been awarded three-year appointments, to begin this fall.

"The issue of adjunct job security was the very last thing we settled at two or three in the morning on the last day," said Barbara Bowen, a professor of English at Queens College and CUNY's Graduate Center and president of the Professional Staff Congress union.

"It's been a really monumental struggle, because it breaks through the cherished management notion that adjuncts are disposable employees," she said. "Through repeated rounds of bargaining, I learned how important it was to the university to have what they would call flexibility and what I would call a total lack of job security."

Under the agreement, professors on these multiyear appointments may only be terminated for just cause. They're also eligible for the same health-care benefits -- including vision and dental -- available to full-time faculty members and other New York City employees.

Professors who get on the three-year track may have "every expectation" to be reappointed at the end of their term, Bowen said. "This is a breakthrough. It's not everything we hoped for, but it's huge."

To be eligible for a three-year appointment, adjuncts must have taught for at least six contact hours (typically two courses) per semester within the same department for the 10 previous semesters, consecutively.

The appointment provides the assurance of at least six contact hours of work per semester, or its equivalent.

So if for some reason the department can't meet that commitment in terms of courses, the adjunct will perform other duties for which they are qualified.

Bowen said the six-credit-hour threshold was crucial in negotiations, since that's where eligibility for full-time faculty health-care benefits kicks in. Prior to this contract, adjuncts were eligible for benefits under a different system, but the future of funding for that pool was uncertain.

CUNY's Professional Staff Congress represents about 7,800 full-time professors and more than 5,000 professional staff members, among others, across its campuses but adjuncts make up the biggest share of workers -- some 12,000. The majority rely on teaching as their primary source of income.

Bowen said full-timers rallied for the job-security provision both because they respect their part-time colleagues as professionals and because they understand consistent staffing makes for smoother-running departments and better learning conditions for students.

The union pushed for eligibility guidelines that would have allowed even more professors to qualify for three-year contracts, such as requiring that adjuncts have taught a certain number of credit hours over a given number of semesters, but not necessarily consecutively. So while it pains her that not everyone who may deserve a three-year appointment will get one this year, the first of a five-year pilot program, she said early word on how many professors did qualify is heartening.

A university spokesperson said via email that CUNY is "very grateful to have reached an agreement with our faculty union that, for the first time, will allow three-year appointments of selected adjunct staff. … These multiyear appointments, which are now being implemented on a pilot basis throughout CUNY, are intended to provide increased job security for our longest-serving adjuncts who teach at least six credit hours per semester."

CUNY's colleges notified adjuncts about their eligibility for three-year contracts by mid-May and the vast majority of those eligible have received such appointments, according to the union. Approval was subject to a comprehensive departmental review under the contract, but those adjuncts in good standing could generally expect to earn a long-term appointment. There have been some hiccups, such as what to do when an adjunct has been teaching the same discipline but was once assigned to teach it in a different department. But the Professional Staff Congress is checking in on each eligible adjunct and formally grieving problems, Bowen said.

Cory Evans, an adjunct instructor of philosophy and communication studies at Baruch College for the last seven years, secured a three-year appointment this year.

"It's a great thing," he told *Clarion*, the union newspaper. "Teaching is wonderful, but one of the things that can weigh on folks is [job] uncertainty, so knowing that you're going to be teaching for three years is a big deal. It makes you more involved with your department and with your students, and I think it helps adjuncts feel like they're part of the academic life of that department." ■

https://www.insidehighered.com/news/2017/07/10/some-1500-adjuncts-cuny-win-three-year-contracts

A 'New Normal' in STEM Teaching?

BY COLLEEN FLAHERTY // OCTOBER 2, 2017

AAU wanted to improve science education beyond an instructor-by-instructor basis. Five years on, a major initiative piloted on eight campuses seems to be working.

Science instructors increasingly are moving beyond the lecture to more innovative -- and effective -- teaching methods. But professors with a taste for change often enact it alone, as their colleagues continue to lecture.

The Association of American Universities wants to change that. In 2011, it launched its Undergraduate STEM Initiative to encourage systemic reforms to science education to improve teaching and learning, especially in first- and second-year courses.

Early feedback was promising, and AAU is this week releasing a formal five-year status report detailing progress at eight project sites: Brown University; Michigan State University; the University of Arizona; the University of California, Davis; the University of Colorado at Boulder; the University of North Carolina at Chapel Hill; the University of Pennsylvania and Washington University in St. Louis.

John Pollard, associate professor of practice, teaching a chemical thinking course at the University of Arizona

Mary Sue Coleman, president of AAU, wrote in the report that the initiative is a "significant test of the degree to which a group of prominent research universities can work collectively with their national organization to improve the quality of teaching in undergraduate STEM courses, especially large introductory and gateway courses, thereby

enhancing the learning experiences of many thousands of their undergraduate students." And so far, she said, results "indicate a resoundingly affirmative answer to this test."

Additionally, she said, the initiative has helped AAU understand how it, as group of research universities, can better help to "support meaningful change at various institutional levels to improve undergraduate STEM education."

Higher education is "now reaching a major tipping point," Coleman added. "We cannot condone poor teaching of introductory STEM courses because we are trying to weed out the weaker students in the class or simply because a professor, department and/or institution fails to recognize and accept that there are, in fact, more effective ways to teach." Failing to adopt evidence-based teaching practices in the classroom "must be viewed as irresponsible, an abrogation of fulfilling our collective mission to ensure that all students who are interested in learning and enrolled in a STEM course -- not just those who will choose to major in or pursue an advanced degree in that discipline -- are provided with the maximum opportunity to succeed," she said.

The report says that participation in the initiative beyond the eight project sites has been high: all 62 AAU institutions now have a designated STEM campus point of contact, for example. Some 55 member institutions have participated in the initiative in some way, including more than 450 faculty members and administrators. Departmentwide innovations are becoming institutional priorities, teaching and learning centers are being redesigned, and data and analytics are being used to monitor and improve student learning.

Campuses are also exploring new hiring practices to advance improvements in STEM education, learning spaces are being reimagined and campuses are addressing the critical issue of meaningful evaluations of faculty teaching, by AAU's accounting.

Every project site reported some improvement in student learning outcomes, according to the report. Degree of improvement varied, but "dramatic reductions in achievement gaps especially for women, underrepresented minorities and first-generation students" were observed in some sites. Reports of decreased D's, F's and withdrawals were common, as were increased persistence and success in subsequent courses.

Project Sites at a Glance

Improved performance on exams sponsored by disciplinary societies was observed, as was stronger performance on key disciplinary concepts, the report says. And some sites that managed to track the effects of instructional interventions on more general psychological factors reported increased self-efficacy, metacognition and attitudes toward science among students.

The initiative looks different on every campus but everywhere hinges on evidence-based practices. Arizona, for example, has focused some of its efforts to redesign classrooms into collaborative learning spaces: there are currently 10 such spaces, ranging in size from 30 to 264 student seats (10 additional spaces are planned). AAU's report quotes Zoe Cohen, a professor of immunology at Arizona, as saying that she's been thinking about trying a "flipped" classroom and applied for one of the new rooms. Once she started teaching in 2015, she said, it "changed me as an educator."

Cohen joined a faculty learning committee and an educational faculty learning committee and learned and developed active learning techniques. As a result, she said, she's seen her students earn more A's and B's and fewer D's on the final exam for her physiology of the immune system courses. Students also report more active and meaningful engagement and understanding.

Cohen's experiences match those of other Arizona professors teaching different courses in other departments, including physics, chemistry, molecular, cellular biology and engineering, according to AAU.

North Carolina, meanwhile, has taken a mentor-mentee approach, embedding fixed-term faculty members skilled in teaching within departments to train colleagues. Failures and D's in redesigned courses dropped from 11.5 percent in 2013 prior to the AAU project to 9.5 percent in 2016, while the learning gains in these courses were 13 percent higher than in traditional

courses, the report says. Departments have promoted training by giving faculty members course releases to compensate for the course they are revamping that term.

Teaching assistants at Davis trained to use active learning practices and adaptive learning technology were able to raise student outcomes in introductory biology by half a letter grade. Washington University, meanwhile, found that clicker-based active learning in high-enrollment introductory science courses was positively associated with exam performance. Boulder's Departmental Action Teams worked toward department-level consensus on learning goals, pedagogical approaches and assessments aligned with learning goals. Results from the physics department there indicate that students from all four courses had post-test scores between 25 percent and 30 percent higher in reformed courses.

Michigan State started with faculty discussions of core ideas in each discipline, and the ways that knowledge is used, rather than changing pedagogical approaches and assessments: the assumption was that teaching changes would happen naturally when professors were thinking about big ideas and scientific practices. Other changes include the formation of an institute, CREATE for STEM, to coordinate science education activities across campus, and they've had a large-scale impact, according to AAU.

And at Penn -- which AAU says is the most faculty-centric of all project institutions -- individual faculty members within six departments are change agents, and their nexus is the Center for Teaching and Learning. The center administers Penn's four-year-old Structured Active In-class Learning (SAIL) program, which assists instructors as they develop, adopt and evaluate active learning activities to transform their classes. SAIL classes are designed to allow students to struggle through the application of course content, an often difficult part of the learning process, with the guidance of instructors and help from peers, and require students to do work outside class time to prepare for in-class activities, according to AAU.

Common Themes

Half of the project sites expanded their reach to departments not originally included in their proposals. Graduate and undergraduate assistants were called upon across campuses to help with the initiative. "With more trained individuals in the room, the capacity to facilitate and evaluate evidence-based pedagogy increases," the report says. "The experience also benefits the students themselves by reinforcing core concepts and helping them to learn effective teaching practices."

Recurrent themes among institutions include a shift from individual to collective responsibility by departments for introductory course curriculum, hiring educational experts within departments to bolster reforms, and a harnessing of (not just collecting) institutionwide data to support student learning.

Institutions were also found to have reorganized administrative support services to better support departmental reform efforts, such as by connecting centers for teaching and learning with department-based instructional efforts. Crucially, too, institutions found ways to better manage the simultaneous pursuit of high-quality teaching and research and signal the value of both. Washington University's Center for Integrative Research on Cognition, Learning and Education (CIRCLE), for example, includes tenure-track faculty, in addition to permanent research scientists. Consequently, according to AAU, the campus has been able "to focus on curriculum and scaffolding rather than individual course reforms as well as target sustainability and cultural [reform]."

Over all, said Coleman, of AAU, while there is much work to be done to realize "a 'new normal' -- one characterized by personal and institutional expectations that all faculty members will both use and be rewarded for using evidence-based approaches to instruction -- our initiative suggests that progress is being made." ■

https://www.insidehighered.com/news/2017/10/02/aau-reports-efforts-improve-science-teaching-research-universities

The New, New Education

BY COLLEEN FLAHERTY // AUGUST 24, 2017

Cathy Davidson's new book is a manifesto on teaching students -- and institutions -- how to survive and thrive in the digital age.

"The American people are fighting the wilderness, physical and moral, on the one hand, and on the other are struggling to work out the awful problem of self-government," Charles W. Eliot wrote in *The Atlantic Monthly* in 1869. "For this fight they must be trained and armed."

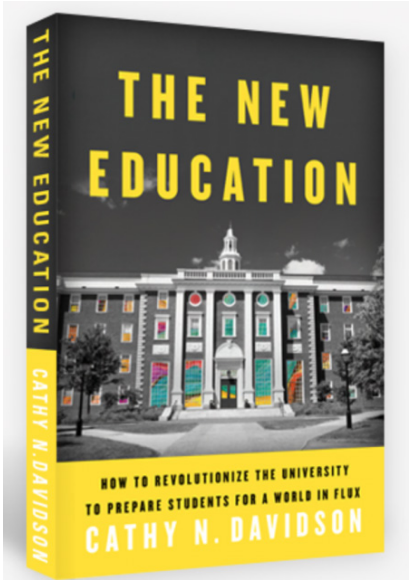
Calling for a "new education" for the sons of the industrial age, Eliot wrote that American colleges were too "inflexible" for so rapidly changing a world. Moreover, he said, "A large number of professors trained in the existing methods hold firm possession, and transmit the traditions they inherited. Then there are the recognized textbooks, mostly of exquisite perverseness, but backed by the reputation of their authors and the capital of their publishers."

Eliot's words may resonate today, but his plea was successful: soon after he wrote that essay, he was named president of Harvard University. In that position, he helped lead a series of reforms on his campus and others to create the modern research university. Among other changes, the introduction of a graduate school, the Faculty of Arts and Sciences, letter grades, and what Eliot called "spontaneous diversity of choice" in courses bridged culture and industry.

Time for Transformation

Nearly 150 years on, it's time for another new education, argues Cathy N. Davidson, director of the Futures Initiative at the Graduate Center of the City University of New York and Ruth F. DeVarney Professor Emerita of Interdisciplinary Studies at Duke University.

College students, soon-to-be students and recent graduates have been given a "raw deal," Davidson writes in her forthcoming book, *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux* (Basic Books). How? While institutions of higher learning are good at helping young people move from childhood to adulthood, they're no longer good "at equipping graduates to succeed in an ever more complex and bewildering world."



Eliot and his champions' "prescriptive, disciplinary and special-

ized training worked well for most of the 20th century," Davidson says, but it "makes a lot less sense for our post-internet world, in which the boundaries between work and home are far less distinct, work itself is more precarious, wages are largely stagnant, automation is expanding and becoming more sophisticated, democratic institutions are failing, professions are disappearing, and the new shock to the economy is on the horizon, even if we can't see it yet."

Teaching Students to Be Experts (in Anything)

Now is probably a good time to mention that Davidson's New Education doesn't offer a one-size-fits-all plan to reform academe: there is no silver bullet, not even technology. In separate chapters called "Against Technophobia" and "Against Technophilia," for example, Davidson chastises proponents of technological "disruption" for their alleged narrow-mindedness, and alternately, opponents of technological innovation for being equally out of touch.

"Far too many of those who seek quick, expensive technological fixes are simply automating 19th-century ideas of education as synonymous with outputs, production, specialization, content, assessment and credentialing," Davidson said in an interview. "That's wrongheaded. Learning, almost definitionally, is that which isn't automatic. You learn any time you change, any time you are required to stop, think, revise an opinion or change a mental or physical habit."

Learning, she said, "is about insight, application, paradigm shifts, failing, trying again and so forth. Learning cannot be automated. Cognitively, learning is the opposite of habit -- the opposite of automation."

At the same time, Davidson said, the new education requires colleges and universities to address all the changes that automation has wrought on the economy, politics and work.

What does such a transformation look like? Davidson argues in her book that it will be different on every campus. But it must happen from the inside out, "systemically and systematically, from the classroom to the Board of Trustees, from the fundamentals of how we teach and learn to how we measure outcomes," to how we "select, credential and accredit in this hyperconnected, precarious time."

Students today, she says, "need so-called soft skills, including strategies, methods and tactics for successful communication and collaboration." They need new ways of integrating knowledge, including by reflection on what they're learning -- not more "teaching to the test." They need student-centered, active learning and to be encouraged to make public or professional contributions beyond the classroom.

Such skills, she adds, "are necessary to navigate a world in flux, where [students] cannot count on continuing for any length of time in the job or even in the field for which they were originally trained."

Davidson's vision, ultimately, is that "students don't just master what an expert sets out of them but, rather, learn how to become experts themselves."

A common defense of the classic liberal arts education (the kind derided by politicians who call, say, for fewer philosophers and more welders) is that it doesn't just prepare students for a first job, but for a career. Asked how the new education departs from that ideal, Davidson said what she's advocating doesn't just prepare one for a changing jobs landscape, but a "changing landscape" over all. Put another way, she said, institutions need to support students in learning skills "that will make them not just work-force ready but world ready."

Unfortunately, she said, "as presently constructed, the traditional liberal arts education can reinforce the status quo. I champion an untraditional liberal arts, a new kind of general education that is expansive, deep, reflective, analytical, critical, creative, technological, sometimes combining a preprofessional application with a liberal arts grounding."

Intellectual Space Travel

Davidson recalled, for example, an anecdote she discusses in her book, in which 15 in-class students in a massive open online course on the history and future of higher education are charged with turning an online class of 18,000 into interactive seminars. On the first day of the class, she asks who invented the printing press for an automatic A in

the course. Wary that "Gutenberg" is too easy an answer, no one answers right away.

Davidson next challenges students to work together, using all their devices to find a verifiable source that challenges their initial response. Within 10 minutes, she says, students come up with an alternate history, going back to Bi Sheng's development of the basics of movable type during China's Song Dynasty. Students are next asked to look through course catalogs and syllabi online to see how many American courses incorporate that knowledge: few do.

(As something of an aside, the power of the internet can't be overstated for Davidson, who -- quoting writer Ta-Nehisi Coates -- likens it to intellectual "space travel." Education today means, therefore, retraining "to be hypervigilant about veracity, analysis, critical thinking, historical depth, subterfuge, privacy, security, deception, manipulation, logic and sound interpretation," she said. "We have to be concerned about such traps as false equivalency.")

Beyond the liberal arts, Davidson takes aim at common science, technology, engineering and math programs for their propensity to divorce content from human, social and cultural factors.

"That peripheralizes STEM, as if it has no impact or importance on individuals and society or vice versa," she told Inside Higher Ed. "No wonder there's a STEM crisis. No wonder we have Silicon Valley churning out products and profits that reify the 1 percent, rather than serving well the greater good of humanity."

Cathy Davidson

Pockets of Change

For all its criticism, *The New Education* offers profile after profile of people, groups and institutions it describes as rising to the challenge. Davidson lauds Sha Xin Wei, director of the School of Arts, Media and Engineering at Arizona State University, for example, who poses a complex question of study each year, such as, "What will life be like in Phoenix when there is no more water?" The notion, Davidson said, makes climate change an "urgent, collective social issue, in which every student, in every discipline, has a stake and a contribution to make. We're in this together."

Davidson is a fan of Arizona State, including President Michael Crow, whom she describes as empowering those around him to innovate. Touching on the challenges of reform, however, she also details the case of Alexander Coward, a math lecturer whose contract was not renewed by the University of California, Berkeley, because he failed to follow department norms of assessment. It wasn't that Coward was a bad teacher -- he was incredibly popular and his students did as well or better in their subsequent classes than those from other sections. But he favored formative feedback over summative, grade-style feedback, based on educational research, and his department didn't approve.

Davidson traces the problem back to the research university model that perversely relies on "flunk-out" gatekeeper-style courses as prerequisites for certain majors. Criticizing bell curves and grades as a be-all, end-all approach to assessment that comes at the expense of true evaluation, The New Education portrays Coward as a hero, and as a victim of the status quo. (Coward has since started an education company based in Berkeley.)

Other examples of new educators include Mike Wesch, a professor of anthropology at Kansas State University, who recently had his Anthropology of Aging: Digital Anthropology students temporarily move out of their dorms and into a local retirement community. The goal was to have students learn enough from their new mentors to create a video game on a serious topic: making end-of-life decisions.

At Olin College, in Massachusetts, assistant professor of design Sara Hendren asks her students to "co-create" assistive technology

with her. Working with a fellow engineer who was born with one arm, Hendren and her students have learned that the engineer, Chris Hinojosa, doesn't want or need a heavy mechanical arm.

So they've built him a lightweight, modular socket that allows him to switch out different extensions for different purposes. They've studied plants with grasping tendrils and read and looked at art in the process.

Massachusetts Institute of Technology, meanwhile, has granted Christina Ortiz, former dean of graduate education, the time and space to develop an entirely new university based on project-based learning.

The examples go on and on. But how do they become the rule, not the exception? Davidson said she was optimistic that the new education could be grown through careful collaboration, in part because the stakes are so very high.

Without hyperbole, she said, "the fate of all living things on this planet is in the hands of a next generation who are currently being trained, by our educational system, to excel at coming up with the one best answer from among five on multiple-choice tests. That's horrifying."

Where to Start

As a start, *The New Education* includes two appendices, one each for students and teachers. For students, it offers a top 10 list for getting the most out of college, including "form a study group," "learn beyond the classroom" and "shop around for the right adviser, and use them.

Often." Additionally, Davidson says, "Make your major your minor. Look for a major in the field you think you might want to pursue as a career, but also look for one with the fewest requirements so, structurally, you can keep your options open, explore other fields and interests, and take all the electives you want in your major."

For professors, for example, she advises collectively designing a syllabus with students on the first day, and setting up a Google Doc for shared note taking to eschew the "laptop or no laptop question." Have all students raise their hands in response to a question, telling them they're allowed to say, "I don't know the answer" or "I don't understand the question."

And have them write "exit tickets" with a thought or question about the day's class.

Davidson already has proven herself to be something of a contemporary Eliot -- or at least visionary -- via her early support for the digital humanities (she's co-founder of the Humanities, Arts, Science and Technology Advanced Collaboratory) and general interest in how education intersects with the economy.

Indeed, Davidson's previous books include Revolution and the Word, on the relationship between technology, community, education and social change; *Closing: The Life and Death of an American Factory*, on de-industrialization; *The Future of Thinking: Learning Institutions in the Digital Age; and Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work and Learn.*

"I have never stopped thinking about and researching those relationships between labor, social justice, social exploitation, technology and education, as both enforcer and enabler, engine of mobility and ladder of social inequality," Davidson said.

All those themes run through T*he New Education*. So is it a manifesto?

"Yes," Davidson said, "I guess it is." ■

https://www.insidehighered.com/news/2017/08/24/cathy-davidson%E2%80%99s-new-book-manifesto-teaching-students-and-institutions-how-survive

Smashing Faculty Skepticism

BY MARK LIEBERMAN // FEBRUARY 14, 2018

Faculty members need one-on-one consultation, positive reinforcement and examples from early adopters before they'll commit en masse to transforming their classrooms.

NEW ORLEANS -- During a session at the Educause Learning Initiative annual meeting last month, panelists asked a succession of attendees to read out loud a prewritten list of complaints faculty members often raise when asked to pursue innovation:

- I've been a teacher for 10 (or 20 or 30) years, so I shouldn't have to undergo development.
- I have enough qualifications al ready.
- Students don't like working groups and they don't work well in active learning environments.
- Students need to learn how to take better notes.
- I'm not technologically capable.
- Teaching is an art and should be treated as such -- you're ei ther a natural or you're not.
- If I fail, I won't get tenure.

Some of these concerns are legitimate; others, perhaps, ought to be abandoned. They formed the core of the discussion during this session, which aimed to offer "secret decoder ring" techniques for circumventing such skepticism and encouraging meaningful change. The biggest takeaway? Students must come first.

"We're not always great at this, but we try to remember that that's what we're here for," said Matthew Aron, blended curriculum lead in teaching and learning technologies at Northwestern University. "We always try to imagine ourselves in the shoes of our students and encourage faculty to do the same."

Some key takeaways from the session:

Supporting early adopters is key. Reinventing the classroom is difficult for most instructors -- none more so than those who are the first at their institution to embark on such a project. Those pioneers need external validation for their efforts, and they need to hear that they won't be chastised if their attempts fail.

"Sometimes it's nice to say, 'Good try, that's awesome and let's do it even better next time,'" Aron said.

Never eliminate one-on-one consultation opportunities. As technology efforts grow, more instructors need help from a fixed number of on-campus experts, often through workshops and other group activities.

But Aron said it's important to maintain the possibility for consul-

tations with individual faculty members.

"It's the one thing we won't tinker with," Aron said. "Even when we offer all different kinds of workshops, if someone says, 'I need help,' we want them to know we'll sit down with them in our office and give them an empathetic ear."

Innovators want others to see the fruits of their labor. Whether through active learning centers that give faculty members space to experiment or a spring showcase event that allows for sharing ideas and praise, panelists said positive reinforcement helped spur other instructors to follow early adopters' example.

Support from administrators helps as well -- according to Cody Connor, manager of course design and development at Purdue University, instructors signed on to the institution's course transformation initiative in much greater numbers once the provost's office began publicizing it. Connor said he believes faculty members want to feel like administrators will appreciate their work and potentially reward them for it.

"At the beginning we were struggling to recruit faculty to participate in the program," Connor said. "Now they are knocking down our door."

Progress moves slowly and requires patience. At the University of Wisconsin at Madison, a group of strategic learning technology consultants descend on the institution's schools and colleges to cultivate long-term relationships with faculty members and students. Over time, some of them have transformed traditional classrooms into active learning spaces, simply by demonstrating sustained interest in the course material and a good-faith willingness to collaborate with subject matter experts.

According to Sarah Miller, an academic technology leader at Madison, the work involves setting a vision, contributing to instructional design and performing an "ethnography" of sorts.

"They are learning the culture, politics, power dynamics, strengths, expertise, sources of pride, tension points and personalities while engaging with the vision and strategy," Miller said.

Madison's learning technology consultants have advanced degrees in a wide range of disciplines including curriculum and instruction, teaching, and educational leadership and policy.

"Because there is no one academic pathway to this work, the team has diverse expertise and perspectives -- a strength they draw upon regularly through collaboration," Miller said. ■

https://www.insidehighered.com/digital-learning/article/2018/02/14/how-institutions-help-faculty-members-embrace-possibilities

Teaching Teachers to Teach Online

BY JEAN DIMEO // OCTOBER 11, 2017

Colleges use a variety of strategies to train subject-matter experts in effective online instruction. One surprise: in-person training is huge.

At Stevens Institute of Technology, in New Jersey, Robert Zotti and his team give professors who teach online countless formal and informal training opportunities.

"We make the rounds, pop into offices, ask how everything is going," said Zotti, assistant dean of Stevens's WebCampus, noting he and his staff make a lot of "house calls." "We'll have a webinar or a lunch and learn. If they need one-on-one training, we'll do it. Whatever it takes."

For years colleges and universities have employed a wide array of programs and strategies to prepare instructors to teach online courses, or to elevate the skills of online veterans. Administrators told "Inside Digital Learning" that during the past five years the types of training have greatly expanded in order to deal with the growing limitations on educators' time.

Institutions don't require, although they strongly encourage, full- and part-time instructors to participate, and they attempt to make the training relatively painless. "We try not to rock their world entirely," said Edward Bailey, online media production lead in professional education at Georgia Institute of Technology.

Online Training

Many institutions offer a combination of formal and informal training for online instructors. Not surprisingly, most provide self-paced online courses and modules on a plethora of topics, including how to effectively engage students, keep discussion board conversations on topic and proctor online exams.

Some also provide instructors answers to an abundance of frequently asked questions. Babson College's business school, for instance, maintains a robust Q&A section in its learning management system, said Phillip H. Kim, associate professor of entrepreneurship and faculty director of the blended learning M.B.A. program.

Since 2000, Arizona State University has offered a two-week, eight-hour-per-week master class. Marc Van Horn, ASU's chief online learning officer and assistant vice president for ASU EdPlus, said that the most important aspect of the master class is that instructors ex-

perience what it's like to be an online student.

"It's a real eye-opening experience," he said. "They have to participate in discussion boards, take quizzes and submit a paper, all online."

Arizona State, which has one of the nation's largest online efforts in terms of number of courses and learners, also offers a fully online workshop four times per year in which a total of 400 instructors view on-demand tutorials and 30-minute live webcasts, as well as exchanging ideas and information on forums, said Vicki Harmon, instructional designer and manager of professional development.

In-Person Events

More surprising is the number of face-to-face training events institutions sponsor for online instructors. Fanshawe College, in Ontario, for example, offers a one-week residential workshop for all new instructors at the main campus in London as well as those at satellite campuses. The program provides tips for effectively using the college's LMS and for teaching online courses, said Jason J. Kerr, Fanshawe's technology training coordinator for organizational development and learning.

Likewise, Babson's business school arranges a biannual refresher workshop so full- and part-time online M.B.A. faculty members can learn new skills and ask questions about difficult situations they're facing, Kim said.

At Florida International University, a "really big" all-day, once-a-year conference attracts 250 online instructors who partake in hands-on training, said Gus Roque, educational technology manager at FIU Online. FIU Online also runs a structured professional development course for instructors who teach hybrid courses. The university's strategic goal is to better utilize space, so it's converting all first-year courses to a hybrid format, Roque said.

Arizona State offers 65 to 75 in-person workshops annually on topics including effective online pedagogy, Van Horn said.

Instructor Gatherings

Most officials interviewed for this article said that some of the best training takes place when online instructors come together to discuss challenges and share best practices. Some of these gatherings take place at scheduled workshops, and others informally in department meetings and campus cafeterias.

"We have a smaller college with 3,000 students, so faculty know each other," Kim, of Babson, said. "We run into each other because we eat in the student dining hall a couple of times a week … or we simply pick up the phone and talk."

Zotti said the same about Stevens. "We have the benefit of being a small school," he said. "We know the faculty very well. Having rapport with the faculty for a long time pays off in tangible and intangible ways."

Asking professors to share experiences one on one or in groups is common at all the institutions contacted by "Inside Digital Learning." For example, Georgia Tech offers a new-instructor orientation course three to four times per year, and invites faculty members who are the "rock stars of online" to provide advice to their colleagues, Bailey said.

"Our best asset is our faculty advocates," he added. "Faculty tend to listen to other faculty rather than us. Professors can share what's worked."

At ASU, online instructors are encouraged to attend a once-a-year showcase to share their successes. The two-hour session attracts 60 to 80 people. "We are trying to promote a sense of community," Harmon said. Those who participate also are asked to produce a video of their presentation and post it on the online instructors' webpage.

Instructional Designer Assistance

Besides online and in-person activities, instructional designers play a key role in training faculty members. At Florida International, every online instructor is assigned to work with a designer.

"We try to do the heavy lifting for the faculty so they don't have to be the Blackboard expert" in addition to being the content-matter expert, Roque said. "The instructional designer takes ownership of the course. They want to offer solutions to the faculty."

And the contact doesn't end once the course is created. "The phone calls and emails with instructional designers are constant," he said.

But, Roque noted, while some

instructors work closely with designers, others never tap into their expertise. Florida International isn't alone here: this was a common remark from those interviewed for this article.

Constant Challenges

Despite voluminous online and face-to-face training opportunities, colleges and universities still struggle to get significant numbers of full- and part-time instructors to participate. "Instructors have plenty of stories about how much research they are doing, how many classes they are teaching," Zotti said.

"The biggest challenge is time, especially when dealing with adjunct faculty," said Kerr, of Fanshawe College. "If they are teaching online, they are not around" on campus.

Kerr said some of Fanshawe's part-time online instructors live in Canadian cities that aren't near campus -- and they hail from as far away as Florida and overseas. He noted that his team conducts one-on-one training with those instructors via screen-sharing platforms.

Because of instructors' time restraints, Fanshawe is considering converting workshops at its main and satellite campuses to customized sessions and lunch-and-learn events, Kerr said.

Stevens once had a "near compulsory" training program for online instructors, but now it's more informal, Zotti said, adding that he's hopeful for more requirements. "We expect to see it come back in baby steps," he said. ■

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