

The weekly magazine  
for higher education



## 'Harsh realities': UCU report on casualisation 6

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Times  
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**Value for money**  
Results of the 2015  
Universitas 21 ranking 8

**Go with the flow**  
Labour needs to check  
the economic tide 30

**Despite all their rage**  
Why do scholars tolerate  
bureaucracy? 42

**Mammoth undertaking**  
Bringing extinct animals  
back from the dead 48

## Look to the future

Is the traditional doctoral thesis headed for oblivion?



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**News**

- 4 *The week in higher education*
- 6 UCU poll highlights impact of casualisation
- 7 Ask teacherbot: the digital tool with all the answers
- 8 UK system delivers a big bang for the buck
- 9 Do bookkeepers trump policymakers on student loans?
- 10 Frightening colours: scholar critical of decision on black studies MA



- 11 **Wes Streeting: from NUS president to Labour MP**
- 12 Deficit disappointment at Glyndwr
- 13 *News in brief*
- 14 *Campus close-up:* UCL Institute of Education
- 16 No oil, but innovation by the barrel-load in Lebanon
- 18 *World in brief*
- 20 Chileans buckle up for a long, bumpy ride
- 20 So-solid reputations

**Research**

- 22 *Research intelligence*  
How did *Hamlet* fare in Africa? That is the question
- 23 *Grant winners*

**People**

- 24 *Obituary*  
Nick Constantinou
- 24 *HE & me*  
David Maguire
- 25 *THE Scholarly Web*  
Political correctness
- 26 *Careers intelligence*  
Survive and thrive outside the silo

**Opinion**

- 5 *Leader*  
Contingency and its consequences
- 30 Keep it in the ground: Paul Webley on Soas' fossil fuel divestment



- 30 Labour must align plans for the sector with the economic climate, argues Andy Westwood
- 32 Right turn: why Diana Beech voted Tory
- 33 *Sally Feldman*  
Far too Grimm
- 34 *Letters*

**Features**

- 36 *Cover story*  
Is the end nigh for the standard PhD thesis?
- 42 Forms of hell

**Culture**

*Arts*



- 46 **Still packing a punch: Camille Paglia's *Sexual Personae* at 25**
- Books*

- 48 The origin of species – redux
- 49 *What are you reading?*
- 50 A resister remembered
- 52 An absurd notion

**27 THE Executive Focus**

**54 THE Appointments**

- 64 *Laurie Taylor*
- 64 *Index*



● ● ● Jo Johnson, the new universities and science minister, is yet to set out his stall in the media since being appointed on 11 May. A spokesman at the Department for Business, Innovation and Skills dead-batted an interview request from *Times Higher Education* by saying that the minister is seeking to “get his feet under the desk”. A profile of Mr Johnson on the ConservativeHome website says: “Except to the local press in his constituency of Orpington, in south-east London, he has never given an interview.” Speaking on a radio phone-in last week, Mr Johnson’s father, Stanley, expressed surprise on hearing of the appointment. “Good heavens. I don’t think he knows anything

about science,” was his reply. Maybe public pronouncements will follow after a sensible effort to command the brief.

● ● ● “Pursue Impossible”: this slogan is the result of the University of Western Australia’s recently unveiled “bold new brand”, intended to “reflect its place as a contemporary place of teaching, learning and research, and a global hub of excellence”. Gordon Royle, a professor of mathematics at UWA, related his nine-year-old daughter’s reaction to the new slogan in a 13 May blog post: “It doesn’t make any sense – and it’s not even proper English!” Professor Royle added: “So what do we all think of our new motto? Everyone that I’ve spoken to has reacted with...disbelief, bewilderment or derision, but I’m not sure which is winning at the moment.” But perhaps Professor Royle and his daughter need to see it from a branding consultancy’s perspective. Find hackneyed motivational mantra. Drop definite article to make it sound fresh. Cash cheque.

● ● ● US higher education is often said to resemble an “arms race” where colleges spend big on sports and leisure facilities to attract students. Splashing the cash on “lengthy and at times bizarre” speeches from Holly-

wood stars appears to be another side-effect. In a graduation ceremony speech at the University of Houston that had already courted controversy for its cost, Matthew McConaughey “referenced playing bongos in his ‘birthday suit’ to tell the crowd that ‘an honest man’s pillow is his peace of mind’”, the *Houston Chronicle* reported on 15 May. He also talked about “a walkabout in Peru during which he stripped naked, vomited up all the bile in his belly and awoke the next morning feeling light and free”. The *Interstellar* star probably did feel light and free after being flown in on a private jet and staying in a VIP hotel suite paid for by Houston. McConaughey will donate his reported \$135,000 (£87,296) fee to charity.

● ● ● “Demonstrators occupying a University of Manchester building have accused institution chiefs of ‘siege tactics’,” the *Manchester Evening News* reported on 17 May. The Free Education MCR group began their “anti-government demonstration” by occupying part of the business school and holding workshops on William Blake and on transgender issues. One demonstrator said: “They have security guards on every single exit and they’re not letting anyone else in...The uni-

versity are employing siege tactics.” Sieges normally work by trying to keep people in. But the protesters managed to bypass the inverse-siege and “smuggle a further 30 undergraduates into their camp”. A university spokesman said: “A number of students are occupying a room in the Harold Hankins Building and are free to leave any time they wish.”

● ● ● A university lecturer in Israel “gained internet fame” after a photo of him holding a student’s grumpy baby, while continuing to teach, went viral. Sydney Engelberg’s moment of fame came after “a former student went onto an Israeli social media site and shared a photo of the professor in front of a white board mid-lecture, holding a baby in star-covered footie pajamas”, the CNN website reported on 18 May. The lecturer, who teaches postgraduate courses in organisational behaviour at Hebrew University and Ono Academic College, said that such moments were common. He said that it was important to put into practice good management principles and relate “to those students who are unable to find alternative childcare arrangements in a way which enables them to remain engaged, which shows respect for their situation”.

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# What's casually cast aside?

Insecure employment takes a toll on individuals, but its effects may also cut to the very core of universities and their missions



PETER SEARLE

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**A**cademic freedom tends to be discussed in the context of some specific threat or incident: the circumstances of a particular disciplinary case, perhaps, or a policy shift suggesting that the government aims to exert undue influence over universities and their staff.

As was recently argued in these pages by Martyn Hammersley, emeritus professor of educational and social research at the Open University, it is in essence about two things: the autonomy of academics within their institutions, and the independence of universities themselves.

In the US, where academic freedom is arguably held even more dear as a result of the almost sacred role of tenure track, discussion often focuses on similar threats and challenges.

But in an article published last autumn, the president of the American Association of University Professors took a slightly different tack.

Rudy Fichtenbaum, who is professor of economics at Wright State University, Ohio, argued that the dangers that get the most air-time “pale in comparison to what have become the two greatest threats to academic freedom: the growing use of faculty who are hired on contingent contracts, and rising student debt”.

It's his belief that the “corporatisation” of higher education has focused on splitting the US system into a tiny elite comprising the richest private universities and the top public institutions (which do the bulk of research and educate the majority of business leaders and politicians), and then a large band of public and private institutions, including community colleges, with a narrower, vocational focus.

What business wants from these lower tier institutions is “workers”, Fichtenbaum says, but not an “educated citizenry” who would challenge the status quo – and in particular inequality.

How has it pursued this end? Through the erosion of “academic freedom and economic

security, turning the majority of faculty into at-will or temporary employees and saddling students with debt”, both of which “undermine the ability of faculty and students to resist”.

Whether or not you are persuaded that casualisation has been driven by an agenda as organised or calculated as Fichtenbaum suggests, there's no doubt that it is happening, and that it is having a direct influence on academic life and the power that scholars have (or feel they have, which amounts to the same thing) to shape their professional lives.

Casualisation has been high on the agenda in US universities for a long time, but in recent years it has become a live issue in the UK, too.

According to a report published this week by the University and College Union, more than a third of the total academic workforce are on fixed-term contracts.

This will cover a range of employment scenarios, but in a UCU survey of 2,500 “casual-

**“Casualisation is happening, and it is having a direct influence on academic life and the power that scholars have to shape their professional lives”**

ised” staff in higher and further education, a third in universities said they had struggled to pay household bills, and one-fifth to buy food.

There is, of course, another impact too – on students. If one of the big items of unfinished business after the tuition-fee reforms is teaching, and whether students have seen the step change they were promised, then the question has to be asked: can casualisation possibly be in students' favour? You don't have to be a professor of economics or the head of a union to reach the same conclusion as Fichtenbaum on that one.

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# Life in the precariat: third of casual staff 'struggle to pay rent'

UCU survey details the financial and personal costs of casualisation. Jack Grove reports

About a third of university staff on fixed-term or casualised contracts struggle to pay their rent or mortgage and household bills, a survey of just over 2,500 University and College Union members suggests.

A fifth of those in non-permanent posts in higher education had difficulty paying for food, and 16 per cent found it hard to pay off loans, according to the UCU report, *Making Ends Meet: The Human Cost of Casualisation in Post-secondary Education*, published on 21 May.

Some 6 per cent of the university sector respondents to the survey claimed working tax credits and 7 per cent child tax credits, it adds.

About a third of casualised staff (32 per cent) said that they had struggled to get a mortgage given the precarious nature of their employment, the report says.

"I have given up trying for a mortgage and am resigned to the fact that I will always be in rented accommodation," said one university lecturer who responded to the UCU poll carried out between January and April.

Another lecturer reported "struggling [to gain a mortgage] because

of the end date of my contract despite being at the university since 2010 on a series of full-time contracts".

Many more university employees also said that they had never tried to get a mortgage given the short-term nature of their posts. About a third of academics and almost 70 per cent of those on research-only contracts are employed on a fixed-term basis, the report says.

"You don't try to buy a house if you don't know where you will be living and working in two years' time," said another lecturer.

## It's grim out there

The study, which covers about 1,800 employees in higher education and about 700 in further or adult education, reveals the "harsh reality of life in our universities and colleges", said Sally Hunt, the UCU's general secretary, who will highlight how the "exploitative use of casualised contracts breeds insecurity, anxiety [and] stress" in her keynote address to the union's annual congress in Glasgow, which takes place from 23 to 25 May.

"Staff starting their career today are more likely to have a casual con-

tract than a permanent one and the personal impact of this lack of security is profound and long lasting," she says in the report.

"It means that people often don't know how they will make ends meet from one week to the next...and the next big life decisions like buying a house or having children must be indefinitely postponed."

Universities and ministers should stop trying to defend casualised contracts as "flexible", Ms Hunt adds, saying "flexibility is not a two-way street" and "people who want security and a proper contract should be able to secure one".

About 55 per cent of all respondents were on fixed-term contracts, while 20 per cent were on zero-hours contracts, the report says.

On pay, 14 per cent of the university staff surveyed had a gross monthly pay packet of less than £500, while another 16 per cent earned between £500 and £999 a month. One in 10 also claimed that their working hours were so irregular that it was impossible to say how many hours they typically worked.

Other academics revealed that they had been forced to undertake an excessive amount of teaching, which had taken a toll on their personal lives and their health. "My career is in tatters at the moment,

Deposits Ta  
Payback We



Cheques  
Cashed

Desperate times the UCU survey found that

with the huge number of hours needed to make ends meet impacting on my ability to research and publish," said one lecturer.

## The joy of flexibility

However, the Universities and Colleges Employers' Association said that the number of permanent/open-ended contracts had risen in recent years, up by about 8,000 since

## SPECIAL CONFERENCES: UNION MEMBERS

Too many costly and "undemocratic" special conferences are being called by disgruntled University and College Union activists seeking to overturn executive decisions, the union's congress will hear.

While most of the UCU's policies are decided by delegates at the union's annual congress, which takes place in Glasgow this year from

23 to 25 May, there are concerns that a growing number of key decisions are being taken at special conferences to address specific issues.

Several special conferences, each of which must have the backing of 20 UCU quorate branch meetings to go ahead, have been held in the past 12 months to address pay and pensions issues. But some

delegates in Glasgow will call for their use to be curtailed because they are poorly attended and driven by small factions within the union.

The University of the West of England's UCU branch has tabled a motion seeking a review of how the meetings are called. Each one can cost £20,000 or more, it says.

"Holding these meetings with just two or three

weeks' notice means lots of people can't go to them because they cannot rearrange teaching or meetings," said Harriet Bradley, the branch's secretary.

"People with caring responsibilities or childcare commitments are also excluded - it is very undemocratic," she added.

The meetings are often dominated by dele-

gates from universities close to the venue, whereas the May congress allows time for all branches to send their representatives, Professor Bradley said.

"If they are held in Manchester, it tends to be those from northern universities who attend; if it's London, then representatives from the capital are there," she said.

Many of those behind

the special conferences are those unhappy with decisions made by the UCU's national executive committee, who are elected nationally by members, Professor Bradley said.

"These meetings shouldn't be called just because people are a bit fed up by the NEC," she added.

Sean Wallis, president of University College



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20 per cent of those on casualised contracts had difficulty paying for food

2009-10 to 95,515 in 2013-14.

“Higher education institutions use ‘hours to be notified’ casual contracts for genuinely unpredictable work such as cover for specialist demonstrators and teaching assistants,” a Ucea spokesman said, adding that many professional staff enjoyed flexible contracts if they were employed elsewhere at the same time.

“Higher education institutions

cannot simply provide full-time or open-ended employment to everyone who wants it; like all employers, they will always have variable and temporary needs,” he added.

Ucea has been working with the five unions involved in higher education over the past year on the issue of casual staff and will publish its report on best practice next month. [jack.grove@tesglobal.com](mailto:jack.grove@tesglobal.com)

## ATTEMPT TO REIN IN PROLIFERATION OF ‘UNDEMOCRATIC’ GATHERINGS



ALUMNY London’s UCU branch, said that the 20-branch rule should be amended because branches covering fewer than 1,000 members could force a conference.

But he believed that the right to call special conferences to challenge executive decisions should remain, saying that “recall and accountability is the cornerstone

of any democratic organisation”.

“Ultimately this argument is between those who think democracy should be convenient and occasional, and hopefully not get in the way of business, and those who think the union should be democratic from top to bottom, however inconvenient this may be,” he said.

**Jack Grove**

# Teacherbot: here for you, always

A digital tool engaging with Mocc users talks work, wine and Stephen King. Chris Havergal writes

Tired of fielding emails from undergraduates asking when the next lecture is? Want to get students talking about their course outside seminars? Perhaps you should send for teacherbot.

“Botty”, as the University of Edinburgh’s creation has become affectionately known, could be the next step forward on technology’s march into higher education.

Reflecting how much discussion around massive open online courses takes place outside platforms such as Coursera, the bot was created to engage on Twitter with students of Edinburgh’s e-learning and digital cultures Mocc.

Academics worked with a developer to create a tool that stored tweets containing the #edcmoc hashtag and then, drawing on keywords and how they were linked through terms such as “and” or “not”, offered a response.

The teacherbot tweeted about 1,500 times over the duration of the course, engaging with hundreds of students. It was able to answer simple questions such as those about deadlines. “The deadline is razor sharp,” the bot tweeted. “It’s an algorithm (like me) so no exceptions.”

But the bot was also able to attempt more complex tasks. For example, in response to discussions of course content, it offered a quote from a key text or posed a question.

Tackling queries or concerns, the bot advised students to message a tutor or solicited help from other learners, asking: “Would anyone else like to connect?”

The teacherbot even took on a social role. In response to a student’s tweet stating that he was following his work on the Mocc with an evening of wine and reading Stephen King, the bot posted: “That sounds wonderful, wish I was there.”

Of course, the bot’s responses were sometimes wide of the mark. But the Mocc’s tutors said that the tool had

helped students to engage with the idea of automated teaching.

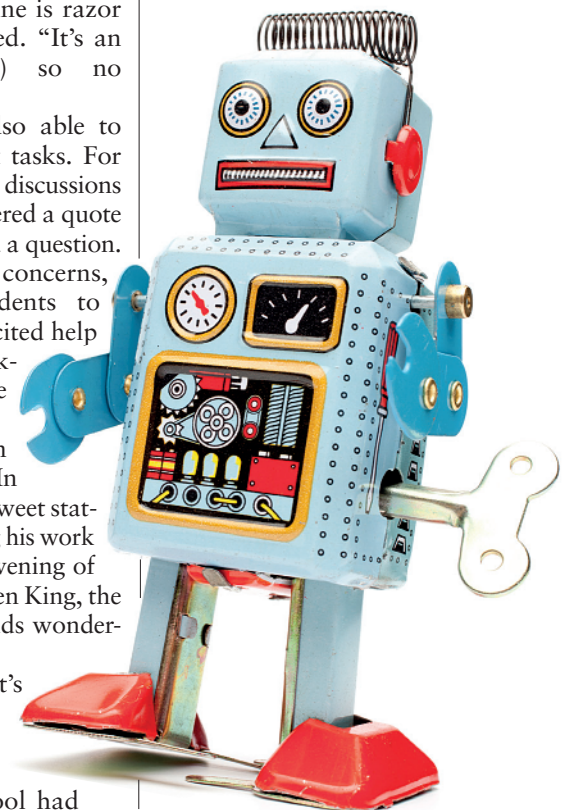
Although the bot did not replicate the feeling of being guided by a teacher, one student had “certainly been prompted to think”, according to a blog post. “Isn’t this what every good teacher/trainer strives for?”, the student asks.

However, academics fearful that such technology could be used to replace them will be heartened by comments from Siân Bayne, Edinburgh’s professor of digital education, who said that the experiment had deliberately not set out to solve any productivity deficits in teachers.

Instead, it had demonstrated how teachers and students could use technology in a way that was pedagogically productive while still being based on simple programming. “It puts automated teaching back in the hands of teachers,” Professor Bayne told *Times Higher Education*.

The success of the teacherbot is assessed in an article by Professor Bayne in the journal *Teaching in Higher Education*.

[chris.havergal@tesglobal.com](mailto:chris.havergal@tesglobal.com)



# On pound-for-pound basis, UK is a knockout performer

**GDP-adjusted ranking of global higher education systems puts British system near top. Ellie Bothwell reports**

The UK's university system is the second best in the world when countries' average incomes are taken into account – outperforming Denmark, Sweden and Finland – according to the latest edition of an international ranking.

The 2015 Universitas 21 Ranking of National Higher Education Systems, published on 21 May, also shows that overall the UK has remained at eighth place in the world, beating Australia and Singapore for a second year running.

The ranking of 50 countries compares 25 measures across four weighted areas: spending by the government and the private sector on teaching and research; the number of research articles produced and the quality of the top institutions; connections with businesses and international institutions; and government policy and the regulatory environment.

For a second year, Universitas 21, a group of research-intensive universities from across the world, has also produced an alternative ranking that looks at whether a country does better or worse on these measures than would be expected based on the purchasing power of an average citizen.

On this, the UK punches above its weight. It has climbed four places since last year to claim second position. In doing so, it has overtaken last year's number one nation in the table, Sweden, which is now in fourth place, and it sits 13 places above the US.

Simon Marginson, professor of international higher education at the UCL Institute of Education, explained that the UK “does very well in this measure” because it has “stellar research outputs” and is “exceptionally strong in connectivity” despite its per capita economic output not being very high.

“The UK research system, with most of its output carried out by the



**Packing a punch** the UK does well because it has ‘stellar research outputs’ and is ‘exceptionally strong in connectivity’

top 20 or so research universities, delivers fantastic value for money overall,” he said.

“The successive RAEs [research assessment exercises] and the REF [research excellence framework] have played a key role in building concentrated research performance

in the Russell Group over time, within a system that is modestly funded overall, [scoring] only 26th out of 50 countries in resources.”

### The Serbian anomaly

Serbia takes the top spot in the income-adjusted ranking. Its rise from

fourth in last year's list was driven by high scores for output and resources devoted to higher education.

However, Professor Marginson warned that Serbia's prominence was “idiosyncratic” and a consequence of its very low per capita GDP for a European country and of its concentration of research resources and talent at the University of Belgrade, which boosts its score on the output measures.

Meanwhile, Switzerland and South Africa have both made their top 10 debuts in the income-adjusted list, ranking eighth and 10th place respectively.

Switzerland has also performed well in the overall ranking, rising from sixth to second place. Some of that upward momentum can be attributed to changes in methodology, which this year for the first time included measures of the financial autonomy of public universities.

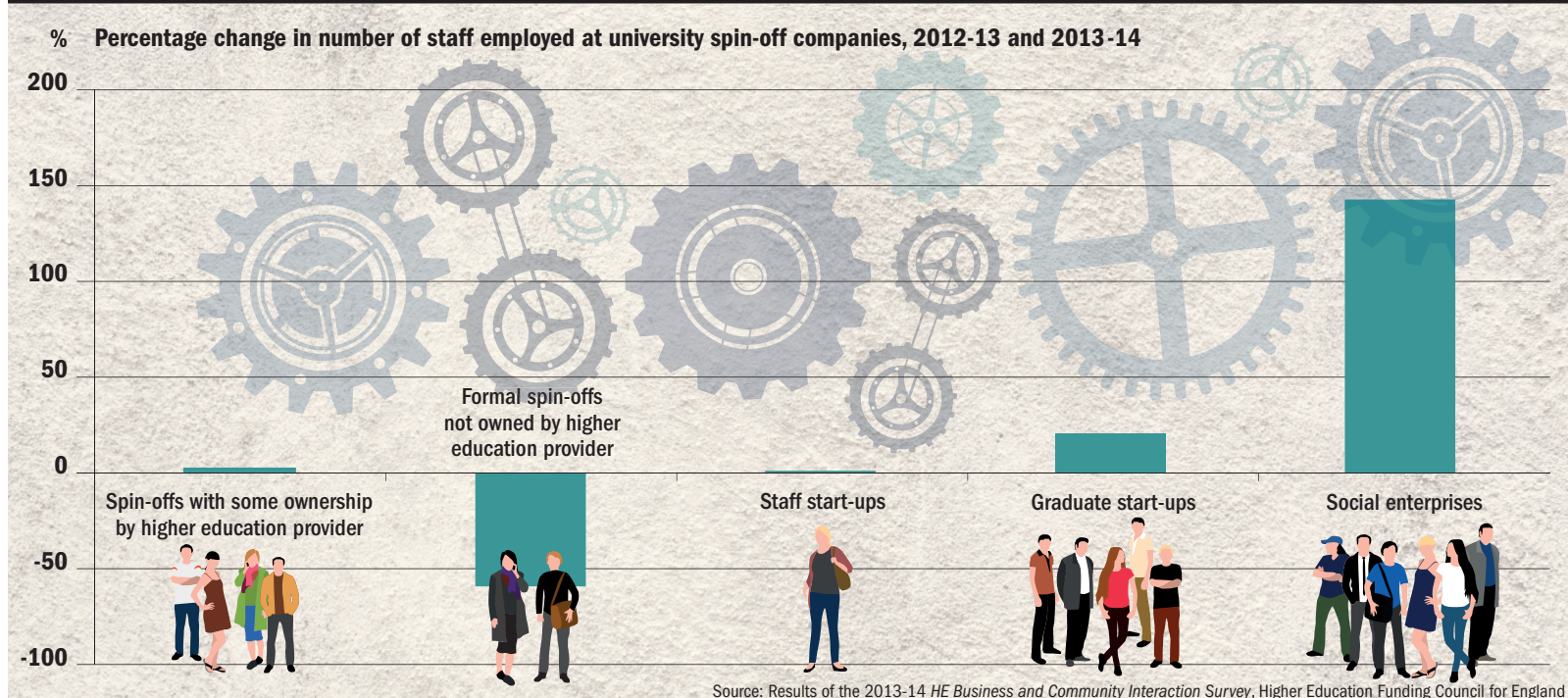
The US still tops the Universitas 21 table when not adjusted for per capita economic output— where it has been since the list began in 2012. [ellie.bothwell@tesglobal.com](mailto:ellie.bothwell@tesglobal.com)

## NATIONAL POWERS: THE BEST FOR SYSTEM STRENGTH

Universitas 21 main ranking			Universitas 21 ranking, adjusted for average incomes		
2015 rank	2014 rank	Country	2015 rank	2014 rank	Country
1	1	United States	1	4	Serbia
2	6	Switzerland	2	6	United Kingdom
3	3	Denmark	3	3	Denmark
4	5	Finland	4	1	Sweden
5	2	Sweden	5	2	Finland
6	3	Canada	6	8	Portugal
7	7	The Netherlands	7	7	Canada
8	8	United Kingdom	8	11	Switzerland
9	10	Singapore	9	5	New Zealand
10	9	Australia	10	17	South Africa



## MONEY IS NOT THE ONLY MISSION: SOCIAL ENTERPRISE SPIN-OFFS HIT HIGH GEAR



The number of people employed by social enterprises spun off from universities rose by almost 150 per cent between 2012-13 and 2013-14, figures from

the Higher Education Funding Council for England reveal.

The Higher Education Business and Community Interaction Survey finds that social enterprises are

the fastest growing type of campus-born start-up, with the number of new ones growing from 14 in 2012-13 to 169 in 2013-14.

The number of new formal spin-off companies

fully or partly owned by universities remained flat over the same period.

The number of new companies with no institutional ownership fell by a third, and employee

numbers overall at such start-ups by 60 per cent.

The number of new staff and graduate spin-off companies grew in the period, although this growth was outpaced by expan-

sion at social enterprises. Social enterprise start-ups employed 388 people in 2013-14, up from 159 in 2012-13, says the report, published on 31 March.

Holly Else

# Accounting rules now drive policy, and students will pay the cost

Hepi report envisages harsher repayment terms and loan book sold at a loss. John Morgan writes

Government accounting rules on student loans “are driving policy” in higher education, including making a sale of the multibillion-pound loan book look good even if it represents a long-term loss, a report published by the Higher Education Policy Institute warns.

The report, by Andrew McGettigan, also argues that a recent agreement with the Treasury would force the Department for Business, Innovation and Skills to find extra money to cover the costs if student loan repayments fall below estimates.

This is “most likely” achievable “by restricting maximum tuition fees [to £9,000] for the majority of courses at the majority of institutions and by toughening up repayment terms for borrowers”, he said.

In *The Accounting and Budgeting*

*of Student Loans*, which was written after off-record discussions with Treasury and BIS officials, Dr McGettigan says: “If we are making policy fit the accounting without critical scrutiny, as seems to be happening, then something has probably gone wrong.”

The coalition government’s decision to scrap the bulk of direct public funding for university teaching and to replace it with loan funding and fees of £9,000 relied on government accounting conventions.

Loan outlay and repayments are “excluded from the expenditure and receipts that determine the current measure of the deficit”, Dr McGettigan notes. But loans do affect the main measure of public debt, the public sector net debt (PSND).

The value of outstanding student loans in today’s terms is projected

to peak at £330 billion in the 2040s.

Accounting conventions that exclude the positive side of loans (future repayments) and include only the negative side (government borrowing to fund loans) mean that the impact of student loans on the PSND is “overstated”, Dr McGettigan says.

Keen to cut the PSND, the government is attracted to a student loan sale that offers cash now, even if it gets less than the value of future repayments, Dr McGettigan argues.

He says that the “treatment of student loans in the national accounts is...set up in such a way as to favour an undergraduate finance model that replaces grants with loans and then sells those loans on”.

Estimates of the portion of loans that will never be repaid – the resource accounting and budgeting charge – have been rising since 2010.

A “major fiscal challenge” for BIS was averted in 2013-14 via a retrospective change to accounting rules

that allowed the costs of higher RAB estimates “to be smoothed out over the following three decades”, Dr McGettigan says.

He adds that BIS now has permission to use an additional section of budget, earmarked for unpredictable events, to cover sudden changes in forecast loan repayments. But it must still recoup the money somehow.

The Treasury has set a target RAB charge on post-2012 loans of 36 per cent, below the current estimate of 45 per cent. If the RAB is above the target, “the new procedure kicks in”, Dr McGettigan says.

In a press comment on the report, he argued that hitting the RAB target was equivalent to BIS saving “£1 billion for each year’s loan issue”, suggesting that asking graduates to pay more for loans was a likely option for the government.

BIS declined to comment on the report.

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## Traditions wiped out by 'cuckoo managers'

The rise of managerialism in universities has sometimes been derided as a case of the tail wagging the dog. Now an academic has suggested that there may be a more appropriate animal metaphor for the phenomenon: the parasitical egg-laying behaviour of the common cuckoo.

Rebecca Boden, professor of critical management at the University of Roehampton, said that the way in which managers had introduced increasingly onerous regulations was very much like how cuckoos laid their eggs in the nests of other birds, and how the young cuckoos then evict the nest-builder's offspring.

The rise of managerialism had, she said, supplanted the processes through which academics had previously governed themselves and replaced them with procedures that eroded the traditional focus on research and teaching.

Just as the cuckoo "becomes the bird" that its hosts believe it to be, Professor Boden argued, managerialism has taken over the university. In effect, the managers have become the university. "The cuckoo manager has displaced the processes we used to hold dear and replaced them with a set of procedures, a set of rigid rules, which the cuckoo determines," Professor Boden said.

Speaking at a seminar organised by the Society for Research into Higher Education, Professor Boden said that examples of the rise of managerialism included the research excellence framework and the journal rankings produced by the Chartered Association of Business Schools.

Such procedural devices were "controlling" and "standardising" rituals that handed power to those who operated them.

She also highlighted the way in which academics were now required to fill in forms to book holidays. This showed that they could apparently "no longer be trusted" to take reasonable breaks of their own accord, Professor Boden argued.

A better model, she argued, was that of the cooperative university, such as Mondragon University in Spain, where decisions are taken by an assembly of researchers, students and other interested parties. There was a need, Professor Boden said, for "alternative governance forms which re-socialise the university".

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Stuck in the past much of Dr Coleman's work has concentrated on whether UCL has favoured 'dead white men'

# New MA 'too critical of white hegemony'

**Black scholar claims he lost out on a job after course plan 'scared' academy. Jack Grove writes**

One of the few black philosophers in the UK claims that he has been rejected for a full-time job because his proposed course is too challenging to white-dominated academia.

Nathaniel Adam Tobias Coleman was appointed Britain's first research associate in the philosophy of "race" at University College London in October 2013, making him one of just five black philosophy academics in UK universities, he says.

Much of Dr Coleman's work has concentrated on whether the university curriculum is "too white" by excluding the writings of overlooked black scholars in favour of "dead white men".

A public talk at UCL in March 2014 led by Dr Coleman, titled "Why isn't my professor black?", was attended by several hundred black students and academics, and chaired by Michael Arthur, UCL's provost and president.

But Dr Coleman, who strikes through his surname to highlight how it was bestowed on his family by slave masters in Jamaica, said that he has now been told that there is no job for him at UCL when his fixed-term contract expires in October,

despite what he believed was an outstanding record in teaching, research and wider social engagement to promote debate around racial issues in higher education. Dr Coleman was also named Online Communicator of the Year at a UCL awards ceremony on 7 May.

He said that his application to become a permanent lecturer had been turned down because the post was contingent on the creation of a new black studies MA, which was recently deemed unviable.

Dr Coleman said that his proposed "critical white studies" course did not find favour with colleagues, who wanted to offer a black studies programme less critical of the white establishment.

"White hegemony was...to be put under the microscope," he told *Times Higher Education*.

"Turning the spotlight on to the ivory tower, putting the fear of God into many of its scholars – predominantly racialised as white – who had contented themselves hitherto to research and teach in an 'aracial' – aka white-dominated – way," he added.

Among those criticised by Dr Coleman include Francis Galton, the famous Victorian "father of eugenics" and UCL benefactor.

Jonathan Wolff, executive dean of UCL's Faculty of Arts and Humanities, said that the proposed MA was rejected because "it became apparent that UCL is not yet ready to offer a strong programme in this area".

"If the new MA was accepted a new job would have been created, for which Dr Coleman would have been encouraged to apply, although, of course, the appointment would have been open to all applicants in accordance with UCL's rigorous equal opportunities policy," he said.

He thanked Dr Coleman for "the work he has done to shine a light on issues and practices at UCL and beyond, and the preliminary steps taken to establish this important MA", which it remained committed to setting up.

UCL had recently made new appointments in African studies, which is also "making further progress in equality and diversity issues more broadly", such as its efforts to gain a race equality charter mark, he added.

Dr Coleman, who took a PhD in philosophy at the University of Michigan, said that he is likely to work in US academia if he cannot gain a post at UCL.

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# ‘We captured the spirit of ambition and the aspirations of those voting’

**From NUS chief to Labour MP: Wes Streeting tells John Morgan what factors helped him win a seat**

On a dismal election night for Labour, the London constituency of Ilford North was a surprising gain from the Conservatives.

Wes Streeting, who was president of the National Union of Students between 2008 and 2010, overturned a 5,404 majority to win a seat that was way down at 84th on Labour’s list of target seats (the party failed to win North Warwickshire, which was number one on the list).

So what was different about Ilford North?

Mr Streeting told *Times Higher Education* that there had been “lots of voters who are historically Labour moving into the constituency from other parts of East London”.

But he also highlighted “a ground campaign...unprecedented in this part of London”, which meant that by polling day his team had “spoken to more voters than any other Constituency Labour Party in the country” and were “relentlessly focused on those undecided voters”.

Mr Streeting, who had Lord Mandelson campaigning for him on polling day, continued: “One of the things we did locally, which I think the Labour Party didn’t do nationally, was we really captured the

spirit of ambition and the aspirations of those voting.”

## Triumph over the Tories

Mr Streeting described his personal background as a factor: “Like many of those people, I grew up on a council estate – in Tower Hamlets.”

The University of Cambridge graduate, who was chief executive of educational charity the Helena Kennedy Foundation and head of educa-

tion at Stonewall after leaving the NUS, added that he “worked hard, went to state school, went to a top university and spent my career trying to give something back to people through education. I think a lot of people identified with that story.”

## Caught on camera

Lee Scott, the former Ilford North MP ousted at the election, was one of those MPs who signed the NUS pledge ahead of the 2010 election, initiated by Mr Streeting in his time as president, to vote against any rise in fees. Mr Scott broke it by abstain-

ing in the vote on £9,000 fees. Happily for Mr Streeting, there is a photo of him as NUS president with Mr Scott and the signed pledge. Mr Streeting said that voters “knew very clearly what the pledge was; the photo helped”.

He plans to be active on education as an MP. The Tories have “explicitly failed to rule out a rise in tuition fees”, he said, adding that “if there’s any attempt to raise tuition fees I intend to get stuck into that debate”.

Mr Streeting – who has served as a councillor on Redbridge Council – argued that “before the general election the mood of vice-chancellors was once again, as usual, prior to an election, calling for higher fees and more money”.

He added: “What they haven’t yet done, I think, is demonstrate where the money [from £9,000 fees has] gone already – so I’ll be asking some questions about that over the course of the next five years.”

On funding, Mr Streeting said that he believed that university leaders and students would “welcome an end to the perennial debates about what level the tuition fee is set [at]”.

He continued: “I’ve always been in favour of a graduate tax. I also accept it comes with challenges.” But he argued that Labour’s spell in opposition offers “an opportunity to think about that more deeply”.  
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Door to door Wes Streeting’s campaign ‘relentlessly focused’ on undecided voters

## Architects of UCL’s network may rise up ranks

University College London is investigating whether promotion criteria can be redrawn to take account of employees’ internationalisation activities.

The idea is floated in UCL’s global engagement strategy, published on 21 March, which confirms the institution’s move away from a model of branch campuses and towards a network of local partnerships.

UCL’s campus focusing on energy and mining in Adelaide will close in 2017, to be replaced by a partnership with the University of South Australia, the institution has confirmed. Meanwhile, the future of UCL’s outpost in Qatar, which specialises in heritage disciplines,

remains under review. A decision is expected to be taken in the summer.

Dame Nicola Brewer, UCL’s vice-provost (international), told *Times Higher Education* that worldwide impact would “come from generating practical impact, not expanding our global footprint, for instance through branch campuses”.

“We believe that the successful academic institutions of the future will be those that can build the mutually beneficial collaborative networks and partnerships to answer the questions that no one institution, however prestigious, can answer alone,” Dame Nicola said.

Under the strategy, UCL will look to build institutional and academic

partnerships with universities around the world, including in five to eight major cities, similar to the relationship it has maintained with Yale University since 2009.

It will seek to ensure that 30 per cent of its undergraduates study abroad or have an international experience as part of their programme by 2020, rising to 40 per

cent by 2025, from a current baseline of 23 per cent.

Other plans include extending UCL’s area studies expertise into regions such as China, Latin America, Africa and India; and launching an international summer school for undergraduates next year.

Staff who help with these goals may be rewarded, the strategy says, with a new set of promotion criteria, to be agreed by September 2016.

“We want to facilitate, incentivise and recognise the international activity our staff engage in, in ways which enable us to deliver the aspirations of the strategy,” Dame Nicola said.

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GETTY

# Webb called back to reflect on direction of Glyndwr

Review group to reconvene over future of higher education in North Wales. Chris Havergal writes

The future of Glyndwr University is being reconsidered by the Welsh government, as the institution posts another multimillion-pound loss.

*Times Higher Education* has learned that ministers have asked Sir Adrian Webb (pictured), who led a review that considered Glyndwr's future which was published in 2013, to reconvene with members of his review group to consider how his recommendations "might be taken forward".

Sir Adrian has been told to look at "progress to date with the original recommendations and to consider options as put forward by institutions for the future development of higher education in this part of Wales", a government spokesman said.

The discussions are likely to be given added urgency by Glyndwr's continuing financial difficulties, which were underlined by the

publication this month – long after most other UK higher education institutions – of the university's accounts for 2013-14. These confirm a deficit of about £4 million for 2013-14, similar to 2012-13.

While most of the 2013-14 loss was made up of one-off costs, these came in a year when Glyndwr received £10.8 million in tuition fees from full-time international students, the majority of whom were enrolled at the university's London campus.

It is unclear whether Glyndwr will be able to rely on such revenue in future, since it was ordered in November to close this site amid allegations that some students' language qualifications were invalid.

The university said the process of relocating to a new campus in the capital was "under way" but, at present, its sponsorship licence allows it to recruit about 100 international students to its Wrexham site only.

Glyndwr received a cash advance from the Higher Education Funding Council for Wales in March this year in order to "meet its peak forecast funding requirements", the accounts reveal. This has now been repaid.

Graham Upton, the interim vice-chancellor, told *THE* he was working to "put the university back on a firm footing".

"We are disappointed to announce a deficit...but anticipated these results and are now building for the future and implementing a strategy that will bring about financial stability," Professor Upton said.

The 2013-14 accounts reveal that, although Glyndwr made an £894,000 surplus on its normal operations, this was wiped out by the £1.4 million cost of a voluntary severance scheme.

In addition, Glyndwr wrote off the £1.1 million value of its business in London owing to the winding down of its operations there, and spent £1.3 million on legal costs, some of which were associated with claims by students affected by the suspension of the university's sponsorship licence.

The rest of the deficit was largely made up of a £1.2 million loss at a subsidiary, OpTIC Glyndwr, up from £900,000 the year before.

Penny Anderson, the president of Glyndwr University Students' Guild, credited Professor Upton with bringing "some stability and direction" to the institution since he was appointed in January, but warned that the reliance on international student income had to end.

"It is clear there remain serious financial problems facing the university and that a sustainable, stable basis needs to be in place for students to have full confidence in the institution's future," she said.

Sir Adrian's original review recommended the formation of a federation between Glyndwr and Coleg Cambria, a nearby further education college, and also suggested that a federation with Bangor University be considered.

Since the Bangor link-up has gained little traction, the formation of a partnership with the University of Wales Trinity Saint David has also been floated, *THE* understands. [chris.havergal@tesglobal.com](mailto:chris.havergal@tesglobal.com)



## More scientists mean bigger slice of funding pie

Welsh universities need more than 600 additional academics in science and technology if they are to secure a bigger share of UK research council funding, a report says.

A study published on 21 May by the Leadership Foundation for Higher Education finds that Welsh institutions have consistently missed a Cardiff government target for them to win 5 per cent of research council funding, roughly equivalent to the country's population share in the UK.

The proportion of funding secured by Welsh universities has fallen to about 3 per cent and the report says that this has led to concerns about research performance.

But the criticism is unfair, according to authors Peter Halligan, chief executive of the Learned Society of Wales, and Louise Bright, the Leadership Foundation's associate director for Wales.

Government efforts to encourage institutional mergers and increased collaboration appear to have benefited research quality, they say, highlighting that Wales matched or outperformed the rest of the UK in the research excellence framework.

More than 75 per cent of all Welsh submissions were rated as world-leading or internationally excellent. Similarly Welsh academics' success rate in grant applications is "not dissimilar" to the UK-wide average, the report adds.

But reforms have failed to address the underlying issue of research capacity, Professor Halligan and Dr Bright say. And the shortage of researchers making applications for funding in the first place appears to be concentrated in the disciplines of science, technology, engineering, medicine and mathematics, where the biggest grants are available.



**Shortfall** a study claims 621 researchers are needed across STEM subjects

Using Higher Education Statistics Agency data to calculate how many additional academics would be needed at Welsh universities to achieve 4.8 per cent of each discipline's UK-wide research workforce – to match Wales' UK population share – Professor Halligan and Dr Bright say an extra 621 researchers are

needed across STEM subjects.

Key areas of shortfall include clinical medicine (242), physics (84) and mechanical engineering (78).

A £50 million government fund designed to attract top researchers to Wales should help to address the shortfall, the report says. [chris.havergal@tesglobal.com](mailto:chris.havergal@tesglobal.com)

## News in brief

### Salary negotiations

#### Final pay offer on the table

Employers have made a final offer of a 1 per cent pay increase for university staff next year, with an additional rise for the lowest-paid set to ensure that most employees get the “living wage”. Under the offer, announced by the Universities and Colleges Employers’ Association after the last negotiating meeting on 12 May, the lowest eight points of the pay spine would be increased by up to 2.65 per cent. On the basis of a standard 35-hours-a-week contract, this would ensure that all workers would be paid the living wage, which stands at £9.15 an hour in London, and £7.85 in the rest of the UK. However, a small number of institutions organise their contracts, and therefore their pay, differently. The offer of 1 per cent for the rest of the pay spine represents a small advance on the original proposal for 2015-16 of 0.9 per cent. The University and College Union – which had described the previous 0.9 per cent offer as “disappointing” – said the offer would be discussed at its conference, due to take place from 23 to 25 May.

### Complaints body

#### Ombudsman steps down

The higher education ombudsman is to step down from the role next year. Rob Behrens, who has been chief executive of the Office of the Independent Adjudicator for Higher Education since 2008, will leave the complaints handling body in spring 2016 having served two terms of office – the maximum allowed by the OIA. Mr Behrens said there was still much to achieve in his final year in office, including incorporating 500 new members into the OIA as a result of the Consumer Rights Act 2015, a move that “heralds a new, exciting era” for the body, he said. Ram Gidoomal, who chairs the OIA’s board, said Mr Behrens had been “an outstanding leader who has won the respect and trust of his colleagues, students and universities alike”. The recruitment process to find his successor will start next month, with interviews in the autumn.

### Appointments

#### LSE recruits ‘rock star’

The renowned economist Thomas Piketty has been appointed

centennial professor at the London School of Economics. Professor Piketty, whose best-selling 2013 book *Capital in the Twenty-First Century* is credited with redefining the post-crash global economic debate, will join the LSE’s new International Inequalities Institute. The academic – who has been described as a “rock star economist” by the *Financial Times* given his global fame and influence – will teach postgraduate students and work with them on research on a part-time basis, the LSE said. The 44-year-old French economist, a professor at the Paris School of Economics and the École des Hautes Études en Sciences Sociales was a PhD student at the LSE. He has frequently highlighted the problem of economic inequality.

### Bursary increase

#### Scots’ boost for poorest students

Students from the poorest backgrounds are to receive more financial support under plans announced by the Scottish government. Bursaries for Scottish-domiciled university students with a household income of up to £24,000 will increase by £125 for the academic year 2015-16, education secretary Angela Constance said. They will be eligible to receive up to £7,625. In addition, the household income threshold for receiving the maximum bursary will be raised from £17,000 to £19,000 from 2016-17. Vonnie Sandlan, president-elect of NUS Scotland, said the announcement was “really welcome” but added that “we can, and must, always push ourselves to go further on tackling student poverty”.

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**Fiona Adamson** (@FionaAdamson) praised the policy for being “based on evidence and principle”, adding “if only more universities took this approach”. **J. Bernadette Moore** (@TheMooreLab) said simply “Master University for the WIN”, while **David Murphy** (@davidfmurphy) tweeted: “Globally @McMasterU stands out as university that values equity, a point of attraction for both women & men.”

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# Research network helps to build schools' evidence base

**Partnership highlights 'positive impact' sector can have on teaching. John Elmes reports**

In a classroom deep in the bowels of the UCL Institute of Education, teachers are taking part in a workshop about how their schools are using research to improve practice.

It is one of several events run by the UCL IoE's London Centre for Leadership in Learning team as part of the institute's new Research and Development Network, established at the start of the academic year.

"We want to find mutually beneficial ways of working with schools in a changing educational landscape," said Karen Spence-Thomas, co-lead of the R&D Network and deputy director of the school partnerships team.

This changing landscape, which, among other things, has seen a swift move towards a school-led system of teacher training, was a significant part of the UCL IoE's rethinking of its school-university partnerships.

"With the coalition government, the emphasis shifted to schools taking responsibility for much more themselves," she told *Times Higher Education*. "We're trying to support schools to engage in and with research; we want a much flatter relationship and don't want [higher education institutions] to be determining the focus of that research. We are trying to develop evidence-rich and informed practice in schools and support them to make strategic decisions about teaching and learning based on evidence."

Toby Greany, professor of leadership and innovation at the LCLL and head of department, echoed this view, saying that achieving an equal balance in partnerships was one of the main aims when prototyping the R&D Network model.

He said creating a relationship "which is not about either institution dominating, trying to create a



**Equal footing** the R&D Network aims to achieve a balance in partnerships

way of collaborating which brings out the best of both" was what the network was trying to achieve.

Professor Greany, whose research report *Partnerships Between Teaching Schools and Universities* was published earlier this year, said that "school-university partnerships have struggled to achieve their potential over the years" but there was "broad recognition" that schools and education are not as

evidence-informed as they think.

"There's a groundswell of genuine commitment in many, if not all, schools to try and develop much more evidence-informed ways of working, and we're running a number of research projects looking at how that works," he said.

Professor Greany voiced his concern that, in a school-led system, schools might not see universities as their natural partners. "This is about demonstrating this can work as a model and universities have a huge amount [to offer]. And, it contributes hugely to the impact and public engagement agenda of universities as well as making a positive impact in schools," he said.

Ms Spence-Thomas said that if a school is a R&D partner, "they have to commit to working with us

over a three-year period, and we work together to develop collaborative programmes which support the school to engage in R&D".

"It's helping the institute to be really apprised of schools' latest needs and requirements. Schools... feel it's lifting their profile in terms of their relationship with [higher education] but also providing opportunities for their staff to engage in a deeper way with the institute," she added.

In the two terms it has been running, the network has grown to include more than 60 schools, but Professor Greany notes that there are other good R&D partnership models out there. "I don't want to make out that we're better than anyone else," he said. "[But] we created ours at a point in time when schools are working much more in multi-academy trusts, teaching school alliances or other cluster-type arrangements, where the membership [sometimes involves] institutions joining as a group of schools.

"There's the new challenge for school leaders of how to mobilise evidence and knowledge and use research more effectively across a group of schools. That [showcases] the particularly innovative aspect of what we've designed."

In terms of the network's scale, "the sky's the limit", said Ms Spence-Thomas. "Our medium-term aim is to grow it to such an extent that we get a better understanding of how to build deeper, effective partnerships between [higher education institutions] and schools," she said. "We've had really good feedback on events. Schools look for time to engage with us but also with each other."

This last point was something "that has somewhat lessened" with the demise of local authorities' role in schools, she said. "Networking between schools is patchy. Providing a forum for schools to interact with and learn from each other is also what they value."

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## In numbers

# 60

the number of schools in the UCL Institute of Education's Research and Development Network

## University of Glasgow

Scotland's former education secretary has taken up an academic post at the University of Glasgow. Michael Russell, who served as education secretary in the Scottish government between 2009 and 2014, took up the appointment as part-time professor of Scottish culture and governance on 11 May. The role involves teaching and research. He will also deliver an annual public lecture.

## University of Birmingham

A partnership between a UK university and one of the world's largest manufacturers of high-speed trains has been forged with the aim of developing new railway technology. The University of Birmingham's cooperation agreement on railway research and education with the Chinese firm CSR Sifang sets out plans to commission research undertaken through the Birmingham International Railway Academy. The scheme is expected to lead to an increase in the number of Chinese engineers graduating from Birmingham in railway engineering and risk management.



## University of Wales Trinity Saint David

The University of Wales Trinity Saint David has been appointed to lead the teaching of the Welsh language to adults. The new role will see the institution set up the Wales-wide strategic direction in Welsh for adults, provide leadership for teaching providers and raise teaching standards. UWTSU submitted the winning bid for the role after an independent review recommended the appointment of a national body to oversee Welsh language provision. The university will also be responsible for developing a national curriculum for Welsh for adults and producing resources.



## Manchester Metropolitan University

One of the largest higher and further education partnerships has been formed in Manchester in response to the government's devolution of the skills budget to the city. The "strategic alliance" between Manchester Metropolitan University and Manchester College "aims to offer an innovative response to the opportunities presented by devolution, placing the two organisations in a strong position to meet the skills agenda in Greater Manchester", said the university. The partnership will involve university-level courses delivered by Manchester College and validated by MMU.



## Sheffield Hallam University

A South Yorkshire university has teamed up with a local healthcare company to provide school-leavers with the opportunity to earn while they learn. Sheffield Hallam University's corporate degree programme, in partnership with B. Braun Medical, will encourage companies to sponsor students through a degree at the institution while also providing them with a job and training.

## Anglia Ruskin University

A primary headteacher has become the first person to complete the revised version of a university's doctorate in education. Nick Rudman, head of Maylandsea Primary School in Essex, became the first graduate of the Anglia Ruskin University course after studying part-time over the past three and a half years. The qualification was reshaped four years ago to ensure candidates made more rapid progress.

## University of Bristol

Stressed students at a university in the West of England have become the latest to be offered cuddles with animals to ease their worries. The University of Bristol has set up a "puppy room" offering students the chance to spend 15 minutes with puppies to combat exam and deadline stress. Charity Guide Dogs is helping with the scheme and participants will be asked to make a suggested donation of £2 to the organisation.



## University of Brighton

A university has pulled out of a planned new campus near Gatwick Airport after it failed to get support for the venture. The University of Brighton had hoped to develop the pharmaceutical company Novartis' former site in Horsham. After unsuccessfully applying to the Regional Growth Fund - with the support of the Coast to Capital Local Economic Partnership and Horsham District Council - the university looked for other ways to fund the development but has now withdrawn its plans.



# Lebanon aims to close gulf with 'culture of innovation'

**Institutions seek new ways to halt exodus of country's scholars. Chris Havergal reports**

Musing on the enticements offered to researchers considering relocation by leading universities in the oil-rich Gulf, Pierre Zalloua asks: "How can we compete?"

As dean of graduate studies and research at the Lebanese American University, Dr Zalloua knows that finding the answer to that question will be challenging in a country that has been plagued by political instability and is not blessed with oil reserves.

Lebanon has higher education institutions that, like LAU, have proud histories, Dr Zalloua told *Times Higher Education*. But in the race for global research excellence, and to attract leading academics, they have fallen behind.

"Research today is so technologically driven, requiring huge sources of funding and requiring a mindset that we seem not to be

grasping or have not grasped in time," he said.

"Because of all the havoc that the country and the region have been going through, we have missed a step and now we are catching up."

In the absence of significant public investment, Lebanon's universities know that they will have to focus on their strengths and carve out a niche for themselves.

In the case of LAU, these strengths include genetic and infectious diseases, engineering and telecommunications, as well as gender studies.

"We want to focus on themes and hire people to promote these areas of focus to distinguish LAU from other universities in the region – so we are not competing, so we are making a distinct path," Dr Zalloua said. "This strength will have to be translated into impact in the society



**Niche value** Pierre Zalloua says universities can compete by focusing on strengths

that we are located in – that's how you sustain it."

The research priorities elsewhere in Lebanon may be different: for example, at Beirut Arab University, they include pharmaceuticals and renewable energies.

But Hania Nakkash, the Arab university's dean of postgraduate studies and research, said that Lebanese higher education institutions will also have to work together to build a culture of innovation.

"We are looking at collaboration with other universities, in terms of research and in terms of finding grants together," Professor Nakkash said. "There are signs of positivity."

Dr Zalloua agrees. The long history of "collaboration and healthy competition" between Lebanese universities is one area where they have a head start over their Gulf rivals, he said. At the same time, Lebanese

universities do not want to lose sight of the important teaching and learning roles that they have played for so long.

If the research culture improves, and if the economy grows as a result, university leaders hope that more of their graduates can be persuaded to stay in Lebanon and build a better future for the country.

For Professor Nakkash, this is a key way in which Lebanon's universities fulfil their mission. Graduates of the Arab university, she said, were taught to be "hard workers" and "competitors".

"We teach intensively in our university: we raise them to be tough, and they are," she said. "Our country has not been stable for ages, so we need to have people with strong personalities, determination and perseverance."

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## Misery of overseas scholars 'living the dream'

Problems faced by overseas scholars have been largely ignored in favour of promoting an idealised notion of "internationally mobile academics", a study says.

Drawing on interviews with almost 100 Italian social science scholars working outside their homeland, the study claims that universities and governments fetishise the idea of academic mobility and overlook its many downsides.

"Keep on Movin'? Research Mobility's Meanings for Italian Early-Stage Researchers", published in the journal *Higher Education Policy*, found that many interviewees

felt that there was a "stylised description of the mobile academic" who is "socially independent, emotionally intelligent and rational, engaged in research that is independent from place, flexible and adaptable".

But this did not match reality and many working outside Italy were not happy, according to the study by Chiara Carrozza, a postdoctoral fellow in social sciences at the University of Coimbra, Portugal, and Sara Minucci, from the Torino World Affairs Institute.

Many staff viewed themselves as "economic migrants" forced to take precarious fixed-term posts owing

to limited opportunities in their home country, it found. "The only difference compared to other kinds of migrants is my privileged passport that allows me to move without any problem," said one Italian research fellow based in France.

Few interviewees saw their time abroad as a "strategy", with the words "randomness" and "circumstances" frequently used in relation to their decision to leave Italy.

Some saw it as a way to "procrastinate while waiting...for the opening of a position at the 'home' university [in Italy]", the study said.

Of 19 people interviewed in

depth, five had partners living in a different country and two women said they had delayed having children to move abroad, leading to a sense of lives being "frozen", the study found. The majority of interviewees said they had no friends outside their workplace or expat communities, while many had difficulties accessing welfare or health services.

The researchers say they hope the study will add "flesh and blood" to the notion of the mobile researcher and the "reductionist approach" that fails to consider the emotional toll of Italy's continued "brain drain".

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## United States

**Mr President, you've got mail**

Actor Tom Hanks has put his weight behind President Barack Obama's plans to give US students two years of community college education without tuition fees. In a speech in South Dakota on 8 May, Mr Obama said it was "in everybody's interest" for students who are "willing to work" to have free tuition. Mr Hanks, star of *Forrest Gump*, said in a White House email that his own community college experience had "filled my head with expanded dreams" and that "more kids (and adults, for that matter) should have this chance".



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## Netherlands

**Title bout**

Some institutions are "cashing in on the Netherlands' hard-won name" and "asking students to waste their time and money" on "worthless" qualifications, according to Jet Bussemaker, the nation's minister of education, culture and science. A new bill aims to restrict the titles "universiteit" or "hogeschool" (university of applied sciences) to officially recognised institutions. Dutch branches of such institutions from the European Economic Area would be required to clarify exactly who is awarding their degrees, while non-EEA institutions would be able to use the titles only if they are ranked among the world elite.

## Russia

**Giants stand shoulder to shoulder**

A new association to promote links between Russian and Indian universities will provide a "unique forum" for international cooperation, its organisers claim. The Russian-Indian Association of Institutions of Higher Education will facilitate research collaboration plus academic and student exchange between the countries' leading universities. A memorandum of understanding to create the non-profit organisation was signed by senior university leaders from India and Russia in the presence of Pranab Mukherjee, India's president, during a state visit to Moscow this month.



CORBIS

## Venezuela

**Better off on the bins**

Minimum wage increases in Venezuela have left low-ranking academics earning less than unqualified workers. Public sector academic pay is set out in collective agreements that expired four years ago and are yet to be renewed despite inflation. On 1 May, President Nicolás Maduro announced that the national minimum wage will rise to 7,421 bolivars (£740) a month, but this does not apply to university staff. The Association of Teachers of the Central University of Venezuela said that new teaching staff earn just 6,200 bolivars. Academics called a 24-hour strike in protest.



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## South Africa

**'Sign of redress' for apartheid sins**

Bursaries are being offered to descendants of people who were forcibly removed from an area close to a South African university. In the 1960s, thousands of black residents and businesses were expelled from Die Vlakte in central Stellenbosch by the government. Stellenbosch University did not oppose the evictions and the institution received property as a result of the clearance. Wim de Villiers, the new rector and vice-chancellor of Stellenbosch, said a bursary fund of an initial R350,000 (£18,800) was a "sign of redress" on the part of the university.




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## Papua New Guinea

**Leader defends university vision**

Papua New Guinea's prime minister has defended his plans to establish a university in the region where he is MP. Peter O'Neill's vision for the \$4.4 million (£2.8 million) Western Pacific University in Southern Highlands has come under fire from critics who say existing universities are under-resourced. David Kavanamur, acting secretary of higher education, research, science and technology, warned of a chronic shortage of space in Papua New Guinea's six existing universities, the Fiji Broadcasting Corporation reported. Mr O'Neill said that Southern Highlands' large and fast-growing population justified the project.



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# Chile set for some turmoil on long road to reform

Bumps are expected in decade-long shift away from market-based system. Holly Else reports

Chile's universities face an uncertain decade ahead as the government revamps the higher education system.

On a recent visit to the UK, the head of the Council of Rectors of Chilean Universities (CRUCH) said that the changes are now past the point of no return because the country's population has "big expectations" of what lies ahead.

But with the system's final shape up in the air, academics in research universities have raised concerns about how research will be funded.

The momentum for change is undeniable. Last year, Chile's president, Michelle Bachelet, unveiled tax

reforms designed to fund free education for all. And anger at corruption in the country's market-driven higher education sector has been the subject of mass student protests on the streets of Santiago since 2011.

At school level, laws have been introduced to ban selective admissions. But legislation for higher education has yet to be finalised and students are keeping up the pressure, with protests as recently as 14 May leading to the deaths of two demonstrators.

On a recent visit to Britain hosted by the UK Higher Education International Unit, academics from CRUCH universities told *Times Higher Edu-*



Unrest students protests continue

*cation* that protests were likely to continue throughout Ms Bachelet's current term (which runs until 2018) because changing higher education will take at least a decade. María Teresa Marshall, executive director of Chile's council of rectors, said: "It is not going to be very easy because there is such a big expectation of the population."

Transformation will require "deep reforms" of the system of public and private universities, she said, adding that quality assurance, regulation and admissions all need overhauls.

There is a great deal to do, she said, but she was optimistic because "Chilean society needs the change".

Higher education has been ruled by the market, but "it cannot be like that any more because education is a civil right", she said. "Chile is a very segregated society...if we want to have more social mobility [and] more equal opportunities...the only way is to change education."

Marcos Avilez, director of international relations at the Pontifical Catholic University of Valparaíso, said that under the proposed system there will be a limit on the amount of money that universities receive for each student. "But our universities are not only teaching; we are research universities," he said. It is already tough to win resources in Chile's competitive research funding system, he said. "Probably in the future it will be more difficult. We are not sure if there is going to be big change in the way [Chile] is going to finance the research system. It is a concern," he said.

Professor Marshall said that there are discussions about how core funding for other parts of university missions, such as research and community outreach, will be funded. "Both at the right moment need to come together, [otherwise] it is going to unbalance the financial state of the universities," she said.

[holly.else@tesglobal.com](mailto:holly.else@tesglobal.com)

## FROM WHERE I SIT

### Build yourself up; you won't be the only one to benefit

In today's globalised and increasingly market-driven higher education world, universities are required to be active in reputation management, something that in a previous era they might have regarded as beneath them.

This was explored at a recent conference, Building Universities' Reputation, held in Pamplona at the University of Navarra.

In this new world, students may be angry about high tuition fees or difficulty obtaining visas, academics have growing concerns about the pressures on them to publish and perform on research, and governments make ever more demands on higher education.

Universities can no longer easily stand above judgement, critique or accountability.

But how are university managers responding to these reputational challenges?

Rankings have given universities a chance to showcase their best attributes and have become a key source of information for potential students. It is no sur-

prise that many universities have put a lot of effort and resources into trying to master rankings.

But rankings have a big limitation: there are more than 20,000 higher education institutions worldwide, yet only 400 are ranked by the *Times Higher Education* World University Rankings. What happens to the remaining 19,600?

Rankings are just one of the many facets that make up a university's reputation. University managers need to shift from a rankings-driven communications strategy to one that addresses all the aspects that shape how their institution is perceived.

Reputation is the sum of the perceptions that the higher education sector and the public have of universities: of their character, what they do and what they say they do. Reputation is gained over time, can be lost in a split second and is never static. It cannot be bought; it can only be earned.

Worryingly, a significant number of top universities fail to see this. They are victims of what Rupert Younger, director of the Oxford University Centre for Corporate Reputation, calls the "high-status effect". This "hides institutions' reputational defects and creates a false sense of security", he told the conference.

Of course, there are also universities that want to bolster their profile but get it wrong. Creating a new logo does not mean that a university is any more innovative than it was before or that it has undergone some meaningful change. Likewise, adding the word "international" before every noun (while still teaching in only one language) does not of itself mean that a university is truly open to the world.

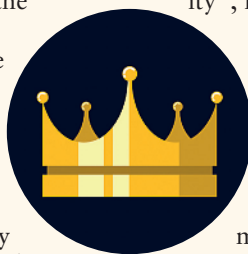
Improving reputation starts with a clear vision of what a university is, what it stands for, what it wants to be and whether it has

the capabilities to achieve this. Striving for excellence is the first step to a great reputation, but that will lead nowhere without honesty: university managers must be brave to see their strengths and their limitations and then build a reputation that reflects both.

The next step is active listening. Managers need to be aware of what all their stakeholders are saying about them and must avoid, at all cost, falling victim to the high-status effect.

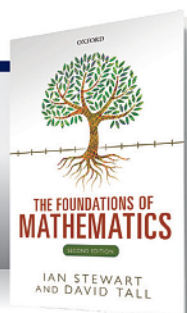
Finally, university managers should not forget their colleagues. Problems such as visas, impossible research demands on academics and competition between institutions are felt across the sector. Universities are not isolated islands but rather form an archipelago of interdependent entities. Only through mutual collaboration can the university sector thrive.

Juan Manuel Mora is professor of communication and vice-president of communication at the University of Navarra.



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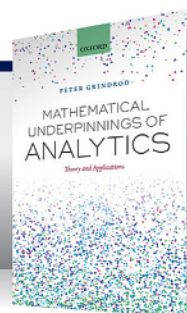
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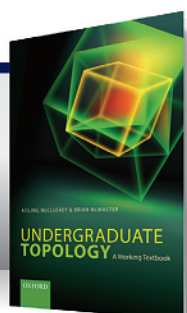
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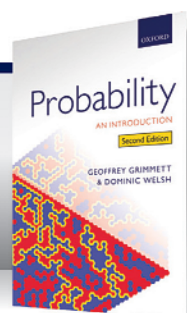
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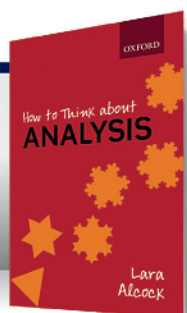
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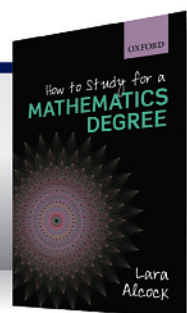
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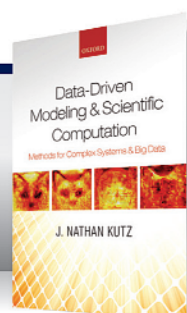
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## Research intelligence

# A hit, a very palpable hit

Global tour of *Hamlet* elicits surprising responses from audiences across Africa. Matthew Reisz writes

Twenty-two minutes into a production of *Hamlet* by a troupe from Shakespeare's Globe at a university in the Huye District of Rwanda, there is a power cut in the auditorium. As a result, the company, which is touring the world, decides to move outside.

"We sat in tiered gardens," recalls researcher Malcolm Cocks, "and passers-by stopped to watch. Once out of a formal lecture hall setting, the audience started to relax. The actors felt an incredible energy." What was strange, however, was that "anything related to death, even when characters were stabbed or poisoned, provoked laughter". The graveyard scene was greeted with "notably raucous laughter".

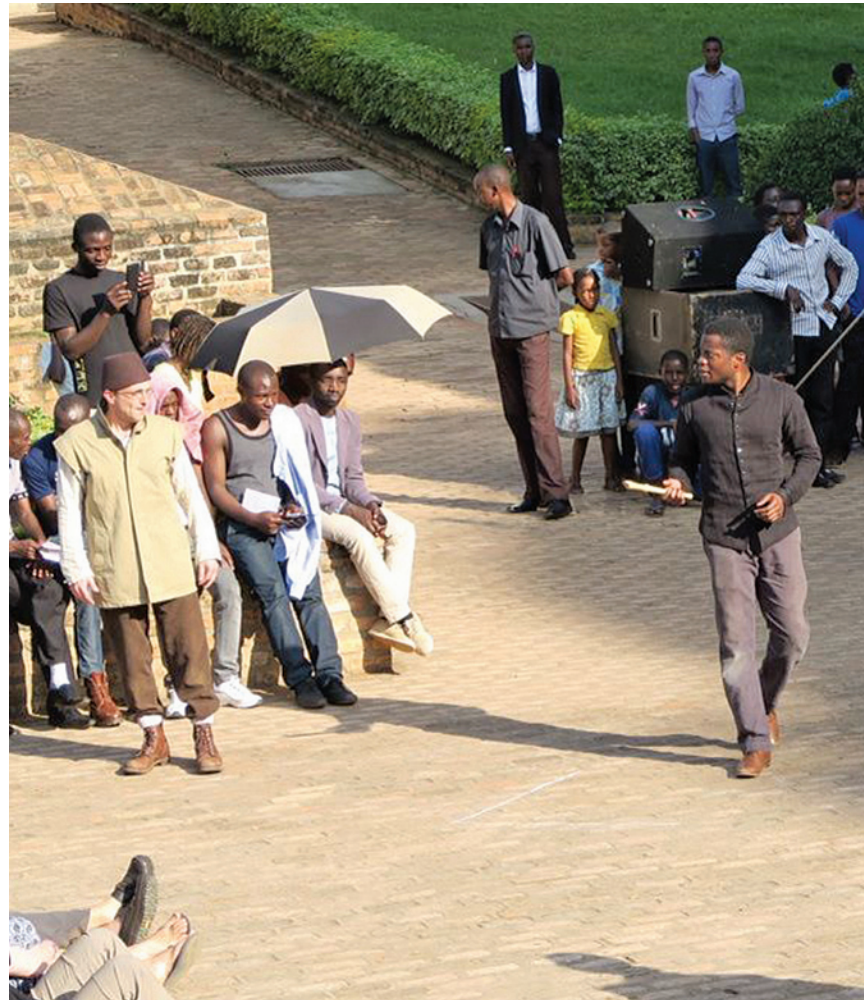
What emerged afterwards was that the performance had taken place on the site of what had been a mass grave during the 1994 genocide. As one audience member explained: "We are not afraid of death in Rwanda, because it is so close to us – and that's why we laugh."

**Enterprise of great pith and moment**  
Many such powerful vignettes have emerged from a remarkable research project. In 2012, as part of the Cul-

tural Olympiad, the Globe to Globe festival brought to London productions of all Shakespeare's plays in 37 languages. Out of this arose the two-year *Hamlet* tour, now around halfway through, which is taking a troupe of 12 actors and four stage managers right round the world.

"As soon as I found out we were doing the tour," explains Farah Karim-Cooper, the Globe's head of higher education and research, "I thought it was my job to decide how we should respond to it."

Along with trying to collect all the reviews and data mining the responses to the production on social media, she was keen to find a postdoc to accompany the tour and see "how audiences respond to the theme of revenge" and "how Shakespeare in performance, the play *Hamlet* and the Globe's playing conventions make an impact in different regions, how people relate to them politically and culturally". (The term "playing conventions" refers to the style the company has adopted in response to the Globe's architecture and has now taken on tour with it, based on extensive use of music and movement and "engaging directly with the audience".)



**There are more things in Heaven and Earth** 'people in each country and region see

In the event, it proved impossible to find funding for a researcher to accompany the whole tour, so they decided to focus on Africa. And that is where Dr Cocks comes in.

An expert in Victorian intellectual history, he works as a teaching fellow in the English department at Royal Holloway, University of London. He is also half-Zimbabwean, grew up in the country and has long had a research interest in "performances of Shakespeare in Africa, particularly by grass-roots groups, why they continue to happen, what audiences and actors get out of them". He was therefore taken on by the Globe as researcher in Shakespeare and global audiences and has recently returned from the first half of the international *Hamlet* tour's African leg.

### Thinking makes it so

At each venue, Dr Cocks and local volunteers try to reach 5-10 per cent of the audience through surveys plus audio and video interviews. These take place beforehand, since "it's quite interesting to hear what their expectations are, where they've come from, whether they've read the play in school", as well as during intervals and after performances.

Audiences in many parts of

Africa include people with limited English and those who have never seen a live performance. Others, as Dr Cocks reports, thought of Shakespeare as "a kind of intellectual and cultural test". Yet he was generally struck both by their "overwhelming sense of exhilaration and enjoyment" and by the way that "people in each country and region see something different".

"They immediately relate the play, its emotions, its ideas to their situations, the politics of their country, the structures of their society, their personal lives," he says. "The actors are often surprised by how little in control of the meaning they are."

Themes familiar to anyone who has read *Hamlet* often provoked a range of different reactions. In Benin, Dr Cocks remembers "a family where the mother was Christian, the daughter a voodoo practitioner and the father Muslim. All had different takes on the play and the question of revenge."

Other themes, which London audiences might not see as significant, proved resonant in particular countries. *Hamlet* is obviously furious that his mother Gertrude remarries so soon after his father's death, yet few would see the play as a general debate about a widow's right to remarry.



GLOBE THEATRE

something different' in Shakespeare, but they always find something to relate to

But that was precisely what preoccupied a group of women in Uganda “who were very pro-Gertrude and told [Dr Cocks] very strongly: ‘A woman has a right to remarry. Why is Gertrude having such a tough time and being censured?’”

Female performers were often startled by how much audiences laughed at moments of misogyny. When Hamlet savagely berates Ophelia and tells her “God has given you one face and you make yourselves another”, women in Accra, Ghana laughed almost uncontrollably. Asked why by Dr Cocks afterwards, they mentioned “a big debate

about whether Western make-up and influences were corroding traditional African appearances”.

Race also stirred up strong feelings in countries where Shakespeare is considered quintessentially English and multiracial casting is rare. Nigerians were thrilled that one of the actors who sometimes takes the role of Hamlet is of Nigerian origin, while a South African who had lived in Johannesburg for 39 years told Dr Cocks he “had never seen black actors in leading roles. The most disturbing thing he said is that ‘it wasn’t disturbing’. Why inject the word ‘disturbing’ into the vocabulary?”

Underlying any research on “global Shakespeare” are questions about in what sense, if at all, it is possible to talk about Shakespeare as “universal”. In Lesotho, the performance of *Hamlet* took place just after an unsatisfactory general election result had left the country fretting about politics. One woman suggested to Dr Cocks: “All of our politicians should have a course in Shakespeare, because everything about what to do and not to do is in there if you read the text right.”

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BRONWEN SHARP

Two Princes the actors playing Hamlet

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## IN DETAIL



### Award winners

**Lisa Lewis (PI) and Aparna Sharma**  
**Institutions** University of South Wales and University of California, Los Angeles

**Value** £286,349

### Welsh and Khasi cultural dialogues: an interdisciplinary arts and performance project

This study will compare Welsh and Indian cultures, investigating the shared cultural history of the people of Wales and the Khasi people of Northeast India. The interdisciplinary project will use film and performance to examine the 180-year period from the arrival of Welsh missionaries in the Khasi Hills from the 1840s, to the removal of all foreign missionaries from the country in 1967 and beyond. The legacy of the interaction will also be studied. “This is a tremendous opportunity and will allow us to explore and document the often surprising cultural crossovers between Wales and the Khasi Hills,” said Lisa Lewis, reader in theatre and performance at the University of South Wales. “Through the use of film and performance we hope to forge new connections and to make this legacy accessible to a wide audience in both countries.”

## Obituary

### Nick Constantinou, 1960-2015

A talented physicist who moved into finance and then returned to academia to create major programmes at Essex Business School has died.

Nicos Constantinou, known as Nick, was born in London on 8 December 1960. He studied physics at the University of Reading (graduating in 1982), followed by an MSc in solid state physics at what is now Birkbeck, University of London (1984).

He began his long but not continuous link with the University of Essex as a PhD student in theoretical physics (1984-88), and after gaining his doctorate was appointed senior research fellow in physics (1988-95). Although he published a number of important papers, he was lured to the City to embark on a career in finance. Starting as a mathematical analyst at HSBC Securities (1995-97), he soon rose to become global head of market risk management (1997-2003) before playing the same role at HSBC Insurance (2003-07).

In 2008, Dr Constantinou returned to Essex, but on a new academic path – HSBC senior fellow lecturer at the Centre for Computational Finance and Economic Agents. He went on to become lecturer in finance at Essex Business School in 2009 and deputy director of the Essex MBA, launched to great success the following year.

Despite the relatively short time Dr Constantinou spent at the business school, he was able to draw on his extensive network of City contacts to make a substantial impact. He played a major role in setting up the very successful MSc in financial engineering and risk management, and pioneered a module, Industry Expert Lectures in Finance, taught exclusively by practitioners and fellow experts. He also established internships (a day a week for at least six months) at HSBC and Invesco Perpetual, which gave the most talented doctoral students in finance invaluable practical experience of risk management.

“Academics are usually happy with one successful career,” said Neil Kellard, professor of finance at Essex Business School. “Nick’s enormous talent meant he had three, with a high-flying career in the City sandwiched between two successful academic careers.”

Yet despite his impressive list of jobs and 44 peer-reviewed articles in physics and finance, Dr Constantinou’s “greatest success was, as one colleague clearly articulated, ‘being a genuinely lovely person’”, Professor Kellard added. “Staff and students alike have told of his generosity, beaming smile, great sense of humour and laid-back nature – characteristics that made Nick a much admired teacher and friend.”

Dr Constantinou died of a heart attack on 19 April. He is survived by his wife Pam and their two children.  
*matthew.reisz@tesglobal.com*



# HE & me

**David Maguire is vice-chancellor of the University of Greenwich, a position he has held since 2011. Before entering higher education he worked in the software industry, notably for the California-based firm Environmental Systems Research Institute, where he was chief scientist and director of products and international. Last month he was appointed chair of Jisc, the charity championing the use of digital technology in UK education and research**

● **Where and when were you born?**  
Lancaster, England, 1958.

● **How has this shaped you?**  
Father taught me t’value of a pound and an ’ard day’s graft.

● **Your academic background suggests you were tailor-made for this position. How did you react when you became chair?**  
Twenty years in the software industry probably taught me more of relevance than my time in academia, so a mixture of pleasure, as it is an area I am very interested in, and trepidation, as it is a big job with significant challenges.

● **What do you hope to achieve in the role?**  
The key task is to help higher and further education understand the enormous value that Jisc provides so that a sustainable funding model can be firmly established.

● **How receptive is the UK sector to the use of digital technologies?**  
As with all sectors there is a spectrum of digital literacy and interest, but in broad terms, people in UK HE/FE are early and deep adopters: age is probably more of a discriminator than geography.

● **What advice would you give to those who are resistant to technological evolution?**  
Ask your kids or grandkids what it means to them and how it works.

● **How do we compare with our global rivals on adopting technology?**  
The Janet network, work on open access publishing and some areas of research are world-leading, but we are behind in online learning, broadband access, cloud services

“  
The key task is to help higher and further education understand the enormous value that Jisc provides  
”

and smartphone adoption (and we need more software developers).

● **The advent of Moocs has altered the HE landscape, but what are the next technological advances the sector will face, for good or ill?**  
Moocs have not really changed mainstream HE/FE very much, nor will they any time soon. Cloud computing and smartphones will ultimately have a much more profound impact.

● **Criticism of vice-chancellors is commonplace. How justified is the flak they receive?**  
We do our best in testing circumstances.

● **What is the single biggest concern facing the sector today?**  
Funding sustainability.





● **What needs to be done to alleviate that concern?**

The government should commit to a long-term plan covering the next Parliament to allow universities to plan strategically.

● **What advice would you give to your younger self?**

Don't worry, it will turn out OK.

● **What are/were the best and worst things about your job?**

Best thing: working with like-minded, interesting colleagues to change people's lives for the better. Worst: overbearing regulation and bureaucracy.

● **Tell us about someone you admire**

My former boss at Esri, Jack Dangermond, who built a \$1 billion (£630 million) software business and an industry from nothing.

● **If you were a prospective student facing £9,000 fees, would you go again or get a job?**

I'd go to university, but I understand why some would be tempted to go to work. For most Green-

wich students, this is not a choice they can afford: they must work part-time to fund their education.

● **What keeps you awake at night?**

Not much: busy days are tiring.

● **What's your biggest regret?**

When I was 12, I was given the chance to change to a higher-performing school, but I didn't take it because I didn't think I would fit in.

● **If you were the universities minister for a day, what policy would you immediately introduce?**

One that replaces university aristocracies with meritocracies.

● **Moocs or books?**

E-books, not the current static digital representations, but the new generation of fully interactive and animated books.

● **Removing your Jisc and v-c hat, what's your favourite technology?**

My special effects processor that makes me sound half-decent on my Telecaster guitar.

John Elmes

# THE SCHOLARLY WEB

Weekly transmissions from the blogosphere

**Mhairi Black, the new Scottish National Party MP for Paisley and Renfrewshire South, is, at the age of 20, the UK's youngest member of Parliament since 1667 – or so the media have claimed.**

"The problem with this is that it is incorrect by a wide margin," writes Lord Norton of Louth, Conservative peer and professor of government at the University of Hull, on his blog *The Norton View* (<http://owl.li/MWet8>).

There was no shortage of error-makers. As legal academic James Hand (@JamesAHand), associate senior lecturer in law at Portsmouth Business School, University of Portsmouth, pointed out on Twitter after reading Lord Norton's post, "BBC, CNN, *Guardian*, *The Hindu*, *Independent*, *Mail*, *Standard*, *Telegraph*, *LA Times*...all wrong!"

It is probably important for us to point out that *Times Higher Education* repeated the error in its *The Week in Higher Education* column on 14 May (although we picked up the mistake before the article was published online).

Thanks to Lord Norton's expert knowledge and steadfastness in the face of widespread media inaccuracy, the truth was finally unearthed.

"Prior to the Parliamentary Elections Act 1695, those aged under 21 were disqualified from sitting in the House of Commons by, according to Sir Edward Coke, the law of Parliament," Lord Norton writes.

"Coke, however, conceded that several had sat 'by connivance'. A number who sat in Charles II's Pensioner Parliament [so-called because of the many pensions it granted to the king's supporters] are said to have been 14 or 15 years of age."

In a second blog post (<http://owl.li/MWf6f>), Lord Norton cites *The House of Commons 1790-1820* by R.G. Thorne (1986), part of the multi-volume *History of Parliament* project.

"There were at least 29, possibly 30, new Members who had not attained their legal majority (21 years) when elected to the House in this period – omitting the 15 or 16 Members who were minors when first elected before 1790 and were still in the House," Dr Thorne wrote. "Only one of the new minors, Sir Thomas Mostyn elected for Flintshire in 1796, was unseated on account of his minority."

"Of particular note was the fact that Viscount Jocelyn, returned in 1806 as the MP for county Louth, 'was barely 18 years old'," the blog continues.

Catherine Baker (@richmondbridge), lecturer in 20th century history at Hull, was unsurprised that her colleague had dug up the truth.

"Should have known @LordNortonLouth would be able to offer a definitive answer about Britain's youngest MP," she tweeted.

However, the peer's determination to correct the claim, and his commitment to calling out on Twitter those guilty of the error, was not welcomed by everyone.

One tweeter, retired primary schoolteacher and keen gardener Ian Innes (@goldfinch1952), asked: "Are you sure your title ain't Lord Pedantic?"

"Correcting a rather serious error of fact is not a matter of pedantry," replied Lord Norton, but rather a "question of ensuring information is correct".

Chris Parr

● Send links to topical, insightful and quirky online comment by and about academics to [chris.parr@tesglobal.com](mailto:chris.parr@tesglobal.com)

## Careers intelligence

# Come out of your cubbyhole with a mind open to synergy

**Managing your own expectations is the first step towards successful interdisciplinary work. Matthew Reisz reports**

Pressures from funders and the nature of many of today's most crucial challenges are pushing more and more researchers towards interdisciplinary work. So what are the essential tools for those venturing beyond the comfort zones of their own disciplines?

Some of the answers are set out in an article titled "Ten simple rules for a successful cross-disciplinary collaboration", published in the online open access journal *PLOS Computational Biology* last month.

This was written by Bernhard Knapp, research fellow in structural bioinformatics at the University of Oxford, and a team of 19 other authors. Although most are theoretical computational biologists drawing on more or less happy experiences of working with experimental scientists, Dr Knapp strongly suspects that the lessons apply much more widely.

Many of the problems that arise in interdisciplinary work, Dr Knapp explains, come down to "expectations – people are used to what happens in their own fields and assume they happen elsewhere. The earlier and more explicitly you address these issues, the better. If you just wait and see what happens, that is generally not good for the project."

Two key areas in which such



troubles can arise are flagged up in the article. The first is the danger of failing to recognise "the different pace of different fields". Remember that "journals in different disciplines might have different periods of time from submission to publication". Even more important is to avoid "mak[ing] assumptions about how

hard fellow collaborators are working based on how long they take to get back to you with results".

Equally crucial, according to the authors of the *PLOS* paper, is understanding that "different fields have different reward models". This applies to "impact factor scales", "the preferred ordering of authors",

even what counts as "a 'significant' contribution to a manuscript". Anyone who assumes that their discipline's way is the only way is likely to get very confused and cause friction with their partners.

Different fields often have different definitions of what counts as "data" and may use the same word in very different ways ("model" is a notorious example of a term that has as many meanings as there are disciplines). To get around this, Dr Knapp and his co-authors urge research workers to remember that "a good relationship is based on mutually understandable communication" and to "agree on a joint nomenclature".

The "Ten Rules" also incorporate guidance on managing "structural bonds" ("keep the number of meetings at a reasonable level and set clear agendas"); valuing the unglamorous "service work" that some partners contribute to a project; and recognising when things are going wrong. They suggest that researchers should make an effort to try to "enjoy entering a completely new field of research". And they conclude with what Dr Knapp sees as the most crucial message of all: "be synergistic", so that even highly successful teams can build on each other's strengths to produce something more than "just the sum of the single parts". The essence of achieving this is "making sure to always give enough credit to partners, and caring for their interests as you would for your own".

[matthew.reisz@tesglobal.com](mailto:matthew.reisz@tesglobal.com)

## Appointments

**Michael Ford** QC has been appointed to a chair at the University of Bristol's law school. Professor Ford, a leading employment barrister, is an alumnus of the university.

Queen Mary University of London has made **Rebecca Lingwood** its new

vice-principal for student experience. Professor Lingwood, who is currently director of continuing education at the University of Cambridge's Institute of Continuing Education, takes up her position in September.

**Ruth Sacks**, senior lecturer in the leadership and professional development department at the University of Westminster, has been promoted to the role of business

development director at Westminster Business School. Dr Sacks will be responsible for developing strong links with companies, organisations and professionals.

**Saul Tendler**, pro vice-chancellor for research at the University of Nottingham, has been appointed deputy vice-chancellor of the University of York. Professor Tendler will take up his position on 1 September.

Norwich University of the Arts has awarded a professorship to **Neil Powell**, the university's pro vice-chancellor (academic), who has been appointed to a chair in art and design education.

The University of the Highlands and Islands has appointed Bafta-nominated film and television producer **Robin MacPherson** to its first-ever chair of creative industries.

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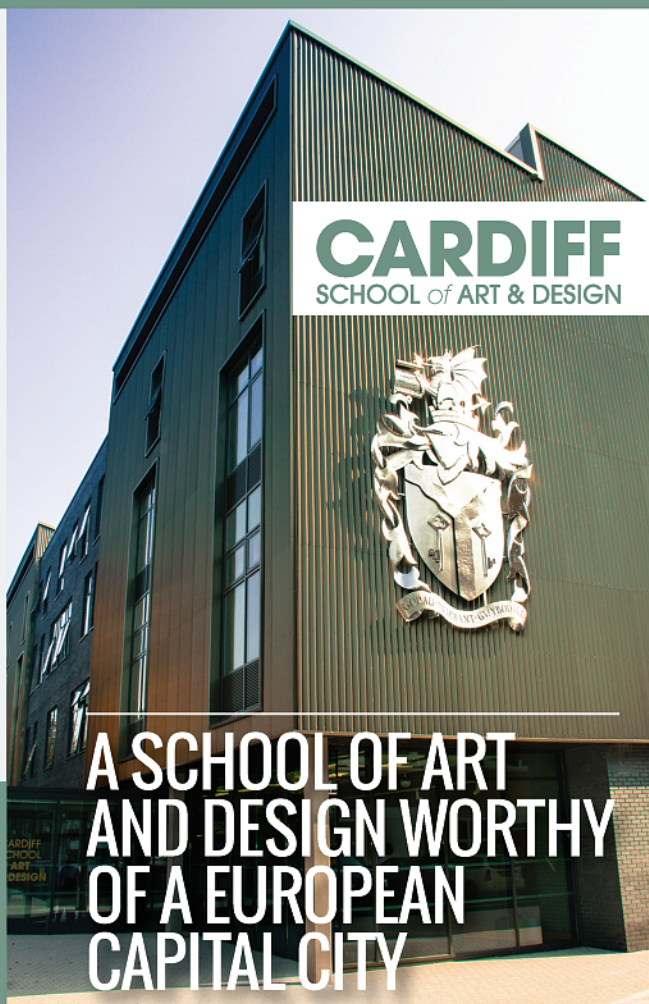
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## Deputy Dean of Medical Education



King's has recently embarked on a new chapter in its history with the arrival of a new Principal and President, Professor Ed Byrne. Improving the quality of teaching and increasing student satisfaction on the undergraduate medical programme feature prominently on the new Principal's agenda. The College is now seeking to appoint to the newly created position of Deputy Dean of Medical Education.

Reporting to the Dean of Medical Education, the new Deputy Dean will lead the implementation and ongoing evaluation of the new curriculum, to be launched in 2016. As Programme Lead for the MBBS, he/she will have a critical role to play in transforming the student experience and improving medical student satisfaction. The appointee will support the day-to-day running of the School of Medical Education. He/she will be a member of the Dean's Executive Group, and will deputise for the Dean as required.

The successful candidate will be a highly respected and experienced medical educator with a proven track-record of programme leadership. He/she will probably – but not necessarily – be a clinician with professorial status. Strong candidates will demonstrate evidence of change leadership, and will be on the constant look-out for improvement. They must be skilled at building effective relationships with clinical partners, academic and administrative colleagues, and students. They will bring energy, drive and ambition to the role.

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**Minerva**

# Climate of consent

**Soas' fossil fuel divestment was a straightforward choice, says Paul Webley: will the rest of the sector follow suit?**

**S**oas, University of London is divesting from fossil fuels – the second higher education institution in England to make this commitment (“Soas to divest from fossil fuel industry”, 24 April). Following the decision by our governing body, our target is that within three years, our investment portfolio will not contain any companies involved in the extraction of oil or gas.

If you had asked me three years ago where we stood on this issue, I would have said that it wasn't on our radar. However, the process leading up to the Soas decision has been very straightforward and uncontroversial, and it has been a pleasure to be part of it (particularly seeing our students work so effectively and persuasively). Quite simply, it fits.

Soon after I became director of Soas in 2006, the whole community was engaged to develop a strategic vision for the university's future. Through the consultation we also articulated our communal values, which included

**“Within three years, our investment portfolio will not contain any companies involved in the extraction of oil or gas”**

protecting the environment. We pledged to “actively seek to embed good environmental practice at an institutional level and demonstrate a firm commitment to reducing energy consumption”.

We are proud of the progress we have made in reducing our carbon footprint in the past decade. Carbon emissions from our buildings have been reduced by approximately 55 per cent in real terms since 2008-09. This has brought us both reputational and economic benefits. Soas is now listed 20th in Brite Green's university carbon reduction league table and we are ahead of our carbon reduction target, despite more intensive use of our estate. Soas has been shortlisted in this year's Camden Business Awards in the Excellence in Energy Efficiency and Carbon Reduction category, and we received a “2:1” from People and Planet's University League (ranked joint 49th out of 151 institutions). Significantly, reduction in utility consumption is estimated to have saved the institution approximately £1.2 million since 2008-09.

The proposal for Soas to divest from fossil fuels was first made in November 2013, with a unanimous students' union vote in favour of the move. A coalition of students, staff and alumni formed a group, Fossil Free Soas, to take the proposal further. In June last year, after discussions with the group and initial investigations, Soas' Investment Advisory Panel agreed to freeze all new investment in fossil fuels while the implications of divestment were further explored. In November, Soas' governing body created a working group, chaired by one of the student governors, to consider divestment, and the group's recommendations were accepted by the governing body on 24 April.

A divestment plan has implications for other areas of our work. Gift acceptances, for example, will be a complex area for all universities to consider. At Soas, much of the wealth in one of our specialist regions of research – namely the Middle East – has been created by oil. We cannot avoid that fact. To uphold our decision to divest – and remain consistent and principled in our approach – we will modify our ethical investment criteria and due diligence procedure for philanthropic gifts.

Our divestment also resonates with our recent expansion of teaching and research on environmental issues. Three new environment-focused master's programmes have been created in the past two years (for distance learning as well as on-campus pedagogy). They consider global energy and climate policy; environment, politics and development; and environmental economics.

Fossil fuel divestment enables Soas to fulfil its responsibilities as an ethical investor while continuing to ensure that our investments deliver a good financial return. This is in line with our commitment to environmental sustainability and forms an important part of the transition towards renewable energy, which we take very seriously. As the harmful social and environmental impact of climate change becomes increasingly clear, these initiatives ensure that Soas is doing all it can to show leadership on this issue. We very much hope that other universities will follow our lead.

**Paul Webley is director of Soas, University of London.**



**T**he polls were wrong. YouGov, ComRes, Populus, *Newsnight*, Ipsos Mori, even Lord Ashcroft – all told us that the general election was going to be far closer than it turned out to be. With Conservative victory, a whole host of possibilities have been consigned to the great dustbin of policy history. There will be no Institutes of Technical Education, no technical degrees and, most significantly perhaps, no cut in tuition fees. For now, finance directors and vice-chancellors can put away their spreadsheets.

In the end, it all came down to the economy. Ronald Reagan and Bill Clinton were right all along (remember the lines “Are you better off than you were four years ago?” and “It's the economy, stupid”). People felt better off than they did five years ago and much less fearful about the future. It was the economy that mattered most to voters, and people were naive to believe that the debate had changed.

But for English universities, everything was dominated by Labour's plan to lower fees to £6,000. Was it ill-advised? Plenty thought so. It was always likely to be better politics than policy. Designed for broad political appeal rather than as a practical way of improving higher education, the policy is redundant, although the politics may prove not to be. A majority of parents still think that £9,000



INATE KITCH

# Labour must check the economic tides before launching any policies

£6K fees was the wrong idea at the wrong time. The party has to tailor its next plans to the wider climate, argues Andy Westwood

fees aren't good value. According to YouGov – yes, them again – only 14 per cent think tuition fees offer a good deal, while almost 60 per cent think degrees aren't worth the money. In the US, President Barack Obama and Hillary Clinton have both been looking to lower tuition fees and the costs of a college education. Many other countries such as Germany and Scotland have abolished fees altogether.

Any renewed pitch to the middle ground or to hard-working families has to include higher education. Most people know that a degree is

what helps you to get on in life. So will Labour try to reduce fees again? That will depend on the politics. But even more crucial will be the economy. The current system of higher education funding will succeed or fail on that basis. Much depends on whether economic conditions will allow more graduates to work in jobs that enable them to repay their loans. The resource accounting and budgeting charge will fall by 2020 if this happens. If it doesn't, the funding system will be in real trouble and will need radical surgery. Higher interest rates, lower repayment thresholds and other money-

saving measures may be introduced before the next election. A strengthening economy also changes the demand for higher education. Recruitment is often said to be countercyclical and young people will have more choice in a stronger labour market. There could be 3 million apprenticeships on offer for a start.

Clearly, £6,000 fees ended up being the wrong policy at the wrong time. Having floated it on *The Andrew Marr Show* ahead of the Labour Party conference in 2011, it became a corner that Labour manoeuvred itself into (a similar thing happened with the Tories and their immigration target).

But there were other ideas. Former Labour leader Ed Miliband also launched the concept of technical degrees and technical universities. Liam Byrne, the shadow spokesman for

**Both parties will look for ways of strengthening the relationship between universities and the economy because one cannot thrive without the other**

universities and science, talked of the “broken bridge” between vocational learning and universities and between education and business. Labour advocated an “earn while you learn” option of work-based higher education. All were sensible options.

So where should Labour start when it thinks about higher education next time around? It's probably best not to jump in with an announcement this year or even next. Instead, the party should wait to see how the current system evolves. Will pressures on the loan book subsidise or intensify? As lobbying increases, will the cap on tuition fees rise? Will we remain part of the European Union or even a United Kingdom? And will public finances look better in 2020? The next prime minister and chancellor may not have to worry quite as much about how to find the money to pay for new ideas.

Most importantly, Labour should wait to see if the economy really does get stronger. Higher education, like politics, is now fundamentally tied to it. Conservative politicians told us that “a strong and well-funded NHS relies on a strong and stable economy” – they may as well have adapted that to say that you can't have strong, well-funded higher education without a strong economy (although in universities we tend to argue it the other way around). But both Labour and the Conservatives will look for ways of strengthening the relationship between universities and the economy because one can no longer thrive without the other. We will shape it, and it will shape us.

This time, the new Labour leadership should bide its time – rather than coming up with a quick line that gets carved in stone.

Andy Westwood is professor of politics and policy at the University of Winchester. He was a special adviser at the Department for Innovation, Universities and Skills during the last Labour government.

# Attitude is everything

Undecided in the run-up to the election, Diana Beech explains why her vote was an act of defiance against her own colleagues



**W**e are all aware of the benefits of social media for spreading news, discussing developments and promoting causes. It is believed by many to embody a free space for comment and debate – which may explain why more and more academics are coming to inhabit the virtual arena.

With the ability to reach out to the masses in an instant, Twitter and Facebook were the first ports of call for many in the UK when campaigning in the run-up to this month's general election. Yet the Conservative victory that was apparently so surprising to the pollsters highlights only too clearly what can go wrong when the freedom of the social realm is restricted by its very own users.

I, for one, was convinced that I was going to wake up to a Labour landslide on the morning of 8 May – not because that's what I had voted for but because my Facebook feed had been awash for weeks with anti-Tory protests and proclamations of superiority from my left-leaning, mainly academic friends.

Don't get me wrong – I don't mind a bit of partisan banter from all parts of the political spectrum. I embrace diversity and am particularly appreciative that we live in a society where we can make a political choice. I also came into this election as a "floating voter", not particularly enamoured by the offerings from any one political party. So my vote really was out there for the picking.

Yet, instead of managing to persuade me to put a cross in the box for the Left, the relentless, self-righteous and intolerant nature of the comments I saw from colleagues on my Facebook feed only drove me away from even considering joining their cause.

Of course, I want to see fairness, equality

and justice prevail in any policies governing my country. But I didn't appreciate seeing, time and time again, posts from my peers packed full of expletives implying that I was bigoted for even doubting the Labour or the Green economic approach.

And if the swearing and cursing wasn't enough, add to this some convoluted language for dramatic effect. "Pusillanimous" and "myopically self-interested" are just two of the terms I saw used to characterise "typical" Tory voters – language that is just another way to enhance moral superiority over the supposedly "stupid" middle classes of England, setting a syntactical challenge that very few could be bothered to win.

I am not saying that the political Right is immune from petty name-calling and self-importance. However, looking at my social media accounts alone, I lost count of the number of times I saw the words "moron" and "scum" used in reference to Conservative or Lib Dem voters. I didn't see anything of the sort emanating from the political centre or the Right.

There has been a lot of talk of late of "shy Tories" being responsible for the electoral outcome. Is it any wonder that people had to be shy about their voting intentions when any admission of Tory solidarity would have resulted in the social media version of public stoning?

I understand that emotions run high when it comes to politics. Yet there are no excuses for the mob culture that has developed in online academic circles, which is quashing the very freedoms of speech and thought that our industry depends on and ought to be defending. The belligerence of the Left's intelligentsia in the social media sphere – at least in my circles – left no room for the balanced, honest

debate which could have ultimately brought undecided voters into the fold.

The story of the Royal Holloway, University of London philosopher Rebecca Roache, who argued that being a Tory was as "objectionable as expressing racist, sexist or homophobic views", is a case in point ("The Week in Higher Education", *News*, 14 May). While she espoused her prejudices on an official university blog, the social media musings of many of my academic acquaintances show that she is not the only one to hold such discriminatory views. You could argue that social media profiles are private, personal spaces for discussions shared only with the friends you choose. Yet nowhere in the virtual sphere is truly private – and it is worth bearing this in mind when propagating opinions in a manner that may actually serve to turn others against the cause you're trying to promote.

After my trip to the polling station on 7 May, I felt ashamed about the pangs of pride I had experienced for casting a vote to get revenge on the social media throngs that claimed to speak for me. Never before have I thought of a vote as an act of defiance against my own colleagues, but the increasing vulgarities I witnessed online made me embarrassed to be a part of what my sector had become – a militant, pedantic, free speech-quashing hate mob.

Things are yet to calm down. The "Tory-bashing" continues and my Facebook feed is now filling up with memes of David Cameron dressed as Hitler and endorsements of a sign stipulating that all shy Tories should identify themselves for added tax discriminations. As strong as anti-Tory sentiments may be, trivialising history in this way shows a lack of tolerance and respect from, quite frankly, people that ought to – and ironically claim to – know better.

Protestations abound that such aggression is needed to counteract the influence and "evils" of the mainstream British press. But as my sole source of news this election time, my social media feeds have revealed the Left's intellectuals to be the biased ones.

I am not just another one of those "shy Tories". I truly care about the sector's values and the role that academics can play in ensuring balanced and fair debate. I really hope that my outspoken peers can learn from this election and face the prospect of the European Union referendum as we all should – facilitating discussions for the public good rather than shouting down those with even the slightest doubts or disagreements.

I deeply care about the UK's future in the EU and shudder to think of my own hard work – listening to and working with Eurosceptic communities to show them the benefits of EU membership – being undermined by the brash, haughty attitudes that ultimately lost the Left my vote. When it comes to Europe, we cannot afford to force people into a position where the only chance they have to express their reservations is at the ballot box that could ultimately take the UK out of the EU.

Diana Beech is a research consultant in London and research associate at the University of Cambridge.



# Fairy tales and all that filth

Is updating children's literature censorship or sensible? asks Sally Feldman



Ophelia dies of accidental drowning. One of the three musketeers converts to Islam. Little Black Sambo is white. And there'll be no more lashings of ginger beer for the Famous Five.

These are just a few examples of the myriad changes that have been made over the centuries to some of our best-known stories. Ophelia's suicide came a cropper 200 years ago in Thomas Bowdler's *The Family Shakespeare* – along with Lady Macbeth's damned spot and the entire character of the prostitute Doll Tearsheet in *Henry IV, Part 2*. And Bowdler's name has since become synonymous with the practice of "cleansing" literature to make it more palatable for children.

So is this a philistine travesty of great writing or a perfectly acceptable strategy of updating for modern readers? That was the subject of last month's conference, *Outlawed: The Naked Truth about Censored Literature for Young People*, at California State University, Fresno.

And, says children's book expert Nicholas Tucker, it is not surprising that the conference took place in the US, where there seems to be a habitual hysteria about the supposed harmful effects of even the most innocent stories. *The Diary of a Young Girl* by Anne Frank, for example, is banned in some US libraries for being too depressing, and Maurice Sendak's classic *In the Night Kitchen* for featuring nudity.

Schools and libraries in the US have enormous power over what is deemed appropriate reading for children. And that power is influenced by a vociferous evangelical lobby that looks for – and finds – evil everywhere. Even *Harry Potter* and *The Twilight Zone* have been condemned for advocating magic and sorcery.

In the UK, Tucker maintains, there's far less concern about these dangers. But we're not immune to them. Enid Blyton came under attack in the 1960s when some libraries refused to stock her books, claiming that they were racist and sexist. She's still as

popular as ever. But her publishers, Hodder Children's Books, recently announced a wholesale revision of her entire list.

Meanwhile, Oxford University Press has had to go to great lengths to correct the announcement that their children's authors had been advised not to feature pigs in their work, for fear of upsetting Muslim and Jewish readers. They were simply, they protested, asking writers to be sensitive about other cultures.

This was greeted with derision, and the Jewish Board of Deputies issued a statement saying that while Jews must not eat pigs, it was OK to read about them. But it wasn't such a joke in Turkey, where Disney's *Winnie-the-Pooh* has been banned because of Piglet.

Indeed, when not banning films, Turkish state censors have no qualms about "improving" small details in the canon. In their versions of the stories it's not only D'Artagnan who converts to Islam but also Pinocchio, Tom Sawyer and the Swiss orphan girl Heidi.

And in most cultures, traditional fairy tales have been subjected to polite rewrites. Pantomime stalwarts Aladdin and Sinbad, created for Victorian audiences, bear no relation to their lusty forebears in the real *Arabian Nights* – intended not for children but for the occupants of the Sultans' harems. Across Europe, the earthy and gruesome *Grimms' Fairy Tales* have been cleansed into more palatable fare, while the great thinker Rousseau believed that children shouldn't be exposed to fairy tales at all.

Some of the most virulent attacks are about racism. The Indian features of Helen Bannerman's *Little Black Sambo* have systematically been whitened, as have those of the African characters in Hugh Lofting's Doctor Dolittle stories.

But some accusations of racism are rather more far-fetched. Tucker is infuriated by the banning of the nursery rhyme *Baa Baa Black Sheep* in some kindergartens because of the – completely untrue – claim that the word "black" is derogatory. He suspects that people seize on

such myths because our childhood reading is so sacrosanct – a passion reflected in the new edition of Antonia Fraser's *The Pleasure of Reading*, in which writers extol their favourite children's stories and the pleasures of being not just enchanted and amused but shocked and even terrified as well.

So any tampering with such hallowed memories is bound to provoke outrage. But publishers regard these changes as perfectly sensible. Why not alter terms or language that would be offensive to today's sensibilities? Especially as the authors in question would have been horrified to know that they had offended their young readers. In the original version of *Charlie and the Chocolate Factory*, for example, Quentin Blake portrayed the slavish Oompa-Loompas as black African. But after accusations of racism, he and Roald Dahl agreed to turn them into white imps instead.

Not that Dahl is completely off the hook. Just last year the supermarket chain Aldi removed his *Revolting Rhymes* from its shelves in Australia, after complaints that one of the verses contained the word "slut".

And rude words, it seems, continue to attract disgust. So much so that there now exists the Clean Reader app for e-readers, which automatically removes offensive language. Imagine *Lady Chatterley's Lover* or *Trainspotting* without the graphic language.

Such messing with adult literature is censorship. But the changes publishers routinely make to children's books are mostly just benevolent attempts to avoid offending contemporary readers.

Not that children are necessarily overly influenced by the stereotypes in the original versions. Most girls in my class identified with tomboy George from the Famous Five rather than drippy Anne. My own alter ego was *Just William*. And my best friend Jenni Murray's childhood role model? Squadron Leader Bigglesworth.

Sally Feldman is senior fellow in creative industries, University of Westminster.

Publishers regard these changes as perfectly sensible. Why not alter terms or language that would be offensive to today's sensibilities?

# An effective response to a dystopian vision

What does the recent general election result presage for UK higher education (“Stand by for deeper cuts, higher fees and a battle over Europe”, News, 14 May)? It means a continuation of recent course and speed, namely: removing the tuition fee cap, thus further stratifying the sector; more deregulation and further pickings for the private providers; breaking up national bargaining on employment terms and conditions; intensifying research excellence framework pressure through performance management, thus skewing research to serve a political agenda; and entrenching the consumerist distortion of the academy through more National Student Survey-style “assessments”. We can expect more commercial and political attacks on academic freedoms; the elimination of academic governance in favour of corporate interests and “brand identity”; and further differentiation between colleagues in stable employment and those on casual contracts. The overall effect will be to undermine the universities’ capacity for genuine critical engagement.

These changes will fundamentally alter the nature of higher education in the UK and will reshape what it means to be a scholar and a student. As such, they represent the demise of the UK’s position in the world of higher education, learning, scholarship and research.

At present, as scholars and academics, we are not in a good position to resist the implementation of this dystopian vision. Our initiatives in the academy (the Council for the Defence of British Universities and the Campaign for the Public University) have done important work to inform staff and students, as well as the general public, of what’s been going on since 2010, but without significant policy effects. The University and College Union has impressive policies against the commercialisation of the sector and performance management but has been unable to turn the tide, and it has been weakened by successive defeats on pensions and pay.

There is a clear paradox here, since the majority of us are opposed to this destruction. We have a duty, therefore, to identify what is under threat, and what an effective response might be.

The future of higher education in the UK is in the balance. Now is the time to convene to diagnose the problem, to develop a strategy to defend the sector, and to explain this to the wider society. We urge colleagues to plan a London conference in the autumn to resist this impending disaster. People interested should contact us at [heconvention2.wordpress.com](http://heconvention2.wordpress.com).

**Tom Hickey (University of Brighton UCU)**

**John Holmwood (University of Nottingham, and Campaign for the Public University)**

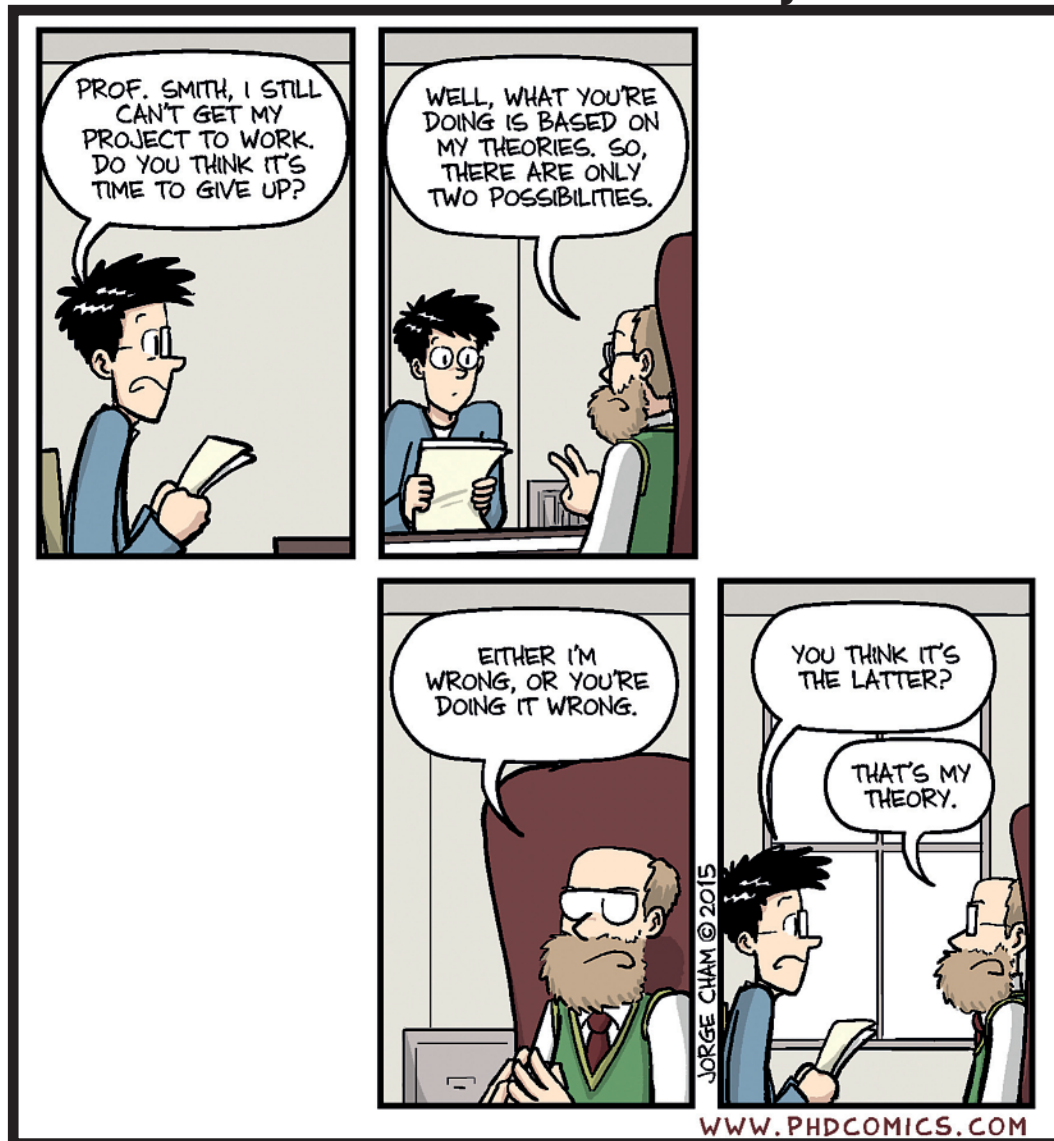
**Sean Wallis (University College London, and national executive committee and London region)**

**Plus 21 others**

● For the full list of signatories, visit [www.timeshighereducation.co.uk](http://www.timeshighereducation.co.uk)

## PILED HIGHER AND DEEPER

by JORGE CHAM



## On the gender agenda

I am grateful to *Times Higher Education* for running the brilliant article on gender imbalance (“Room at the top”, Features, 14 May), and to Amanda Goodall and Margit Osterloh for writing a balanced piece that addresses both the causes of and solutions to the lack of female leadership within academia.

In my opinion, matters of gender inequality should be considered within a more holistic perspective of what is defined as an “inclusive university” in the 21st century, and that can only be one that is accessible, welcoming and representative of all sectors of the population, regardless of sexual orientation and income. As universities strive towards widening their access and accommodating students from a disadvantaged background, it is somewhat ironic that these same students find themselves in institutions where women and minorities are not adequately represented at leadership level. There is no justification for such an incongruence to persist.

**Anna Notaro**

**Duncan of Jordanstone College of Art & Design  
University of Dundee**

**Twitter: @Notanna1**

When it comes to gender inequality in the top positions at universities, perhaps the manner in which advertisements for positions are worded and assumptions are made could be reconsidered. While there seems to be an understanding that a doctorate or a teaching qualification is easy to slide in with other work, other abilities that have to be on the CV such as direct experience of large fundraising and international management have to be proven before interviews are considered.

How about a little imagination and understanding that different experiences can be potentially far richer? Unfortunately, people tend to choose people like themselves and expect job specifications to do the same.

**June Raby**

**Via [timeshighereducation.co.uk](http://timeshighereducation.co.uk)**

## Right to remain silent

Recently there have been two articles in *Times Higher Education* about the Quality Assurance Agency keeping details of review appeals secret (“QAA’s lips are sealed about review’s critical findings in second case”, News, 14 May; “QAA review appeal to stay secret”, News, 7 May).

When the QAA’s offices were refurbished,

walls were retained only where absolutely necessary, and where possible those left were made of glass. It was a symbolic move that represented a wider principle. The QAA is a transparent and collaborative organisation. We publish an annual report on our activity, as well as our directors' report and accounts, plus board papers and minutes. Although we do not come under the remit of the Freedom of Information Act 2000, we voluntarily operate in the spirit of the act.

The right to appeal is an important principle of the QAA's system of external review. Our judgements can have significant impact on providers. In the past academic year, of the 25 providers with unsatisfactory judgements that have reached the appeal deadline, six have appealed, with two of these being wholly or partially successful. It is important, therefore, that judgements are not considered to be final until after that right to appeal has been exercised.

Our board, composed of independent members and representatives of the higher education sector, took the decision that from January 2014, only those confirmed judgements should be made public, and not those that were successfully appealed. This policy change means that we cannot publish the appeal findings from the University of Southampton and the Institute of Contemporary Music Performance.

We want to encourage providers to use our appeals process if they dispute our findings, safe in the knowledge that if they are successful, they will not suffer undeserved reputational damage from the earlier, overturned findings. Few judgements are appealed, even fewer successfully, but our judgements have impact and with that comes responsibility. It is responsible to combine a commitment to transparency wherever possible with a confidential approach to appeals. Some walls need to be retained.

**Richard Jarman**

**Director of public engagement**

**Quality Assurance Agency for Higher Education**

## The OU is closing doors

Last year, the East Grinstead regional centre that served the South East was removed from the Open University map. Under new proposals, the OU's regional structure will be reduced further. Some are describing it as the OU's *Hunger Games*, pitting region against region.

If implemented, the proposals could shut up to seven offices, leaving just London, Cardiff, Belfast and Edinburgh. Regional centres in Leeds, Gateshead, Manchester, Oxford, Bristol, Birmingham and Nottingham are all under threat, which undermines the university's claim to be a local university with a network of regional centres throughout the UK.

It seems to be odd timing when the political direction is to devolve power to English cities, with the university in an enviable position to take advantage of the possibilities that such devolution could bring. The government's push for apprenticeships and the rethinking of higher education would also make the OU's local infrastructure invaluable. However, it seems to be on course to becoming a centralised model,

creating vast geographical distances between full-time staff, students and the associate lecturers who deliver tuition. The inevitable staff cuts would mean the loss of hundreds of years of collective experience and the end of a commitment to supporting students across the UK.

The final decision is due in the autumn, which gives Peter Horrocks time to take up the reins as the university's vice-chancellor and decide what the OU will look like. One thing that seems certain is that the university is on the brink of a change that many feel will threaten the fabric of one of the country's greatest institutions for championing opportunity.

**Name and address withheld**

## EU benefits without club tie

The UK's universities indeed benefit from European research funding. But this funding is not dependent on membership of the European Union ("Universities UK to ramp up EU campaign", [www.timeshighereducation.co.uk](http://www.timeshighereducation.co.uk), 8 May).

Norway, for example, although not in the EU, benefits from EU framework programmes. The European Commission's *National Report on Joint and Open Programmes: Norway* (2011) says: "In general Norwegian research policy is strongly dedicated to international collaboration and in particular the participation in EU initiatives. In the period 1996 to 2005, the share of the EU Framework programme increased from 12 to 34 per cent of the total RCN [Research Council of Norway] budget for international cooperation."

**Will Podmore**

**Wanstead**

## Oxford libraries in disrepair

Like any loyal graduate of the University of Oxford, I was delighted to see that its current big fundraising drive has been so successful ("Oxford hits £2 billion in fundraising campaign", [www.timeshighereducation.co.uk](http://www.timeshighereducation.co.uk), 12 May). I was even more delighted to see that it intends to spend some of the money on "infrastructure". Benefactions have a way of going to vanity projects – any head of house will tell you that it is never easy to get a donation to repair the guttering.

A section of Oxford's guttering in desperate need of extra funding is its libraries. Any long-term user will notice that Oxford has for some years been reducing both the number and the level of expertise of its library staff. An establishment review of 2005 began by arguing that the integration of the libraries had resulted in too many "over-graded" academic librarians. It is now difficult for students and researchers to find a librarian with the relevant expert knowledge in a given field. Nevertheless, a series of highly paid management roles have been advertised and filled with professional "managers" who conspicuously do not spend time in the libraries. There are also fewer libraries, dramatically so in comparison with the University of Cambridge, because Oxford

has had a policy for some years of amalgamating or "integrating" its separate libraries. This has happened in the face of repeated student and academic protest.

"Resource allocation" in Oxford includes an "infrastructure charge". This is "the mechanism by which the academic departments fund the services provided centrally", including the libraries. Alas, the would-be donor cannot read about this in detail because the online information can be seen only by someone with "internal access". But it is to be hoped that the availability of all this newly gifted "infrastructure" money will prompt more transparency and a radical rethink of priorities in Oxford. Otherwise potential donors may begin to think again.

**G. R. Evans**

**Oxford**

## A toast to Soviet science

PeteinBlack ("Soviet administrators", *Letters*, 14 May) is convinced that "the managerialist regime inside many universities is worryingly similar to aspects of the Soviet Union". If only it were so. Even the logician and maverick dissident Alexander Zinoviev (1922-2006) came to regret the passing-away of Soviet research institutes, with their friendly atmospheres and often vodka-fuelled discussions.

**R. E. Rawles**

**Honorary research fellow in psychology**

**University College London**

## They smashed his vote!

Surely Mr Ted Odgers, candidate for Smash the Bosses, Poppleton West, should demand a rerun of the ballot ("Local election tsunami", *The Poppletonian*, 14 May). His failure to obtain a single vote suggests that his own vote (for himself, presumably) must have been misappropriated. This is a serious matter and should be fully investigated by the Electoral Reform Society.

**Peter B. Baker**

**Prestwood**

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Has the doctoral thesis – the traditional academic gold standard – become obsolete? **Paul Jump** reports

# Last era's model

Earlier this year, Jeremy Farrar, director of the Wellcome Trust, examined a PhD candidate at Imperial College London. Although the student “sailed through”, Farrar was struck by how much time he had spent writing up his thesis compared with carrying out experiments.

“Is it time to look at the PhD thesis?” he wondered aloud on Twitter. “What is best for candidate and research in the 21st century?”

He estimates that the average doctoral student spends about six months of their four-year programme writing their thesis, and another three “waiting for it to be examined”.

“That is just not a wise balance,” he says – particularly when even examiners rarely have the time to “wade through” theses in their entirety.

“An awful lot is going unused and unread,” he says. “Is this really appropriate for the modern world? Communication within the science world and with the public is becoming shorter and snappier, yet our PhDs still seem to be stuck in the 1960s.”

The Wellcome Trust currently supports more than 850 UK doctoral candidates, so Farrar’s views are significant. He feels some PhDs have become a demoralising “conveyor belt”, with students convinced that as long as they “churn out 300 pages”, they will “get through”. Hence, theses become bloated with “page after page of methods”, along the lines of: “I pipetted 2.5ml of this enzyme into that tube.”

Philip Moriarty, professor of physics at the University of Nottingham, also worries about wasted effort. He says too many doctoral theses in his field include up to 100 pages

“Communication within the science world and with the public is becoming shorter and snappier, yet our PhDs still seem to be stuck in the 1960s”



describing techniques and fundamental principles largely paraphrased from textbooks. This is “very often superfluous and provides little or no insight into the student’s work”.

He would much prefer to see theses’ introductory sections “written along the lines of a good review article, where the student does a critical appraisal of the state of the field”.

But what about going further and abolishing the thesis entirely, and instead allowing students to submit a bundle of papers? For several decades most UK universities have offered doctorates “by prior publication”, but these are usually confined to staff and (sometimes) former students who have already published a substantial body of work that adds up to a unique contribution to knowledge. However, according to *The Role of Publications and Other Artefacts in Submissions for the UK PhD*, a report published earlier this year by the UK Council for Graduate Education, 72 per cent of 50 UK universities surveyed sometimes saw published papers incorporated into PhD submissions – although it was the norm in just 2 per cent of cases and was rare or absent in 83 per cent. A spokeswoman for Imperial says that the institution “does not currently accept a series of papers for submission as a thesis, although we are continuing to explore the possibility of accepting alternative PhD thesis formats”.

The “integrated format”, as the UKCGE calls it, is already common in many European countries, for which reason it is sometimes known as the “continental model”. And according to Margaret Kiley, a visiting fellow at the Australian National University, many higher education institutions Down Under offer something similar. The UKCGE report attributes the integrated format’s rise to growing pressure on students, particularly in the sciences, to publish their findings prior to graduation – not least so that they can compete for postdoctoral positions in an increasingly international job market. Some universities also want to eliminate the “opportunity cost to the institution if the PhD regulations forced candidates to rewrite... pre-published material”.

However, there is also a “general consensus” that the bundle of papers submitted “needs to be coherent and to demonstrate explicitly the candidate’s individual contribution to knowledge”. The UKCGE itself, in a statement issued to *Times Higher Education*, notes that examiners “need to be confident that the research has been conducted soundly, securely, ethically and with a robust methodology. Therefore it is necessary for a PhD thesis to contain more information than other types of publication that researchers might produce later in their careers when they become more established. Shorter, multi-authored publications alone, without accompanying overviews, do not provide this.”

The report’s lead author, Bruce Christianson, professor of informatics at the University of Hertfordshire, says that universities typically require students to append an introduction, setting out the context in which the papers fit, and a critical summary at the end,

bringing all the strands together. Despite all that, he estimates that the amount of material candidates have to write from scratch under the integrated format is about a fifth of that required for a traditional thesis.

Although it is “unheard of” for a department to insist on the integrated format, some supervisors “very much prefer” it, Christianson says. One is David Leigh, Sir Samuel Hall professor of chemistry at the University of Manchester. He has successfully “encouraged” all but one of his doctoral students during the past dozen years to submit for examination a series of papers, published or not – including the literature review favoured by Moriarty.

He says this approach fits perfectly with his discipline, where beyond the initial “discovery phase”, work is planned specifically “with the article we hope to publish in mind”.

“It makes no sense to rewrite the work in a way [that was not intended] and dissect out just your own little contribution to the team’s work in order to report it in a PhD thesis,” he says.

As well as teaching students how to plan and write papers, Leigh adds, the approach also teaches them “how to plan and execute a research project efficiently and effectively; focusing at a relatively early stage on what needs to be done rather than...carrying out a lot of experiments...sitting down to write the paper and only then realising that to publish the story they need some model compounds that they haven’t made yet and don’t need some of the others that they have spent much time and effort making”.

Any potential loss of information to future group members about tried and failed approaches (which typically aren’t reported in papers) is compensated for by requiring everyone in the lab to produce monthly “flowsheets” setting out what they have done, which are then stored in a “group repository”. Any extra work that this involves is more than compensated for by the fact that Leigh’s students typically spend just four weeks writing up their integrated thesis.

One concern about the integrated format voiced by many respondents to the UKCGE survey is that it can be difficult to identify students’ individual contributions



## “The amount of material candidates have to write from scratch under the integrated format is about a fifth of that required for a traditional thesis”

to multi-author papers; 64 per cent of institutions require each student to state their own contribution to each paper and 22 per cent require claims to be endorsed by the co-authors. According to Christianson, such measures make it harder for students to “fudge” their own contributions, as they can in the traditional thesis.

Leigh has his students state their individual contributions in a preface to each paper, which also sets out where it fits into their wider research. Experimental details are provided

by editing each paper’s supporting information down to just the candidate’s own work.

Although Farrar sees the rise of the integrated thesis as “progress”, he is wary of going too far down that road. He is concerned that the approach risks turning the PhD into a “paper machine” that disadvantages candidates who are unlucky with their experiments and pushes supervisors to avoid any project that doesn’t obviously hold out the promise of a paper – “and there is already too much of that in science”.

But Leigh argues that unlucky students with no results “shouldn’t be getting a PhD anyway”, since the degree is awarded “for a contribution to knowledge, not for a good try”. He does not require his students to produce any particular number of papers (five is typical but numbers range from three to nine) and insists that the level of results they have to achieve is no different from that required for a traditional thesis.

Since his lab always lists the names of paper authors alphabetically, there is no issue about authorship order. But Leigh accepts that other labs and disciplines in which order is determined by often fraught judgements about each author’s contribution could run into problems with the integrated format – if a university department insisted on a particular authorship position before a paper could be submitted as part of an integrated thesis.

One academic to respond to Farrar’s tweet was Simon Hay, professor of epidemiology at the University of Oxford, who said that doctoral theses should consist of “a series of linked chapters, prepared like peer-reviewed articles with strict word limits” – as they do in his lab.

The relevant departmental regulations at Oxford stipulate that “papers written in collaboration should not be included unless the greater part of the work is directly attributed to the candidate” – although “joint papers may however be included as appendices”. The latter provision allowed one of Hay’s current doctoral candidates, Oliver Brady, to include a *Nature* paper on which he was a minor author as an appendix to his thesis, and to write a chapter expanding on his role in the project based on ample

## ‘AN ATHLETE DOES THOUSANDS OF LAPS ON THE TRACK WITH NO ONE WATCHING’

**The University of Oxford’s Faculty of Philosophy gives DPhil candidates two choices: they can submit a traditional thesis or one consisting of several journal-style papers (which may have been published) that “collectively represented a coherent and focused body of research into a single subject”.**

Such theses also require “a further integrative chapter, stating how

the papers...relate to each other and to an overall field of learning”. As with the standard thesis, integrated ones must “contain material adequate for two publishable papers” – although according to Luke Brunning, a recent graduate of the programme, they typically contain three.

Brunning attributes the faculty’s move to its recognition that publication is becoming ever more important for doctoral students intent on aca-

demical careers – as most Oxford candidates are likely to be.

“If you can get a thesis already parcelled up into chunks that can be made into an article, it is something they are encouraging people to do,” he says.

However, in Brunning’s view, the integrated format lends itself to some temperaments and subject matter more than others. And although the model is becoming more popular, he chose to stick with the traditional

approach since “that is how I think about things”.

Even if very few people read theses, he believes that writing one provides valuable training in how to “get to grips with a large amount of material”, tying it all together and situating it in a broader context.

“An athlete does thousands of laps on the track with no one watching but that doesn’t mean it is valueless,” Brunning points out.

He accepts that a

good thesis is no longer enough to secure an academic job, but he is unclear about the extent to which a good unpublished writing sample, culled from a thesis, can make up for a lack of publications.

Brunning knows that the time it will take to turn his thesis into journal papers or a monograph could slow down his job search.

“But publication is always difficult. There is still work to be done to

turn a 20,000-word [integrated format] chapter into a journal article,” he says, noting that the eight chapters contained in a typical traditional thesis are more “article-sized”.

“My regret is not focusing on publication sooner. But that is not about whether the thesis is a valuable thing to write, and more about what is valued in academia in terms of getting a job,” Brunning says.

“supplementary information” published alongside the paper.

That decision, Brady says, was based on the fact that his contribution “formed a significant and independent body of work that could have been published in isolation, but was instead combined with other complementary work in order to obtain a higher impact publication”. He adds that a previous student of Hay’s was able to combine several papers on which she was second author into a single thesis chapter.

Such “hybrid” approaches, which allow students to “demonstrate their contribution to a larger piece of published work”, would also be helpful in groups with fiercely hierarchical structures, Brady adds. In such scenarios, “a significant proportion of the DPhil students’ time will be devoted to advancing the goals of the group”, making it unlikely that they will generate many first-author papers of their own.

Everyone appears to accept that the integrated format is not appropriate for all students, labs and disciplines, and that the traditional thesis still has its merits. Moriarty – who is not aware of any opportunity at Nottingham to switch to the integrated format – notes that part of the laudable trend towards equipping doctoral students with transferable skills should include ensuring they are capable of “clear and coherent writing”. This is much easier to assess in a thesis than in papers that are “drafted and redrafted, modified and re-modified...so many times before publication that the student’s contribution to the writing is often not easy to determine”.

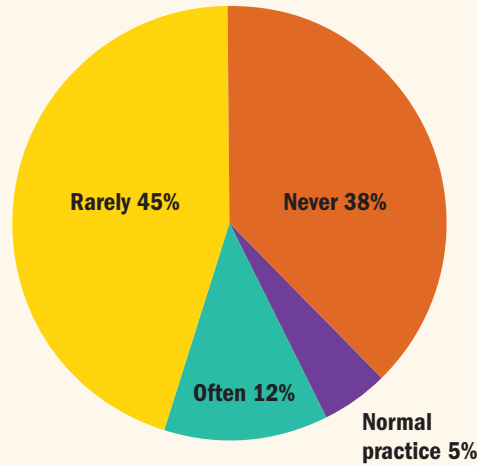
Andrew Harrison, chief executive of the Diamond Light Source synchrotron in Harwell, Oxfordshire – which offers PhDs in collaboration with numerous universities – also thinks there is “some merit in testing how well students can express themselves through the written word without the intervention of the paper’s editors”. He stresses the importance of doctoral candidates putting together a body of work “that supports a thesis – in the ‘proposition’ sense of the word – because this demonstrates a rather broader approach and a more in-depth view of problems than would be common in individual papers”. And Harrison worries that even requiring

summer – has four chapters. Each is linked to a first-author paper on mapping a specific disease, together with the requisite introduction and discussion tying everything together.

Pigott enjoys the integrated format because “you are always working towards small goals instead of, like an undergraduate, leaving all the writing to the last minute” – a period that can potentially clash with the begin-

## HERE’S ONE I PREPARED EARLIER

How frequently do your PhD publications incorporate published papers?



Source: UK Council for Graduate Education, *The Role of Publications and Other Artefacts in Submissions for the UK PhD, 2015*

“There is some merit in testing how well students can express themselves through the written word without the intervention of the paper’s editors”

candidates to have a certain number of papers in preparation could be “problematic” for some. For these reasons, the traditional thesis that confines itself to “the most essential background material...still has value”, he believes.

Robert Bowman, director of the Centre for Nanostructured Media at Queen’s University Belfast, says there have been discussions at his institution about moving to the integrated format, and he believes that a “hybrid” system will ultimately come into existence. But he prefers the traditional thesis.

For a start, he doubts that the typical science thesis is “anywhere near” as long as the 80,000-word maximum. Those he has supervised or examined have consisted, he estimates, of only 30,000 to 40,000 words (plus figures).

“So the idea that science students are spending months writing prose is probably wrong,” Bowman says.

Furthermore, research in his field is “messy and doesn’t immediately lead to a few neat, tidy papers”. It is often the thesis writing and examination process itself that identifies the data and observations that might be publishable, he adds.

Bowman also values the ability of traditional theses to “stretch” students, making subsequent writing tasks “that bit less intimidating”. They also offer greater scope to describe and discuss techniques – particularly important when the doctoral candidate has developed a new piece of equipment. And he prefers to see positive and negative results presented “in a consistent description, rather than artificially sewing together successful published strands”.

Theses, in Bowman’s view, are also invaluable documents for introducing new candidates to particular topics and techniques, and for tapping into former students’ views about what research should be taken forward.

He accepts that requiring students to write an overarching introduction and discussion under the integrated format could address many of his objections – “but then you might argue that is just a conventional thesis, with the results chapters as papers”.

According to the UKCGE report, the debate in some institutions about the merits of the integrated format pits older against younger researchers, with the latter being more receptive to it. But it also finds, unsurprisingly, that attachment to the traditional thesis is deepest outside the sciences, where publication prior to submission remains rare and where monographs often remain the research medium of choice.

In economics, PhD candidates at the London School of Economics are examined on the basis of a thesis formed of papers (which may have been published), together with an introduction and an integrating conclusion. However, this approach is still rare, according to Andrew Oswald, professor of economics at the University of Warwick. He notes that the research excellence framework has led to an increasing emphasis on producing

## CUT TO THE PAPER CHASE: A HAPPY EXAMPLE OF THE INTEGRATED APPROACH

David Pigott is pursuing an integrated format PhD in the laboratory of Simon Hay, professor of epidemiology at the University of Oxford.

Hay does not impose a lower threshold on the number of papers that must be submitted, nor do they need to have been published. Pigott’s thesis on mapping the global diversity of infectious diseases – which he expects to submit this

of his papers than they would be to engage with a long thesis. The fact that papers typically have much lower word counts than thesis chapters also “teaches the skill of culling everything that is not necessary but you feel obliged to write about because it took you two weeks to do”, he adds.

Pigott admits the integrated approach can encourage the publication of several smaller papers

rather than one big one, but hopes his final chapter will consist of a “higher impact” paper that synthesises his previous publications.

He admits the integrated format is not for everyone: “I have a colleague doing something on vaccines. Publishing as he goes along wouldn’t be viable because of all the dead ends that occur in [vaccine development]. You can publish method protocols but that doesn’t

represent the same [level of] output.” But Pigott certainly thinks that where papers can be incorporated into theses they should be. And he is struck by a story he heard about a PhD student who was censured for self-plagiarism after including one of his papers in a conventional thesis. “He was told he needed to rewrite it: that sounds to me like a complete waste of time.”





articles, but he remains a fan of the thesis.

Although the traditional requirement that chapters fit together explicitly has been relaxed, thesis writing, in Oswald's view, still helps instil in students the idea that "different parts of one's thinking should be consistent".

"The problem with [only] writing endless articles...is that it is possible to hold mutually contradictory views in different [ones]. Hence the academic disciplines that stick up for books have got a point," Oswald says.

Chief among them, of course, is English. Robert Eaglestone, professor of contemporary literature and thought at Royal Holloway, University of London, sees himself as a progressive on most academic issues, but still considers the thesis – and, relatedly, the monograph – as the "gold standard", since it remains the best means by which to capture "the unfolding of the mind" that a doctorate constitutes.

A doctorate is about "making and testing

“**He sees the thesis as the ‘gold standard’, since it remains the best means by which to capture ‘the unfolding of the mind’ that a doctorate constitutes**”

a cogent, coherent and original argument in detail and over length. That's a 'book length' thing to do," he says. Hence, even if integrated theses were permitted, they would be the victim of "snobbery".

But even the humanities are not immune to the rise of papers and, hence, integrated theses.

Oxford's famous Faculty of Philosophy has begun to permit theses consisting of several publishable papers on the same general theme (see box, page 39). Meanwhile, according to

the UKCGE report, arts students are typically permitted to submit a "wide range of exhibits or performances" such as novels, paintings and musical scores as part of their PhDs, provided they can "show how the artefacts relate to the thesis and its defence".

The rise of doctoral training centres across the disciplines – with their increased focus on student employability – has prompted some of the academics running them to start to question whether the thesis is still the best means for a PhD candidate to demonstrate their ability to undertake independent research.

Michael Saward, director of Warwick's Economic and Social Research Council-funded doctoral training centre, believes the thesis remains the "ideal vehicle" to articulate and explore "the overarching issue" in the various aspects of candidates' research – even if supervisors and students are "becoming increasingly skilled at seeing the thesis as a source of (ideally) two or three good journal articles".

But for Terry McMaster, director of the University of Bristol's Centre for Functional Nanomaterials, a centre for doctoral training funded by the Engineering and Physical Sciences Research Council, the time is right for a sector-wide discussion about the merits of moving to the integrated format in science and engineering.

He shares Farrar's concerns about the amount of time it takes to write a traditional thesis in science and engineering: "In their fourth year, candidates are at their most effective and productive, with high technical expertise, writing skills and research judgement. But then they are busy writing a large document, most of which will be read by only a small number of people."

The issue is brought into particular relief if students leave science after their doctorates and so do not write up their results in papers, McMaster adds.

"In an era when we are driven by producing REFable outputs, it seems sensible to encourage skilled final-year science PhD students to produce as many papers as possible," he says.

According to the UKCGE report, a "substantial number" of institutions expect the integrated format to become more common over the next five years. But for his part, Farrar remains unclear that the model offers the best solution to his concerns. His hunch is that theses should be shortened and focused more on analysis and reflections about research avenues. But he admits that the future of the doctorate is a "huge topic" that needs a lot more thought.

For this reason, he is contemplating trying to convene a discussion with other major UK biomedical PhD funders to "think about what we want individuals to [gain from] a classic three- or four-year PhD in order to enhance their careers and the science contribution they are making during [it] and afterwards".

Farrar concludes: "I am not necessarily in favour of overregulating things, but it is fascinating how if you look at the whole educational piece from primary school, the PhD is the last bastion of stuff that is totally Wild West. There are all sorts of different models." ●

# Compliant captives in a paper cage

Scholars hate the bureaucracy plaguing academia, yet they put up with pointless paperwork even when more forms might mean fewer monographs. Why? asks **Eliane Glaser**





**T**ime allocation forms, research excellence framework documentation, module monitoring, and research funding applications: these Gradgrindian horrors are the subject of many a senior common room rant, and they have been extensively documented in these pages. Academics are spending less and less time thinking, reading and writing, and ever more time filling out forms. It seems clear that bureaucracy is somehow intertwined with the transformation of what were once institutions devoted to the pursuit of knowledge into commercial enterprises. Yet for me, two conundrums remain. If the “modernisation” of higher education is supposedly all about efficiency and productivity, why are managers imposing tasks that are by any common-sense measure a complete waste of time? And if academics are so demonstrably fed up with demands to fill out yet another piece of pointless paperwork, why do we continue to consent?

As part of a knowledge exchange project at my university – itself arguably a product of the bureaucratic imperative to measure “impact” – I organised a modest survey of academic bureaucracy: first, to identify the bureaucratic activities carried out by colleagues at my institution and beyond; second, to attempt to identify their source and apparent motivation; and third – crucially – to probe the underlying factors that might explain the curious fact of academic compliance.

Serendipitously, a book of essays on bureaucracy by David Graeber, the anthropologist and activist, appeared in March. Titled *The Utopia of Rules*, it’s a fascinating elucidation of an ostensibly unpromising topic. Bureaucracy is traditionally associated with the public sphere. But as Graeber demonstrates, this association is far from natural: it is the result of bureaucratic controls being forcibly applied to the public sector. Meanwhile, the private sector appears lean only because the regulatory apparatus has been all but stripped away: in the public sector, bureaucracy is called “accountability”, in the private sector, it’s “red tape”.

Shielded, therefore, by an illusory opposition between the market and bureaucracy, the new university management imposes systems of audit, evaluation, assessment and accreditation in the name of increased value for money. Yet this is deeply ironic, because the infinite regress of online forms and email chains leads academics directly away from productivity. In a related, widely read article for *Strike!* magazine titled “On the Phenomenon of Bullshit Jobs”, Graeber asks why it is that in advanced Western economies, saturated in the rhetoric of austerity, and supposedly reaping the rewards of modern technology, administrative labour has proliferated. “In a world ever more in thrall to the imperatives of profit, competition and market-driven efficiency,” Graeber observes, “it is bizarre for employers in the public and private sector alike to be behaving like the bureaucracies of the old Soviet Union, shelling out wages to workers they do not appear to need.” Graeber’s explanation is that long-hours pen-pushing – or mouse-clicking – is imposed on employees as a form of social control: it’s a way of ensuring that we are too monitored,



busy and tired to raise questions or revolt.

The “moral and spiritual damage” resulting from the fact that “huge swathes of people... spend their entire working lives performing tasks they secretly believe do not really need to be performed” is, Graeber claims, “a scar across our collective soul”. Likewise, bureaucracy has become a ubiquitous cliché of modern academia, and to call it out seems naive, as if not accepting the “real world”. Yet it produces a disjunctive sense of playing along with a fiction.

If accounting measures applied to academia to make it more efficient actually have the opposite effect, what is their real purpose? Is the impulse to count and assess all activity via “performance indicators” and “quality assurance” a quixotic yet sincere attempt to increase productivity; the application of a belief that things are not real unless delineated virtually; a simple failure to grasp that the more time one spends trying to “capture” academic “output” via bean-counting and online systems of representation, the more it slips away? Since the financial crash of 2008-09, we have seen ample evidence of misguided faith in marketisation to suggest that this explanation is credible. Yet it does not account for the moralising and punitive manner in which bureaucratic demands are formulated. They are derived from private sector managerialism, yet while they have been largely flushed out of business itself, they are applied to academia in a correctional

**“We spend more and more time assessing what we do, and fewer and fewer hours doing it – just to give administrators something to do for their gold-plated salaries”**

spirit, as if it is not behaving in a sufficiently businesslike manner.

There's a simple explanation for the drive to quantify everything: the replacement of the horizontal self-government of university departments with the vertical hierarchy of departmental heads and senior management. Academics used to document their output on their CVs; now, managers have to find ways to justify their existence. "Everyone knows the results are absurd," Graeber tells me via email. "We all spend more and more hours of our day discussing, analysing and assessing what we do, and fewer and fewer hours actually doing it, and all of it, just to give these high-level administrators who aren't really needed something to do for their gold-plated salaries."

But this is more than just a power shift, Graeber notes. "It represents a transformation in our basic assumption about what a university is... Thirty years ago, if you said 'the university', people assumed you were referring to the faculty. Now if you say it, people assume you're referring to the administration." The corporate bureaucrats who now run universities are "often more interested in real estate speculation, fund-raising, sports, and 'the student experience' than anything that has to do with learning, teaching, or scholarship at all".

Through a curious inversion, to insist that knowledge should be valued in and of itself, and that universities should be places of learning, has come to seem morally suspect. Just as public sector employees are repeatedly reminded that their salaries are funded by "hard-working taxpayers", academics feel increasingly beholden to fee-paying students. The result is guilt for having a nice job, for being able to stare out the window thinking interesting thoughts about subjects that have no obvious, tangible "application". It's almost as if it would be better if academics spent the bulk of their time filling out forms for the sake of it, because at least then they wouldn't be enjoying themselves on the public, or the students', purse – even if that resulted in fewer books being written.

**T**he bureaucratic lexicon is revealingly disciplinary: time allocation software is introduced to make academics "account for" their time, with all the financial and moral connotations of bookkeeping and being "held to account". A recent KPMG report on time allocation monitoring stressed that "it is important that the sector understands that there is a risk of more punitive requirements being imposed on it if the reported credibility of the...data does not improve". Here we have a tantalising glimpse of the recognition of an open secret: that the forms are largely bunk. But this is swiftly closed off with the threat of redoubled "requirements".

Bureaucratisation is the product of top-down edicts, therefore, but also, as Graeber's article on "bullshit jobs" illustrates, of acquiescence. Workers themselves participate in a race to the bottom: those with dull jobs envy those whose jobs are stimulating, and those privileged few in turn feel guilty. In academia, departmental collegiality is thus recruited to

the task of ensuring that everyone takes a good turn on the administrative treadmill.

Graeber recounted his attempt, during the student protests against increasing tuition fees in 2010, to come up with a way for lecturers to take part. "Most clearly weren't going to join the occupations, but I thought some kind of boycott of more obviously meaningless paperwork – say, all those self-assessment documents that would only be used to figure out who to cut. If you see a document about 'excellence' or 'quality,' just ignore it, don't fill it out, I said. People stared at me as if I were insane. What, not fill out the form? You have to fill out the forms! Otherwise, someone will suffer. It's never quite clear who. But you are always made to know if you don't do this or that form, you're hurting someone else." In this way, Graeber told me, "academics are trained in passivity".

A non-specific sense of duty has come to characterise the culture: several respondents to my survey were not aware of the origin of bureaucratic demands. "No one seems to know where these ideas come from," one said. As chains of command stretch up out of sight,

**“One acknowledged that bureaucracy ‘can become addictive and/or act as a means of avoiding other activities’. Is this an awkward truth – that form-filling provides convenient relief from taxing intellectual labours?”**

there is a paradoxical risk of second-guessing their rigid necessity. Surveillance is imposed, but also internalised, as the cultural theorist Rosalind Gill has observed, by the repeated habit of describing one's own activities.

There is an obvious practical explanation for compliance: fear of censure, of not being promoted or even of losing one's job – not necessarily by being fired but through increased precarity once inevitable cuts are made. But my survey elicited more counter-intuitive motivations. One respondent acknowledged that bureaucracy "can become addictive and/or act as a means of avoiding other activities". Is this an awkward truth – that while research and writing are highly prized and fiercely defended by academics, form-filling provides convenient and increasingly ubiquitous relief from the taxing intellectual labour that those really important activities require?

In *The Utopia of Rules*, Graeber offers a convincing account of bureaucracy's perverse attractions. It offers a chimera of absolute transparency, consistency and fairness. It is like a game with perfect rules – and which is also not at all fun. In this sense, Graeber argues, at the heart of bureaucracy is a fear of play, of creativity. Unsurprisingly, numerous studies illustrate how creativity is inhibited by the restriction of autonomy, the hallmark of bureaucracy. The fear of freedom may be an understandable human quality, therefore, but it's lamentable that it's becoming so firmly enshrined in our work culture.

If form-filling provides relief from the messy challenges of research, so too does getting angry about it: one survey respondent described how a sense of grievance about bureaucracy offers a channel for "rage and aggression", and that this is counterproductive: it's less taxing simply to fill out the form and not get exercised about it. If the forms are futile, so is resistance. Yet as Marina Warner pointed out in her recent broadside against the neoliberal university in the *London Review of Books*, this is an example of what the American scholar Lauren Berlant calls "cruel optimism": academics kid themselves that there will be just one more form, that bureaucracy cannot just carry on expanding. This is how productive anger is endlessly deflected and deferred.

It's understandable that the last thing academics want to do is spend yet more time thinking about bureaucracy – not only because of its already excessive impingement but also because it appears to be devoid of any meaningful substance. "Paperwork", Graeber notes, "is boring." But while bureaucracy itself has ballooned since the 1980s, the number of references to it in academic publications has dwindled, as if academics – along with the broader culture – are in denial about its irrational pervasiveness. Graeber argues that it's time Foucault's association between knowledge and power is overturned. Having knowledge does not confer power, as academics now know to their cost. Instead, power is exerted precisely through processes that seem innocuously blank.

**S**o what are the possibilities for Bartleby-like refusal? One strategy is to cite managers' own stated objectives of efficiency and productivity against bureaucratic injunctions. However, as one survey respondent pointed out, the very category of "productivity" is not really appropriate for academic work. "Advances can come in all shapes and sizes: the long hard slog or the eureka moment." Teaching, likewise, "requires investment of time to be good quality – increasing 'productivity' is possible" – by doing more of it – "but not the primary goal of improving teaching standards".

Ultimately, resistance is impossible without collective solidarity: compliance is a facet of isolation. While "collaboration" has become a buzzword for the grant bid, structural possibilities for cross-university cooperation remain woefully limited. Graeber, at least, sees hope in the revival of student protests: recent occupations have made the reduction of audit culture a key demand. "We're at an historical juncture," he concludes. "If students and staff join forces, and start trying to think together about what sort of university system they'd like to see, I think we'd be quite surprised [at] what could be done."

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Eliane Glaser is a writer and senior lecturer in English and creative writing at Canterbury Christ Church University. She is organising a public event on bureaucracy at the Institute of Contemporary Arts in London on 1 July. ● To contribute to the survey of academic bureaucracy, visit <http://ow.ly/MjVul>

# THE CULTURE

## Get right to the sex

In *Sexual Personae*, Camille Paglia drew attention to overlooked elements of sex and violence in works of the Western canon. After 25 years, the volume still serves as a 'cultural bible' for Nathan Smith

For a quarter of a century, ever since the publication of *Sexual Personae: Art and Decadence from Nefertiti to Emily Dickinson* in 1990, Camille Paglia has remained one of America's most celebrated and controversial cultural critics. Part manifesto, part art history and part literary theory, her book is astonishingly ambitious in its attempt to "demonstrate the unity and continuity of western culture", seen as a constant struggle between Dionysian destructive and lustful energies and Apollonian ordered impulses. Despite its broadly chronological approach, the work is also notable for its striking juxtapositions of old and new, highbrow and lowbrow, with references to Elvis Presley, Elizabeth Taylor and Madonna even before the end of the chapter on ancient Egypt.

*Sexual Personae* has been widely condemned by Paglia's fellow academics for its refusal to engage with earlier critics, its hectoring tone, its vicious sideswipes against people the author disagrees with and its numerous inaccuracies. But although Paglia's detractors undoubtedly make some valid points, many of us nonetheless regard *Sexual Personae* as a "cultural bible", which we continue to draw on in our own writing. So what is it about this elephantine book that has stood the test of time and leads this writer to keep a copy close to hand on his desk?

Take the illuminating reading that Paglia offers of the notorious Marquis de Sade (1740-1814). His novels are full of explicit sadism, masochism, slavery and depraved sex acts, yet Paglia argues that he can best be understood as a satirist, engaging directly with Enlightenment thinkers such as Jean-Jacques Rousseau, who believed that society corrupted

humankind's innate goodness and morality. Sade wrote two of his central works, *Justine, or the Misfortunes of Virtue* (1791) and *Juliette* (1797), after the French Revolution, either side of the "Reign of Terror" that so bloodily disproved Rousseau's vision.

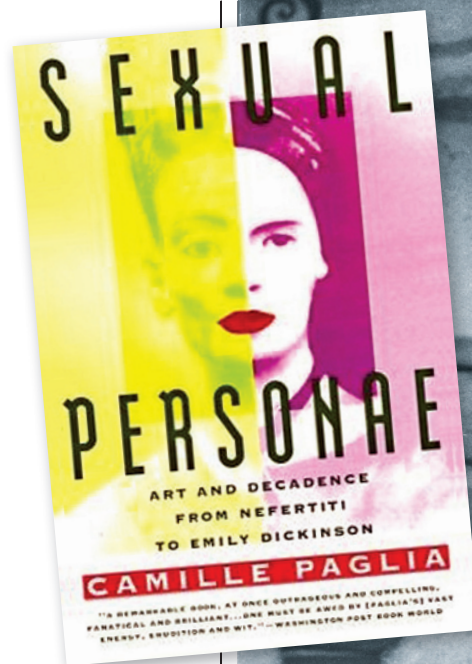
More than that, however, Paglia is Sade's fiercest defender, adamant that he must be included in all academic studies of Western literature, and that his "absence...illustrates the timidity and hypocrisy of the liberal humanities". I believe she is unquestionably right here but has gone largely unheard. In my own literary studies, Sade was treated with distance and distrust. My only encounter

with him occurred while I was studying the French Revolution, and even then his writings were mostly ignored, treated as symptoms of the devastation wrought by the violent political turmoil.

Yet, as I surreptitiously leafed through his gruesome vignettes about incest and torture later in the library, I was afforded a glimpse into the working mind of this "unspeakable" iconoclast. Paglia claims that "violence is the authentic spirit of mother nature" and that for Sade "sex is violence"; thus he becomes for her "one of the great forgers of absolutist western identity". His work offers unparalleled insights into the cruel depths of human nature through violent, confrontational and previously uncharted explorations of sex and power.

There is a similar thread in the treatment of the writer Paglia calls "Amherst's Madame de Sade", Emily Dickinson (1830-86).

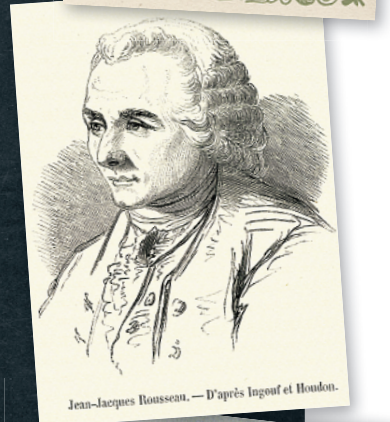
Now one of the most studied of American poets, Dickinson has often been timidly interpreted in terms of languid and passive Victorian femininity, or as a writer with an unhealthy obsession with death. Paglia will



**Amore and mores** Camille Paglia is never afraid to take a

have none of this. Pronouncing Dickinson the female "de Sade", she is determined to accentuate the sadism evident in Dickinson's best poetry and to reconfigure the stigmatising "mad woman" image that is often erroneously attributed to her. Her poems, we read, are characterised by their "diabolical acts" and echoes of a "torture chamber...[an] arena of extremity". Dickinson herself is provocatively described as "like the homosexual cultist draping himself in black leather and chains to bring the idea of masculinity into aggressive visibility".

There is a great deal of pleasure to be found in Paglia's analysis, which exposes the power of Dickinson's words as though they were sharp-edged daggers piercing the reader. Take the first stanza of XCII in her *Collected Poems*:



“sexual personae” that she believes can be found throughout the tradition.

On the French novelist Honoré de Balzac (1799-1850), normally credited with influencing later male writers such as Charles Dickens and Karl Marx, Paglia unapologetically declares that he had a “sex-crossing Romantic imagination”. Many of his characters are “doubled-sexed” and embody the “androgyny”, in order to symbolise “the all-inclusiveness of the text itself”.

Who else would have argued that Samuel Taylor Coleridge’s poem *Christabel* (1797) offers readers a vision of the “lesbian

**Paglia’s slicing analysis cuts to the core of the sexual politics of much of Western literature, too often buried in over-theoretical reading practices, and brings out neglected decadent and subversive elements**

vampire” before enacting one of the “greatest transsexual self-transformations in literature”? Or that in *Wuthering Heights* (1847), a regular fixture of secondary English curricula, Emily Brontë regards “the body as the basis of gender” as “an affront to imagination and emotion”, and so attempts to “treat her sexual identity as an abstraction dwelling apart in another dimension of space and time”?

Who else would so proudly activate the queer subtext in the dialogue of Oscar Wilde’s best play, *The Importance of Being Earnest* (1895)? Equally contrarian is Paglia’s take on another iconic American poet, Walt Whitman (1819-92), whom she sees as a “self-ruling hermaphrodite who will not and cannot mate” and a figure who must be celebrated for starting the “humanistic gay tradition” in American literature. Time and again, Paglia’s slicing analysis cuts to the core of the sexual politics of much of Western literature, too often buried in over-theoretical reading practices, and brings out neglected decadent and subversive elements.

We can leave until last the question of style. In small doses, the rhythmic pulses of Paglia’s prose offer an energising experience. Yet her shrill dogmatism and seeming determination to avoid sentences any longer than eight words (not to mention calculated provocations such as “If civilization had been left in female hands, we would still be living in grass huts”) soon become wearing. Twenty-five years on, *Sexual Personae* is best enjoyed on a slow boil, a few pages at a time, with the ideas percolating in the back of your mind as you dip between chapters and the extensive index, rather than as a linear narrative stretching across centuries.

Nathan Smith is a graduate student at the University of Melbourne. His work has been published in *The Los Angeles Review of Books*, *Salon* and *The Huffington Post*.

contrarian line, attempting to uncover overlooked artistic or sexual elements in the Western literary canon

Drowning is not so pitiful  
As the attempt to rise.  
Three times, ’t is said, a sinking man  
Comes up to face the skies,  
And then declines forever  
To that abhorred abode [...]

The power of the poem relies on the way the syllable count shrinks with each line. We feel like the figure drowning. Thanks to Paglia’s encouragement, we may come to suspect that Dickinson is the one holding the protagonist’s head down below the surface. Even on such a canonical figure, Paglia is never afraid to take a contrarian line, claiming that “in her hidden inner life, [Dickinson] was a male genius and visionary sadist”.

This is typical of *Sexual Personae*. Paglia never bothers to spar with other academics about interpretations (although she scathingly rejects the post-structural and post-modern theoretical approaches fashionable in 1990). Instead she attempts to uncover overlooked artistic or sexual elements in the works of well-known European and American writers and artists. Always stressing aesthetic factors, she has little time for ideological strategies that dilute the potency of the original texts. One hardly needs to accept uncritically her central thesis that Judaeo-Christian culture has long tried to deny the destructive forces of nature and violence, far less to believe that her individual interpretations are always right, to appreciate her many brilliant insights into Western art and literature and the elusive

# Jurassic perks, Lazarus pitfalls

Work to bring creatures back from the dead is a tale of wonder and warning, writes Tiffany Taylor



**How to Clone a Mammoth: The Science of De-extinction**  
By Beth Shapiro  
Princeton University Press  
240pp, £16.95  
ISBN 9780691157054 and  
9781400865482 (e-book)  
Published 13 May 2015

“Choose an extinct species that you’d like to see brought back to life”: this was the challenge posed by evolutionary biologist Beth Shapiro to a class of her graduate students at the University of California, Santa Cruz. The responses were much as you would expect: the most spectacular and charismatic animals secured the most votes, with creatures such as the dodo, the moa and the Tasmanian tiger dominating the top slots. But surely one of the most iconic

creatures in the running for best de-extinction candidate is the mammoth. What motivates us to identify these species as ideal candidates, and what *should* be motivating us?

Molecular technology is progressing at a remarkable speed, and the sensational de-extinction projects that were once the exclusive preserve of the Hollywood big screen are rapidly becoming the stuff of research grants. Here, Shapiro provides a (practically) practical guide to the technical processes involved in the currently theoretical process of de-extinction. However, there is not just one approach to this challenge, and much depends on what you would be prepared to accept as a successful de-extinct mammoth: is a hairy, cold-tolerant elephant with a few mammoth genes good

enough? The other important question Shapiro addresses relates to the ecological implications of reintroducing a species: should this be a factor when deciding the ideal de-extinction candidate? Given the rate of progress in this extraordinary and nascent field, now is the time to be discussing these questions. After reading this book, my answer to both questions is an emphatic “yes”.

Bringing back a creature from beyond the grave conjures up images of Mary Shelley’s *Frankenstein* and Michael Crichton’s best-seller-turned-blockbuster movie *Jurassic Park*. But in reality, it would be a laborious and pains-taking process. To clone a mammoth (that is, via the nuclear cloning methods that were used to create Dolly the sheep), the first ingredient you need is a living cell. Some extraordinarily well-preserved mammoth remains have been dug out of the permafrost in recent years, with flesh and blood still intact. However, any tissue cells have long ago ceased to function and the DNA has degraded into little more than a few meagre fragments.

Therefore, for mammoths at least, this approach is off the table. An alternative would be to cut and paste the DNA fragments together using a closely related species as a template – in this case, the Asian elephant. You would then need to identify which genes are likely to be important for controlling the physiological and behavioural characteristics of the mammoth, then splice them into the genome of an elephant and hope that they are expressed in the same way, given the different genomic background. It is a seemingly impossible task – yet tireless work by exceptional research groups is making good ground.

I was surprised to read that the current pace of progress in the field makes it more a case of when, not if, de-extinction will be successfully accomplished. Some of the molecular techniques Shapiro introduces here are complicated, but she does an admirable job of carefully navigating the non-specialist reader through the genetic tundra. And for those of you with molecular experience, the writing is engaging enough that you might find yourself itching to try out a few of the techniques yourself (if only you could get your hands on some mammoth DNA).

Turning to the practicalities, Shapiro first regales readers with the tale of Diana ben-Aaron, who, as a talented undergraduate, published a paper titled “Retro-breeding the woolly mammoth” in the *MIT Technology Review* – dated 1 April 1984 – that was intended as a witty parody of scientific reportage, but went on to be reported in 350 newspapers as genuine. Her paper described a successful hybridisation of elephant and woolly mammoth genomes using nuclei from a mammoth egg cell found in frozen remains uncovered in Siberia, with sperm from an Asian elephant. These hybrids were given the name “mammotelephases”. Of course, some quick fact-checking could have saved a herd of reporters from the need to make red-faced admissions to editors when the

“Sensational de-extinction projects once the exclusive preserve of the big screen are rapidly becoming the stuff of research grants

truth emerged. But despite being a spoof, ben-Aaron’s excellently written article predicted many of the technical issues faced by today’s de-extinction projects well before they were fully appreciated.

The fate of the paper highlights another important point, namely that de-extinction has the potential to capture the imagination of the wider public. This could surely be used to the advantage of those seeking research funding, with iconic creatures such as the mammoth attracting the interest (and donations) of the public. However, Shapiro cautions that “our partiality toward charismatic megafauna will lead to a taxonomic imbalance among de-extinction projects that is not unlike the imbalance that exists in conservation work”. In conservation, there is a large disparity in the distribution of funding among endangered species, with those deemed cute and charismatic typically receiving the lion’s – or rather the panda’s – share. Are these species the most integral to preserving entire ecosystems? Probably not. The same is likely to be true for de-extinction projects, and careful consideration must be given to the likely impact any reintroductions will have on the wider ecological scale.



Before we plough ahead with de-extinction, there are risks that should be mitigated. It is important to identify what caused these species to become extinct in the first place. For many of the candidate species for de-extinction, human intervention, either through overexploitation or habitat destruction, played a major role in their decline. If these issues are not resolved, history is likely to repeat itself. Some may be tempted to argue that the introduction of extinct species will restore lost habitats and rebalance ecosystems to their ancestral state. But the ecosystem, the climate and the planet are likely to have changed an enormous amount since the “resurrected” species last roamed free. Unless a species under consideration for reintroduction has only very recently been lost from the environment, initial destabilisation of the ecosystem is inevitable and long-term effects should be carefully considered.

Shapiro’s thought-provoking book offers excitement and wonder – but also comes with a warning. We must think carefully,

not just about how we can achieve this incredible scientific feat, but also about where it is likely to have the most positive (or least negative) impact, and why it is worth the investment and associated risks. With this technology also comes the possibility of engineering sustainability into threatened populations. Potentially, we can apply these technologies to preventing as well as reversing extinction. While Shapiro’s message throughout *How to Clone a Mammoth* is unarguably one of caution, she finishes on a hopeful (and awesome) thought: using cutting-edge technology, we might be able to resurrect life that we once thought lost to us for ever, and soon. She paints a scientifically accurate yet magical world where Pleistocene giants might roam the Arctic tundra once again, and where we have the chance to undo some past mistakes – as long as we remember to keep looking towards the future.

**Tiffany Taylor is teaching fellow in biological sciences, University of Reading.**

## THE AUTHOR



“I live in sunny (and way too dry) Santa Cruz, California,” says biologist Beth Shapiro, “with my partner, Ed (who still hasn’t read my book), and my two kids, James (5) and Henry (2), who have very little interest in natural history...yet. We also have two cats, who love natural history so much that they spend all their time either mousing or trying to eat our fish that Henry lovingly (and aptly) named Fish Taco.”

Now assistant professor in the department of ecology and evolutionary biology at the University of California, Santa Cruz, Shapiro was raised in Georgia. “The South is known for being slower-

moving and more contemplative. I like to chew on ideas before writing them down, and I think this comes from my southern upbringing. Thinking about stuff for a while gives me a chance to change my mind. And then change it back.”

“My parents would probably say I was studious,” she says of her childhood. “And my sister would say I was a nerd. I was driven to do well – to impress my parents and teachers. I had a hard time staying focused on any particular goal, however. I wanted to be a journalist neuroscientist designer geologist actress palaeontologist musician.”

A Rhodes scholar, Shapiro “loved Oxford. The style of academic life surprised me, in a nice way. People worked hard, but also valued conversation and collaboration in a way that I haven’t seen at my US institutions.

Attendance at morning tea and afternoon coffee was mandatory (as often was the quick stop at the pub on the way home), and this is where some of the most interesting ideas and exciting experiments were born.”

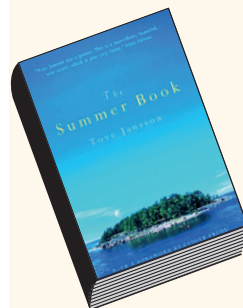
This book, she has admitted, might more responsibly be called *How One Might Go About Cloning a Mammoth (Should It Become Technically Possible, And If It Were, In Fact, a Good Idea, Which It’s Probably Not)*. However, “I completely agree that the title as it is written is more exciting, even if it is a bit of a bait-and-switch. In fact, I wish it could have been a straightforward instruction manual. Who wouldn’t want to see a healthy herd of mammoths thundering across the countryside?”

**Karen Shook**

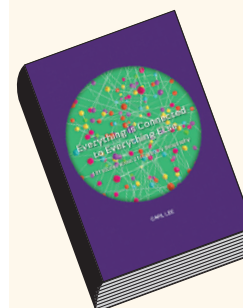
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### A weekly look over the shoulders of our scholar-reviewers



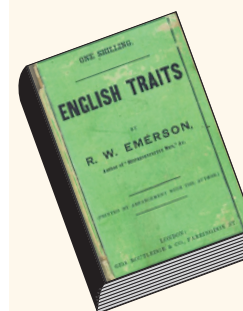
**Carina Buckley**, learning skills tutor, Southampton Solent University, is reading Tove Jansson’s **The Summer Book** (Sort of Books, 2003). “Resolutely un sentimental, Jansson uses Sophia and her grandmother’s summer adventures to explore loss and grief. From the cat who won’t be loved to the storm that Sophia and God caused, the absences of Sophia’s mother and her grandmother’s independence are sensitively handled but never allowed to steal centre stage from the rugged beauty and endless possibilities of the island.”



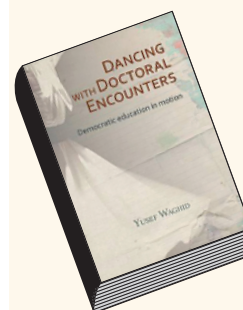
**Danny Dorling**, Halford Mackinder professor of geography, University of Oxford, is reading Carl Lee’s **Everything is Connected to Everything Else: 101 Stories About 21st Century Geography** (Fou Fou, 2015). “The most beautiful book I have read in many years. Designed by Sheffield’s renowned Human Studio, it illustrates what modern geography reveals about the world. No other contemporary academic work can match its lucidity and clarity. Finding a hard copy of the limited edition can be a challenge, but it is all available online, for free, animated and magical: <http://everythingisconnected.io/>”



**David Hardiman**, emeritus professor of history, University of Warwick, is reading Mary King’s **Gandhian Non-violent Struggle and Untouchability in South India: The 1924-25 Vykom Satyagraha and the Mechanisms of Change** (Oxford University Press, 2015). “A veteran of the US civil rights movement and a leading writer on non-violent struggle provides a critical perspective on a campaign for the civil rights of Dalits – the ‘untouchables’ – that Gandhi became associated with. Applying lessons learned in the US, King identifies drawbacks to Gandhi’s guidance of this movement – issues that haunt the fight for Dalit rights to this day.”



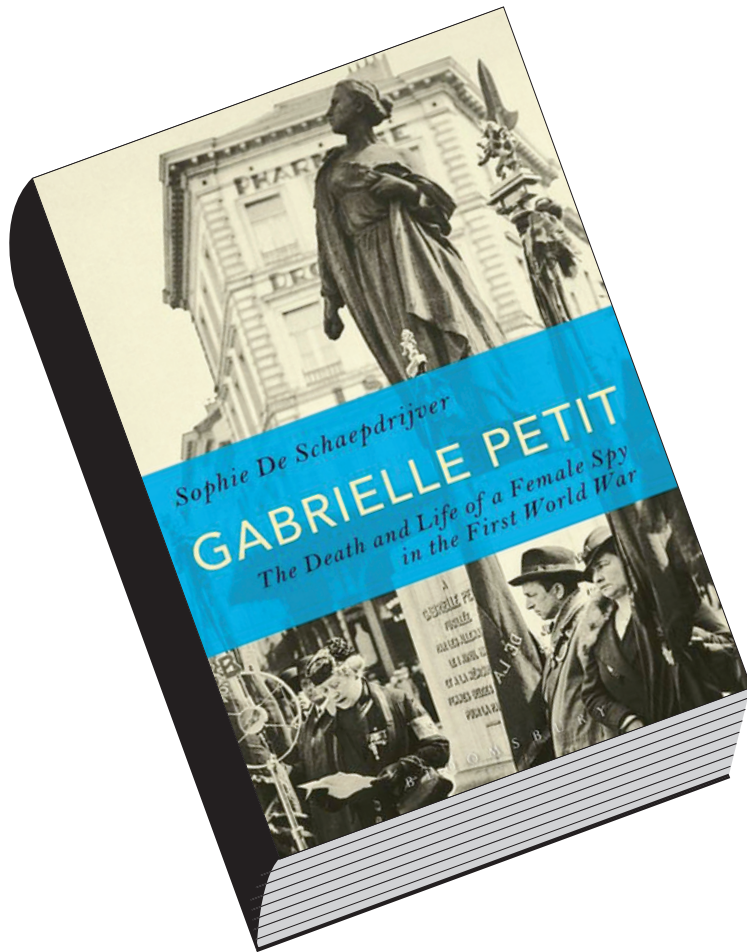
**R. C. Richardson**, emeritus professor of history, University of Winchester, is re-reading Ralph Waldo Emerson’s **English Traits** (Routledge, 1856). “Drawn to England, like other Americans at this time, in part by the arresting novelty of the first Industrial Revolution, Emerson offers a stock-taking of England’s national character and prosperity, institutions and writers, and it makes for absorbing reading even today. Full of admiration for what he saw, he was also embarrassed by the blinkered national pride and shallowness of thinking that he found so much in evidence.”



**Vernon Trafford**, emeritus professor of education, Anglia Ruskin University, is reading Yusef Waghid’s **Dancing with Doctoral Encounters: Democratic Education in Motion** (Sun Press, 2015). “Supervisor and candidate doctoral encounters may be lucid, well-timed, crisp, rambling or dazzling. Waghid interprets his own supervisory encounters as a dance involving movements by each person in their respective intellectual positions. Drawing on democratic understandings of education, and applying Richard Rorty’s pragmatism and Jürgen Habermas’ communicative rationality, Waghid explains supervisor-candidate relationships from a new perspective.”

# There's no resisting legend

The memory of a Belgian heroine differed from the woman herself, Niamh Gallagher discovers



**Gabrielle Petit: The Death and Life of a Female Spy in the First World War**  
By Sophie De Schaepdrijver  
Bloomsbury, 272pp, £65.00 and £19.99  
ISBN 9781472590879 and 0862  
Published 29 January 2015

“I will show you how a Belgian woman dies.” These defiant words were supposedly the last spoken by Gabrielle Petit, a British spy and Belgian civilian who was executed by a German firing squad in April 1916 for her resistance activities during the First World War. Petit’s life and memory have attracted less international attention than figures such as Edith Cavell, the British nurse who was executed in late 1915 for smuggling Allied troops through neutral Holland. However, Sophie De Schaepdrijver argues that Petit deserves similar

consideration, not because of her war work per se, although this is also considered here. Rather, Petit’s memorialisation reveals how Belgians understood and made sense of the occupation in the decades following the war.

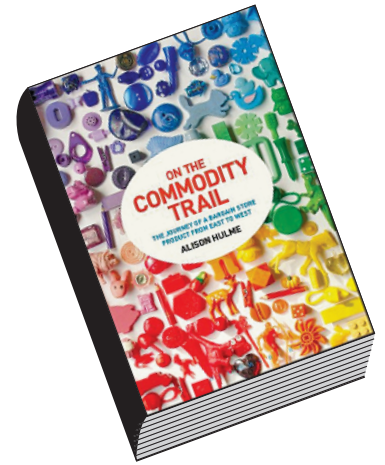
A central theme of the book is the discrepancy between Petit’s life and the way she was remembered. After the war, she was hailed as a “child of the people”, a working-class girl whose patriotism propelled her to join the resistance. In reality, she was a child of the downwardly mobile provincial bourgeoisie. Aged nine, she was sent to an orphanage, in part because of deteriorating financial circumstances at home, and this miserable experience was worsened by her family’s obvious disregard for her. De Schaepdrijver argues that Petit’s troubled child-

hood shaped her character; she became a defiant, proud and impetuous girl who sought to inject meaning into her life despite lacking the means to do so.

The war gave Petit the “leap in status” that she craved. As a spy, she was financially independent, roaming across Belgium assessing the German Sixth Army’s operations. Her job was made easier by her sex, as men of Petit’s age had to report regularly to the German authorities to prove that they had not joined the Belgian army. Such “masculine freedoms” did not go unnoticed by Petit’s peers or by the Germans, and she was slandered as “American” for her perceived liberalism and as a prostitute for her “easiness” in consorting with men. After her arrest, Petit’s hatred of the occupying army echoed that of many Belgians, but her constant defiance and refusal to appeal her sentence had rather more to do with her upbringing than with the “organic” sense of national feeling that contemporaries claimed in later years.

De Schaepdrijver methodically explores Petit’s memorialisation. Unlike Cavell, whose execution provoked outrage throughout Allied nations, Petit’s demise passed unnoticed. Only after her death did Belgian civil society reimagine her as Cavell’s equivalent, although she was seen not as a victim of German aggression but rather as a heroic resister, emblematic of Belgium’s collective defiance during the occupation. Indeed, the commemorative fervour surrounding Petit in the period 1919-23 and the endurance of her “sacrificial” status until the 1950s masked the differences between French- and Flemish-speaking Belgians and was “a way to state that the occupied territories had been fronts as well”. But from the 1960s, her memory “retreated into the local, the genderized, and the ironic” as education, social service and health surpassed death as the factors that bound Belgian citizens to the state. Her life story and legacy serve as an insight into both Belgium’s experience of occupation and the changing nature of national attitudes towards the conflict, and De Schaepdrijver’s book is a model of how the cultural history of the war should be written.

Niamh Gallagher is tutor in history, St Catharine’s College, Cambridge.



**On the Commodity Trail: The Journey of a Bargain Store Product from East to West**  
By Alison Hulme  
Bloomsbury, 176pp, £65.00 and £19.99  
ISBN 9781472572868 and 2851  
Published 26 February 2015

Let’s take a journey into the secret life of things. This journey connects people, places and objects in ways that are scarcely imaginable and reveals how some of the world’s most mundane objects (garden gnomes, plastic flowers) and its most marginal spaces (container ports, rubbish dumps) are, on closer inspection, paradigmatic of contemporary capitalism where value, price and thrift coalesce under the global mantra of “the bargain”.

This is the remarkable journey that Alison Hulme recounts in her pursuit of the meanings and makers behind everyday objects. In tracing the fates of low-cost commodities, she reveals with great acuity just how challenging it is to follow their circuitous, chaotic and opaque stories. The global traffic in cheap goods is characterised by constant rupture, dislocation and flux. In a remarkable piece of geographical detective work, Hulme brings a series of neglected spaces into simultaneous view in order to reveal how austerity, precarity and the “race to the bottom” have combined to reshape contemporary consumption. As annual turnover at the UK’s Poundland chain passes the £1 billion mark, it appears that low-end commodity chains are the great survivors of capitalism.

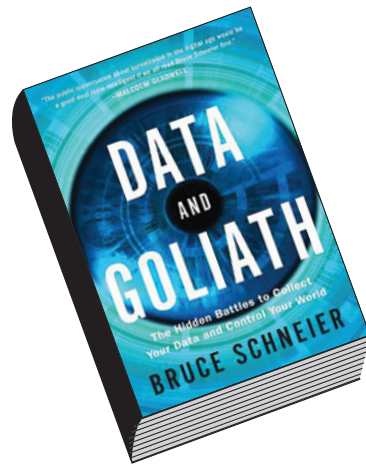
*On the Commodity Trail* weaves a tapestry of interconnected spaces through which the global traffic in cheap goods flows. We travel from the waste-pickers of Shanghai’s municipal

dump to the global commodity city of Yiwu, which is dedicated almost entirely to the sale of thousands of tiny products; then back to Shanghai, from whose port the world's largest shipping containers transport bargain consumption to the West; and on to the discount stores of our high streets and into the homes of consumers who display cheap objects with pride – they have tricked the market, outwitted it; beaten the system by buying wonderful trinkets for pennies. In a curious caricature of the Silk Route, we trace the trajectory of the cheap goods that lure us into buying ever more, as shoppers are enticed by the thrill of the bargain and its instant gratification. When “Everything is £1”, the consumer is invested with agency and freedom. The contradictions of consumption are dissipated in the space of the bargain store, where one can spend but not overspend, desire and acquire, meet needs without greed.

Here is commodity fetishism thrown into sharp relief, where acquiring a bargain is far removed from concerns about supply chains, exploitative labour conditions or durability. It is treasure-hunt consumption, predicated on the hedonistic thrill of the moment. For some it is born of economic necessity under conditions of poverty and precarity, and represents one of the few ways in which participation in consumer society is possible. For others, the “pound store” offers a thrill and a moment of immersive pleasure: back at her home, Hulme details, “a woman smiles as she decides upon a home for ‘Gerald’ the garden gnome, by the heather on her rockery”.

Here we see with remarkable clarity that objects in people's lives have meanings regardless of market price. Value, it seems, continues to reside in the most unlikely places, and unlocking the secret of value reveals the fundamental importance of object-subject attachment. Our things are meaningful because of the relationships we have with them, above and beyond the market.

Louise Crewe is professor of human geography, University of Nottingham, and author of the forthcoming monograph *The Geographies of Fashion: Space, Consumption and Value*.



**Data and Goliath: The Hidden Battles to Collect Your Data and Control Your World**  
By Bruce Schneier  
W. W. Norton, 320pp, £17.99  
ISBN 9780393244816  
Published 28 April 2015

Investigating surveillance – whether corporate or governmental – can be a demoralising process. Those performing that surveillance, from the US' National Security Agency and the UK's Government Communications Headquarters (GCHQ) to Google and Facebook, are giants so overwhelmingly powerful that it seems too daunting to even contemplate taking them on. Their agendas may be even more terrifying: as Bruce Schneier observes, “The endgame of this isn't pretty: it's a global surveillance network where all countries collude to surveil everyone on the entire planet.” What's more, he adds, the governments and the corporations are both in the same game: “It's a powerful feedback loop: the business model supports the government effort, and the government effort justifies the business model.”

And yet, as the title of this book suggests, these giants are not invincible. Goliath was brought down to size – and here, Schneier attempts to set out how the new Goliaths might suffer a similar fate. He shows that it is not only individuals who are under surveillance but our whole world – and that it is not just individuals who need to change their behaviour but our whole society, which will require a profound shift in attitudes if we are to avoid the harms that this surveillance brings.

The language in *Data and Goliath* is accessible, even when Schneier deals with technical subjects. His interesting background – straddling academia, journalism, computer science and

activism – makes his approach unique and appealing, if sometimes a little more polemical than most academic readers are used to. It is very much a personal book, written in the first person and offering Schneier's personal perspective on the issues. That, however, is a strength rather than a weakness – because his understanding and perspective are of great value.

As Schneier observes, “the biggest cost [of surveillance] is liberty”. He is passionate about the subject – and he shows exactly why and how it matters. The combination of qualitative analysis and detailed examples is compelling and the conclusions are stark. Surveillance matters, and not just at a theoretical level. Schneier shows how it causes damage even when it's used “properly”, and also offers examples of how it can be and is abused. And he is at his best when demolishing the case for mass surveillance from a security perspective: it's here that his expertise really kicks in. His understanding of encryption, cyberattacks and vulnerabilities, and his ability to explain them in a relatively accessible way, is impressive and admirable.

The book finishes with a set of ideas on how to fight back. Schneier calls for less secrecy and more transparency, and explains the apparent contradiction between this aim and the promotion of individual privacy as a way to address the power imbalance between people and both governments and corporations. That is the core of *Data and Goliath*: it is a call to arms for us to take on the seemingly overwhelming power of not just the NSA and GCHQ but Google and Facebook, too. It is a book full of rage, but ultimately also full of hope – and realism. “As individuals and as a society, we are constantly trying to balance our different values. We never get it completely right,” says Schneier. “What's important is that we deliberately engage in the process. Too often the balancing is done for us by governments and corporations with their own agendas.”

He's right – we need to engage more. *Data and Goliath* could help us to do just that.

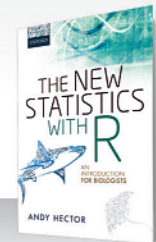
Paul Bernal is lecturer in IT, IP and media law, University of East Anglia School of Law, and author of *Internet Privacy Rights: Rights to Protect Autonomy* (2014).

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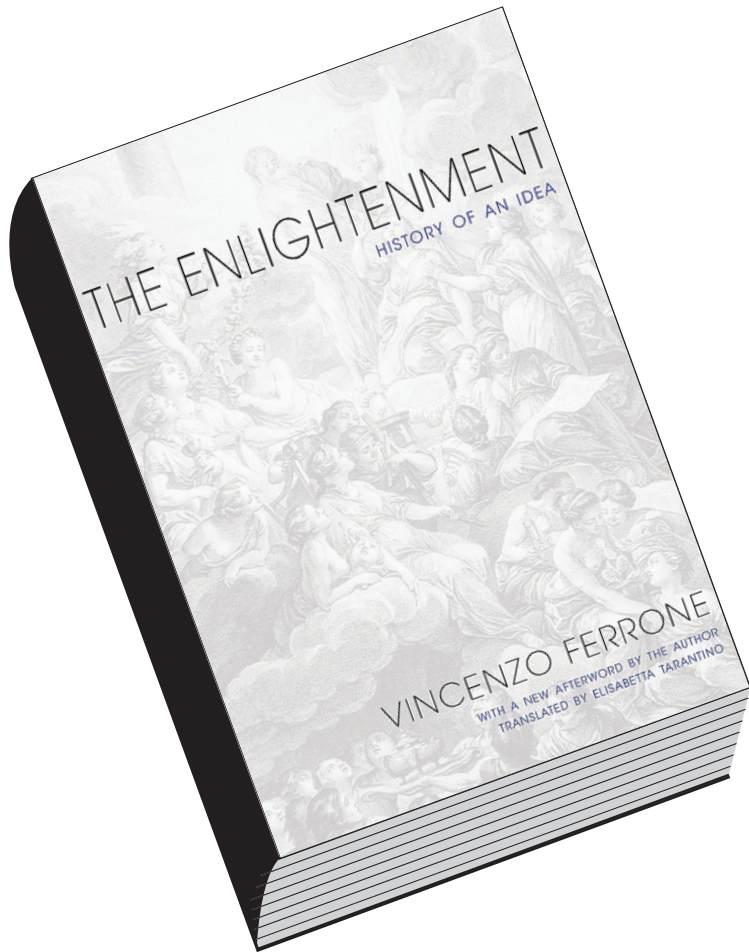
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# Brushing out the tangles

Separating the past from philosophy is the key to understanding the period, learns Caroline Warman



**The Enlightenment: History of an Idea**  
By Vincenzo Ferrone  
Translated by Elisabetta Tarantino  
Princeton University Press  
232pp, £19.95  
ISBN 9780691161457 and  
9781400865833 (e-book)  
Published 27 May 2015

This feisty, argumentative, lordly book surveys all the ways in which commentators on the Enlightenment have got it wrong, from Hegel onwards. Yes, says Vincenzo Ferrone, this misinterpretation is all Hegel's fault, and it has given rise to what is excitingly called "the paradigm of the centaur". Warning: do not start imagining wise creatures of noble mien gazing into the heavens with their human eyes and pawing the ground with their equine hoofs, and then start trying

to work out what their "paradigm" might be, setting in motion the vaguely alluring fiction of Hegel as a melancholy stargazer. No: "centaur" in this context means an impossible creature of irreconcilable halves, a sort of absurdity; in the original Italian, an *ircocervo*, or "goat-stag", a hypothetical animal with a philosophical inheritance going back to Aristotle.

The goat-stag to which Ferrone alludes is Hegel's meshing of history and philosophy, a mesh that is now, in his view, just a mess. He wants history to be separated from philosophy, and for the 18th century, particularly the late 18th century, to be considered on its own terms. This will require a further disentangling, which is the late 18th century from the French Revolution, the events and conse-

quences of which provoked Hegel's initial association of history with philosophy – and off we go again.

The circular knottiness of these issues is well known. Ferrone's solution is not to set them aside and just get on with doing some history in order to prove his thesis, but instead to give chronological accounts, first of the philosophical theories, and then of the historiography. First, therefore, we gallop through Kant, Hegel, Marx, Nietzsche, Adorno and Horkheimer, Foucault, a debate staged in Davos in 1929 between Ernst Cassirer and Martin Heidegger, and finally, the efforts of Joseph Ratzinger, later Pope Benedict XVI, to recuperate the Enlightenment for Catholicism. This last is staggering enough, and involves Ratzinger first appropriating Adorno and Horkheimer's presentation of the Enlightenment as the mechanisation and dehumanisation of man, and second using the language of rights to argue that only Catholicism can protect those rights, thus producing, in Ferrone's view, a textbook case of the "paradigm of the centaur".

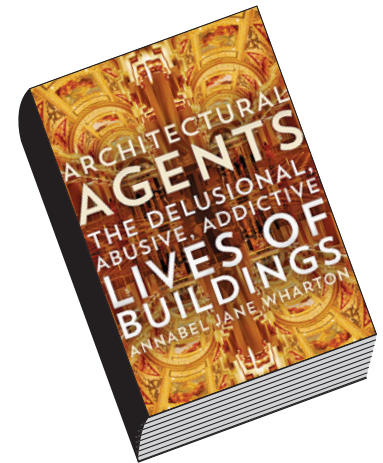
We get a similar rehearsal of the greats of Enlightenment historiography, including among others Tocqueville, Marc Bloch, Daniel Mornet, Roger Chartier and Robert Darnton, not omitting that most recent target of polemic, Jonathan Israel. Ferrone is never dry, and he always relates the different methodologies and paradigms of the historians and philosophers to each other and to other conceptual shifts in the field of knowledge: his polemicised mastery of all this is most impressive, and only sometimes a bit like being hit with a brickbat.

The historian he presents as a model of erudition and profound insight is his own teacher, the great Franco Venturi, whose 1969 Trevelyan Lectures were published in 1971 as *Utopia and Reform in the Enlightenment*, and whose work on the latter part of the 18th century he wishes to see taken forward. The only other historian whose research he considers to be doing this properly is Darnton, who, in Ferrone's view, nonetheless fails to confront or rethink the big chronological (and teleological) labels that his actual work has already shown to be unhelpful.

We could never accuse Ferrone himself of failing to confront

anything. But has someone who so consistently talks about "the Enlightenment" doing this and that, as if it were an entity and had agency, and who so pervasively uses the flawed term "Ancien Régime", immediately giving it a teleological relationship with the Revolution, really done any rethinking? Perhaps that'll be for the next book. I hope so.

Caroline Warman is fellow in French, Jesus College, Oxford.



**Architectural Agents: The Delusional, Abusive, Addictive Lives of Buildings**  
By Annabel Jane Wharton  
University of Minnesota Press  
344pp, £91.50 and £26.00  
ISBN 9780816693382 and 3399  
Published 15 May 2015

Annabel Jane Wharton's provocative and entertaining book shows how buildings may have "agency", and how "agency" may be destructive as much as constructive. The "delusional, abusive, addictive" lives of the title are cases of agency gone wrong, from New York to Jerusalem to Las Vegas to Second Life. It has a moral programme that becomes clear as the book goes along: if buildings misuse their agency, we should be able to stop them.

Put like that, the concept of architectural agency may raise a few academic eyebrows. While we might invoke architectural agency in our everyday lives (who, at some level, doesn't buy into the notion of "sick building syndrome"?), we steer students away from anything that smacks of anthropomorphism. After all, buildings are inanimate objects whose meanings are just arbitrary things we project on to them.

Or are they? It's a problem that Wharton deftly gets around by invoking archaic legal concepts (such as the medieval English

*deodand*) that suppress anthropomorphism in favour of a sense that things in themselves simply have power over individuals: they do not have to be conscious to have agency.

Wharton then sets off on a tour of some difficult sites, starting with the Cloisters museum in Manhattan. Here, agency means, simply, murder. In creating one building, the Cloisters destroyed others, including the French abbey of Bonnefont-en-Comminges. All museums have this tendency, Wharton argues, the Cloisters more than most.

The Jerusalem case studies exemplify that city's appalling history. The first, the Rockefeller Archaeological Museum, is a perpetrator of violence in its de facto erasure of Jewish history, and the second, the American Colony Hotel, a pacificatory agent. These studies are extremely rich, and it is one of the book's great strengths that they show how these are of far more than local interest.

The latter chapters explore Las Vegas, and then the online worlds of Second Life, now a minnow in the gaming world, and MMORPGs (massively multiplayer online role-playing games) such as *Assassin's Creed*. Wharton's unease in these environments is clear. To her immense credit, however, she doesn't become proscriptive – instead, she immerses herself in them, showing with humour and grace how they function, and leaving us to make up our minds. The account of Vegas is probably the best thing written on the city since Robert Venturi and Denise Scott Brown. Not only does it show how far the city has evolved, but just how complex, and, how big it is (the Venetian hotel alone has more hotel rooms than the entire city of Venice).

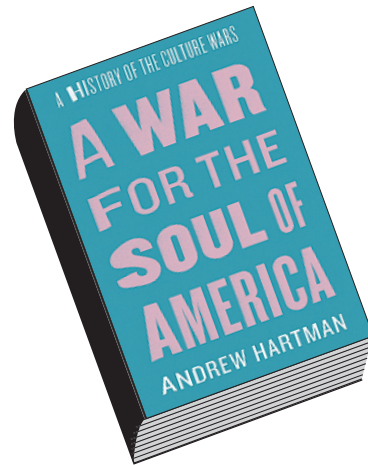
The account of Second Life has Wharton, beguilingly, take on a virtual identity (“Benevolent String”) and engage a taxi driver in conversation around the Israel Department of Tourism's crude rendering of the Dome of the Rock.

The book's conclusion is, unusually, the bit that does the theory, with reflections on agency in Henri Lefebvre, Bruno Latour and others. Leaving it last in fact gives us readers some agency. Having had the evidence, as it were, we can see how well the theories fit. And what it shows up

is the limit of existing theory. As Wharton argues, extending a point made by Bernard Tschumi, buildings always exceed theory, and that excess, as it were, provides the space for agency.

Does *Architectural Agents* work? Well, not entirely. There is something arbitrary about the choice of case studies, and the concept of agency provokes more than it convinces. Still, it's good to be made to think about architectural determinism, when it is still in such use in the everyday world. And as a piece of writing, this really is a tour de force, richly imaginative, and full of warmth and insight.

Richard J. Williams is professor of contemporary visual cultures, University of Edinburgh.



**A War for the Soul of America: A History of the Culture Wars**  
By Andrew Hartman  
University of Chicago Press  
384pp, £21.00  
ISBN 9780226254500  
and 4647 (e-book)  
Published 1 May 2015

I am not sure my country has the soul that historian Andrew Hartman gives it metaphorically in his title. Nor am I sure there is a God lending support to the factions in the culture wars that claim to practise and promote what they call *his* political, moral and ethical values. But if both exist, Hartman's take on how, since the 1960s, different groups of Americans have fought to define and control our way of life convinces me that we should pray for mercy on our souls.

After reading Hartman's account of where we are now as a nation after more than 50 years of trying to improve how we relate to one another with regard to race, ethnicity, gender, sexual orientation, religion, education, material

livelihood, personal beliefs and freedoms and forms of creative expression, I understand better why Kurt Vonnegut concluded his lifelong look at how Americans behave towards other Americans and other cultures by feeling like a man without a country.

Five decades of culture wars

“After reading Hartman's account of where we are now as a nation, I understand better why Kurt Vonnegut concluded his lifelong look at how Americans behave towards other Americans and other cultures by feeling like a man without a country”

have undeniably transformed American life. Some Americans no longer live in what C. Wright Mills described in 1951 as a bureaucratic “iron cage”. Some have a modicum of freedom to seek what Students for a Democratic Society activist Tom Hayden, in the Port Huron Statement of 1962, called “meaning in life that is personally authentic”. The culture wars probably did help “tilt the arc of the moral universe toward justice” in society as a whole, as Hartman argues. But the long struggles against “the nation's cultural gatekeepers” who “were protecting racist, sexist, homophobic and conservative religious norms” did not bring us to Martin Luther King's, Betty Friedan's, Allen Ginsberg's or George McGovern's promised land, nor yet Lyndon Baines Johnson's. Economic, political, social and educational equality is still neither a fact nor a result.

This is no surprise. People who have power fight hard to keep power. Since the 1980s of Ronald Reagan, conservative forces in the US have relentlessly promoted the ideology of the goodness of capitalism and the badness of government at all levels, thereby subverting or reversing the gains achieved for workers, women, people of colour, LGBTQ Americans, immigrants and the underclass. And they have seized control of culture, following conservative commentator Patrick Buchanan's dictum that it is “the Ho Chi Minh Trail to power”.

The labour market has been restructured to produce what

Hartman calls “universal economic insecurity” and disparity. The disparity between the average wealth of white and black households in the US has gone from 8:1 in 1984 to 15:1 in 2009. The privatisation of primary and secondary education, emphasis on standardised testing and corporatisation of public higher education have ensured that we no longer benefit from the free thinking about who we aspire to be as human beings and the historically and philosophically based criticism of our culture that occurred generally on US college campuses from the 1960s into the 1980s.

Severe cuts in government funding and calls “to lash higher education to the realities and opportunities of the economy” have increased the cost to students of public colleges and universities. In the 1980s, US secretary of education William Bennett had strong views about the ideal curriculum for a humanities degree because he was passionately committed to the humanities. Now, in times artificially made austere, normative conservative forces brand humanities degrees as unnecessary luxuries.

The culture wars began during the 1960s with a massing of forces so inchoate that Hartman's achievement in making clear sense of how the New Left and related groups came to be in alliance is one that ranks alongside the singing of the Homeric catalogue of ships. We see the period for what it was: a once-in-a-thousand-lifetimes historical accident.

The Black Power movement of the 1960s was, according to Malcolm X, “a cultural revolution to unbrainwash an entire people”. In 1960, 3,789,000 students were enrolled at US higher education institutions; in 1970, there were 7,852,000. The Vietnam War made them worry about their own fates and also, through what Mills calls “sociological imagination”, about peoples of the world whose lives were threatened by war, poverty, racism, bigotry, political corruption, religious intolerance and economic oppression.

Back then we didn't “need a weatherman to know which way the wind blows”. Now, says Hartman, “antiauthoritarian individualism...has become a commodity, no more, no less”.

Tom Palaima is professor of Classics, University of Texas at Austin.

# THE APPOINTMENTS



## Contents

Senior Management/Heads of Department	55-59
Professors/Readers/Principals/Senior Lecturers	59-61
Lecturers/Fellows/Tutors/Researchers/Studentships	62

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Pages 27-29

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## Pro Vice-Chancellor/Executive Dean, Faculty of Business and Law

**At UWE Bristol our core purpose is advancing knowledge, inspiring people and transforming futures. These are not just words – they are lived through the actions, behaviours, achievements and ambition of all those who learn and work with us.**

We are seeking an exceptional leader for our Faculty of Business and Law to drive outstanding learning, teaching and research and enhance our partnerships with business and academia on a global scale. We are investing in a £50m new building, gaining professional and international accreditations and revolutionising our programme delivery. There has never been a more exciting time to join us.

For more information or to apply please visit [www.saxbam.com/jobs](http://www.saxbam.com/jobs) quoting code **AAUTA**.  
Alternatively email [AAUTA@saxbam.com](mailto:AAUTA@saxbam.com) or telephone +44 (0)20 7227 0890.

Closing date: 12.00 on Friday 12 June 2015

*UWE Bristol is committed to equality and values diversity; we aspire to achieve excellence through inclusion.*

Saxton Bampfylde

**ual:** university  
of the arts  
london

### Associate Dean of Outreach

**Circa £61,000 per annum | Permanent | Full-time | High Holborn**

#### About Us

University of the Arts London is a hub for some of the world's most creative people. The University draws together six renowned colleges, each with its own world-class reputation. For years we've been nurturing the innovative and vibrant minds of creative students. So far we've helped launch the careers of many people in the creative and cultural sector.

#### The Role

Join us in this brand new role and you'll be instrumental to broadening the diversity of our student community. Leading and managing a newly merged Outreach team, you will establish fresh approaches and new ways of working. Collaborating with the Dean of Students to develop strategic vision and direction, your broad remit will encompass everything from attracting students, to supporting their transition into the University.

Our Outreach programmes are extensive, with 3,000 participants annually and partnerships with 85 schools and colleges. We are determined to work with young people who are under-represented at the University – students who will be the first generation in their family to enter higher education and

students from Black, Asian and Minority Ethnic backgrounds. As well as developing our programmes, we will look to you to promote Outreach, and the values behind it, across all six of our colleges. You'll also make sure we meet the information and reporting requirements of OFFA and HEFCE in respect of Widening Participation.

#### Your background

To be equal to the challenge, you will need a proven track record of leading effective Outreach programmes, working with young people to widen participation in higher education. Whether you join us from a university or cultural institution, we expect you to have a background involving fashion, design or the arts. Significant experience as a leader and manager is essential, as is a postgraduate level qualification. You'll bring to the role a compelling and influential communication style, with a flair for motivating high performance, advancing practice and applying innovation.

For more information, or to apply, please visit <http://jobs.arts.ac.uk>

Closing date: 7th June 2015



Want to find more job opportunities with University of the Arts London?  
Follow us on Twitter [@UALJobs](https://twitter.com/UALJobs)

University of the Arts London aims to be an equal opportunities employer embracing diversity in all areas of activity.



University of Essex



## Executive Dean (Social Sciences)

Ranked twenty-second in the THE Top 100 universities under 50 years old in 2014, our founding vision commits us to being a truly international university, freer, more daring and more experimental. Our bold agenda set out in our Strategic Plan, focuses on contributing to society through an equal commitment to excellence in research and education. Currently ranked 32nd in the Times Good University Guide, we are on target to grow by 50% and for the University to be in the top 25 of UK universities by 2019.

We are in the top 4 universities for the quality of our social science research and ranked 19th in REF 2014. We receive the largest amount of funding of any university from the ESRC. In 2013 Her Majesty the Queen awarded Essex a Regius Professorship in Political Science - one of only 2 universities to hold a Regius Professorship in the Social Sciences.

To succeed Professor Todd Landman as the Executive Dean Social Sciences, applications are invited from candidates with experience of any of

our current disciplines within the University, with academic credibility in a research-intensive environment as well as demonstrable leadership and management experience. The role-holder will be appointed to a substantive Chair in one of our academic departments, to which they will revert at the conclusion of their term of office.

We are offering a very attractive remuneration package commensurate with the experience of the individual together with a generous removal and relocation grant.

For further information, including details of how to apply, please visit <http://www.essex.ac.uk/executive-dean>

Closing date: 26th June at 4.00pm



## DIRECTOR OF INTERNATIONAL DEVELOPMENT

£65,000 + annual bonus\*

With a strong track record of innovation and creativity, Southampton Solent University has grown to become one of the country's leading new universities. Solent today is a flourishing community of academics, students and professional services staff with a reputation for the quality of our teaching, for our engagement with industry and for the employability of our graduates.

Now, with a bold and ambitious five-year strategy in place, we aim to build on these achievements as we meet the needs of students and employers within a rapidly changing higher education arena. One key element of this is to drive internationalisation at all levels. Focusing on the student experience, we will work closely with our students to prepare them for a future in an increasingly global society.

This new role offers a unique opportunity to deliver a university wide approach to internationalisation. Creating and leading a new service that will include existing staff, you will ensure that our imaginative strategy is embedded and co-ordinated across all schools and professional services. As well as developing detailed KPIs, you'll forge international partnerships with higher education institutions and employers, co-ordinate our international administration and student support services, lead liaison activities with sponsors of international students and ensure that every student's experience here is optimised.

With a substantial background at senior level within an international role, you should combine a sound knowledge of university procedures, systems and academic processes with a thorough understanding of the internationalisation agenda within HE. The proven ability to lead teams through organisational change and development is also important, along with excellent organisational, communication and influencing skills.

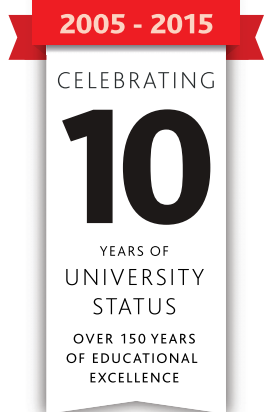
For further enquiries, please call Lisa Kingswell, HR Manager, on 023 8201 3957.

\*annual bonus of up to 5% of base salary, to be determined against mutually agreed objectives.

To apply for this exciting opportunity, please visit [www.solent.ac.uk/vacancies](http://www.solent.ac.uk/vacancies) to register with [jobs@solent](mailto:jobs@solent)

Closing date: Sunday 7 June 2015.  
Interviews will be held during week commencing 29 June 2015.

Committed to equality and inclusivity.



[www.solent.ac.uk](http://www.solent.ac.uk)



# PVC/Dean Faculty of Science, Engineering and Computing

## Competitive Salary

Kingston  
University  
London

Formed in 2011 the Faculty of Science, Engineering and Computing (SEC) is a broad faculty with a number of schools spanning academic disciplines including Aerospace and Aircraft Engineering; Civil Engineering and Construction; Computing and Information Systems; Geography, Geology and the Environment; Life Sciences; Mathematics; Mechanical and Automotive Engineering; Pharmacy and Chemistry; Sport, Nutrition and Exercise Sciences.

As one of the largest providers in the South East with a turnover of circa £60m, it aims to deliver real world impact through the production of leading-edge interdisciplinary research, globally facing graduates and a pioneering approach to encouraging diversity within the Sciences. With more than 6,000 students, the Faculty offers undergraduate, postgraduate taught and postgraduate research awards and an expanding portfolio of continuing personal and professional development. The Faculty works with a number of educational and industrial partnerships both in the UK and internationally to deliver innovative programmes that fulfil stakeholder requirements. Operating out of state-of-the-art facilities it places a continued emphasis on developing sustained linkages across academia, commerce, business and industry; utilising this partnership-driven approach to deliver innovative solutions to the challenges of the 21st century across the UK and beyond.

### The Role:

- A key member of the senior leadership team of the University. Responsible to the Vice-Chancellor, for all aspects of the Faculty's performance including leadership, strategy, research, teaching and financial management.
- To lead the academic development and business planning activities of the Faculty; building on its successes to date and ensuring a forward-looking and exciting vision for students and staff alike.
- To strengthen key external partnerships across a range of academic, industrial and commercial stakeholders to ensure the Faculty's continuing development regionally, nationally and internationally.
- As the PVC/Dean, to undertake a broader corporate leadership role, including ownership of a cross-cutting portfolio and significant involvement in the development and delivery of strategy, policy and decision-making at the highest levels.

### The Candidate:

- Outstanding record of leadership in either academia or industry in an area relevant to the focus of the Faculty; previous engagement with the Higher Education sector is highly desirable.
- A proven ability to manage large, complex teams and budgets combined with first rate communication skills and the ability to build strong relationships across multiple stakeholders both internally and externally.
- Politically and commercially astute with a track record of driving and delivering change; visionary and strategic with a commitment to excellence and empathy with the ethos and mission of Kingston University.

**For further information, including details of how to apply, please visit [www.odgers.com/48604](http://www.odgers.com/48604). Closing date: Friday 19th June 2015**

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## College of Medical, Veterinary and Life Sciences

The School of Life Sciences is part of the College of Medical, Veterinary and Life Sciences, the largest of four Colleges in the University of Glasgow with over 2,000 staff, 5,000 students and an annual turnover exceeding £200M. The College provides a dynamic learning environment for students, with access to state-of-the-art resources, world-renowned lecturers, and programs that prepare our graduates for exciting careers across the whole spectrum of the medical, veterinary and life sciences.

The School of Life Sciences is a vigorous, forward-looking community of scholars, recognised internationally for the excellence of its teaching and for delivering an outstanding student experience. The School excelled in the 2014 National Student Survey (NSS) including:

- 1st in UK for Molecular Biology, Biophysics & Biochemistry, and Zoology.
- 2nd in UK and Scotland, 1st amongst Russell Group institutions, for Microbiology.
- 2nd in UK, and 1st across Scotland and Russell Group institutions, for Genetics.
- In 5 of 11 NSS headings we achieved 100% student satisfaction, and in others exceeded 90% satisfaction.

The School supports over 2000 Life Sciences undergraduate and post-graduate students, and provides teaching and support for undergraduate degree programmes delivered to medical, dental, nursing and veterinary bioscience students.

### Head of School of Life Sciences

Vacancy Ref: 010598

You will ensure the strategic development of the School of Life Sciences and the achievement of its academic and financial objectives, and contribute to the success of the College and the University. You will champion the provision of the highest quality teaching and scholarly activities within the School ensuring a stimulating, collegial and well-managed environment that empowers staff to be creative and effective in their activities.

### Professor in Anatomy

Vacancy Ref: 010600

You will provide strategic leadership for the development of Anatomy as an academic discipline, and enhance its interactions with external stakeholders, including the Royal College of Physicians and Surgeons of Glasgow. You will ensure scholarship of international quality and lead undergraduate and postgraduate teaching and curriculum development.

Apply online at [www.glasgow.ac.uk/jobs](http://www.glasgow.ac.uk/jobs)

Closing date: 21 June 2015.

The University is committed to equality of opportunity in employment. The University of Glasgow, charity number SC004401.



[www.glasgow.ac.uk](http://www.glasgow.ac.uk)

# Dean – School of Health & Life Sciences



University for the Common Good

Glasgow Caledonian University (GCU) is seeking to appoint an exceptional candidate for the position of Dean of its School of Health & Life Sciences (SoHLS).

The University is a distinctive, inclusive and forward-looking organisation that has evolved from its Glasgow base into an internationally networked university. With campuses in London and New York as well as a number of global partnerships, everything we do at GCU is underpinned by our mission, 'For the Common Good'.

The appointed applicant will be joining the University at an exciting time as it launches its 2020 Strategy, which will build on the University's academic and research excellence at home and overseas.

The School of Health and Life Sciences was formed on 1 August 2011 by bringing together the departments of Life Sciences, Nursing and Community Health, and Psychology, Social Work and Allied Health Sciences. It is one of the largest providers of health and life science education in Scotland, employing approximately 400 staff and serving over 5,500 students. Working in partnership with our staff, students and external stakeholders, the School has created a unifying vision designed to meet the 2020 University Strategy, embedding excellence, engagement and energy into every aspect of School life. The School is committed to the pursuit of excellence in teaching, research and knowledge transfer across its wide range of disciplines as it continues

to further its reputation for world leading research, interprofessional education and simulated learning with direct relevance to and impact on policy and practice.

Reporting directly to the Deputy Vice Chancellor, the Dean will work closely with colleagues across the University (including London and New York) and fulfil a key leadership role. The Dean will work closely with the University's management team to articulate a clear academic vision for the School around the University's core values of responsible management and utilising modern technologies of educational delivery. As the academic lead of the School, the Dean has ultimate responsibility for the quality and standards of the School's teaching, research and knowledge transfer, and will be expected to contribute to strategic policy-making and decision-making in the wider University, working closely with colleagues to help formulate, promote and deliver the strategic aims of the University.

Our vibrant and modern University welcomes applications for the position of: **Dean – School of Health & Life Sciences (Ref: PS207)**.

Attractive package, including annual performance related pay.

Closing date for all applications: **Thursday 11 June 2015 at 5pm.**

For comprehensive details of this exciting opportunity and how to apply, please visit: [www.gcu.ac.uk/jobs/vacancies/index.html](http://www.gcu.ac.uk/jobs/vacancies/index.html)



## The Crichton Campus – Campus Development Manager, Dumfries

**£42,000 - £55,000 per annum (pro rata) depending on qualifications and experience.**

The Crichton Campus presents a unique opportunity for collaboration between further and higher education institutions: University of Glasgow, University of West of Scotland, Open University, Dumfries and Galloway College and Scotland's Rural College (SRUC) - bringing a broad range of further and higher education opportunities to Dumfries and Galloway. In particular, the Campus provides the option of University learning within a region where choice has previously been extremely limited and where study further afield has been the norm for most local people seeking a University qualification. The post-holder will have a pivotal role in driving the success of the Crichton Campus.

Reporting to the Chair of the Crichton Campus Leadership Group (CCLG), the post holder will be responsible for developing and implementing strategic collaborative projects identified and agreed by the CCLG and will work closely with all the relevant partners. This includes coordination and production of the Crichton Consolidated Outcome Agreement, arranging the CCLG meetings, working with the Chair to set the agenda and writing key papers in advance of the meetings. You will actively engage with other stakeholders in the region (particularly NHS and Dumfries and Galloway Council) to identify potential new areas of development for the Crichton Campus.

In order to be considered for this role, you should have well proven, significant experience of strategy/policy development and implementation, in the higher and further education sector with a natural ability to manage conflicting priorities and diverse workloads within a challenging, multi-agency environment. Superior leadership skills, including communicating, negotiating, influencing, and relationship management skills are essential to this role as is the ability to build trust and respect at a senior level within all partner organisations. Ideally you should have a good awareness and understanding of higher and further education issues in the Dumfries and Galloway region.

This will be a part-time post (3 or 4 days per week) and will be for an initial appointment of three years. A current driving licence is essential since travel between sites may be required. This role is funded by the Scottish Funding Council but employed by SRUC.

**Closing date: 29 May 2015 For further information visit: [www.sruc.ac.uk/jobs](http://www.sruc.ac.uk/jobs)**





## Head of Subject – Technology

Salary: £52,248 to £58,802 per annum  
Ref: COMP030

The University of West London is a leading modern university specialising in the education and development of exceptional creative, business and service professionals.

The School of Computing and Technology at the University of West London is a dynamic and forward looking School with high quality teaching, student experience, employability of graduates and research informed teaching at the top of its priority list.

The School has recently made significant investments in improving its teaching and research facilities and infrastructure. To that effect, we are looking for a committed, focused and experienced academic to head the Technology side of the School's activities. The successful candidate will work closely with the Head of the School of Computing and Technology and will develop the course portfolio of Technology to meet existing and future student demand, attain recruitment and retention targets and work with course leaders to ensure appropriate timetabling and resources allocation.

The successful candidate will have expertise as well as an established research track record in one of the two main subjects offered by the School (Civil Engineering and Built Environment).

The School is particularly interested in hearing from you if you have a collegiate and facilitative leadership style which motivates staff and students in an academic setting (HE); you will be able to demonstrate a clear ability to manage staff and associated resources to achieve School and University goals. You will have the ability to think and work across boundaries, with significant curriculum development, quality assurance and enhancement experience.

For more information or an informal conversation please contact Professor Amir Alani, the Head of School, at [Amir.Alani@uwl.ac.uk](mailto:Amir.Alani@uwl.ac.uk) or call him on 020 8231 2426.

Closing date for receipt of applications for the above post: **12 June 2015**  
Interviews are scheduled to take place on: **2 July 2015**

For further details, and to apply online please visit [jobs.uwl.ac.uk](http://jobs.uwl.ac.uk)  
CVs without an online application will not be accepted.



Creating Opportunity  
Valuing Ideas  
Enriching Society  
Connecting Globally  
Empowering people

### School of Education

Academic Courses Manager  
Primary Teacher Education

Partnership Manager  
Primary Teacher Education

Nottingham Trent University's strategic vision is focused on 'Creating the University of the Future', transforming the lives of our students and the world in which they live. We will be making a major investment in academic talent over the next three years across research, teaching and business engagement; with confidence in their creativity and commitment as leaders of their disciplines, we will implement successfully our ambitious strategy.

Nottingham Trent University has a large and vibrant Teacher Education provision that included the highest rated ITT courses in the 2014 National Student Satisfaction survey, with a 99% student satisfaction rate. Our NQTs report that we prepare them well for teaching and Ofsted rate us as a "Good" provider. We engage with all phases and routes including postgraduate, undergraduate, School Direct, SCITTs and Assessment Only.

If you are ready to take on this exciting opportunity, you will find further information and details of how to apply at

[www.ntu.ac.uk/vacancies](http://www.ntu.ac.uk/vacancies)

NOTTINGHAM  
TRENT UNIVERSITY



## Senior Lecturer (Politics and International Relations)

Job No. 534252  
Faculty/Portfolio: Faculty of Arts  
School of Social Sciences  
Politics and International Relations  
Location: Clayton campus  
Employment Type: Full-time  
Duration: Continuing appointment  
Remuneration: \$123,787 - \$142,735 pa Level C  
(includes 17% employer superannuation)

- Achieve at one of the top 100 universities in the world
- Where international collaboration is pursued
- Come work with world-class

If you're after a rewarding career, Monash University can help make it happen. With leading academics and world-class resources, combined with a ranking in the top 100 universities worldwide, we offer all you need to build a brighter future.

### The Opportunity

The School of Social Sciences is seeking to appoint a dynamic Senior Lecturer to contribute to the Politics and International Relations teaching and research program. You will have an established reputation for research excellence in the Politics and International Relations field, significant knowledge of, and networks in, the Asia Pacific

and a proven track record of external funding. You will be an excellent and inspiring teacher and will contribute to the ongoing development and delivery of the program's rapidly growing undergraduate International Relations major. You will have an ability both to lead and actively teach into the Master of International Relations, with a focus on innovative curriculum development involving internships and industry engagement in Australia and abroad.

Supervision of postgraduate research in this program as well as in Higher Degree Research Programs (MA and PhD) will also be expected. As the successful applicant, you will also be required to demonstrate a proven ability to coordinate the program's large and growing Master of International Relations degree.

If you believe you have a suitable background to undertake this role, we welcome your application.

This role is a full-time position; however, flexible working arrangements may be negotiated. Your application must address the selection criteria.

### Enquiries

Associate Professor Paul Strangio, +61 3 9905 2980

### Applications

To view a detailed Position Description and to submit an application, please visit:

<http://www.monash.edu.au/jobs/>

Enter 534252 in the search field and click Go.

### Closing Date

Monday 25 May 2015, 11:55pm Aus. Eastern Standard Time

Supporting a diverse workforce



MONASH University

# 40 positions

## for tomorrow's research and academic leaders

QUT is a highly successful, energetic and innovative university that is backing its aspirations with a significant and continuing investment in people, state-of-the-art infrastructure and collaborative work environments.

More information visit [www.qut.edu.au/jobs](http://www.qut.edu.au/jobs)

Indigenous Australians and women are encouraged to apply.

Applications close 29 June 2015



a university for the **real world**®

Build a research career with impact with a prestigious **QUT Vice-Chancellor's Research Fellowship (VCRF)**.

20 three-year, fixed-term fellowships are available in the following areas:

- Behavioural Neuroscience and Imaging
- Infectious Disease
- Injury Prevention, Management and Rehabilitation
- Medical Robotics
- Bioproducts
- Digital Productivity
- Data Science, Computational Modelling and Simulation Science
- Integrated STEM for the Young
- Design and Health
- Technology, Strategy and Innovation
- Intellectual Property
- Sustainable Power Engineering

### Associate Professor Mia Woodruff

Vice-Chancellor's Research Fellow 2010-2013

As leader of QUT's Biomaterials and Tissue Morphology Group, Mia Woodruff's research is 3D printing of human body parts. She is widely published and has been recognised for her pioneering work.



Fast track your academic career. Join our **Early Career Academic Recruitment and Development Program (ECARD)**. 20 ongoing (tenure-track) positions are available in the following areas:

### Science and Engineering

- Computer Human Interaction
- Property Economics
- Information Ecology
- Engineering (Indigenous identified position)

### Law

- Criminology and Policing
- Intellectual Property and Innovation Law
- Indigenous Legal Issues
- Ethics, Professional Responsibility, Civil Procedure and/or Evidence

### Creative Industries

- Acting
- Dance
- Visual Arts
- Visual Communication Design

### Health

- Exercise Science
- Nursing (2 positions)
- Health Management
- Health Information Management (e-Health)

### Business (2 positions)

- Financial and Management Accounting

### Education

- Educational Counselling

### Dr Michael Milford

QUT ECARD participant 2011-2012

Robotics researcher and senior lecturer, Michael Milford is an ARC Future Fellow, Microsoft Faculty Fellow and a chief investigator on the QUT-led ARC Centre of Excellence for Robotic Vision.



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[www.timeshighereducation.co.uk](http://www.timeshighereducation.co.uk)

Source: 1) Adobe SiteCatalyst (Omniture), 9 month average, 2012/13 2) TSL internal data, Jan to Dec 2012, average exposure



**We wish to appoint talented and experienced: Lecturers, Senior Lecturers, Associate Professors and Professors, both clinical and non-clinical across multiple specialisms**

This is an exciting time for the University of Exeter, a member of the Russell Group and ranked 7th in the *Times* and *Sunday Times Good University Guide* we are continuing to combine world-class research with high levels of student satisfaction. The University was one of three winners to receive additional government funding following REF2014 and in UEMS 84% of our research was rated as world leading or internationally excellent. As we look to capitalise on this success we have ambitious plans to further strengthen our research excellence and to deliver a first-class student experience.

Appointments we are currently recruiting for are:

**Senior Lecturer**, Institute of Biomedical and Clinical Sciences/Health Research (Ref: P47088)

**Senior Lecturer (Clinical)**, Institute of Health Research (Ref: P48516)

**Vandervell Postdoctoral Fellowship** (Ref: P47204)

**Lecturer/Senior Lecturer** in environmental epidemiology; intervention trials; and/or ageing and social media (Ref: P41038)

**Lecturers/Senior Lecturers** (6 vacancies across multiple specialisms) (Ref: P48454)

To facilitate our ambitious growth plans we would also be interested in hearing from academics across all levels and specialisms. To find out how you could help us achieve our ambitions and how we could help you develop your career, go to <http://medicine.exeter.ac.uk/>

The College is proud to have a Silver Athena SWAN award in recognition of their commitment and impact to providing equality of opportunity and advancing the representation of women in STEM/M subjects.



The University of Exeter is an equal opportunity employer which is 'Positive about Disabled People'. Whilst all applicants will be judged on merit alone, we particularly welcome applications from groups currently underrepresented in the workforce.

[www.exeter.ac.uk](http://www.exeter.ac.uk)

2015HR026

**Lancaster University Management School**

LUMS is a triple-accredited, world-ranked management school, consistently among the UK's top ten. We are the most research-intensive business school in the UK (REF 2014), ranked 1st in the UK for research power and with a world-leading research environment.

We are currently recruiting for:

**Chair in Accounting**

**Chair in Finance**

**Chair in Marketing**

For further information on the Management School please visit: <http://www.lancaster.ac.uk/lums/>

Further information, closing dates and details of how to apply can be found at: [www.lancaster.ac.uk/jobs](http://www.lancaster.ac.uk/jobs)

Triple Accredited | World Ranked



Lancaster University - ensuring equality of opportunity and celebrating diversity.

**School of Business and Economics**



**Lecturer and Senior Lecturer in Information Management**

**Salary: £34,233 to £54,841 per annum**

The School of Business and Economics at Loughborough University is a leading international player in research and teaching across business, management, finance and economics. Consistently rated as one of the UK's top-ten universities for business and management in national league tables, as well as being voted University of the Year by students in the WhatUni Student Choice Awards, Loughborough is also one of an international elite group of institutions that is accredited by AACSB International; AMBA, and the EFMD. The School is a vibrant, challenging and respected institution, which operates at the cutting edge of academic research. The Centre for Information Management has an outstanding international reputation, with two thirds of outputs rated as world-leading or internationally excellent in REF2014.

We are looking to recruit a Lecturer and Senior Lecturer in Information Management, who can contribute to the School's research and teaching agendas, particularly in the areas of: data analytics, information behaviour, social informatics, knowledge management, and/or information architecture. Applicants should hold a PhD in Information Management or a related subject and experience of publishing research outputs at an internationally recognised level. It is desirable that candidates also have experience in securing external funding for research projects or can demonstrate the potential to do so in future. Applicants should also be able to demonstrate their willingness and ability to teach within the broad subject area.

Curriculum Vitae will only be accepted if accompanied by a completed University application form.

For an informal discussion about these roles please contact Dr Louise Cooke, Head of Information Management, [l.cooke@lboro.ac.uk](mailto:l.cooke@lboro.ac.uk), +44 (0)1509 225058.

Please visit our website for further information. Closing date: 18 June 2015.

**Ref: REQ15321.**

[www.lboro.ac.uk/jobs](http://www.lboro.ac.uk/jobs)





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MARY IMMACULATE COLLEGE  
UNIVERSITY OF LIMERICK

*Educating the future*

Mary Immaculate College is an autonomous university-level College of Education and the Liberal Arts academically linked with the University of Limerick. It serves the needs of a growing and diverse student population of over 3,200 students. Undergraduate programmes for B.Ed. and B.A. degrees and a range of post-graduate programmes at Diploma, Masters and Doctoral levels are offered in the College. The College supports a wide range of academic and professional research.

Applications are invited for the following posts:

- **ASSISTANT LECTURER/LECTURER IN EDUCATION WITH EXPERTISE IN ICT AND DIGITAL LEARNING**  
- Fulltime Permanent Post
- **ASSISTANT LECTURER/LECTURER IN EDUCATION WITH EXPERTISE IN RESEARCH METHODOLOGY**  
- Fulltime Permanent Post
- **ASSISTANT LECTURER/LECTURER IN EDUCATION WITH EXPERTISE IN SEN**  
- Fulltime Permanent Post
- **ASSISTANT LECTURER/LECTURER IN EDUCATION WITH EXPERTISE IN EARLY CHILDHOOD EDUCATION**  
- Fulltime Permanent Post
- **ASSISTANT LECTURER/LECTURER IN ENGLISH**  
- Fulltime Permanent Post
- **LÉACHTÓIR CÚNTA/LÉACHTÓIR I ROINN NA GAELIGE**  
- Fulltime Permanent Post
- **ASSISTANT LECTURER/LECTURER IN EDUCATION WITH EXPERTISE IN GAELIGE**  
- 4 Year Fixed Term Contract
- **ASSISTANT LECTURER/LECTURER IN EDUCATION WITH EXPERTISE IN POLICY OF EDUCATION**  
- 4 Year Fixed Term Contract
- **EDUCATIONAL DEVELOPER/TEACHING AND LEARNING PROJECTS MANAGER**  
- 3 Year Fixed Term Contract
- **POST-DOCTORAL FELLOW IN LITERACY DEVELOPMENT**  
- 1 Year Fixed Term Contract
- **POST-DOCTORAL TEACHING FELLOW IN ENGLISH**  
- 10 Month Fixed Term Contract

Full details on these posts, including closing dates and how to apply are available on the College's website [www.mic.ul.ie/vacancies/](http://www.mic.ul.ie/vacancies/).

As a Catholic foundation, the College actively encourages applications from diverse cultural and faith communities. Cuirfead fáilte ar leith roimh iarrthóirí le Gaeilge

Candidates will be short-listed on the basis of information supplied.  
Canvassing will disqualify.



NUI Galway  
OÉ Gaillimh

Applications are invited for the following posts:

### College of Engineering and Informatics

**Lecturer (Above the Bar) in Biomedical Engineering**

Closing date: Thursday, 18th June 2015

### College of Science

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## The Russell of Spring

“Let’s hope Jo turns out like good old Willetts.”

That was the reported reaction of a leading member of the Russell Group to the news that Jo Johnson, the Orpington MP and brother of London mayor Boris Johnson, was to be the new minister for universities and science.

“You know, the great thing about good old Dave”, continued the anonymous source, “was that he was hardly aware that there were any universities outside the Russell Group. So he’d always pop round to ask our opinion whenever he wanted to discuss any new policy initiative such as reforming A levels or raising tuition



Russell Group gets down to business

fees. And, of course, we were always there to explain to him how our own elite interests could be presented as beneficial to the entire university sector.”

Our source detected some reason for optimism in the news that Mr Johnson had been a member of the University of Oxford’s Bullingdon Club. “Quite frankly, anyone who has experienced that

club’s principled commitment to fine dining, social exclusivity and total insensitivity to those who do not enjoy the same privileges as themselves could be expected to feel thoroughly at home with the Russell Group.”

(On other pages: Wendy Piatt, director general of the Russell Group, makes the case for even higher tuition fees.)

## Academic crackers

“Biscuits.”

That was the initial response from our vice-chancellor when he was asked by our reporter Keith Ponting (30) if he agreed with the recent insistence by Zara Whysall, senior lecturer in management at Nottingham Trent University, and Anne-Marie McTavish, head of the department of management at Birmingham City University, that vice-chancellors should increasingly be drawn from

non-academic backgrounds.

When pressed to elaborate, he said his own background as head of the “Assorted” division of United Biscuits had equipped him to deal with “the exigencies of a marketised university going forward”.

“I simply thought of academic departments as so many biscuit varieties. So, when I was forced to close down the Department of Philosophy in the wake of its poor research excellence framework impact score, I found the decision much easier when I thought of the

department as a failed biscuit – say, a coconut digestive or a chocolate-covered ginger nut, rather than as a collection of inadequate human beings.”

Our vice-chancellor admitted that his current concerns were with the Department of Sociology. “I don’t want to speak prematurely,” he told Ponting, “but it’s pretty clear from where I’m sitting (the throne room in the administration block) that it’s already several biscuits short of a meeting.”

## An apology

In last week’s *Poppletonian* we complimented the QAA for the manner in which its well-established commitment to lack of transparency had been enhanced by its reversal of the promise to publish the result of the University of Southampton’s successful appeal against its critical findings.

We now realise, following the news that the QAA has also gone back on its promise to publish the results of another successful appeal against its critical findings by the Institute of Contemporary Music Performance, that we should also have complimented the QAA on its singular capacity for speaking out of both sides of its mouth at the same time. Apologies for this omission.

### Thought for the week

(contributed by Jennifer Doubleday, Head of Personal Development)

**Next week’s visiting lecturer in our Built Environment series is from the Department of Architecture at King’s College London. Apply in the usual manner, marking your application “Vandal”.**



lolsoc@dircon.co.uk

## INDEX

**A**  
Anglia Ruskin 15, 49  
Art and design  
27, 46, 47, 52, 53, 54, 60  
Australian National 38

**B**  
Bangor 12  
Beirut Arab 16  
Belgrade 8  
Biological sciences  
48, 49, 57, 60, 62  
Birkbeck, London 24  
Birmingham 15  
Brighton 15, 34  
Bristol 15, 23, 26, 41  
Business and management 54, 55, 60, 61

**C**  
California State, Fresno 33  
California, Los Angeles 23  
California, Santa Cruz 48, 49  
Cambridge 11, 26, 32, 35, 50  
Canterbury Christ Church 45  
Cardiff Metropolitan 27  
Central University of Venezuela 18  
Chemistry 57  
Coimbra 16  
Computer science 51, 57, 59, 60  
Coventry 23

**D**  
Dundee 34

**E**  
East Anglia 51  
École des Hautes Études en Sciences  
Sociales 13  
Economics 60  
Edinburgh 7, 53  
Education 49, 54, 59,  
60, 62  
Engineering 57, 60, 62  
English 49, 53, 62  
Essex 24, 56, 61

**G**  
Geography and environmental studies  
49, 50, 51, 57  
Glasgow  
15, 57, 58  
Glasgow Caledonian 58  
Glyndwr 12  
Greenwich 24

**H**  
Hebrew 4  
Hertfordshire 38  
Highlands and Islands 26  
History 50, 52, 53  
Houston 4  
Hull 25

**I**  
Imperial College London 23, 38

**K**  
King’s College London 29  
Kingston 57

**L**  
Lancaster 61  
Law  
51, 55, 60  
Lebanese American 16  
Limerick 62  
London School of Economics  
13, 40  
Loughborough 61

**M**  
Manchester  
4, 23, 39  
Manchester Metropolitan 55  
Mathematics 57  
McMaster 13  
Medicine  
29, 54, 57, 58, 60, 61, 62  
Melbourne 47  
Michigan 10  
Monash 59  
Mondragon 10

**N**  
National University of Ireland, Galway  
62  
Navarra 20  
Norwich University of the Arts 26  
Nottingham 23, 26, 34, 38, 51  
Nottingham Trent 59

**O**  
Ono Academic College 4  
Open 5, 35, 58  
Oxford 20, 23, 26, 35, 39,  
40, 49, 52

**P**  
Paris School of Economics 13  
Philosophy and theology 52, 54  
Politics 49, 59  
Pontifical Catholic University of Valparaíso  
20  
Portsmouth 25  
Psychology and psychiatry 54

**Q**  
Queen Mary University of London 23, 26  
Queen’s University Belfast 40  
Queensland University of Technology 60

**R**  
Reading 24, 49  
Roehampton 10  
Royal Holloway, London 22, 32, 41

**S**  
Sabanci 17  
St Mary’s, Twickenham 54  
Scotland’s Rural College 58  
Sheffield Hallam 15  
Soas, London 30  
Social sciences  
46, 47, 50, 51, 53, 54, 55, 56  
South Australia 11

South Wales 23  
Southampton 35  
Southampton Solent  
49, 56  
Sports studies 54, 57  
Stellenbosch 18  
Sussex 23

**T**  
Texas at Austin 53

**U**  
UCL Institute of Education 8, 14  
University College London  
7, 10, 11, 34, 35  
University of the Arts London 55

**W**  
Wales Trinity Saint David  
12, 15  
Warwick  
23, 40, 49  
West London 59  
West of England 6, 55  
West of Scotland 58  
Western Australia 4  
Western Pacific 18  
Westminster 26, 33  
Winchester 31, 49  
Wright State 5

**Y**  
Yale 11  
York 26, 63