

## Working Paper

---

# The Pursuit of Success in Academia: Plato's Ghost asks “What then?”

Dr. A. R. Elangovan

Peter B. Gustavson School of Business  
University of Victoria

Andrew J. Hoffman

Stephen M. Ross School of Business  
University of Michigan

Ross School of Business Working Paper

Working Paper No. 1390

March 2019

*Journal of Management Inquiry*, March 15, 2019

<https://doi.org/10.1177/1056492619836729>

This paper can be downloaded without charge from the  
Social Sciences Research Network Electronic Paper Collection:

<http://ssrn.com/abstract=3354580>

## **The Pursuit of Success in Academia:**

### **Plato's Ghost asks “What then?”**

Dr. A. R. Elangovan\*  
3M National Teaching Fellow & UVic Distinguished Professor  
Director, International Programs  
Peter B. Gustavson School of Business  
University of Victoria  
Victoria B.C. Canada V8W 2Y2  
250.721.6405  
[arelango@uvic.ca](mailto:arelango@uvic.ca)

Dr. Andrew J. Hoffman  
Holcim (US) Professor of Sustainable Enterprise  
Ross School of Business/SEAS  
University of Michigan  
701 Tappan Street, R4390  
Ann Arbor, MI 48109  
734.763.9455  
[ajhoff@umich.edu](mailto:ajhoff@umich.edu)

Please cite as: Elangovan, A.R. and A. Hoffman (2019) “The pursuit of success in academia: Plato’s ghost asks ‘What then?’” *Journal of Management Inquiry*, doi.org/10.1177/1056492619836729

Author order is alphabetical. Both authors contributed equally to this paper.

\* *Corresponding author*

## **The Pursuit of Success in Academia: Plato's Ghost asks “What then?”**

### **ABSTRACT:**

What do we pursue as we seek success in academia? For most, the path to academic success focuses narrowly on A-level journal publications which has caused a stealthy but steady erosion in the very essence of academia. In this essay, we explore that erosion by drawing on the poem by William Butler Yeats titled "What then?" to highlight the questions, doubts, and perils that lie at each of the four stages of academic life: Doctoral Student, Junior Professor, Senior Professor, and Professor Emeritus. We then offer a new set of questions that academics may ask at each stage to remain true to their sense of scholarly identity and calling. Our hope is to shine a critical spotlight on the modal journey and inspire a confident and courageous few to deviate from that well-trodden path to chart a course that is truer to the essence, purpose and potential of academia.

Keywords: Academic success, vocation, calling, Yeats, academic impact, research

## **The Pursuit of Success in Academia: Plato's Ghost asks “What then?”**

The times have not been kind to academia. Numerous developments and nascent sentiments both outside and inside have conspired to cast a shadow over academia's legitimacy and utility, and the constant chipping away has rendered it vulnerable to disintegration as an institution in and of modern society. On the outside are the disturbing trends playing out in the current political, economic and social contexts that discount the need for and the validity of factual knowledge and expertise - for example, the labeling of inconvenient truths and uncomfortable realities as "fake news", the de-legitimizing of expertise by equating it to mere opinions, the decimation of evidence-based reasoning and analyses that are so critical for making thoughtful and objective-as-possible decisions, and the hyper polarization of perspectives and worldviews that have made any kind of meaningful dialogue or debate fruitless, if not impossible. The net impact of these developments has been a sidelining of academia and the undermining of what it has to offer - a place where people in society can turn for answers to difficult questions that impact our life and the world around us, answers that carry credibility and a stamp of integrity for they are rooted in academia's mission to seek out new knowledge and disseminate ideas using evidence that is analyzed through the scientific method.

But more troubling are the corrosive forces at play inside academia itself. The current obsession with rankings on the part of the senior academic leadership, the constant pressure to reduce the length of programs to make them attractive to potential applicants, the unquestioned devotion to an ever-growing range of metrics to assess the performance of the school, and the career path and priorities for individual professors that focus narrowly on A-level academic publications and are embraced uncritically as the "right" way to succeed (Hoffman, 2017) have

all caused a stealthy but steady erosion in the very essence of academia. The worrisome aspect here is that these internal threats to the legitimacy of academia as an institution don't necessarily take the form of a direct, tangible attack. If that were the case, then it would in all likelihood prompt a rallying cry and a swift response from those who appreciate and cherish the true spirit of academia. But this internal assault on the very essence of academia is more of the slow and imperceptible kind that threatens to weaken and alter before the dangers posed by it are grasped. We are like the proverbial frog in boiling water, unable to detect that we are being consumed.

To wake us out of our perilous path, we need a reexamination of the basic questions, motivations and responsibilities that come with being professors and set a new course to bring our work back in line with the true purpose of higher education (Lubchenco, 1998; 2017). Ultimately, we feel a need to restore to academia a sense of calling or vocation (Elangovan, Pinder & McLean, 2010), and a sense of the university as “a temple dedicated to knowledge and a human spirit of inquiry... a place where learning and scholarship are revered” and “students are not customers; they are acolytes. Teaching is not a job; it is a sacrament. Research is not an investment; it is a testament” (March, 2003: 356).

In this essay, we draw on a highly perceptive and penetrating poem by William Butler Yeats titled "What then?" to highlight the questions, doubts, and perils that may nag us as we move along our academic journeys as university professors if we don't travel wisely. Our focus is on the individual professor and his or her career path; our intent is to prompt a critical questioning of how we typically imagine, structure and enact these career paths. While the arguments outlined below flow from our own experiences and observations as business school professors, we see our observations as relevant to all disciplines while also recognizing that not every professor necessarily walks this path. We are inspired by those who have taken the road

less travelled in pursuit of being true to their own scholarly selves. So, in this essay, we want to shine a critical spotlight on the modal journey with a hope that a confident and courageous few will buck the trend and chart a new path that is truer to the essence, purpose and potential of academia.

### **"What then?" by W.B. Yeats**

The poem by Yeats highlights the life journey of a young man shaped by a quest for achieving the tangible metrics of success typical in most societies. With determination, hard work and smarts, the young man succeeds in checking box after box on the scorecard of his life but only to find that he can't shake a vague emptiness that accompanies every stage of his journey. His sense of feeling unfulfilled and incomplete is troubling for he has done and accomplished exactly what the social norms and mores of his time and context prescribe as the essential elements of success, but somehow, they seem deficient as he arrives at the end. In essence, the poem is a siren call for authenticity and mindfulness in making sense of our ambitions and pursuits and to resist the gradual slide into a narrowly construed career path driven by the quest for affirmation and status, even if it is a well-trodden and overwhelmingly prescribed one.

We see a message in Yeats' poem that applies to the academic quest for success that is all too prevalent in our world; one that has become fixated on the quantitative measures of output rather than any kind of qualitative sense of having contributed valuable knowledge to society. All too often, our academic worth is measured by our number of A-level publications, h-index, citation counts and the like. And, as a result, the attainment of these measures become the actual quest of the academic scholar, not the knowledge they are meant to represent. As we check box

after box on the scorecard of our academic lives, the question that Plato's ghost asks becomes all the more urgent, “what next?” In the remainder of this essay, we structure our observations around the four stanzas of Yeats’ poem and connect them to the four stages of the academic life: Doctoral Student, Junior Professor, Senior Professor, and Professor Emeritus.

### **Doctoral Student and the Quest for Acceptance**

*His chosen comrades thought at school  
He must grow a famous man;  
He thought the same and lived by rule,  
All his twenties crammed with toil;  
'What then?' sang Plato's ghost. 'What then?'*

The life of a doctoral student is one of great excitement and great fear. We are excited to begin our pursuit of knowledge as a lifelong career. We fear that we will not measure up to the expectations of the world we are entering. We take our courses, write our papers, pass our preliminary examination, defend our dissertation and accept our first academic post. Through it all, we become increasingly aware of how we compare to our peers. Have we mastered the literature? Have we submitted our first paper? Has that paper been accepted? Have we clarified a solid dissertation topic? Is it a topic that “the market” will value enough to give me a job? Each of these questions nags at us as we are trained and molded – and sometimes asked to leave the field.

Through it all, we have observed that the spirit of doctoral education seems to have drifted from questions over *who* we are as scholars and *why* we want to pursue this kind of life, to one of *what* we intend to study and *how* we intend to gain the acceptance of our field. It is a shift in emphasis away from reflection and fostering the spirit of inquiry for a lifelong vocation and towards action and learning the tools and techniques for “successful publication” for gaining

a job. The creative art of inquiry is being replaced by the tactical science of attaining the metrics of academic progress. As such, doctoral training becomes a pursuit of publishable research rather than interesting research. Those who do not master the attainment of "hits" and A-level "pubs" will likely be expelled from the field, informed that they do not measure up to the standards of academic inquiry. And if we are fortunate enough to measure up, Plato's ghost asks "what then?" Has our spirit of deep learning and open inquiry remained intact?

### **Junior Professor and the Quest for Accolades**

*Everything he wrote was read,  
After certain years he won  
Sufficient money for his need,  
Friends that have been friends indeed;  
'What then?' sang Plato's ghost. 'What then?'*

The life of a junior faculty member is often distilled down to one solitary quest – to do whatever it takes to get tenure. Frustratingly, the exact path to that goal is often murky and opaque. Mentors and senior colleagues on the third year review committee may offer some guidance, which is usually in the form of “you need XX more A-publications” though the number XX is always unclear. Our success and therefore our sense of self-worth becomes defined by this narrow metric, one that is really about quantity and not quality. Or rather, the quality is measured simply by the journal in which our work is published, not what it says.

But this singular pursuit of A-level publications can become an obsession, one that all-too-often diminishes the quality of our work, both for ourselves and for society. It pushes us towards the strategic pursuit of small nuggets of publishable research, ideally as many as possible by breaking our work into its “minimum publishable unit” to maximize our paper output. Another strategy is to publish in groups, dividing our work so that the same amount of



effort can yield the maximum paper output, but in the process, clouding our individual contribution and ideas. But these strategies lead to specialization and incremental contributions to theory, driving us to become a field of “brick-makers” (Forscher, 1963; Hoffman, 2015) where we become fixated on generating lots of small pieces of knowledge – bricks – but become far less concerned with putting them together into a cohesive whole that could fully explain the corpus of our inquiry.

Fed by what some have called our “theory fetish” (Hambrick, 2008), where practical relevance is over-shadowed by theoretical rigor, we shun the interesting, complex, long-term, "big" question-focused inquiries as they become too risky to pursue. Books are out of the question. Our hopes, anxieties, and actions in this stage play out within the confines of the long shadow cast by the looming tenure decision. It is far more “rational” to focus on well-bounded, bite-sized research projects that fall within the streams recognized by A-level journals and will yield citations in time for a tenure review committee to evaluate.

The years leading up to the tenure decision are often nerve-wracking for those of us who are unsure if we have the sufficient number of A-level publications to be granted tenure. More often than not, the notions of success and career progress in our academic environments - the overwhelming stress from the "publish or perish" ethos - push us to distort, if not abandon, the kind of scholar we want to be and force us to fit into a pre-determined mold.

If the tenure decision turns out to be negative, it invariably lands as a crushing body-blow, a devastating rejection of both our job security as well as an attack on our self-image after having invested everything to be a kind of scholar that we thought would satisfy the letter writers, tenure committees and faculty votes. But, in that pursuit, we may have emerged as

something quite removed from our authentic self. In that case, losing our job can also mean that we have lost ourselves in the process.

And what happens if we play the game well? Have we stayed true to the kind of scholar we were meant to be? Well, all too often, succeeding at tenure means speaking to smaller and narrower academic audiences that form our disciplinary community. This increasing insularity often “registers not the needs of truth but academic-empire building” (Jacoby, 2000). The notion of speaking to broader audiences (such as the general public) becomes coded as a distraction from our “real” work of producing academic publications, or worse an anti-intellectual waste of time (Hoffman, 2016). At its extreme, we find ourselves using a language that these broader audiences do not understand, publishing in journals they don’t read and asking questions for which they have little concern. Whether this work actually creates real world change is a question that is rarely, if ever, asked. Yet, this is the question that motivates our teaching, which becomes a casualty of this obsessive quest for the next A-level publication and the status that comes with it. So, as we advance through the stage of junior faculty member, Plato's ghost asks “what then?” Do we risk becoming intelligent and successful but narrow specialists rather than open, curious scholars and intellectuals?

### **Senior Professor and the Quest for Status**

*All his happier dreams came true --  
A small old house, wife, daughter, son,  
Grounds where plum and cabbage grew,  
poets and Wits about him drew;  
'What then.?' sang Plato's ghost. 'What then?'*

The life of a senior faculty member becomes, all too often, one of continuity and not change. We have succeeded by the metrics of the academy, and therefore we continue to pursue

and perpetuate those same metrics. While tenure, and certainly the reward of full professor, is justified on the grounds of freeing the scholar to pursue unorthodox or potentially provocative research, most senior professors continue to pursue the types of A-level publications that got them to this stage of their career in the first place. We continue to add "research bricks" to our already impressive list of publications. We have been trained in this task, we have perfected our craft and we have been given the accolades for doing it well, earning the esteem of our disciplinary peers and associations in the process. Why would we choose to do anything else? To deviate and construct new structures, areas, themes, topics, or questions would be a risky endeavor, one for which we may lose that cherished esteem.

As such, we become complacent. We enjoy the luxury of having mastered the skill of successfully "playing the game," so there is not much appetite for breaking from what we know and re-learning newer and better ways of knowing and doing. We have no incentive to question or change our prior practice and even less to take some ownership to questions or change the institutions of our field. Why would we challenge the metrics of success by which we were deemed worthy of the elevated status that we now enjoy? Do we have any obligation to junior scholars to do so? To do so would question our own merits as "successful scholars," and would be a costly expense of time and effort that may distract us from the continued pursuit of that success. So, we continue on our path or rest on our laurels under the mistaken belief that we have "arrived." And in the process, Plato's ghost asks "what then?" Have we abandoned the task of creating general knowledge and improving the institutions in which we have succeeded and others must follow, preferring instead to maintain the status quo and our own ego satisfaction in the process?

## Professor Emeriti and the Quest for Validation

*The work is done,' grown old he thought,  
'According to my boyish plan;  
Let the fools rage, I swerved in naught,  
Something to perfection brought';  
But louder sang that ghost, 'What then?'*

Neither of us are emeriti faculty yet; though we are closer to that final identity than we are to the start. What we write about here is based on our observations of colleagues who have become emeritus professors and our expectations of what we can begin to see. For many, though not all, the life of an emeritus faculty member is a confused and conflicted time. The emphasis is one of retroactive sensemaking of our contributions. That self-examination may include questions over the quality of our work and the communities to which it was directed. Some of us hold firm to the metrics that conferred the status we enjoyed, but at times growing dissatisfied that our standing atrophies so quickly. The adage, “you are only as relevant as your last publication” may become painfully clear. It is not uncommon at this stage to feel forgotten by, and even angry at, the same communities that once feted us for it seems like a lifetime of work has been either reduced to a few summary contributions or quietly ignored as no one seems able to see the coherent message we believe is in it. More often than not, the feeling of loss in no longer being center-stage is accompanied by a very critical view of the stage itself. All too often we commiserate with other professor emeriti about the slipping standards in educational programs, the diluting of rigor in research, the pandering to donors and funding sources, and rudderless leadership of the schools we once worked at. And it may be that in this phase, Plato’s question finally hits its mark. Will the measures and metrics of success that lead us through our careers give us a sense of meaning and purpose? What do those citations counts and awards really mean? How long before our work is no longer cited and the drum rolls stop? Or will we

continue to look for more? How do we measure our real impact? Was it a work-life meaningfully lived?

### **Answering Plato's Ghost**

In the end, Plato's Ghost is asking us if academia has lost its way. The institution is facing a crisis of relevance, and are we feeding that crisis by pursuing our own measures and metrics of academic success rather than the intellectual pursuit of knowledge for the benefit of society? Certainly, the voices of external critics are growing louder. College degrees are becoming too expensive, the academic disciplines in which those degrees are conferred are becoming too narrow and specialized, the people who populate those disciplines are becoming further removed from empirical reality, and external critics are asking questions about the value we provide to society.

The developments over the last few years have only added urgency to the need to engage in sober reflection and a reimagining of the role that academia can and should play. The political, economic, social, and cultural storm clouds darkening our skies today threaten to weaken the institutions that form the bedrock of our society, corrode our conduct, coarsen our discourse, dull our collective intellect, stunt our feelings, and cheapen our actions. Academia needs to serve as the intellectual conscience in (and for) such an increasingly confusing and conflicted world. Rather than retreat and batten down the hatches against the gathering storm clouds in order to isolate and insulate our academic enterprise, the situation calls on us to unflinchingly see, understand, and celebrate our connectivity to the context in which we are embedded and to embrace the responsibility of nurturing it.

Our interpretation of academic scholars as stewards of societal wellbeing is a point of departure from March's (2003: 356) protestation that "a university ... is a place where learning and scholarship are revered, *not primarily for what they contribute to personal or social wellbeing* but for the vision of humanity that they symbolize, sustain, and pass on" (italics added for emphasis). We draw our inspiration from John Donne's (1624) thoughtful essay *Devotions upon Emergent Occasions* in which he noted "No man is an island, entire of itself" (*Meditation XVII*). In that vein, academia is not an island untouched by the challenges, perils and opportunities that color the broader world in which we live and disconnected from its demands, pleas and priorities. It ought not to be seen solely as a temple with hallowed, exclusive traditions and an exalted quest for "truth" that is best admired from afar and revered from within as March (2003) seemed to suggest. Rather than seek sanctuary in the quiet and safe confines of a temple, it is imperative that academics step out into the tempest of daily life and help society tackle its pressing issues with intellectual gravitas, curiosity and rigor. The vision of humanity that academia symbolizes and sustains (March, 2003) needs to be paired with a vigorous engagement in bettering that vision (Lubchenco, 2017).

So with the role of the academic scholar in society in such flux, how must we respond and change if we are to reverse the trajectory of this growing problem. To what have we devoted our life's work? How do we measure impact? Is that the right measure? What might be a better measure? Each of us will have to answer that for ourselves and for our institutions. But if we continue to do what we have been doing and enact our current notions of successful careers as measured by quantitative metrics, then we run two risks. At a personal level, we may end up trying to validate our contributions retroactively beyond the tangible check marks in the boxes such as citation counts and accolades. The danger is that work designed for one type or measure

of impact cannot be expected to meet another measure, except by accident. A paper designed as a theoretical brick for an A-level academic journal may not translate easily into a nugget of meaningful knowledge that informs our world. As such, our efforts to retroactively show our worth and value will likely fail. At an institution level, we may find the overall enterprise of academic research is becoming increasingly irrelevant since what we write about and what we value and reward is removed from the real challenges and issues facing society. Our works could potentially end up being designed and developed solely by and for academics with no real utility, impact or purpose. Society will then be justified in accusing us of self-indulgence and pretentious intellectualism and relegating us to the dust heap of impractical, fanciful thinking.

A good place to start to remedy this situation is to take a hard, critical look at our own career paths and what we consider as the sacred rites of passage. As Joseph Campbell said, "There is perhaps nothing worse than reaching the top of the ladder and discovering that you're on the wrong wall." Perhaps, we should pause once in a while to check if our ladders are against the right wall lest we get to the top of the wall only to hear Plato's ghost say "what then?" And to that end, we may look to the next generation of scholars as motivation or encouragement for change. There appears to be a demographic shift in play, where young scholars are seeking more real-world impact from their work than more senior colleagues, challenging the academy to examine new efforts at "the necessity and possibility of moving from interpretation to engagement, from theory to practice, from the academy to its publics" (Burawoy, 2005a; 2005b). They will be aided in this effort by the cataclysmic shift that social media is creating for both the nature of science and scientific discourse within society and the ways in which future academics will perform their tasks of research and teaching (Brossard, 2013). But will academia spit them out, as it has done in the past? Or, will they come in such numbers and at a time of such external

pressure for change that they will change academia? To do the latter, they will need the help of senior scholars who hold the power and ability to shift the levers of our institutions.

In shifting those levers, we may begin by clarifying the questions we should be asking at the various stages of our academic journey. What are the broad perspectives that we need to embrace at these different stages to access our full potential?

As **doctoral students**, we need to ask foundational questions over what kind of academic scholar we want to be and what kinds of issues we wish to devote our lives to addressing. The key questions here ought to be "who am I as a person and an emerging scholar?", "why am I pursuing this path?", "what kind of contribution do I want to make in my limited academic life?" and "what kind of metrics do I see as relevant for measuring that contribution?" This must be a process of deep discernment since the choice of a dissertation topic is highly consequential, setting the course that will guide much of the rest of our career. Only with a sense of personal vocation can we undertake this self-examination in a way that taps into our deepest sense of who we are and what we have to offer.

As **junior faculty members**, we need to wrestle with the tensions of satisfying the metrics by which we will be judged and the personal direction we set out as doctoral students. The key questions here ought to be "how do remain true to myself while also satisfying the gatekeepers of the institution?", "is that even possible or desirable?" and "should I stay true to the metrics of success I laid out as a doctoral student or do they need adjustment?" Academia is very much an apprentice system, one guided by strict measures of rigor and quality of scholarship. But if the pursuit of those metrics - which can differ widely between one institution and another - distorts who we are and what our vocation is meant to be, then we have to consider shifting institutions or even leaving academia altogether, finding a more conducive environment in a



think tank, non-profit, consulting firm, government agency or the private sector. With an open mind to these possibilities, we can disarm the terrifying grip that the ultimate tenure decision can hold over us, allowing us a powerful ambivalence to evaluation of the tenure review process.

As **senior faculty**, we have a responsibility to act with courage in terms of the kinds of research questions we pose, the projects we undertake, the audiences we seek to reach and the kind of work culture and school policies we create or shape. As the primary decision makers in the schools at which we work, we have the obligation to craft, articulate, and role-model an ethos that celebrates an enlightened approach to research and teaching. The key questions here ought to be "how do I design systems and structures to keep alive the true spirit of inquiry in this school along with a passionate commitment to educating our students?", "how do I build a community of scholars where a diverse array of approaches to seeking and disseminating knowledge are included?", "what are the big, relevant questions in my field that I ought to be directing my research energies towards regardless of the odds of publication success", and "how might I serve as a bridge between the academic world and the worlds of practice so that both communities flourish through a mutually beneficial exchange?".

As **professor emeriti**, the onus is on us to embrace our roles as elders of the community and offer wise counsel for the development of our fields, schools and next generation of scholars. By this stage of our academic lives, a lifetime of experience would have imbued us with invaluable hindsight and a 30,000 foot view of academia that is critical for taking stock. The key questions here ought to be "how can I best ensure that the lessons from the triumphs and errors of our generation are passed on to the next generation?" and "how can I help the next generation of academics and business school leaders progress further than our generation ever did?". The focus ought not to be on adding yet another coat of polish to our already shiny reputations, but

on withdrawing graciously from the center stage while welcoming the next generation to occupy that space and standing by to support them for even greater success.

Each of these stages are critical for attaining the real measures of success that guide one through a vocation or calling. In the end, a meaningful academic life will be measured in the ways we have impacted how people think and not on citation counts and top-tier journal articles. This is the true notion of the academy as a special and honored place in society (March 2003), not above it or separate from it, but part of it, offering our knowledge and our talents to the benefit of society (Lubchenco, 1998; 2017). Those of us who are privileged enough to live the life of an academic possess a privileged opportunity to contribute to the world around us. Or as John F. Kennedy said, “To those whom much is given, much is expected.” And, perhaps, if we were to live our academic lives in ways that are true enough and bold enough to deliver on those expectations, then maybe Plato's ghost would stop singing "what then?"

### References

- Brossard, D. (2013). New media landscapes and the science information consumer, *Proceedings of the National Academy of Sciences*, 110(3): 14096-14101.
- Burawoy, M. (2005a). American Sociological Association Presidential address: For public sociology, *The British Journal of Sociology*, 56(2): 259–294.
- Burawoy, M. (2005b). For public sociology, *American Sociological Review*, 70: 4-28.
- Donne, J. (1624). *Devotions upon emergent occasions*. John Sparrow (editor), 1923, Cambridge: Cambridge University Press.
- Elangovan, A., Pinder, C. & McLean, M. (2010). Callings and organizational behavior, *Journal of Vocational Behavior*, 76(3): 428-440.

- Forscher, B. (1963). Chaos in the brickyard, *Science*, 142(3590), 339.
- Hambrick, D. (2007). The field of management's devotion to theory: Too much of a good thing? *Academy of Management Journal*, 50(6): 1346–1352.
- Hoffman, A. (2017) In praise of 'B' journals: Academic publishing is becoming more about establishing a pecking order and less about pursuing knowledge, *Inside Higher Education*, March 27.
- Hoffman, A. (2016) Academia's emerging crisis of relevance and the consequent role of the engaged scholar, *Journal of Change Management*, 16(2): 77-96.
- Hoffman, A. (2015). Isolated scholars: Making bricks, not shaping policy, *The Chronicle of Higher Education*, February 9.
- Jacoby, R. (2000). *The Last Intellectuals: American Culture in the Age of Academe*, (New York: Basic Books).
- Lubchenco, J. (1998). Entering the century of the environment: A new social contract for science, *Science*, 279(5350): 491-497.
- Lubchenco, J. (2017). Delivering on science's social contract, *Michigan Journal of Sustainability*, 5(1): 95-108.
- March, J. (2003). A scholar's quest, *Journal of Management Inquiry*, 12(3): 205–207.
- Yeats, W. (1939). *W.B. Yeats: Selected Poetry*. N. Jeffares (editor), 1968, London, UK: MacMillan.