

"PFF has been and continues to be a great success. It is everything the Trusts had any right to hope for—and more."

— Russell Edgerton, Former Director, Education Program, The Pew Charitable Trusts

"My experience with the PFF project has been one of the highlights—if not the highlight of my doctoral study. . . I believe it was my participation in the PFF project that was the key factor in my being offered a tenure track assistant professor position. . ."

— English student, University of Cincinnati

"I have heard insights from faculty at other institutions, who are perhaps more likely to have experimented with alternative teaching techniques, such as the use of computers in the classroom or calculus reform projects."

— Mathematics student, Northwestern University

"Personally the PFF program helped me build confidence in myself as a scholar, as well as what I have to bring to the table as a young professor."

— Educational psychology student, Arizona State University

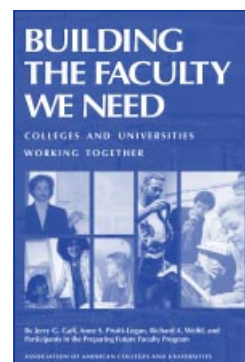


Executive Summary

Building the Faculty We Need: Colleges and Universities Working Together

By Jerry G. Gaff, Anne S. Pruitt-Logan,
Richard A. Weibl, and Participants in the
Preparing Future Faculty Program

*A New Report from the Preparing Future Faculty
Program of the Association of American Colleges and
Universities and Council of Graduate Schools*



EDUCATING FUTURE PROFESSORS

This report is a call to change the ways we educate future college professors and a guide for developing the programs that do it. The volume describes what has been accomplished and what has been learned from six years of experience with new faculty preparation programs.

The Vision

Doctoral students preparing for faculty careers should begin to learn about the entire range of faculty roles—teaching, research, and service—while in graduate school. Further, they ought to have direct personal experience with faculty life in various kinds of colleges and universities to determine a good fit between their aspirations and the needs of institutions. Colleges and universities that employ faculty and the universities that award doctoral degrees should work together to bring this about.

Lessons Learned

To develop and test new models of faculty preparation the Association of American Colleges and Universities and Council of Graduate Schools have provided grants to graduate schools and departments based on this vision since 1994. Specific lessons learned include:

- ◆ Graduate students are enthusiastic to learn about the professoriate.
- ◆ Faculty members in all kinds of institutions are eager to help prospective colleagues learn about the complexities of academic life and the diversity of institutions.
- ◆ Academic departments and universities benefit as students, faculty, and alumni work together towards a more accomplished professoriate.

This report draws two overarching conclusions. First, it declares that at its best, the United States professoriate is composed of professionals who are excellent teachers and productive researchers, who, like other professionals, serve their institutions, professional organizations, and communities. PFF seeks to restore wholeness and integration among these responsibilities.

Contents of *Building the Faculty We Need*

Foreword by Russell Edgerton

Chapter 1. A New Vision for Preparing Future Faculty

- ◆ How did we get where we are? How do we get beyond it?
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- ◆ Structures of PFF clusters
- ◆ PFF as a national program: Four phases
- ◆ Other faculty preparation programs

Chapter 2. Three Critical Elements in PFF Programs

- ◆ The clusters: New institutional partnerships
- ◆ New forms of mentoring
- ◆ The centrality of faculty

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- ◆ Stimulating market demand for more comprehensive preparation
- ◆ Problems of participation

Chapter 4. Meeting Future Challenges

- ◆ Sustaining faculty preparation programs
- ◆ Promoting inclusiveness
- ◆ Changing the “culture of preparation”

Chapter 5. Conclusions and Action Recommendations

- ◆ Preparing Future Faculty as a strategy for organizational change
- ◆ Our vision of the faculty we need
- ◆ Action recommendations

Second, the report recommends that doctoral study include an emphasis on institutional perspectives, interests, responsibilities, and loyalties. Today, doctoral education primarily socializes students into a discipline, not into the academic profession. But the professional practice of teaching, research, or service in any discipline differs in emphasis in a research university, a comprehensive university, a liberal arts college, or a community college. Attention to diverse academic contexts allows students to understand opportunities and expectations at the different kinds of institutions that may become their “professional homes.”

The Problems

Doctoral education, the usual preparation for a career for a college or university professor, has become disconnected from the realities of faculty work. Highly respected groups of academics in the country, including major constituencies of doctoral education, have called for fundamental realignment of doctoral study to support contemporary expectations of faculty. They include: The National Academy of Sciences, National Academy of Engineering, and National Institute of Medicine in a joint report (COSEPUP, 1995); The Association of American Universities; Presidential Young Investigators; and National Association of Graduate and Professional Students.

Aspects of PFF Programs

PFF started with grants to graduate schools to develop new model programs, test the models in practice, and eventually disseminate the promising practices. PFF evolved into work with disciplinary associations, providing grants for them to work with departments to develop model programs and highlight their progress in the activities of each association. Although institutions and departments are encouraged to develop their own programs, all include a configuration of innovations:

- ◆ A new kind of collaboration consisting of different kinds of institutional partners, the *cluster* jointly decides the qualities needed in the faculty and giving graduate students opportunities to learn about faculty life in different contexts
- ◆ *Faculty mentors* for teaching and for professional service, in addition to research.
- ◆ Graduate and partner *faculty must own the program*, seeing it as essential to the profession.
- ◆ *Collaboration* among academic departments, the graduate school, and partner institutions, with activities taking place in each locale.

PFF programs have been started with support by The Pew Charitable Trusts and the National Science Foundation. PFF currently involves 59 clusters of institutions and departments encompassing 297 institutions, 11 disciplinary associations, scores of departments, thousands of doctoral students, and hundreds of faculty members in all kinds of colleges and universities.

For more information visit the PFF web site (www.Preparing-Faculty.org).



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