

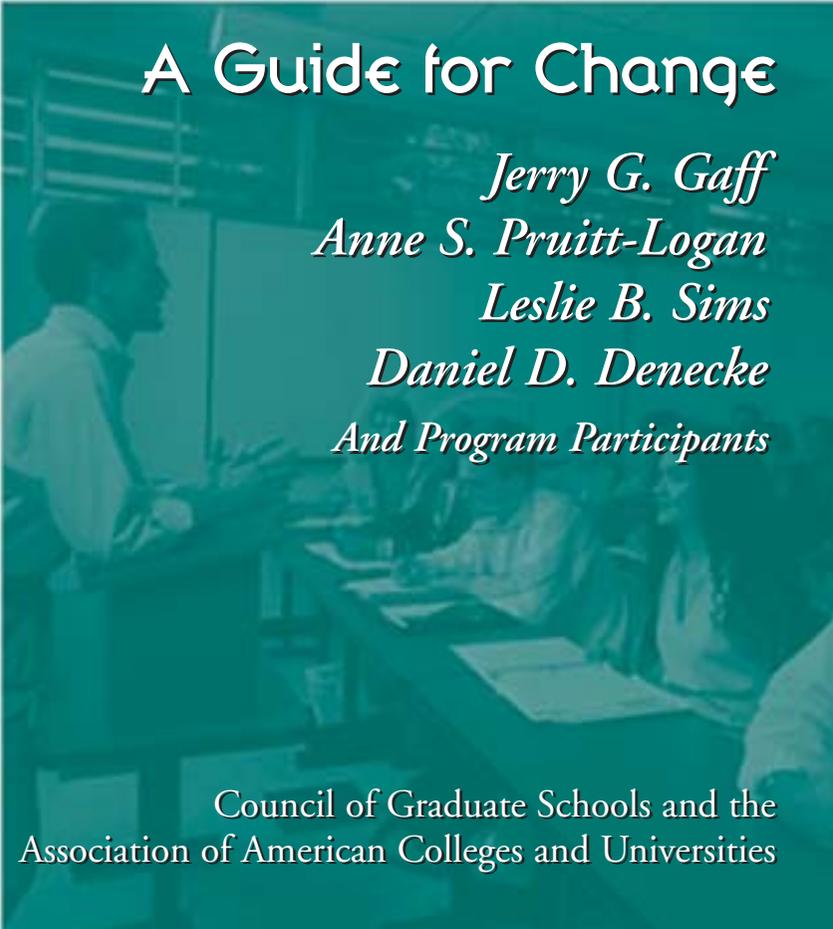


Preparing Future Faculty in the Humanities and Social Sciences



A Guide for Change

Jerry G. Gaff
Anne S. Pruitt-Logan
Leslie B. Sims
Daniel D. Denecke
And Program Participants



Council of Graduate Schools and the
Association of American Colleges and Universities



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Preface

While President of the Council of Graduate Schools, Jules LaPidus characterized the traditional role of doctoral education in the research university as one designed to “...produce chemists, historians, mathematicians, and individuals in a host of other disciplines; it is not to prepare people for any specific job or career.” (1995, p.35) Further, he noted, “There is a basic flaw in this approach, . . . in that students educated in this way are quite likely to perceive their graduate experience as a model for their careers and to expect to continue, after the Ph.D., doing much the same kind of thing they did as graduate students.” In reality, the work of most faculty members is quite different from the narrowly specialized research focus of doctoral education.

The tradition that LaPidus critiqued still shapes much of doctoral education. But there is increased activity that promises to break this mold, so that doctoral students who aspire to the professoriate can learn about the work that faculty members actually do.

For nearly a decade, the Preparing Future Faculty (PFF) program has cultivated a new vision of the preparation of college and university faculty. This new vision identifies teaching, research, and service as the three expectations for faculty at most institutions of higher learning and asserts that doctoral students planning to join the faculty should begin learning about each of these elements of the academic profession prior to earning the degree. This new vision holds that students should gain experience with faculty roles in both their home institutions and institutions not usually involved in doctoral education, e.g., liberal arts and community colleges and master’s institutions.

The decade-long accomplishments of PFF have been possible thanks to a remarkably successful collaboration between two Washington-based educational associations: The Council of Graduate Schools (CGS), whose mission is to enhance graduate education, and the Association of American Colleges and Universities (AAC&U), whose mission is to advance undergraduate liberal education. These two organizations co-sponsored PFF partnerships between the “producers” (the universities that educate prospective faculty) and the “consumers” (those institutions that employ them). As a result of these efforts, PFF is now recognized as a valuable contribution to doctoral education.

This volume describes PFF programs in the social sciences and humanities and documents their feasibility—indeed, their desirability. It is a companion to *Preparing Future Faculty in the Sciences and Mathematics: A Guide for Change* (2002), which illustrates the programs and viability of PFF in those disciplines. This volume also builds on the earlier publication *Building the Faculty We Need: Colleges and Universities Working Together* (2000), which summarizes the value and benefits of PFF programs operated by graduate schools.

In particular, this report summarizes the lessons learned in a three-year project called “Shaping the Preparation of Future Humanities and Social Science Faculty.” The project featured leadership by six disciplinary societies: American Historical Association, American Political Science Association, American Psychological Association, American Sociological Association, National Communication Association, and National Council of Teachers of English. These societies selected departments in their disciplines to develop programs that implemented the PFF vision.

This project culminates a line of work begun in 1993 with two grants from The Pew Charitable Trusts to AAC&U in partnership with CGS to



assist graduate schools, first to create and then to institutionalize PFF programs. In 1998, we began forming partnerships with disciplinary societies. The National Science Foundation provided support for the period 1998-2002 to engage disciplinary societies in chemistry, computer science, life sciences, mathematics, and physics and to support departments in developing PFF programs in their fields. The project that is the subject of this book was funded from 1999 to 2002 by The Atlantic Philanthropies, which provided grants to six disciplinary societies to develop PFF programs in academic departments in their discipline. Together, departments and societies in 11 disciplines have cultivated PFF programs in 44 departments that previously had not developed a PFF program.

This book is organized into six sections: the vision and its rationale, strategies for introducing PFF programs, illustrative content of the programs, activities of the societies and reflections of their executives, information about the outcomes, and challenges for the future. These sections identify actions that faculty members, administrators, and others who care about the effectiveness of faculty members can take to prepare the next generation of professors for important and challenging careers. We hope that information about this new approach to preparing doctoral students for academic careers will encourage additional social science and humanities departments to pursue their own innovations.

The primary audiences for this publication are faculty members, academic administrators, graduate students, and others interested in the quality and preparation of college and university faculty. Others who might be interested include boards of trustees, state and national policy makers, leaders of educational associations, providers of graduate fellowships, and, in fact, anyone interested in improving the quality of graduate and undergraduate education.

We are privileged to have been able to work on this project with so many thoughtful, energetic, and committed colleagues, who are taking the lead in preparing our successor generation for the academy. These individuals contributed to the success of this project and to the preparation of this report. Foremost are the PFF leaders who managed the work within the disciplinary societies that partnered with PFF:

- ▲ Paul Bodmer, Associate Executive Director, National Council of Teachers of English;
- ▲ Noralee Frankel, Assistant Director, Women, Minorities, and Teaching, American Historical Association;
- ▲ Carla Howery, Deputy Executive Officer, American Sociological Association;
- ▲ Sheilah Mann, Director, Education and Professional Development, American Political Science Association;
- ▲ Sherwyn Morreale, Associate Director, National Communication Association; and
- ▲ Paul D. Nelson, Executive Director, Education Directorate, American Psychological Association.

The twenty-five academic departments that were selected to participate in this program are listed in the Appendix, along with their faculty leaders. Those faculty leaders helped their colleagues design new PFF programs, recruited faculty members and students in their disciplines, and implemented the programs. The ideas and information they shared about their efforts to establish the PFF programs constitute the heart of this volume.



Faculty members and academic administrators at partner campuses were pivotal to the operation of these PFF programs, and many of their comments appear in this volume. The partner institutions provided PFF graduate students with insights about faculty and student life on their campuses. These institutions also are listed in Appendix II. Graduate students who decided to take a chance by enrolling in an innovative program, sometimes against the advice of their research advisors, were also essential to the success of these programs, and their experiences and judgments are included throughout this book.

Several colleagues at CGS and AAC&U deserve special mention for providing valuable assistance throughout this project: at CGS, Debra Stewart, president; Leslie Sims, senior scholar in residence and director of external grants programs; and Daniel Denecke, PFF program manager; and at AAC&U, Carol Geary Schneider, president; Alma Clayton-Pedersen, vice president for education and institutional renewal; and Charles Bashara, associate director of PFF. Two individuals who left before this publication was completed but who made significant contributions to the project deserve our acknowledgement. Richard Weibl served as PFF program manager at AAC&U for the first two years of the project and was instrumental in its success, as was Tracie Fellers, PFF program manager at CGS.

For its generous support of this project, we are grateful to The Atlantic Philanthropies. We appreciate the support of the AP staff, especially Theodore Hullar, our program officer, who was extremely helpful as we implemented this large, complex, collaborative project.

This initiative in the social sciences and humanities was built on two earlier university-wide PFF projects funded by The Pew Charitable Trusts, with outstanding leadership from Ellen Wert, program officer. During most of the

life of this project, we benefited from the leadership and consultation with participants in those two previous initiatives. In addition, a parallel project funded by the National Science Foundation (NSF) focused on developing PFF programs in the natural sciences and mathematics. This parallel project enjoyed strong continuing leadership from Myles Boylan, NSF program officer, and Norman Fortenberry, director, NSF Division of Undergraduate Education, Directorate for Education and Human Resources. Each of these previous and parallel initiatives enriched the current project.

A collaborative writing effort produced this publication. PFF program directors (familiarly known as “cluster leaders”) at the doctoral-granting institutions involved in the project responded to a number of questions posed by the national PFF staff and society executives. The disciplinary society executives provided information about activities in their individual disciplines and held a focus group discussion on lessons learned. The disciplinary society executives and our colleagues at CGS and AAC&U reviewed drafts of this volume.

To all who contributed, we are grateful.

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Acknowledgements

In their preface, Anne Pruitt-Logan and Jerry Gaff offer a rich account of the history that provides the context for the most recent phase of the PFF program—broadening the graduate preparation of students in the humanities and social sciences who aspire to academic careers. Jerry Gaff was the director of PFF at its inception in 1993, and he and co-director Anne Pruitt-Logan are largely responsible for its success. We are grateful to them for the manuscript that served as the basis for final revisions and editing that resulted in the present volume—only the most recent of a large number of publications, presentations, and other contributions that they have made to the PFF initiative. Our most sincere thanks go to Anita Blumenthal for her helpful editing of the manuscript and to Ann Kammerer for her excellent design and layout for this volume. We must also thank our collaborators in the humanities and social science disciplinary societies. All of us worked hard to accurately document the experiences of those involved in these campus cluster projects, to show the benefits for those who participated, and to provide a useful guide to those wishing to establish their own programs to prepare future faculty.

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