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Creating a Bridge to the Future: Preparing New Faculty to Face Changing Expectations in a Shifting Context

Ann E. Austin

"Do I really want to live a life like that? Do I want to be a faculty member?" These were the words of a graduate student preparing to enter the professoriat during a recent interview I conducted. These words echo the sentiments of many graduate students preparing to enter the professoriat

and those of many individuals who have recently begun faculty careers. In this article, I make the case that we should be greatly concerned with how we—as individuals, as members of the faculty of departments and institutions, and as members of ASHE—prepare the next generation of faculty members.

Why should this issue concern us? The demographic changes occurring in higher education are a primary reason. During the week before school opened during the fall of 2001, I was invited to speak at the opening faculty assembly at a College of Education and Human Development in a major research university. I was asked to discuss the experiences and challenges confronting early career faculty at American universities. The reason motivating the invitation, I was told, was that 40% of the faculty members at the college were new that fall! I also was asked to talk recently with institutional leaders in a state anticipating that 10,000 new faculty members must be hired in the coming decade. At my own institution, in the College of Education where I work, some regular faculty seminars were cancelled last spring because so many talks were being offered by visiting candidates for open positions. These scenarios illustrate what is happening across the country: universities and colleges are facing retirements of the large group of faculty who started their careers during the post-World War II expansion of higher education. After many years in which few openings were available for new faculty members, we are entering a period of major turn-over and hiring. Additionally, other career options also beckon Ph.D. recipients and compete with higher education institutions for the top graduates. If we are to ensure the quality of our higher education institutions in the future, we must care about the questions asked by that graduate student: "Do I really want a life like that? Do I want to be a faculty member?"

The topic of preparing the next generation of faculty members should concern us for another reason as well. Some analysts believe that higher education in the United States is involved in a major period of transformation akin in magnitude to that which occurred in the late 19th century when the American university emerged (Edgerton, Rice, Chait, & Gappa, 1997; Rice, 1996; Schuster, 2000). I share that opinion. Furthermore, I am concerned that we are not adequately preparing current graduate students who aspire to the faculty for the demands, challenges, and expectations that they are likely to face in the near future. When I hear a graduate student ask, "Do I really want a life like that?" I worry. I worry not only because the question suggests that the academic career may be losing its appeal for some very promising young people but also because the questioner probably has not thought about all that the question implies. Specifically, does the graduate student have any idea that the academic life that he or she might choose is actually likely to be very different from the work and lives of current professors?

At the heart of this issue, I believe, is the following challenge: those of us currently in the professoriat working with doctoral students must prepare the next generation of faculty members for roles, responsibilities, and challenges that we can only suspect, for academic lives that may be very different from our own. How should we approach this responsibility to prepare those who will determine the quality of the academy of the future?

I consider this problem in three steps. First, I analyze what we might expect in terms of faculty work in the future, briefly reviewing the major influences on higher education now and what some implications may be for faculty work and faculty lives in the near future. Second, I highlight four themes that have emerged from recent research on the experiences and perceptions of aspiring faculty and new faculty members. Taken together, the first two sections offer an argument that current preparation does not fully match the demands that faculty members are likely to face in the near future. The third section offers some recommendations about how we as individual faculty members, as institutional leaders, and as members of ASHE can better prepare the next generation of faculty.

A Picture of Academic Work in the Near Future

The litany of forces affecting higher education is well known and requires only a brief review of eight of the most salient here. The significant point is that the forces for change have direct implications for the kinds of lives and work that those entering the academy as faculty now and in the near future will experience.

1. Public skepticism and demands for accountability. For at least the past decade, the public at large and government representatives in particular have expressed growing skepticism about the work carried out in the academy. Questions about the quality of undergraduate education and preparation for the workplace, how faculty members spend their time, and how money is allocated have dominated news headlines and legislative discussions. Much of the skepticism and criticism focuses specifically on the faculty, communicating the perception that either the faculty have lost control or that faculty members are not taking their responsibilities seriously (Burgan, 2001). New expectations and pressures from the broader society characterize the current environment for higher education institutions and will likely continue into the future.

2. Fiscal constraint. Closely related to the decline in public confidence in higher education has been a tightening of fiscal resources for higher education. Universities and colleges are expected to meet expanding expectations despite tightening budgets. Not surprisingly, faculty members are expected to control costs, engage in entrepreneurial activities, and respond to multiple demands with diminishing resources.

3. The rise of the information society and new technologies. With the expansion of technologies to enable easy communication across the world and rapid access to huge reservoirs of knowledge, we have moved from an industrial to an information society. Education is available at any time and in virtually any location, if one has access to the appropriate technology. Universities and colleges are incorporating technologies into traditional courses and programs, and developing new learning opportunities that are not confined to the geographic location of a campus.

4. Increasing diversity of students. Not surprisingly, given the demands of living in an information society, people of all ages are seeking educational opportunities. In recent years, the academy has experienced an increasing diversity in terms of students' backgrounds, expectations, needs, and motivations (Keller, 2001; Syverson, 1996). Of particular note is the great growth of students over age 25, who expect convenience, quality, low cost, and responsiveness from the institution providing them with education (Levine, 2000a).

5. New educational institutions. Competition to provide education is keen and growing keener all the time. The private sector is offering education that competes with traditional universities and colleges, and higher education institutions compete with each other in new markets as on-line courses and programs become available. As Arthur Levine has indicated in a thoughtful assessment of major changes affecting higher education, the future will include "brick universities," "click universities," and "brick and click" institutions (Levine, 2000b). Along with the rapidly increasing range of institutions competing with higher education institutions, new education "packages" are appearing—certificates and short courses seem to be particularly interesting to adults who face changing employment demands or wish to explore personal interests. Faculty members accustomed to teaching the typical three-credit course find that their institutions are encouraging alternative formats.

6. Greater emphasis on learning outcomes. One major theme as the 1990s progressed, evidenced in higher education journal articles, conference themes, and institutional innovation efforts, was the shift of emphasis from the teaching process to the learning process and learning outcomes. Given the expectations of the public, and the challenges faced by individuals grappling with the demands of living in an information society, there is every reason to expect that this shift in emphasis will continue.

7. Postmodern approaches to knowledge. In an address in 1999 at the American Educational Research Association Division J annual meeting, Yvonna Lincoln (1999) pointed out the growing recognition within the academy that there are multiple ways of knowing, calling this recognition the emergence of "postmodern understandings." For faculty members, the emergence of "postmodern understandings" has meant encountering multiple

ways of knowing and multiple ways of seeking understanding and conducting research. One specific aspect of postmodern approaches to knowledge is the expansion of cross-disciplinary and interdisciplinary work (Lattuca, 2001).

8. Changes in the Demographics of the Faculty. Each of the changes above holds significant implications for faculty work and faculty lives in coming years. The last change I note here is perhaps the most surprising to many in academe, though our colleague Jack Schuster (2000) called it to our attention in his keynote address at ASHE in 2000, based on his work with Martin Finkelstein and Robert Seal (Finkelstein, Seal, & Schuster, 1998; Finkelstein & Schuster, 2001). Roger Baldwin and Jay Chronister (2001), and Judy Gappa and David Leslie (Gappa & Leslie, 1993, 1997) also have helped us recognize this phenomenon. It is a change that has crept up on us and which continues to surprise us. The data show without doubt that full-time, off-tenure-track appointments to the faculty are increasing, as is the number of part-time faculty. In fact, Schuster and Finkelstein have pointed out that about one-half of the current faculty members in the United States are part-time and that "the majority of all full-time faculty appointments made in the 1990s—new hires in 1993, 1995, and 1997—were off the tenure track" (Finkelstein & Schuster, 2001, p. 5). This is an astounding shift that requires us to rethink our usual conception of faculty members in full-time, tenure-stream positions.

In sum, strong forces are changing higher education: public skepticism and demands for accountability, fiscal constraint, the rise of the information society and new technologies, the increasing diversity of students, new educational institutions, the increasing emphasis on learning over teaching, the emergence of postmodern ways of knowing, and dramatic shifts in the nature of faculty appointments. We now examine what these changes imply for faculty work and faculty lives in the coming decades.

IMPLICATIONS FOR FACULTY WORK AND FACULTY LIVES

Some of the ways in which these forces will specifically affect faculty members are already apparent today. Some of the other effects of these forces on faculty members in the next few years and decades are reasonable guesses. Perhaps the most urgent change is a fissure in the academic identity. Do faculty need to be the "complete scholar" or the "differentiated academic"?

In 1990, the Carnegie Foundation released the report "Scholarship Reconsidered," which offered a conceptualization of faculty work developed by Ernest Boyer and Gene Rice (Boyer, 1990). The report described four different kinds of scholarship (the scholarships of discovery, teaching, application, and integration) and urged that the range of faculty scholarly work be recognized and rewarded. A number of universities and colleges

have worked to clarify and apply this conceptualization of scholarly work. This has been a difficult process at many institutions, as the dominant image of the faculty member as primarily researcher has been strong.

Gene Rice (2001) has continued to offer a thoughtful vision, arguing for the importance of commitment to "the complete scholar," one who understands the whole and the parts of academic work. The complete scholar would recognize and value the different forms of scholarship and engage in different forms as appropriate at different times through his or her career. This image calls for a faculty member who understands the discipline, the relationship of his or her discipline to others' fields, how to apply knowledge to actual societal problems, and how to help others to engage with the ideas and practices of the discipline.

The vision of "the complete scholar" is very appealing, I suspect, to many of us. However, an alternative picture may be just as realistic a possibility. Some observers of the forces influencing higher education are predicting that faculty work will be "unbundled." That is, some institutions may decide that the different dimensions of academic work can be differentiated, separated, and assigned to different individuals.

Two developments suggest that this second vision may unfold. First, technology-mediated learning has the potential to lead to separation in the functions of instructional design, technological development, and instructional delivery. Second, the shift toward part-time and term appointments in higher education suggests that the unbundling of academic responsibilities is *already* occurring. Typically part-timers and "termers" (those in non-tenure-stream appointments) are assigned primarily or exclusively teaching functions, and often have little opportunity to participate in the full life of the institution.

Thus, at least two different kinds of careers appear to await those in the next generation of faculty members. Some will enter situations where they will be expected to be "complete scholars" and others situations that call for the "differentiated academic." Some faculty have strong feelings about the heavy shift toward part-time and term appointments, and also about the movement toward distributing academic responsibilities and functions among different people. That is a crucial discussion for those in higher education to continue. My point here, though, is not to debate the advantages and problems associated with these shifts, but instead to point out that these changes are *already* occurring with implications for those entering the professoriat.

Academic lives will be lived differently depending on whether one experiences pressures to be "the complete scholar" or takes on the duties of "the differentiated academic." Academic lives also are and will be lived differently depending on the kind of higher education institution where one is employed. Community colleges, liberal arts colleges, comprehensive insti-

tutions, and research universities—each has its own expectations and emphases (Clark, 1987). Yet, preparation for the professoriat occurs in research universities. Most Ph.D. graduates who move into the professoriat do not teach in institutions like those where they were prepared.

The problem is that not enough is being done currently to prepare aspiring or new faculty members for these different kinds of work and the various expectations that they are likely to confront. The external pressures confronting higher education institutions are creating the need for faculty members who are prepared with a range of skills. Some of these abilities and skills have long been expected of faculty members; others are new and are needed in the context of the changes occurring in higher education in the face of external pressures.

What must the new generation of faculty be able to do? I suggest eight essential skills.

1. Research abilities and appreciations. Solid grounding in their disciplines and fields, and the ability to conceptualize and carry out research, should continue to be a key ability of all who prepare for the professoriat, no matter what kind of institution or position they foresee entering. Yet, in addition to grounding in the history, questions, and methods of one's field, the faculty of the next generation must know how to connect their disciplines to other fields to address questions that demand interdisciplinary expertise and perspectives. They should also develop some knowledge of the range of ways of knowing and the variety of methodological approaches so that they can interact productively with colleagues with different perspectives and engage responsibly in the evaluation of other colleagues, a responsibility that is a critical part of maintaining quality within the academy. The postmodern university with its variety of ways of knowing requires these kinds of research-related abilities. Understanding how to think about ethical matters related to research and its application is another quality that will be especially important for the entering generation of the professoriat.

2. Understanding teaching and learning processes. The increasing diversity of students, the possibilities and challenges raised by technology-mediated instruction, and the trend toward emphasizing learning outcomes over teaching techniques all require that faculty members develop knowledge and skills as effective teachers. In short, prospective faculty members must become knowledgeable about learning processes, about how individual differences relate to learning, and about a range of teaching strategies and their relative benefits. Developing proficiency as a teacher also requires a deep understanding of one's discipline and how novices engage with the discipline.

3. Knowledge of uses of technology in education. The next generation of faculty members will be expected to know how to use technology in their teaching, even if technical specialists are employed to support curriculum development and teaching processes. Typically doctoral students do not take

courses or specifically prepare to use technology, although in some programs this is now an option. This is an area where changes should occur in the preparation of new faculty.

4. Understanding of engagement and service. Since many institutions increasingly are expecting faculty members to engage in public service and link their work to issues beyond the campus, the new generation should be prepared with some understanding of what service and engagement can mean in different institutional types and situations. Such understanding would involve a sense of how to relate theory to practice, and how to learn from experience (Lynton & Elman, 1987).

5. Communication skills appropriate for various audiences. Not only must faculty members be able to link their work with audiences beyond the campus, but they must also know how to communicate with those audiences. A few years ago, Patrick Terenzini (1996) focused his ASHE presidential address on the need for higher education researchers to connect more effectively with policy makers and institutional leaders. The development of the ASHE pre-conference on policy issues reflects the commitment among a number of higher education colleagues to address this challenge. All professors across disciplines should be concerned with how we prepare the future generation of faculty members to communicate in ways that have meaning and relevance to a range of audiences including legislative policy makers and government leaders, community members, institutional leaders, and foundation officers. This requirement likely means preparation in different kinds of writing and data presentation than are typically required in disciplinary journals.

6. Expertise in working in diverse groups. Faculty members will need to have highly developed skills for working collaboratively and for working with those different from themselves (Rice, 1996). Though solitary rather than collaborative work has been common in many disciplines, some of the forces affecting higher education will require faculty members to work comfortably, efficiently, and productively in collaborative situations. For example, as faculty members at some institutions are encouraged to connect their expertise with the needs of community members, collaboration skills become very important. The interdisciplinary work to address many of today's complex intellectual and social problems also requires skill in relating one's field to other fields and understanding the differences in colleagues' epistemological and methodical choices. Also we can expect and hope that the university and college of the near future will be a place of diversity in the races and ethnicities represented among the faculty, as well as among the staff and students. Those being prepared for the future professoriat need a developed appreciation for the critical importance of this kind of diversity in the academy. They must also be prepared to work with colleagues who differ in the nature of their appointments. Tact and mutual appreciation

will be needed in situations where traditional tenured faculty members work side by side with those in part-time and/or term appointments. Furthermore, in contexts requiring collaboration, interdisciplinary work, and interaction among individuals with different characteristics on a variety of dimensions, conflict resolution skills will also be important for the faculty of the future.

7. Appreciation of institutional citizenship and related skills. One of the concerns, as higher education institutions are pushed by strong external pressures, is that faculty members will lose some of their autonomy and voice in determining how their work is organized and for whom. Rhoades (1998) has helped us see that faculty are increasingly "managed professionals." Some institutions are urging their faculty members and departments to become more entrepreneurial, and some faculty members and departments are entering new kinds of relationships with corporations for research funding, such as the Novartis agreement with the University of California at Berkeley (Blumenstyk, 1998). Faculty members need to understand the issues and implications as higher education institutions interact in new ways with other sectors, so that they can make informed decisions about their own work.

A key factor in ensuring that faculty members retain their power and autonomy regarding their individual work and their influence on the directions of their institutions is the degree to which faculty members understand how to enact their roles as institutional citizens (Burgan, 2001). Furthermore, institutional quality requires involved, responsible faculty citizens to work with committed, thoughtful administrative leaders for the good of the university or college. As Gaff and Weibl (1998) point out, autonomy is accompanied by responsibilities. Graduate students and new faculty members need to learn about the history of faculty involvement in institutional governance, the philosophical and practical reasons that institutional leadership responsibilities should be undertaken, and the skills required to engage in this kind of work. Some of these skills, for example, are as specific as meeting management, conflict resolution, time management, and strategic planning strategies. The pressures on higher education require capable, committed faculty leaders. The next generation of faculty members needs to be prepared with the inclination and skills to meet this need.

8. Appreciation of the core purposes and values of higher education. As higher education institutions are buffeted with demands from external voices, it is especially important for those at the heart of the institution to be clear about the purposes of higher education and why they are engaged in this enterprise. Along these lines, Arthur Levine (2000a, pp. 16–17) has argued that, with the increase of agreements between higher education institutions and business and industry, faculty members must be willing to engage questions about "essential purposes and core values" (Levine, 2000a, p. 17) and

sufficiently prepared to enter such conversations informed by knowledge of the history of higher education and its role in society.

The tragic events of September 11 and their aftermath bring greater urgency to the charge to prepare faculty members who think about the core purposes and values of higher education. Criticism about a paucity of public intellectuals has increased in recent years. Using disciplinary expertise to help members of society frame and understand aspects of difficult national and international situations is one way for faculty members to take up the public intellectual role. In a complex world, faculty members who have been prepared to think about the core purposes and values of higher education may be able to find innovative and effective ways to contribute to the broader good.

Let me summarize my argument to this point. Various pressures and expectations external to and within higher education are creating a time of significant change. The changes within the academy have a direct impact on the work and lives of faculty members. New expectations require the next generation of faculty members to have a range of abilities, skills, knowledge and understanding that go beyond what entering faculty members typically have had. The preparation of the next generation of faculty members cannot be "business as usual."

THE EXPERIENCES OF ASPIRING AND NEW FACULTY MEMBERS

For some time, I have been studying the experiences and perceptions of early career faculty members and, over the past several years, of aspiring faculty members—graduate students who hope to enter the professoriat. There is an important and interesting body of work developing around graduate education—with contributions from Jody Nyquist, who has directed the Re-envisioning the Ph.D. project (http:www.grad.washington.edu/envision/), Don Wulff and Jo Sprague, with whom Jody Nyquist and I have worked on a qualitative longitudinal study of graduate education (Austin, 2002; Nyquist et al., 1999); Chris Golde and Tim Dore (2001) who have conducted very important quantitative survey research on graduate students' perceptions; James Antony and Edward Taylor (2001), who have been studying the experiences of graduate students of color; Melissa Anderson (1996, 1998), who has studied graduate students' perceptions of their experiences and their departmental environments; the recently published survey results of the National Association of Graduate-Professional Students (NAGPS, 2001) which has conducted a Web-based survey completed by more than 32,000 doctoral students; and Maresi Nerad (Nerad & Cerny, 1999; Nerad & Miller, 1996) who has studied the careers of doctoral graduates. The work on early career faculty has benefited from the contributions of a number of researchers, including the work of Boice (1992), Bensimon, Ward, and Sanders (2000), Menges and Associates (1999), Olsen and

Sorcinelli (1992), Sorcinelli (1988, 1992) Sorcinelli and Austin (1992), Rice, Sorcinelli, and Austin (2000), Tierney and Bensimon (1996), and Trower, Austin, and Sorcinelli (2001). In this section, I draw on my recent work studying graduate education with colleagues Nyquist, Sprague, and Wulff (Austin, 2002; Nyquist et al., 1999), as well as the broader body of research, to highlight four themes that emerge in the research on aspiring and early career faculty that are particularly relevant to the discussion of how we should be preparing and supporting those who will serve as faculty members in the coming decades. The particularities of experience in different disciplines must be recognized, of course, but these themes hold for many graduate students and early career faculty. My goal is to illuminate the major gap between the preparation that the next generation of faculty members needs, given changes occurring in the academy, and the preparation and support they are experiencing.

Theme 1: Graduate preparation for the professoriat is often not organized in a particularly systematic nor developmentally focused way.

Doctoral students learn about being a faculty member from careful observation of their own undergraduate and graduate professors. Graduate students note how faculty members spend their time, what they say about engaging in research and working with students, how they comment casually on tasks they must do, how they organize their time. They observe what is valued and what is not valued. What they report in the qualitative research in which I have been involved is that they seldom engage with their faculty members in extensive conversations about what it means to be a faculty member, how higher education is changing, and what range of skills and abilities they should develop. In the absence of such extensive conversations with their own professors, doctoral students report that they derive much guidance and support from, and tend to engage in extensive conversations with, their doctoral colleagues and their personal family and friends. I do not want to undervalue the importance and support provided by these interactions with student colleagues, friends, and family members. However, I am concerned that faculty members apparently are not fully taking up the responsibility of helping doctoral students frame an understanding of what it means to be a professor, how to interpret what the students observe, and how current faculty work is being affected by the range of external and internal pressures previously mentioned.

One might take the stance that doctoral education should emphasize an apprenticeship rather than explicit discussion about the work of being a faculty member. However, the reports of current doctoral students raise concerns about how well the apprenticeship model is working. In terms of research, many students indeed have research-related experiences, but gaps and shortcomings seem apparent in this preparation. Again, disciplinary

differences exist, but frequent common themes appear also. Students report that they often participate in parts of the research process, but some find it difficult to gain experience in the full range of research-related activities. How to write proposals and seek grant support are two areas in which graduate students involved in my research have noted particular shortcomings. Doctoral students sometimes have opportunities to serve as teaching assistants, but these responsibilities often are not organized to ensure that students gain experience in a range of teaching situations or take on increasingly autonomous roles that enable them to refine their abilities as teachers. In short, the teaching apprenticeship opportunities, if they occur at all, often are arranged more in response to the institution's needs to teach undergraduates rather than the needs of an individual doctoral student to develop over time as a competent and experienced teacher.

Experiences vary by discipline, institution, and department; and individual students bring different levels of motivation, persistence in seeking opportunities, willingness to take on diverse experiences, and ability to gain from those experiences. However, the research results raise significant concerns about the preparation of aspiring faculty members. Even when they are gaining experience and knowledge in important areas of faculty work, such as research and teaching, the approach to their preparation is often not systematic nor designed to provide developmentally more challenging experiences.

In my research with Nyquist, Wulff, and Sprague (Austin, 2002; Nyquist et al., 1999), we interviewed doctoral students twice a year over four years. At the end of Years 2 and 4, we invited participants to "draw" their experiences as doctoral students. This approach to data collection produced fascinating depictions of the graduate student experience, which was supplemented by thoughtful commentary from the doctoral students.

The doctoral student in engineering who drew Figure 1 likens his graduate experience to running a marathon. As he runs, he explained, a number of unexpected events occur: flower pots fall from windows, a car is obstructing his path, and the signs are twisted, making it difficult to find his way. But even though he finds himself surprised, dodging barriers, and without guidance at various interactions, he is still running purposefully. Yet, he wondered, would there be more organized, systematic ways to prepare for his future in academe?

Theme 2: Aspiring faculty and early career faculty members do not always receive sufficiently explicit statements of expectations or regular feedback.

Graduate students and early career faculty report that their faculty advisors, chairs, and deans often do not state their expectations clearly or give feedback explicitly or regularly. In our qualitative research, students often indicated that they did not interact regularly with faculty members for discussions about their career goals, the areas, skills, or topics on which they
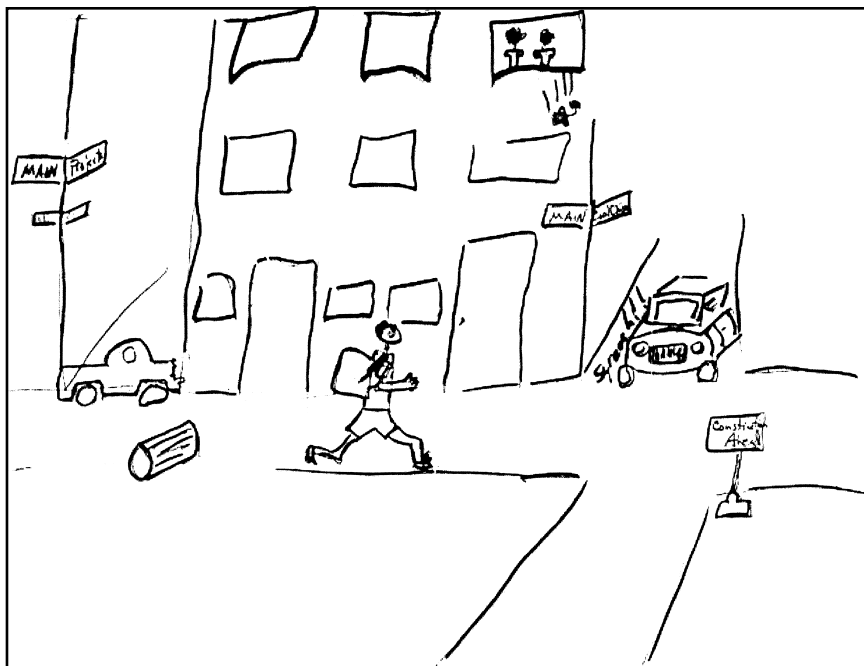
Figure 1. Drawing by a graduate student in engineering, depicting graduate experience. Collected in an interview conducted as part of a project entitled "The Development of Graduate Students as Prospective Teaching Scholars."

needed to focus, or the degree to which their career aspirations matched changes in the professoriat. Frequently, participants said that they looked forward to the study interviews as the only time in which they experienced focused interaction with someone in academe about such issues.

Similar themes appear in other studies. A decade ago, Anderson and Swazey (1998) reported that, among their respondents, "only about half agreed—very few strongly—that faculty members were explicit in their expectations" (p. 6). Interestingly, the recent survey by the National Association of Graduate-Professional Students (2001) reported somewhat different results: "More than 80% of students in all fields report positive mentoring experiences, including continuous and constructive feedback on their progress toward degree" (p. 2). One interpretation of these different results is that, given the national discussion on graduate education over the last two years, programs may be giving more attention to providing good feedback. In support of this thesis, the NAGPS survey report noted that "those who have not yet received their degrees report a higher satisfaction with . . . best practices than students who received their degree in or before the year 2000" (p. 3). This is good news.

These concerns pertaining to expectations and feedback continue into the early career (Rice, Sorcinelli, & Austin, 2000). Early career faculty report that they want to do good work and are willing to work very hard, but they are worried that expectations within their departments and institutions are not stated openly or explicitly. As one faculty member in the AAHE-sponsored "Heeding New Voices" study explained: "Everything is so vague, ambiguous, and elusive; expectations are changing all the time" (Rice, Sorcinelli, & Austin, 2000, p. 10).

Beyond concerns about changing expectations, often due to shifts in department chairs, deans, or faculty review committees, early career faculty members in a number of studies report that feedback they receive is often unclear, unfocused, and insufficient. Explicit conversations about what work the early career colleague is doing, its quality, and its relevance to institutional and departmental expectations often do not occur or may be conducted with very general language. One early career faculty member commented that feedback is often "antiseptic" and therefore not very useful (Rice, Sorcinelli, & Austin, 2000, p. 11).

Aspiring and new faculty sometimes use the term "mixed messages" to characterize their perceptions of expectations and feedback. They perceive messages about what is valued in the academy through their observations of faculty behavior, the conversations in which they are engaged, the decisions they observe about who is hired or not and who is promoted or tenured, and the institutional policies that they read. And what they hear and see are "mixed messages" about how one should prepare for a faculty career and what is valued once one is in it. In particular, there may be calls for faculty members to be excellent teachers and advisors, to learn to integrate technology into their teaching, to develop the ability to work collaboratively on teams, or to participate in projects that involve the community. In fact, aspiring and early career faculty perceive that these activities are not always rewarded. "Mixed messages" abound.

The point I want to emphasize is that lack of developmental preparation is coupled with what many graduate students and many early career faculty perceive as lack of clarity about expectations, insufficient feedback about their work, and mixed messages about what is valued. If we are committed to preparing and supporting new entrants to the faculty role, should we not be concerned about whether we are giving these new colleagues appropriate preparation and sufficient feedback about their contributions and their progress as professionals? Should we consider what messages we are giving about qualities needed in faculty roles for the coming decades?

Figure 2 highlights this theme about expectations, feedback, and mixed messages by showing a graduate student climbing a cliff. Rocks are haphazardly falling down upon him. This is the path that leads to his academic
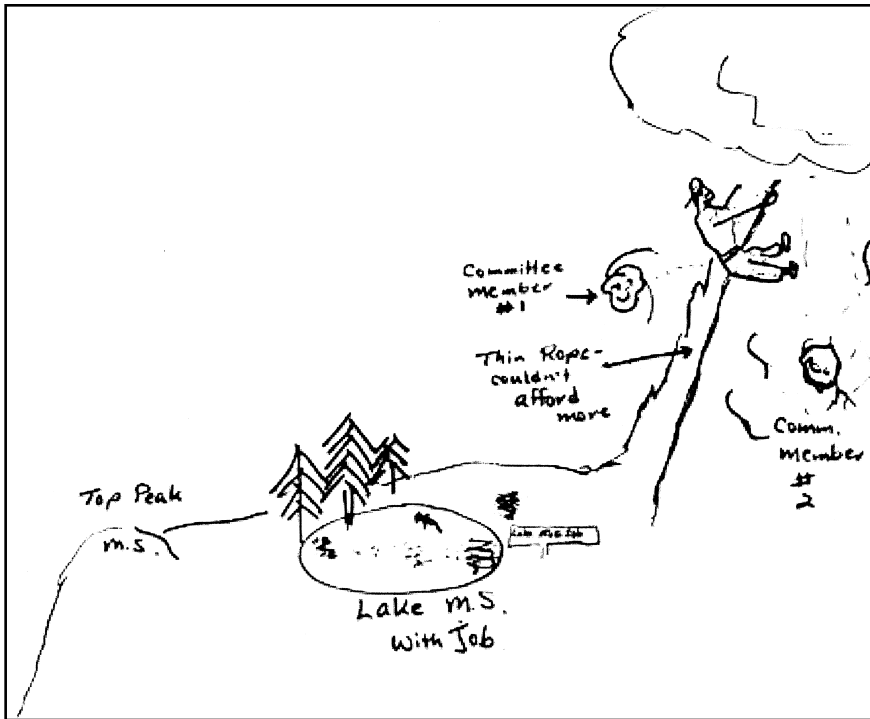
Figure 2. Drawing by a graduate student collected as part of a project entitled "The Development of Graduate Students as Prospective Teaching Scholars." Reprinted with permission from Change Magazine *and Heldref Publications.*

goals, but he must find his way through unforeseen obstacles and threats without a guide to provide much clarity.

Theme 3: Aspiring and early career faculty members often have a limited understanding of faculty careers, higher education history, and institutional differences.

While doctoral students observe their own faculty members closely, those aspiring to the professoriat usually do not demonstrate a thorough and accurate understanding of academic work. In our research, we found that, when asked about what they understood faculty work to involve, doctoral students usually spoke about research and teaching. The full array of responsibilities—advising students, participating as an institutional citizen, evaluating or providing feedback to colleagues, handling paperwork, participating in or chairing governance committees, developing new technologically mediated approaches to teaching—were not on their minds. We found it particularly interesting that, when pressed to comment on what they understood public service, engagement, or outreach to mean, few had

any knowledge at all. The ethics governing faculty responsibilities also seems to be an area not typically addressed in many doctoral programs.

What do recent quantitative studies tell us about the preparation of doctoral students for their future roles? Golde and Dore (2001) concluded that "the training doctoral students receive is not what they want, nor does it prepare them for the jobs they take" (p. 3). In an earlier pilot study of 187 doctoral students at six universities, Golde (1997) reported that 90 percent felt prepared to conduct research, but only 63 percent felt prepared to teach undergraduates, 33 percent to teach graduate students, 30 percent to advise undergraduates, 26 percent to advise graduate students, 38 percent to get research funding, and 19 percent to participate in governance and service. The results from the National Association of Graduate-Professional Students' survey of more than 32,000 students who completed "The National Doctoral Program Survey" show that, while "over 80 percent of respondents in all fields report satisfaction with preparation for academic careers" (NAGPS, 2001, p. 2), satisfaction with specific aspects of preparation is lower. In the life sciences, for example, only 43 percent of respondents believe that the teaching experience available in their program is adequate for an academic/teaching career. In the humanities, the figure is higher; 72 percent believe adequate training is available (NAGPS, 2001, p. 2).

In addition to a lack of understanding or awareness of faculty roles and responsibilities, knowledge of the different institutional types and how they vary in mission emphasis, students served, institutional cultures, and faculty responsibilities was minimal. Since most are unlikely to find positions in institutions similar to those where they are studying for the doctorate, this lack of knowledge has practical and disturbing implications for how they will manage as new faculty members. Teaching-oriented institutions where they may find positions, or the part-time positions that some may have to take, require expertise and skills that are often not cultivated in research-oriented doctoral programs.

Furthermore, aspiring faculty members are unlikely to study higher education history or current issues. Yet, such knowledge of how the profession has evolved, the role of academics in society, and current issues confronting the professoriat, coupled with awareness of the differences across institutions, would be very important for those entering the current and future academic labor market.

A psychology doctoral student observed that faculty members often assume that graduate students understand the dimensions of faculty life and academic work. Yet, she argued, "People coming into Ph.D. programs aren't sure of what the system is like at all, what the universe, what being an academic is like. And that knowledge is taken for granted." Figure 3 illustrating this point was drawn by a very successful Ph.D. student in English who highlighted some of the dimensions of life in graduate school—scholar,
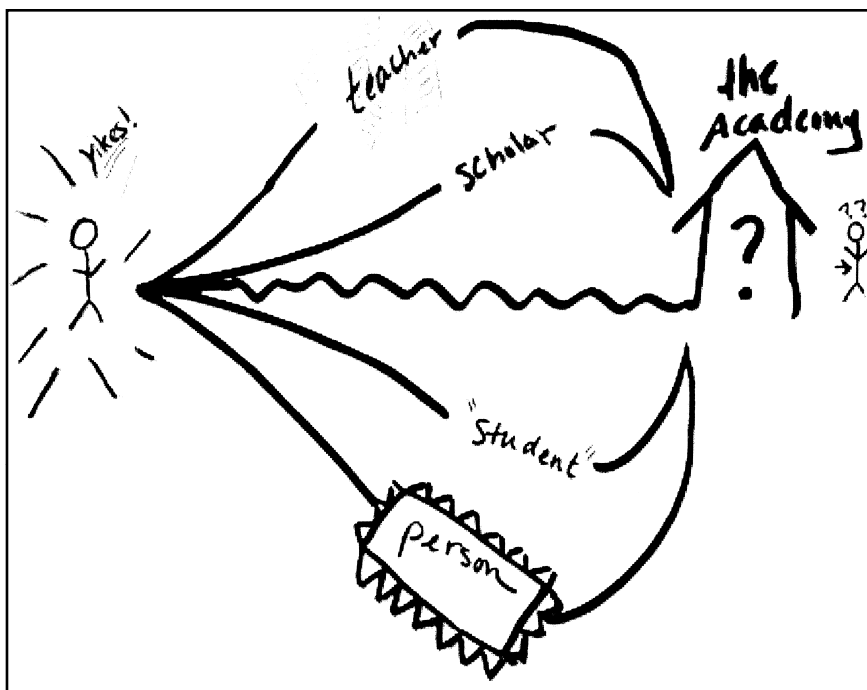
Figure 3. Drawing by a graduate student in English, collected as part of a project entitled "The Development of Graduate Students as Prospective Teaching Scholars." Reprinted from the AAHE Bulletin, *with permission from the American Association for Higher Education.*

researcher, student, person. More than many other participants, she indicated awareness of the complexities involved in an academic career but wondered whether she could manage these various dimensions.

Theme 4: Aspiring and early career faculty members express concern about the quality of life for academics.

Both graduate students aspiring to the faculty and early career faculty members profess their commitment to doing good work and working hard, but they also are worried about life as an academic. Several issues are apparent as they discuss what they observe about faculty life. First, both groups frequently worry whether it is possible to live what many of them call a "balanced" or "integrated" life. They sense that tasks and responsibilities are multiplying for many faculty members, resulting in too many different tasks to do in too little time, a lament familiar to everyone in academe, whether graduate student, early career faculty member, or experienced colleague. They also worry whether it is possible to give attention both to professional and personal responsibilities, especially in the context of dual career

relationships. A surprising number observe that senior colleagues appear to be engaged in hectic, hurried lives filled with pressures—and the qualitative data on both graduate students and early career faculty show that many are saying, "I'm not sure I want to live a life like that."

These new entrants to the academy also perceive that a sense of isolation and competition seems to characterize the lives of academics, rather than the experiences of community and connection which they say they seek. Some admit, however, that their willingness to interact informally with colleagues is often diminished by aspects of their own lives: dual-career relationships that require domestic responsibilities from men as well as women, working at home on the computer, and their own pressure to fulfill tenure demands. Figure 4, illustrating the absence of collegiality, was drawn by an early career faculty member in a workshop led by my colleague Mary Deane Sorcinelli. Haunting and disturbing, it portrays a hallway in which all doors are closed and marked with signs ("Do Not Disturb," "Keep Out," "Working at Home," and "Gone Fishing") The title given by the faculty artist, "Corridor of Collegiality," shows the irony of isolation experienced by many in academe. It is noteworthy, though, that, when asked where she would put herself in this picture, the artist indicated she too was behind one of the doors. New entrants are concerned about lack of community but are partly responsible for perpetuating this problem. Yet the poignancy of one graduate student's vision reflects thoughts expressed by many: "What I most want in a faculty career is a profession that makes me feel connected to my students, to my colleagues, to the larger community, and to myself" (Rice, Sorcinelli, & Austin, 2000, p. 16).

Both those aspiring to and those newly in the professoriat speak of the desire to do "meaningful work"—work that enriches the lives of students with whom they interact, work that has a positive impact on the broader society, and work that is intrinsically and personally meaningful. What is particularly noteworthy is that some of these potential new colleagues question aloud whether the faculty career will enable them to achieve such meaningfulness. For some, work outside the academy looks more appealing, though they may not have a solid knowledge of other career options.

THE CHALLENGE

External and internal changes in higher education are creating new demands and expectations for faculty members. Large numbers of retirements are creating vacancies that must be filled with many new faculty members in the next decade. Given a rapidly changing context for higher education, these entering colleagues will need new abilities, understandings, and skills beyond what new faculty members have traditionally been prepared for. This all sounds challenging enough for those of us who work with graduate
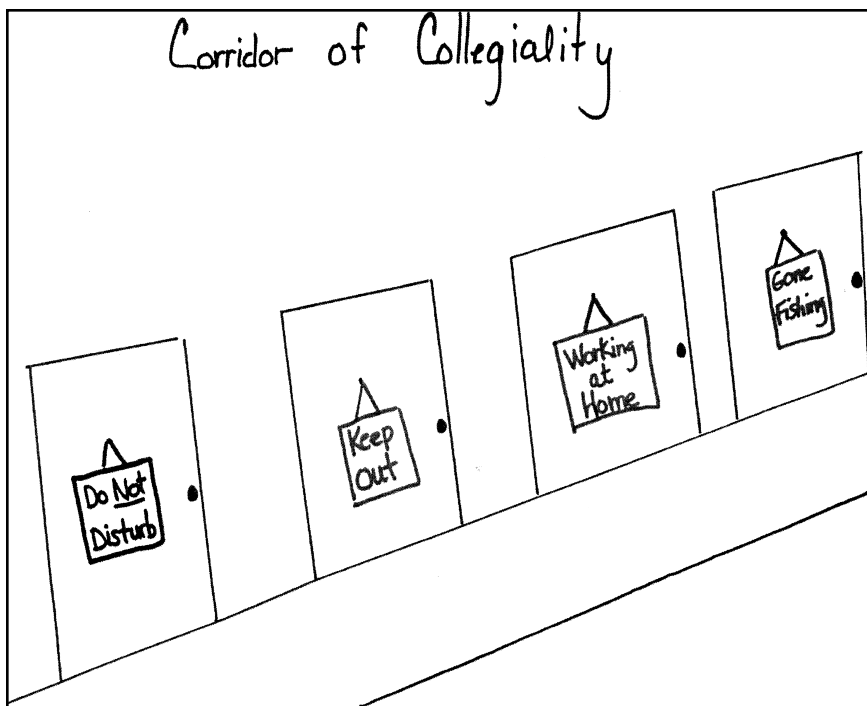
Figure 4. Drawing by an early career faculty member, collected as part of a seminar conducted by Mary Deane Sorcinelli. Reprinted from the AAHE Bulletin, *with permission from the American Association for Higher Education.*

students preparing for the faculty. Yet, the challenge goes deeper. Juxtaposed against this need for new kinds of preparation are the perceptions of graduate students and early career faculty about the shortcomings of the preparation they are currently experiencing: lack of systematic and developmental approaches; lack of clarity about expectations and insufficient feedback; limited attention to academic career issues, higher education history, and institutional differences; and, among those who will comprise the next generation, a gnawing concern about the quality of life in academe. Our current approach to preparing and supporting the next generation of faculty members must be revised to accommodate changes in the academy and the roles that will be expected of faculty in the coming decades.

STRATEGIES FOR PREPARING THE NEXT GENERATION OF FACULTY

Over the past few years, a number of individuals and organizations have put forth powerful calls for reform in graduate education. See, for example, the recommendations of the Association of American Universities (1998)

and the Committee on Science, Engineering, and Public Policy of the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine (COSEPUP, 1995), as well as the programs and projects of the Woodrow Wilson National Fellowship Program (www.woodrow.org/responsivephd/), the Carnegie Foundation for the Advancement of Teaching (www.carnegiefoundation.org/CID/index.htm), and the "Re-envisioning the Ph.D." project (www.grad.washington.edu/envision). Some of these ideas and programs call for considerable, even radical, rethinking of the way in which doctoral education historically has been approached. In a recent article (Austin, 2002), I have offered some of my own thoughts about how deans, department chairs, and faculty advisors can engage in modest changes in how they prepare the next generation of faculty, even as debates and discussions continue around this topic.

Here I conclude my remarks with just a few thoughts particularly relevant to members of ASHE. As scholars of higher education, we have a particular role to play in this discussion. In fact, I believe we have a responsibility to contribute ideas and model in our actions our beliefs about the appropriate preparation and support for the next generation of academics. I suggest we consider three aspects of our work.

Our Work as Faculty in Higher Education

Within our own doctoral programs, we can be more alert to the changes occurring in higher education and the implications for the work and lives of future professors. Philosophers should model ethics. Lawyers should follow the law. Higher education scholars should lead department-level and university-wide reforms to better prepare the next generation of faculty. How might we improve our own higher education doctoral programs in manageable ways? Here are a few ideas:

- More attention to careful advising. Advising already takes time. Yet if we are committed to carefully preparing the next generation of faculty, we could use focused entry interviews to help students assess their career goals, their intellectual and professional passions, their strengths and areas of need, and their plans for addressing their goals. Then, we could use regularly scheduled advising sessions to monitor more closely than we typically do the progress of our students.
- *Greater attention to providing explicit feedback.* The use of portfolios to assist students in self-reflection about their progress is helpful. So are direct conversations about what progress has been made and what needs further attention.
- *Review of our curricula in higher education programs* to examine the extent to which they address issues, skills, and abilities that future faculty will need. In particular, I urge that the curriculum for future faculty members should include attention to the following areas: how

learning occurs, how to create effective learning environments, how to design curricula, and how to use technology effectively in learning situations; institutional citizenship skills needed for faculty members to participate in shared governance responsibilities; understanding public service and acquiring the skills for working with diverse constituencies; communication skills for linking researchers with policy makers and higher education institutional leaders; ethics and intellectual integrity; how to work within environments of people who are diverse on many dimensions; and what changes are underway in higher education.

- *Opportunities for aspiring faculty members* to engage in all aspects of research and develop a range of teaching skills. Graduate students need progressively more challenging opportunities to develop as researchers and teachers.

- *Discussions about the professorial career,* how it is changing, and options for creating a scholarly life. Those aspiring to the professoriat should understand the life to which they are aspiring, and how the academic life can be constructed in diverse ways.

One result of my research on graduate education and early career faculty is that I have become very self-aware and reflective about my own work as a professor working with Ph.D. students. I also believe that time to degree is not a variable that we wish to lengthen. And I know that my own time must be directed to many responsibilities in addition to preparing the future professoriat. Yet I believe that many of the ways in which we can improve our preparation of future faculty members need not lengthen a student's program nor divert attention from our research and other responsibilities. One example is that more systematic attention to how we advise (perhaps, for example, using group advising) may actually diminish the time that we need to spend in this way. Similarly, interjecting purposeful comments about the challenges and rewards of the academic career as one works with a research assistant may help aspiring faculty members develop greater understanding of the full range of responsibilities in academic life.

Overall, in our own higher education doctoral programs, we can become more purposeful and thoughtful about how we prepare the next generation of colleagues. Since we study the changes affecting higher education and the professoriat, our programs should serve as examples for other doctoral programs of productive efforts to prepare future faculty.

Our Work as Institutional Citizens and Colleagues

Since we are scholars of higher education, we have a responsibility to play an important institutional role pertaining to the preparation of the next generation of faculty members. We understand and study the pressures causing change in higher education. We know how to analyze *how*

these pressures are affecting faculty work. Thus, I urge us to take at least two actions within our universities. First, we can initiate discussions about preparing the future faculty who will soon populate our institutions. We can help provosts, graduate deans, and department chairs frame the issue and consider ways to address it at departmental, college, and institutional levels.

Second, we can become active participants in some interesting programs already underway at a number of universities to help doctoral students prepare for the professoriat. Many of you know of the Preparing Future Faculty Program (PFF) in place at a number of universities (Gaff et al., 2000). This innovative program helps doctoral students in a variety of disciplines participate in faculty internships at nearby higher education institutions different from the research university. Participants also engage in seminars about academic life and higher education issues. Another example of a programmatic approach is the FIPSE-funded Conflict Resolution Program designed and now disseminated from Michigan State (web.msu.edu/user/graduateschl/conflict.htm). The program helps doctoral students, as well as faculty members, articulate expectations about graduate education and develop conflict resolution skills that will be useful in their careers. With our expertise as scholars of higher education, we can serve as resource people for such programs.

Our Involvement as ASHE Members

Finally, I want to bring ASHE into the discussion. I will speak frankly of an observation many colleagues have shared with me over the past year. Within our association, there is a growing sense, at least by many members, of a gap between senior, established members, on the one hand, and newer colleagues, including graduate students, on the other. This perceived gap is not surprising, given the many changes that have been occurring in higher education.

But I urge us to turn that gap into an occasion to address this issue of preparing the next generation of faculty members. I envision that, rather than lamenting the different research interests and methodologies purportedly favored by the two groups, we might join together in some challenging and stimulating questions. What do long-time colleagues believe they have learned about academic life that may be helpful to those entering now? What would newer colleagues wish senior members to understand about the particular challenges they face today? What meanings do deeply held values such as autonomy, academic freedom, and intellectual integrity hold for the members of our association, "new" or "old"? What professorial habits and values should be carefully guarded even as types of appointments and other aspects of faculty life change?

These are just a few of the questions around which many members of ASHE could gather for the kind of thoughtful, open, respectful conversation that

builds bridges among people with different experiences and perspectives. There is a role in these conversations for all members—long-established and very new. And there are benefits to be gained by each of us. Think of the comment made by an aspiring member of the professoriat that I mentioned at the start of this article: "Do I really want to live this life? Do I want to be a faculty member?" In this period when retirements and new hiring will bring a great change in higher education institutions, senior members have the opportunity to help newcomers see the values and rewards of being part of a wonderful profession, even as they help new colleagues prepare for a future that is not entirely clear. And those who are considering entering academe or have recently done so have the opportunity to learn from and build on the many contributions of those who have come before, even as they face and create a new future in higher education. The bridge into the future requires colleagues on both ends.

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