

## PFF and Disciplinary Societies

PFF joined with the following disciplinary societies to develop model PFF programs in academic departments in the humanities and social sciences:

- ◆ American Historical Association (AHA)
- ◆ American Political Science Association (APSA)
- ◆ American Psychological Association (APA)
- ◆ American Sociological Association (ASA)
- ◆ National Communication Association (NCA)
- ◆ National Council of Teachers of English (NCTE)

*“Not only has the PFF program taught me ‘how’ to become a professor, it has also assured me that this is the profession for me.”*  
— Graduate Student in Communication, Indiana University

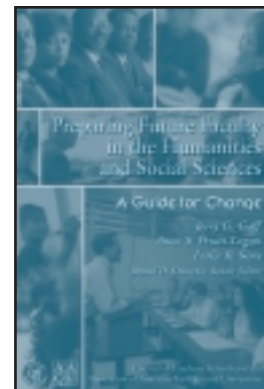
*“Since we instituted the PFF program, the evaluations of our teaching assistants have dramatically improved. One of the important outcomes has been that we as a department are doing a better job of teaching our undergraduate, not just graduate, students.”*  
— Dick Simpson, Political Science Professor, University of Illinois - Chicago



## Executive Summary

# Preparing Future Faculty in the Humanities and Social Sciences: A Guide for Change

By Jerry G. Gaff, Anne S. Pruitt-Logan, and Leslie B. Sims  
A New Publication from the *Preparing Future Faculty Program of the Council of Graduate Schools and the Association of American Colleges and Universities*



## PREPARING THE HUMANITIES AND SOCIAL SCIENCES PROFESSORIATE

This publication offers a new vision for the preparation of college and university faculty in the humanities and social sciences. Preparing Future Faculty (PFF) asserts that graduate students preparing for faculty careers should begin learning about the expectations for faculty — in research, teaching, and service — at different types of institutions of higher education. This new volume describes the benefits and challenges of creating PFF programs in the humanities and social sciences, as well as the structure and content of the programs.

### Implementing A Vision

Recent studies confirm the need for a new approach to doctoral preparation. Such studies also indicate a strong desire on the part of graduate students for more information about potential careers, greater attention to teaching, better mentoring, and a closer relationship between doctoral preparation and the realities of faculty work.

### Insights Gained

Assessments of PFF programs show clearly that the benefits of participation extend beyond doctoral students, for whom PFF is primarily intended, to graduate and partner faculty, departments, and universities. These assessments and testimony of PFF participants include the following specific insights:

- ◆ PFF alumni cited PFF as the central reason for their job offers, and reported that their PFF experience helped them get a faster and surer start than their peers as new faculty.
- ◆ Faculty members from partner institutions enjoy working with doctoral students and derive benefits that apply to their own professional development.
- ◆ Benefits to academic departments and universities include better recruitment, greater satisfaction among graduate students, and better placement. These benefits outweigh the modest investments of time and money that are required.
- ◆ Virtually everyone involved in PFF would recommend the program to others.

Assessments of PFF also identified various challenges. Students cited time required to attend classes, workshops, and other PFF activities, and both students and faculty expressed concern over student distraction from research as a result of PFF participation. Partner faculty also cited time concerns, as well as the need for frequent and clear communication from partnering doctoral institutions. This publication provides specific recommendations for addressing those and other concerns and challenges.

## Aspects of PFF Programs in the Sciences and Mathematics

No two PFF programs are exactly alike. Faculty members design their offerings based on the distinctiveness of the discipline and their departments. Yet all focus on core PFF concepts, providing the next generation of faculty members with exposure to a broad range of experiences and settings that will better prepare them for academic careers. Listed below are a few of the common types of PFF activities and their benefits.

- ◆ **Mentoring Programs** in teaching and service, as well as research, provide personal and professional enrichment to student participants and to faculty members.
- ◆ **Attention to Diversity** – a critical element in any PFF program – includes broadening access to underrepresented groups, supporting activities that have an impact on retention and graduation, and teaching for inclusiveness.
- ◆ **Seminars and Workshops** expose students to teaching and learning concepts, information about job search strategies, and discussions about faculty life.
- ◆ **Certificate programs** offer the opportunity to earn a formal credential that is included in a student's permanent file.

## Disciplinary Societies Involved in PFF

This PFF project involved partnerships with five disciplinary societies in the humanities and social sciences. The collaboration was based on the assumption that disciplinary societies could entice graduate faculty and their departments to consider the diverse world of higher education in which new assistant professors work. By such a focus, faculty are more likely to enrich their doctoral programs in ways that respond to challenges and take advantage of opportunities facing the doctorate.

An Atlantic Philanthropies grant supported development of PFF programs in the Humanities and Social Sciences, the final of four PFF program phases. Other phases of PFF have been supported by the Pew Charitable Trust and the National Science Foundation. PFF currently involves 76 clusters of institutions and departments encompassing 324 institutions, 11 disciplinary associations, scores of departments, thousands of doctoral students, and hundreds of faculty members in all kinds of colleges and universities.

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For more information visit the PFF web site ([www.Preparing-Faculty.org](http://www.Preparing-Faculty.org)).

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## Contents

### Chapter 1. A New Vision of Doctoral Preparation

- ◆ What is PFF?
- ◆ Overcoming Inertia
- ◆ The Need for PFF
- ◆ Why PFF and Disciplinary Societies?
- ◆ What Did the Disciplinary Societies Do?
- ◆ How Do PFF Programs Operate?
- ◆ What Insights Have Been Gained from the PFF Initiative?

### Chapter 2. Strategies for Establishing a PFF Program

- ◆ Secure Leadership
- ◆ Identify Cluster Partners
- ◆ Appoint a Steering Committee
- ◆ Recruit Doctoral Student Participants
- ◆ Design Mentoring Activities
- ◆ Secure the Support of Graduate and Partner Faculty
- ◆ Obtain Funding

### Chapter 3. Content of PFF Programs

- ◆ Courses for Credit
- ◆ Certificate Programs
- ◆ Seminars, Workshops, and Informal Student Activities
- ◆ Experiences at Partner Institutions
- ◆ Professional Activities
- ◆ Attention to Diversity

### Chapter 4. Disciplinary Society Activities and Reflections of Society Executives

- ◆ Why did the societies participate in this project?
- ◆ What did the societies do?
- ◆ What do executives see as the emergent outcomes?

### Chapter 5. Outcomes of PFF Programs

- ◆ Views of the PFF Directors and Deans
- ◆ Assessments Conducted by Clusters
- ◆ Views of Graduate Students
- ◆ Views of Alumni
- ◆ Views of Faculty Members
- ◆ Growing Recognition of PFF

### Chapter 6. Challenges for the Future: Changing the Culture of Faculty Preparation

- ◆ Improving PFF Programs
- ◆ Integrating PFF into Graduate Education
- ◆ The Context for Faculty Preparation Programs
- ◆ Envisioning Future Faculty Preparation Programs