
The Future Professoriate: Who will they be? What will they do?

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AAC&U San Diego
April 3, 2009

Will the frog jump?

“In the short term we predict that the workload of full-time tenure eligible faculty will increase (as a shrinking core assumes the burden for non-teaching functions historically assumed by a larger portion of the faculty), academic staffing will become more functionally specialized, the corporate faculty as a force on campus will decline, and the teaching staff will be fragmented between the relatively few core regulars and the expanded academic proletariat.” *Schuster & Finkelstein 2006*

Or accept the inevitable?

“In sum, it may be increasingly difficult and misleading to talk about *the* future of ‘higher education.’ There will be many quite different segments, each with its own future. We will see many different institutions with many different markets, many diverse forms of governance, more contrasting production methods. Institutions in the different segments will not know or care much about each other.” *Clark Kerr 2002*

What's at stake?

Is there a coherent, single profession on which the American system of higher education relies . . . And if so, need it be preserved for the future?

Is there a basis for re-visioning a professoriate that would re-invigorate American higher education for the 21st C?

Providing for the Future Faculty

Assembling the Tool Kit:

1. Scale: The Challenge of Prioritization
2. Microscope: The Challenge of Focus
3. Clock: The Opportunity of Timing
4. Yardstick: The Muddle of Metrics
5. Prism: The Reality of Multiple Realities

Providing for Future Faculty: What to Do?

- Retain key traditions of the academic profession but expand them so they include all faculty members and appointment types:
 - Academic Freedom
 - Job Security
 - Participation in Governance

Rethink the Academic Profession

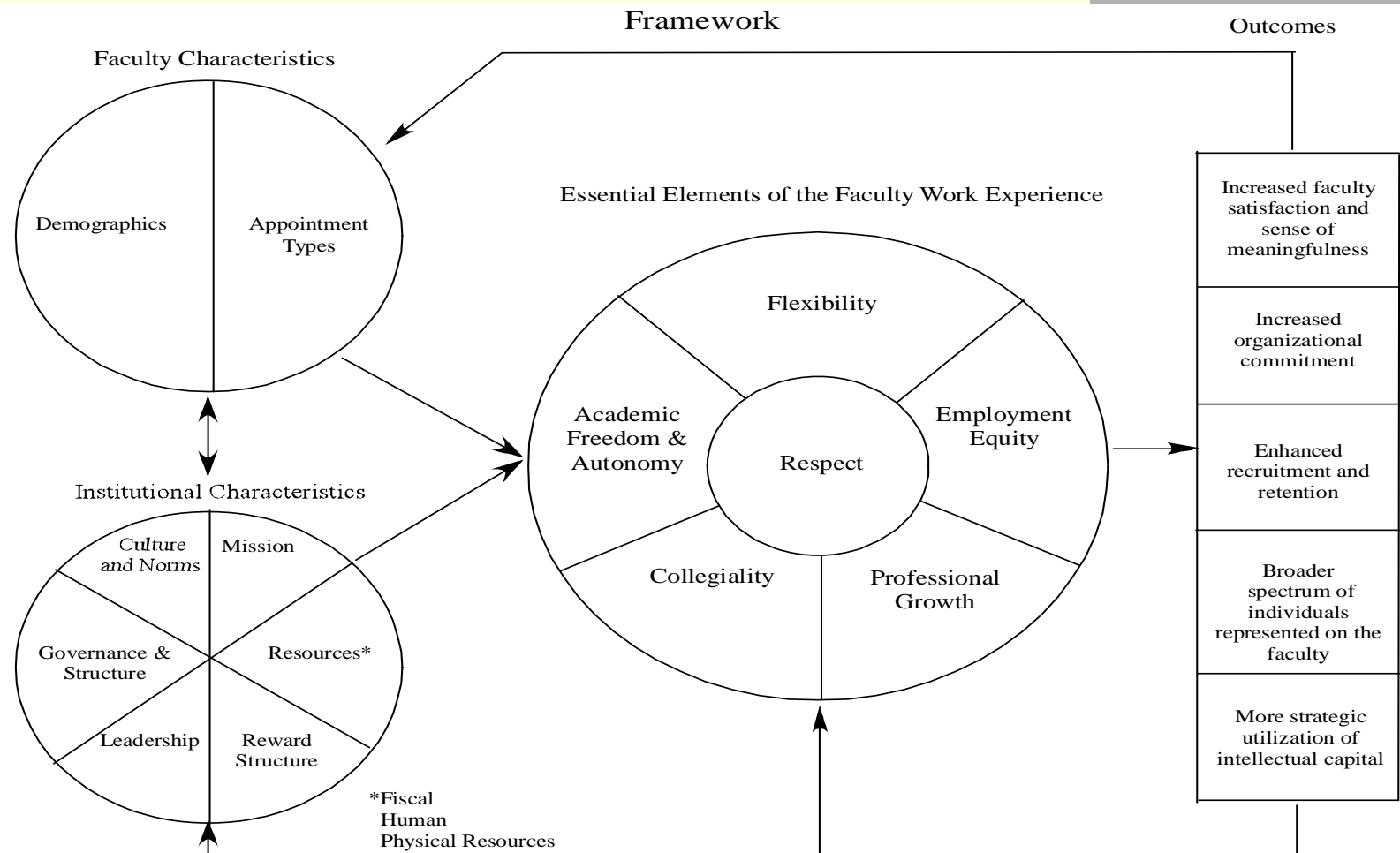
Key Concept:

- Faculty members individually and collectively are every institution's intellectual capital; its major and only renewable asset. Institutional success depends on their well being.

The Essential Elements of Faculty Work Today

- Respect
- Employment Equity
- Academic Freedom
- Flexibility
- Professional Growth
- Collegiality

Framework of Essential Elements



Why Worry? What's the Hurry?

- Pace of societal change will not slow down to allow more time to rethink the academic profession.
- Faculty members and academic positions will increase in their diversity.
- The work higher education does will continue to be critical to our society. America needs an educated citizenry more than ever as demands for new knowledge increase.

Who *are* the faculty?

Is there a *profession* underlying the emerging academic workforce that should be reaffirmed, renewed, and reset as *the professoriate* across all institutional types?

Bill Sullivan:

“The main issue is how academe is to be connected with the larger society. Will it be connected predominately through the consumer-business model, or will it be through a reinvigoration of the academy’s defining purposes, as a self-aware institutional sector within the larger society?”

Gary Rhoades:

“ . . . Shouldn't we be moving, as a set of institutions and as a profession, beyond an individually focused, status-seeking orientation to a more socially-focused, community-serving orientation and sense of social responsibility for fostering the broad revival—economically, socially, culturally, and politically—of the regions in which we are situated?”

So, what do we do . . . ?

As individuals:

- * Become reflective and self-aware about a personal career path
- * Accept personal responsibility for acting within a profession and a community beyond the discipline
- * Hold on to the vocation—the calling—that led to an academic career and retain the passion

So, what do we do . . . ?

As institutions:

- * Tenure
- * Work-Life balance
- * Flexibility
- * Governance
- * Diversity and inclusiveness of workforce
- * Autonomy of institution
- * Corporatization of research . . . etc.

Within respective missions and purposes

So, what do we do . . . ?

Collectively, as higher education:

- * As institutional organizations like AAC&U, AASCU, CIC, AAU, AACCC, AGB . . . etc
- * As membership groups like the AAUP or disciplinary societies,
- * As foundations
- * As accrediting bodies
- * As federal and state governments
- * As new global networks or corporate conglomerates

What could make the frog jump?

- * National commission
- * Pilot projects at campuses to create effective models
- * A think piece A new “Academic Revolution”
- * Changes in regional accreditation requirements
- * A renewed and inclusive AAUP

What would work . . . ?

Philadelphia in March 2010

Between San Diego and Philadelphia, can we have a national dialog about:

- The profession underlying the professoriate
- Professionalization of an academic workforce
- The future appeal of academic life
- The civic and public purposes of higher education & its fragmentation into segments
- Quality and global competitiveness
- The liberal arts as a fount of renewal?

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