Introduction

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A recent Ph.D. graduate was ready to begin his first day as a new faculty member. It was a bitterly cold morning in New York City as he awaited the "F" *train at the Forest Hills, Queens station in hope that it would expeditiously transport him to the Arnold & Marie Schwartz College of Pharmacy and Health Sciences of Long Island University in downtown Brooklyn. One and one-half hours later, he arrived at the foot of the gated campus and was greeted by a security guard who looked at him in astonishment. "Hi, I'm Shane Desselle," he sheepishly spoke, "a new member of the faculty in the School of Pharmacy. Can you let me in? I don't have an ID or a key to my office, yet." He responded, "The university is closed today. Didn't you know–with yesterday's blizzard and all?" So this eager new faculty member turned right back around with briefcase in hand, and journeyed back to Forest Hills. This time, however, the trip back was only 1 hour and 15 minutes.*

This new faculty member's second attempt to get started at his new job was much more fruitful. He got inside the gate and even into his office this time. Waiting for him were the desk, filing cabinet, and lavish

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executive chair he had ordered. Not waiting for him, though, were a computer, paper, pens, or any faint idea of how to get started. Then it dawned on this new academic, how autonomous a faculty member's job is. This eager Ph.D. literally sat in his chair, staring at the walls, out the window, and at the department secretary for nearly an hour. "Well, what do I do, now?" he thought. "There are no instructions here." He then figured that whatever he was supposed to do, however he was supposed to do it, he had better get started because in just two more weeks he was going to be coursemaster and sole instructor for three different courses–none of which he had ever taught, two of which were new in the curriculum, and one of which had no existing syllabus or notes for him to use. He then proceeded to purchase a notebook from the bookstore and began developing syllabi and writing lectures.

How humbling this and other experiences throughout a new faculty member's first year or two in academe can be, especially when compared to how a new graduate feels just a few short weeks prior to beginning a job. Taking the stage, being hooded, and being welcomed into the ranks of the "truly educated" is an uplifting experience. Families and friends travel hours to bask in the pride at the attainment of the highest degree that universities have to offer. But the pride and the celebrations, while remembered forever, may not adequately squelch the stress associated with beginning a new academic position.

No matter how well your major advisor conditions you and whether or not you engaged in some teaching while a doctoral student, resident, or fellow, you are certainly not fully prepared to assume the roles and responsibilities of a faculty position immediately upon completing your postgraduate education. Suddenly, after years of sitting in desks taking in vast amounts of information, the shoe is on the other foot. In just a few short years between our undergraduate education and that first day on the new academic job, we seem to forget how students, especially entry-level degree students, think and learn. Having completed graduate study and obtained such a wealth of knowledge in a very specific and concentrated area, we come to think of what we know as "old hat." We underestimate the knowledge we have obtained in this specific area yet overestimate our general knowledge. This is why many new faculty members struggle–we assume students are well versed in our knowledge, and even worse, we assume that they are as interested as we are in the subject matter that we teach. The medicinal chemist assumes that students share the same enthusiasm he or she does about structure-activity relationships, and the social and administrative scientist assumes

that if he or she casually mentions the Health Belief Model to students that students already know what he or she is talking about. Conversely, we may enter the academic institution and relationships with administrators and fellow colleagues thinking that we know far more than we actually do.

This is one of the reasons we embarked on compiling these manuscripts. We hope that from this issue stakeholders–new faculty members, more experienced faculty members, division chairs, deans, and administrators–can glean some ideas that will assist junior faculty members in launching productive and successful careers. Junior faculty members, after all, are the educators, researchers, and academic administrators of the future. Their role in shaping universities with their new ideas, their fresh approach, and their scholarly endeavors is paramount. Every new faculty member is going to stumble, and nothing in this issue or any other source is going to change that; however, if the creative energies of the new faculty member are overly obstructed, then not only does that individual suffer, but the school of pharmacy and the institution do as well.

There is little doubt that the expectations for faculty in the U.S. have been rising. Faculty in traditionally research-oriented institutions are expected to teach more and teach well, while those employed in teaching, tuition-driven institutions are expected to generate more scholarship and secure at least some external funding. Many new pharmacy faculty are strapped with expectations that they receive very good to excellent teaching evaluations from students in addition to National Institutes of Health (NIH) funding in order for them to be tenured and promoted to the associate professor level. The difficulties can be even greater for females, who have demonstrated a greater propensity to leave their institutions prior to a tenure decision and are more likely to be denied tenure (1-3). Nonwhite newer faculty also encounter the additional obstacles of marginalization and insensitivity (4-6). Indeed, it has been demonstrated that stress is an increasingly significant problem for these and many new faculty members (7).

Some of the specific stressful factors for new faculty have been studied and include "not enough time," inadequate feedback and recognition, unrealistic expectations, lack of collegiality, and difficulty in balancing work and life outside of work (8). For pharmacy faculty (not necessarily new), the 5 most stressful situations from a list of 31 were securing financial support for research, having sufficient time to keep abreast of current developments in individuals' research fields, feeling that their workload is so heavy that all tasks cannot possibly be com-

pleted during the normal work day, imposing excessively high self-expectations, and attending meetings that take up too much time (9). A more recent study of junior faculty in schools of pharmacy reported that:

- Respondents were ambivalent with regard to their satisfaction of the teaching, research, and service roles.
- Respondents were most satisfied with their teaching roles and least satisfied with their research roles.
- Females were significantly less satisfied with their roles than their male counterparts.
- Those employed in private schools were significantly less satisfied than those employed by public universities.
- Those working in schools six years or less in existence were significantly less satisfied than those working in schools in existence more than six years (10).

Other studies have been conducted on some of the individual aforementioned factors. When examining the balance between work and personal life, one study reported that half of the respondents surveyed reported a positive "spillover" effect between their professional and personal lives, while half also reported stress in trying to balance time and commitment to family with career aspirations. A higher degree of this spillover is more likely to be experienced by academicians than the general population (11). A study of the effects of work, nonwork, and role conflict on the overall life satisfaction of pharmacy faculty found that respondents were only moderately satisfied with their lives and identified being married, receiving social support from spouses or mates, and socializing with friends as nonwork influences that were related to life satisfaction. Many of these same influences were related to role conflict (12).

Differences in job satisfaction between first-year faculty and more senior faculty also have been studied. Findings showed that more senior faculty reported optimistic and enthusiastic beginnings, but, over time, work stress increased and job satisfaction deteriorated. Budget restrictions and less resource availability were seen as being detrimental to career development. First-year faculty desired more assistance than they received in adjusting to their new setting and in establishing themselves as researchers and teachers, a condition particularly strong in female faculty. Eighty-two percent of faculty, after their first year, indicated a likelihood of seeking jobs with other universities within the next year

(13). With regard to teaching, one study suggested that new faculty teach "defensively": they emphasize content over student involvement, rarely seek or receive collegial help, and resent teaching as an activity that undermines scholarship (14). However, another study showed that as new faculty matured into their careers they spent less time on teaching preparation, teaching was increasingly perceived as more satisfying and less stressful than research, an increased amount of time was spent on research, and there was increased stress about research productivity and increased perception of work stress (15).

An additional challenge facing new pharmacy faculty is the understanding they must gain of pharmacy's other disciplines, which are also involved in educating the entry-level student. Some pharmacy faculty did not receive their undergraduate education in pharmacy. Moreover, the disciplines in pharmacy are unique, and the experiences shared by new faculty in each of these areas, while having some commonality, can be quite disparate. In addition to the obvious differences in the types of courses that are taught and research endeavors that are initiated, the disciplines in pharmacy are different by their being newer versus older, pure versus applied, biological versus nonbiological. The disciplines vary, then, in the degree to which they have achieved consensus on issues to research, appropriate research methodologies, and strategies used in teaching (16). This variation of having achieved consensus or "scientific progress" has implications in how these faculty members view teaching and research and ultimately how they handle stress and adjust to their roles (17).

Differences among disciplines is one of the primary reasons this compilation is structured the way that it is. It features five junior faculty authors, two each from the clinical and social and administrative sciences and one from the basic sciences, representing diversity in ethnicity, gender, and type of institution where employed, sharing their experiences from their first few years in academe. They provide their insight on what worked and did not work for them as they launched their academic careers. This is followed by commentary and observations from a highly accomplished senior faculty member.

A growing body of literature has been devoted to recommendations for faculty development programs and the success and retention of new faculty members (3, 18-21). This compilation is meant to add to this body of work and to share the specific experiences of six pharmacy faculty members. It is hoped that the insights gained from these papers will prove useful to junior and senior pharmacy faculty members alike.

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