
BOOK REVIEWS



Dennis B. Worthen, editor, *A Road Map to a Profession's Future: The Millis Study Commission on Pharmacy*. Amsterdam: Gordon and Breach Science Publishers, 1999, 278 pp., incl. index, \$39.

A Road Map to a Profession's Future, edited by Dennis B. Worthen, provides a variety of perspectives and commentaries for a famous report entitled *Pharmacists for the Future*, which was originally published in 1975. Also called the Millis Study Commission on Pharmacy, this 1973-1975 project was one of the significant events in the development of professional pharmacy and pharmacy education. The chapters of *Road Map* recount the events leading up to the Study Commission's report, place the report in a historical context, and trace some of the impacts of the report for today's pharmacy practice. One of the bonuses Worthen has provided is a copy of the original *Pharmacists for the Future* in the appendix.

Pharmacists for the Future was one of many surveys and conferences conducted in the twentieth century that involved various aspects of pharmacy practice. This Study Commission's membership was not limited to individuals in pharmacy and included members from education, industry, and other health professions. Many of the report's predictions are reflected in today's world, and many of the recommendations of the report have been implemented. The report's emphasis on patients is quite compatible with today's emphasis on pharmaceutical care.

Those who are familiar with *Pharmacists for the Future* will discover both an insightful look backward into the events preceding the commission's report and a valuable recounting of the reactions to the

study. The Minnesota Program, which was based directly on the Study Commission's report and was sponsored by the Kellogg Foundation, is also highlighted in the book. For these readers, reviewing *Pharmacists for the Future* and pharmacy's recent history should be a rewarding and energizing experience.

Those unfamiliar with *Pharmacists for the Future* may find that reading the appendix first will help put the chapters of the book in perspective. Reading the Foreword and Preface would also be of great value in providing the proper context for the book chapters. An equally appealing strategy would be to read the first three chapters, which put the report in a historical perspective, then read the appendix, and continue the longitudinal sequence by reading the reactions to the Study Commission's report. Especially for those in a hurry to move through the 120-page *Pharmacists for the Future*, I would suggest reading the summary chapter of the Millis Commission's report as a time-saving strategy.

The chapters of *Pharmacists for the Future* cover a variety of topics appropriate for today's student of pharmacy and pharmacy history. One of my favorites is the definition of pharmacy as a knowledge system that renders a health service. Other chapters cover such topics as economics and the pharmacist, information systems from a 1975 perspective, forces of change, pharmacy education, and credentialing. One of the hallmarks of the report has been the recommendation that pharmacy education increase the number of clinical scientists who would link research expertise, practice skills, and patient services. The content of *Pharmacists for the Future* can still inspire the reader.

The last section of *A Road Map to a Profession's Future* looks at one of those inspirations from *Pharmacists for the Future*. The Minnesota Program, using the suggestion that colleges should increase the number of clinical scientists for justification, requested funding from the Kellogg foundation to support this type of educational program. While the Minnesota Program has been documented in other publications, this review provides a logical bookend to the impact of *Pharmacists for the Future*.

A Road Map to a Profession's Future is organized chronologically, starting with a look at the transitions between 1946 and 1976. The authors of the first two chapters provide a valuable review of the historical events leading to the Millis Commission. The next chapter provides an insightful look at the workings of the Study Commission

and the manner in which Millis guided the group. The reactions to the report are fascinating to read and provide an intriguing look into the educational professions' response to change.

Road Map would be appropriate for a number of audiences. Clearly, those with an interest in the history of pharmacy would find this book to be of great value. I would also recommend adding *Road Map* to the reading list for graduate programs that review milestones in the literature of the profession of pharmacy. Pharmacy educators will benefit from the perspectives and insights provided in *Road Map* and *Pharmacists for the Future*. Those with an interest in clinical pharmacy and its history will discover that the book can add a rich perspective to the development of this theme. An undergraduate course in pharmacy's history would also find the text of value for the years that are covered, although that type of course usually spans a broader range of topics and years. One might also consider *Road Map* as required reading for pharmacy students who are interested in learning more about their future profession. Finally, those experiencing nostalgia for earlier times will truly enjoy this opportunity to look back at how pharmacy was in the twentieth century.

Peter D. Hurd, Ph.D.
St. Louis College of Pharmacy

Robert J. Menges and Associates, *Faculty in New Jobs: A Guide to Settling In, Becoming Established, and Building Institutional Support*. San Francisco: Jossey-Bass Inc., 1999, 338 pp., incl. index, \$24.95 hardcover.

It is difficult to argue with the contention that faculty in higher education are facing increasing pressure to produce scholarly work and to teach more effectively while being confronted with diminished autonomy and the challenge of sifting through a growing bevy of information from print and electronic media. This pressure is augmented by the challenges inherent for a new member of the faculty who has to deal with everything from finding out how to order books and obtain keys to the seemingly impossible task of discerning what

behaviors are rewarded by the organization in terms of promotion and tenure.

Robert Menges and Associates explore these and other issues in great depth in this book. The book is written by coinvestigators of a large multiyear study, called the New Faculty Project, conducted by the National Center on Postsecondary Teaching, Learning, and Assessment of Northwestern University. The study employed self-administered survey questionnaires and follow-up interviews of new hires at five universities/colleges, which are initially described and henceforth referred to as: (1) Research University, (2) Rural Liberal Arts College, (3) Urban Liberal Arts College, (4) Community College, and (5) Comprehensive University. The purpose of the study was to determine for new hires their levels of stress, their primary sources of stress, how they allocated the time they spend in various job responsibilities, their perceptions of the clarity of their expectations, and factors that facilitated their performance and success on the job.

Robert Menges is a highly accomplished scholar in the study of the socialization of faculty, having published numerous well-known books and benchmark articles in the area. Likewise, his fellow contributors appear to be experts in the specific facets about which they write. Nonetheless, I believe the book would have been enhanced by contributions from at least a few authors outside the fields of education, sociology, and psychology.

The book's contents are organized in a very sound and rational manner. It opens with an introductory chapter on "being a newcomer." As a newly hired faculty member still getting acclimated to my current position and as someone still relatively new to the academic field, I took great solace in reading how other newcomers struggle with not having been trained to teach during their graduate education; how many are faced with significant teaching loads right from the start; how stressful it is at the very beginning just to have to deal with the "small stuff" like creating websites and listservs; and how family pressures bear down on the new faculty member, as it is likely he/she probably had to move the entire family and get acquainted with a new town or city in addition to getting adjusted to the new position.

Following the introductory chapter are three parts: (1) settling in, (2) getting established, and (3) building institutional supports. Part One, on settling in, is divided into five chapters devoted to areas such as dilemmas of newly hired faculty, new faculty stress, specific chal-

lenges faced by women and faculty of color, and mentoring and collegiality. The first two chapters in Part One expound further on concepts established in the introductory chapter with specific results from the New Faculty Project. These chapters mainly highlight some primary differences in experiences by study participants from the different types of institutions under study. A very refreshing and insightful component to these as well as other chapters is the inclusion of anonymous commentary by study participants. I found myself literally engrossed in some of their testimonies and could easily empathize with their struggles and share in the joys of their successes. These chapters, like all the remaining chapters, conclude with a series of questions for each stakeholder in the process (e.g., the new faculty member, the department head, colleagues, administrators) to ask themselves with regard to facilitating the success of the new faculty hire.

Chapters Four and Five relate the additional challenges faced by women and faculty of color, respectively, in acclimating to their new environments. Chapter Four continues to reveal some interesting, yet concerning, study results. Examples are findings that many newly hired faculty indicated during their third year of employment that they would probably not remain at their current institution, many were still working alone in their research, they spent much more time teaching than anticipated, and their stress from teaching was actually growing rather than diminishing. This chapter, however, offers very little in terms of additional information not discussed in other areas of the book and does little to actually distinguish the anxieties of male and female faculty. More profound are the perspectives offered in Chapter Five about the additional burdens faced by faculty of color, including difficulty in finding mentors, establishing collegial friendships, and convincing their departmental colleagues of the validity of their research. Part One concludes with Chapter Six, on mentoring and collegiality, which is loaded with research findings and pertinent information. A criticism here, as well as in other sections of the book, is the overuse of verbiage to describe study results. Readers could get a much clearer idea of the points being made with the inclusion of just a few tables and illustrations.

Part Two, on getting established, is comprised of four chapters. The first, Chapter Seven, on learning what students understand, is simply a must-read for the new faculty member. The chapter opens with case scenarios adapted from the real experiences of study participants.

These cases depict situations in which the teacher is struggling to get students to understand material being presented in class or to buy into a different teaching style. The authors elucidate critical differences among content knowledge, pedagogical knowledge, and pedagogical content knowledge and demonstrate the critical role each plays in successful teaching. Chapter Eight, on seeking and using feedback, provides numerous interview quotations from study participants about the difficulties they had in obtaining feedback about their performance and how the feedback they obtain is often either ambiguous or simply not useful. A striking theme is how many faculty felt that the formal review process was designed more to serve the purpose of the institution than the faculty member. A criticism of this chapter, and likewise for other chapters in the book, is the repetition of key study findings simply rephrased by a fellow contributing author within the context of his or her area of interest. By the end of the book some of this becomes tedious. Chapter Nine, on feeling in control, contrasts the experiences of high-control and low-control faculty members, which I would highly recommend that anyone—not just the new faculty member—read. The only significant problem with this chapter is that it is written entirely from the perspective of teaching without any regard to research or service activity. Chapter Ten, on faculty well-being and vitality, although somewhat redundant in its coverage of feedback and performance appraisal issues, offers a unique perspective on the concept of *generativity*, that is, the positive effect that faculty can have on students' lives and the satisfaction for a faculty member that occurs as a result of this.

Part Three, on building institutional support, begins with a chapter on how the level of consensus within a discipline on its accepted truths, pedagogical content, teaching strategies, and research methods affects the well-being and performance of new faculty members. It reveals that faculty in high-consensus disciplines (e.g., basic sciences) are better suited to adjust to their new environment, be that a teaching or a research institution, than those in low-consensus disciplines (e.g., social sciences). It certainly made me ponder the level of consensus we have within pharmacy, in general, and within each of our academic disciplines. This chapter raises particularly worthwhile questions for new faculty to ask themselves, such as “Have I written a statement of my program of research?” and “Have I developed a written statement of my pedagogical philosophy?” Chapter Twelve, on establishing a

teaching development culture, is useful reading for anyone in academe but is written more with the administrator in mind. Amidst providing suggestions for administrators, the authors also share in the creation of an index to measure teaching development culture and compare the cultures of the five institutions under study. Chapter Thirteen examines the reasons that faculty members in the study left their respective institutions by their third year of employment. This chapter also uses case scenarios to drive home how critical departmental support is to the new faculty member and provides interesting insights into what various faculty members call “success” and “failure.” The book concludes with Chapter Fourteen, a chapter on accountability of faculty welfare, which is somewhat redundant and offers very little on its own.

One overall shortcoming of the book is its scarcity of tables and illustrations. Moreover, when a table or graph is presented, it sometimes does not stand on its own, thus requiring the reader to wade through excessive text material to determine the meaning of the illustration. Another criticism is the lack of specific tips and suggestions for interested parties to follow in facilitating the success of newly hired faculty. Although each chapter concludes with some questions that indeed should be asked, some of the questions appear to be generated principally from the research project itself, and answers do not necessarily point to specific strategies. From the standpoint of an academician employed in a school of pharmacy, another shortcoming is the absence of any perspective from persons involved in a professional program. First, the sampling methodology essentially excluded faculty members from professional disciplines, and second, there were no contributions made from researchers in a professional school. I think most of us would be interested in how issues such as student career counseling, professional organizations and associations, and ever-changing trends in practice affect the lives of new faculty in a professional school.

Despite some criticisms, which I suppose would be inherent in *any* book, I would very highly recommend this book for reading by *anyone* in academe, including new faculty, more experienced faculty, department chairs, deans, and administrators. Menges and Associates present so many issues and trends that are affecting the welfare not only of new faculty members but also of students and institutions as a whole. The book will help more experienced faculty members recall

their initial years as fledgling scholars and assist them to empathize with their novice colleagues, not to lament the plight of new faculty, but rather to assist them in making a positive impact on their respective departments. From reading this book, I learned a tremendous amount about myself, my teaching, and my scholarly contributions. I do not think one can ask very much more from an investment of just a few dollars and a few short hours of time.

Shane Desselle, Ph.D.
Duquesne University