

AUBURN UNIVERSITY SYLLABUS

Course number: HIED 8500

Course Title: The Professoriate: Understanding Faculty Roles, Work, and Career Paths

Credit Hours: 3 Semester Hours

Prerequisites: Graduate Student Status

Corequisites: None

Instructor: Dr. Frances Kochan, Professor, EFLT

Contact Information: Office: 4084 Haley Center 334- 844- 3058(w) 334- 332- 8618 (c)

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Class Location: 2346 Haley

Day and Time: Tuesdays, 5:00-7:50 PM

Course Description:

This course is designed for graduate students who are planning to enter a university related academic career. Its purpose is to familiarize the student with the nature of the professoriate as an occupation and to assist the student in developing a sound understanding of the factors influencing faculty roles as well as how one's discipline influences these roles. The course involves an examination of the recurring and evolving issues facing faculty roles, work, and career paths as well as an understanding of the past, present, and future of higher education in the US and abroad.

Course Objectives: At the end of this course students will be able to:

1. Describe the major roles (teaching, outreach, service, and research) of the American professoriate.
2. Compare and contrast the impact of institutional type (e.g., community college, liberal arts college, research extensive university, for profit) on faculty work life and career paths.
3. Compare and contrast disciplinary similarities and differences in faculty roles and careers.
4. Examine higher education research and be able to summarize the impact of psychological and demographic variables upon career entry and development.
5. Analyze the current and emerging issues facing faculty, e.g., decrease in percentage of tenure-track positions, concerns about academic freedom and tenure, and determine their impact on one's future academic career.
6. Examine the job search and interview process for full-time faculty positions.
7. Ascertain what institutions do and can do to support new faculty.
8. Understand the issues related to diversity as they relate to faculty hiring and career development, as well as upon institutional impact.
9. Analyze the professoriate from an international higher education perspective.
10. Identify potential resources to aid in their future careers in higher education.

Course Requirements/Evaluations:

a. *Conduct and write up an interview with a full-time faculty member* (current or retired) in the discipline or institutional setting in which you hope to find a faculty position. As a class, we will develop a common interview protocol to be used so that all interviewees are asked the same questions. The results of the interview will be written up (typed, double-spaced, 8-12 page document using the citation style in one's discipline or APA style) and will be graded. Some of each person's interview results will also be orally presented to the class. The interview should include a section dealing with (a) background information (type of institution and personal

information about the interviewee, why you choose his person. (b) the response(s) that most surprised you (b) the most important things you learned through the interview (c) how this interview has impacted your thoughts about becoming a professor in the setting you are considering (d) the value of this interview (e) any additional thoughts or reflections you think are important. **DUE DATE 9/27**

b. *Create a mock application for a currently advertised full-time faculty position.* The application will include a cover letter, vita, and any supporting material required by the ad, e.g., statement of teaching philosophy or research agenda, list of references. Submit a copy of the job application with the application. **DUE DATE 11/1**

c. *Find ONE current (2005-2011) refereed article or other resource related to one of the session topics (DVD, i.e. Youtube, google, internet site of interest) about the university, faculty roles, or work.* **Sign up for the topic/session you select by the second class, using blackboard.** Develop a 1-3 page, double-spaced, typed document that briefly summarizes the article or resource and evaluate its usefulness to those considering becoming a faculty member in the particular discipline (e.g., what kind of information is given that is helpful, and how would it be helpful). If relevant, the critique may also indicate if/how the information varies from or reinforces information learned in course discussions and readings.

If you are using an article, ATTACH A COPY OF THE ARTICLE WITH YOUR REVIEW. If you are using something other than an article, provide the location at which the resource can be accessed in your write-up. **THIS REVIEW IS DUE AT THE TIME THE TOPIC IS DISCUSSED.**

If you think it is important to allow the class to see the resource (i.e. internet site), please let me know. The sharing does not have to be overly formal. You will take 5-10 minutes to give an overview of your resource or to share it. We will discuss the implications of the resource as a class. There should be no more than two people sharing in any class.

d. *Keep a weekly journal that includes your thoughts about the professorship. This journal is for your use so that you can write a reflective paper about your perceptions of the professoriate* before you took this course and after you completed most of the course. Use the journal to reflect on the topics that will be in the paper. In a typed, double-spaced paper of 8-15 pages in length (double-spaced. Include a discussion of the topics we have studied (i.e, faculty roles, work life, career paths, diversity, student behavior, international issues and issues of concern) in terms of what was the most meaningful learning or valuable reading, experience, etc. Conclude with an assessment of how what you have learned in this course may affect your job seeking upon graduation. Share how your ideas have changed as a result of being in this course. Some of the information in the paper will be orally presented to the class in sessions 13 and 14. **The paper will be due 11/29 . Sharing the reflections will take place in Sessions 13 and 14.**

e. Sign up to receive information from the web site *Inside Higher Education*. We will discuss any pertinent issues from this website each week in our classes. This is to help you become familiar with the site and with what is happening in higher education. We will discuss the issues presented as relevant.

Grading and Evaluation Procedures:

Interview write up	25%
Article/resource critique.....	10%
Presentation of critique.....	10%.
Job application.....	20%
Reflective paper and presentation.....	25%
Class participation.....	10%
Total.....	100%

Written assignments will be evaluated on the following criteria:

- *Accuracy of information:* Fact-based statements about the professoriate are accurate and would be agreed upon by others who are familiar with the literature discussed in this course (35% of grade).
- *Completeness of response to the assignment:* Paper responds to all parts of the assignment (35% of grade).
- *Organization and coherence:* Paper has introduction, body, and conclusion and does not contain irrelevant material; material is arranged in a logical manner and in a manner consistent with the norms of one's discipline (20% of grade).
- *Appropriate grammar, punctuation, and spelling:* Standard English and spelling are consistently used (05% of grade). Any errors are minor and few.
- *Use of disciplinary format and citation style:* Paper displays correct use of student's disciplinary format and citation style for papers submitted for presentation or publication (05% of grade). **If relevant**

Oral assignments will be judged on the first three criteria used for the written assignments. Additional criteria will be:

- *Creativity-* The degree to which the presenter has used a creative approach to sharing (10% of the grade).

Class participation will be evaluated according to the following guidelines:

- **Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.
- **Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.
- **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.
- **Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.
- **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.

The following grade scale will be used:

A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 or below

Class Policy Statements:

A. Class attendance is required and students are encouraged to contribute to class discussion. Participation is the key to a lively class. Fifteen percent of the course grade will depend upon contributions to our class sessions. Class participation provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen.

Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. What matters is the quality of one's contributions to the class discussion, not the number of times one speaks. Out of professional courtesy, please notify me in advance when you know you will be absent from or late to class.

B. Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up the meeting, please contact me by E-mail (kochafr@auburn.edu). Please bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo, but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

C. Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult the course instructor.

D. This class is a participatory community that values all comments and contributions and all class members are respected.

E. Emergency Procedures: If the fire alarm sounds, calmly exit the building. Meet outside the building at the area specific by the professor and await further instructions. If a tornado warning is issued, calmly move to a designated severe weather shelter (located on the lower levels of the building). Stay in the shelter area until the warning expires. Classes are suspended for the duration of a tornado warning. For all other emergencies, follow instructions provided by AU ALERT and your professor. More information on emergency procedures is available at www.auburn.edu/emergency.

3. Helpful Web Sites

The following **web sites** provide useful, relevant information for this course:

Adjunctnation (commercial web site with information for adjunct faculty)

<http://www.adjunctnation.com>

American Association of Colleges and Universities (issues about faculty)

<http://www.aacu-edu.org/issues/faculty/>

American Association of University Professors

<http://www.aaup.org>

American Council on Education (ACE)

<http://www.acenet.edu//AM/Template.cfm?Section=Home>

Auburn University Faculty Handbook

<http://www.auburn.edu/academic/provost/handbook/>

Biggio Center for the Enhancement of Teaching and Learning Website

www.auburn.edu/biggio

******Cabell's Directory of Journals***

OFF Campus

<http://www.lib.auburn.edu/find/bytitle.php>

ON Campus

<http://www.lib.auburn.edu/CABELLS>

Carnegie Classification of Institutions of Higher Education

<http://www.carnegiefoundation.org/Classification/index.htm>

Chronicle of Higher Education

<http://chronicle.com/section/Home/5>

******Chronicle of Higher Education – Library Access – Lexus Nexus***

<http://catalog.lib.auburn.edu/vufind/Record/3393876>

Chronicle of Higher Education Career Network

<http://chronicle.com/jobs>

College Board Trends in Higher Education

<http://professionals.collegeboard.com/data-reports-research/trends>

******Inside Higher Education***

<http://www.insidehighered.com/>

Institute for Higher Education Policy

<http://www.ihep.org/Research/rankingsystemsclearinghouse.cfm>

International Archive of Educational Data

<http://www.icpsr.umich.edu/IAED/>

MentorNet

<http://www.mentornet.net/>

National Center for Educational Statistics

<http://nces.ed.gov/>

Times Higher Education

<http://www.timeshighereducation.co.uk/>

***** These three sites will be part of your class assignments.**