

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. James E. Groccia, Associate Professor, EFLT; Director, Biggio Center for the Enhancement of Teaching and Learning

Assistant Instructor: Emad Mansour, PhD.

Email: eam0028@tigermail.auburn.edu

Contact Information: Office: Biggio Center, 282 Thatch Concourse, Foy Hall, 334-844-8530, groccje@auburn.edu, Office hours by appointment

Class Location: 2346 Haley Center

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.

Course Content and Schedule: See Semester Plan

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 the student hopes 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 may also be orally presented to the class.
- 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.
- c. *Find ONE current (2007-2012) refereed article about faculty roles and work in your academic discipline and write a critique of the article.* The critique will be a 3-5 page, double-spaced, typed document that briefly summarizes the article and evaluates its usefulness to those considering becoming a faculty member in the particular discipline, e.g., which faculty role(s) is/are addressed, 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.
- d. *Weekly journal entries in Canvas regarding reading, in-class discussions, discussion questions, activities and reflections/thoughts:* thoughtful and comprehensive reflection regarding each week's readings and in-class discussions/activities.
- e. *Write a reflective paper about your perceptions of the professoriate* before you took this course and after you completed most of the course. In a typed, double-spaced paper of 10-15 pages in length, include a discussion of faculty roles, work life, and career paths. Conclude with an assessment of how what you have learned in this course may affect your job seeking upon graduation. Some of the information in the paper may be orally presented to the class.

Grading and Evaluation Procedures:

Interview write up and presentation.....	25%
One article critique.....	15%
Job application.....	10%
Weekly journal entry.....	15%
Reflective paper and presentation.....	20%
Class participation.....	15%
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).

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. (15%)
- **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. (13%)
- **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. (11%)
- **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. (5%)
- **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. (3%)

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. 15% 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 (Groccje@auburn.edu). 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

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

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

Carnegie Classification of Institutions of Higher Education

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

Chronicle of Higher Education Career Network

<http://chronicle.com/jobs>

College Board Trends in Higher Education

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

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/>