**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, Professor, Higher Education, Department of Educational Foundations, Leadership and Technology

**Contact Information:** Office: 4084 Haley Center, 334-844-5038, [groccje@auburn.edu](mailto:groccje@auburn.edu), **Office Hours:** Monday and Tuesday, 2:30-4:30 and by appointment

**Class Location:**  2406 Haley Center

**Day and Time:** Mondays, 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 of the American professoriate.

2. Compare and contrast the impact of institutional type and discipline on faculty work life and career paths.

3. Examine higher education research and be able to summarize the impact of psychological and demographic variables upon career entry and development.

4. Analyze the current and emerging issues facing faculty in US and global higher education.

5. Examine the job search and interview process for full-time faculty positions.

6. Ascertain what institutions do and/or should do to support new faculty.

7. Understand issues related to faculty diversity from multiple perspectives.

**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. *Online Discussion Forums. Weekly journal entries in Canvas regarding reading, in-class discussions, discussion questions, activities and reflections/thoughts:* Purpose for Assignment: Effective learning requires students' enthusiastic participation in a variety of activities and the exercises assigned through our semester are to provide experiences to enhance learning in different ways. One of the most effective means of engaging students in understanding material is through discussions. Online discussion forums can be even more effective than the in class variety because participants must read comments and respond in writing; both of these activities encourage more thoughtful participation. Students will be required to both lead topics and contribute to discussion topics led by other students. Discussion topics will be taken directly from the weekly course material as well as readings, videos and web sites that are made available related to course topics. In most cases, the discussions will be related to the class topics and readings for the week. So, in general, I use discussion online discussion forums to foster engagement, elicit ideas and critical thinking outside the classroom, and to develop feedback and technology skills. This discussion forum is NOT Facebook: Please go beyond just “liking” other student comments: Integrate “content” into your comments.

d. *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. The paper can be organized in different ways: e.g., topical, week-by-week.

**Grading and Evaluation Procedures:**

Interview write up and presentation………………….25% Job application………………………………………..15% Weekly journal entry…………………………………30% Reflective paper and presentation…………………….20% Class participation…………………………………….10% Total...………….……………………………………100%

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. (10)

 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. (8-9)

 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. (6-7)

 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. (4-5)

 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. (0-3)

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. Two excused absences are allowed without penalty. Participation is the key to a lively class. 10% 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](mailto: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](http://www.auburn.edu/emergency).

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