**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:** Laura Parson, PhD, Assistant Professor, Higher Education, Department of Educational Foundations, Leadership and Technology

**Contact Information:** Office: 4086 Haley Center, 334-844-3592, ljp@auburn.edu

**Office Hours:** Tuesday, 2:30-4:30 and by appointment

**Class Location:**  2468 Haley Center

**Day and Time:** Aug 31, Sept 1; Oct 5, 6; Oct 19, 20; Friday/Saturday 9 am - 4 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 conclusion of this course students will be able to:

1. Discuss 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. Analyze the current and emerging issues facing faculty in US and global higher education such as tenure, diversity, and adjunct/contingent faculty
4. Examine the job search and interview process for full-time faculty positions

**Required Texts:**

Vick, J., Furlong, J., & Lurie, R. (2016).*The Academic Job Search Handbook.* Philadelphia, PA: University of Pennsylvania Press.

 ISBN-13: 978-0812223408

Kezar, A. & Maxey, D. (2016). Envisioning the Faculty for the Twenty-First Century: Moving to a Mission-Oriented and Learner-Centered Model. New Brunswick, NJ: Rutgers, University Press.

 ISBN-13: 978-0813581002

**Course Schedule:** See schedule below.

**Course Requirements/Evaluations:**

1. ***Conduct and write up an interview with a full-time faculty member (15 points)***(current or retired) in the discipline or institutional setting in which the student hopes to find a faculty position. The results of the interview will be written up (typed, double-spaced, 3-5 page, APA style) and will be graded. Some of each person’s interview results may also be orally presented to the class. In addition to providing clarity into the role of the professoriate from the perspective of your interviewee, your paper should also address how the responsibilities of teaching, scholarship, service, and outreach are defined and considered in their respective discipline and institution type. See Canvas for paper rubric.

Due: October 6

*Learning objectives: 1, 2*

2. ***Professoriate Literature Circles (20 points)***: In groups of 3-4 (sign up for your book choice the first week of class on Canvas), you will participate in literature circles through the semester, alternating roles (see Canvas) in each literature circle meeting. Each literature circle group will present what they discussed and learned in their literature circle meetings using their technology of choice (e.g., blog, wiki, screencastomatic recording, Prezi), which will be made available to the class. Books will cover specific professoriate interests that we will not, for the most part, cover in class. See the course schedule for literature circle meeting dates. See canvas for literature circle role descriptions and final project rubric.

 Due: October 31

 *Learning objectives: 2, 3*

3. ***Mock Faculty Job Application (20 points):*** 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. See Canvas for rubric.

 Due: November 28

 *Learning objective: 4*

4. ***Weekly participation (15 points)****:* Effective learning requires students' enthusiastic participation in a variety of activities and the exercises assigned throughout the 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. Students will be required to both lead topics and contribute to discussion topics led by other students. Second, before each guest speaker, you will be asked to submit questions you would like the guest speaker to answer. Third, you will be asked to review and provide constructive feedback on your peer’s work, including but not limited to their C.V., cover letter, final project, and literature circle meeting reflections.

 *Learning objectives: 1, 2, 3, 4*

5. ***Culminating Professoriate Project (30 points)*** (choose from one of the following choices): The purpose of the culminating project is to extend your knowledge of the professoriate in areas specific to your interests and to develop in the area of research/scholarship.

 Due: December 5

 *Learning objective: 3*

 a. **Professoriate Literature Review**: Choosing from one of the Higher Education professoriate “hot topics” discussed in class (e.g., Tenure, contingent faculty, underrepresented faculty) or a professoriate current issue or trend from your own interests, develop a literature review that provides a compelling synthesis of the major and recent scholarly literature on that topic. You should review at least 10 peer-reviewed articles.

 b. **Action Research Plan**: Craft an IRB submission for a potential action research project you could conduct in your current or anticipated teaching role.

 c. **Choice**: Present an option to me that would demonstrate your competence in learning objective 3 and develop your skills in research/scholarship.

**Grading and Evaluation Procedures:**

Job application 20

Interview write up and presentation 15

Literature circles 20

Culminating paper and presentation 30

Class participation 15

Total 100 points

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. Please make every effort to arrive to class on time as we will often start class with a group activity. 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. It is not possible to successfully complete the course if you miss the equivalent of more than one course day (~three traditional course meetings).

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 (ljp@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).

Revised 8/4/18 ljp

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| **HIED 8500: Professoriate Course Schedule** |
| *Unless otherwise specified, readings and assignments are due prior to class on the day they are listed.* |
| **Class Meeting Date** | **Topic** | **Readings** | **Assignments Due** |
| Weekend 1: Day 1 (Aug 31) | History of Higher Education, Organization of Higher Education, Institution Type | Readings on Canvas; K&M Ch 1, 5 | V&F Jigsaw Wiki; Lit Circle Wiki |
| Weekend 1: Day 2 (Sept 1) | Demographics of the professoriate, Professoriate Roles, state of the professoriate | K&M Ch 2, 3, 4, 6; V&F Ch 1 |  |
| Weekend 2: Day 1 (Oct 5) | Academic Freedom & Tenure, Contingent Faculty & Current Concerns | K&M Ch 8, 11, 12 | Faculty Member Interview |
| Weekend 2: Day 2 (Oct 6) | Academic Job Search, Professor Role & Institution Type | V&F (2-6, Jigsaw) | Mock Faculty Job Application Draft |
| Weekend 3: Day 1 (Oct 19) | Faculty Development, Evaluation, Professor Diversity  | K&M Ch 7, 9, 10 | Lit Circle Final Project |
| Weekend 3: Day 2 (Oct 20) | Future of the Professoriate | K&M Ch 13 | Culminating Professoriate Project, Job Application (Final) |