HIED 8500

The Professoriate

3 credit hours; Summer 2020

**Instructor**

Karley A. Riffe, PhD

Assistant Professor of Higher Education

Office Location: Haley Center 4075

Office Hours: Wednesdays 1:00-5:00pm

Please email to schedule a time to meet.

Phone: 334.844.3072

Email: karley.riffe@auburn.edu

**Course Time & Location**

Mondays 4pm-7:50pm

Zoom

**Course Description**

This course is designed to introduce students to the differences and similarities in faculty roles, work, and career paths across departments, disciplines, and institutions among other characteristics. The material in this course facilitates students’ exploration of the preparation for faculty positions, recurring trends in the academic labor force, and how instructors fit into the context of the university enterprise. Exploring scholarly research and professional practices, students will gain a more complete understanding of academic careers and their place in the higher education landscape.

**Course Expectations**

This is a graduate course will be taught in a seminar format, so familiarity with course readings and active participation in class discussions are crucial to success in this course. Students in this course will be expected to incorporate and synthesize the readings, current issues that address institutional type in higher education, and experiences in their professional roles to better understand and apply the concepts introduced in this course.

**Course Objectives**

* Explore the current state of the professoriate
* Understand the primary faculty roles – research, teaching and service
* Gain insight into the variation of academic careers by institutional type, discipline, rank, department, NTT/TT, and personal characteristics
* Study the core principles of faculty life – academic freedom, tenure, shared governance, and external partnerships
* Delve into current and recurring issues across the academic labor force
* Prepare a mock faculty application
* Develop a professional plan related to faculty work

**Required Texts**

All required readings for this course can be found in our Canvas course page.

**Course Requirements and Evaluation**

*Class Attendance & Participation – 27 points*

Each student is expected to contribute to attend each class session and contribute to class discussions and activities. Student participation in class and critical engagement with course reading materials are crucial to your personal success and the overall course environment. Additionally, students are encouraged to bring other readings and professional experiences into the classroom to add to our collective knowledge.

*Reading Memos – 18 points*

For **each class session**, you will be expected to write a brief memo about the assigned readings. These memos are designed for you to synthesize the readings, raise questions, and jump start our discussions in class. More information about these memos is available on the course page on Canvas.

*Discussion Starter – 10 points*

Throughout the term, each student will choose one class session for which they will be the discussion starter. Students will share key points from their Reading Memo with the class, discuss key aspects of their reading, and conclude with 3 discussion questions for the class to tackle. Please use the sign-up Google sheet (in Modules on Canvas under Syllabus) to sign up for the class session where you will be the discussion starter.

*Mock Application – 20 points*

**Due August 3rd at Midnight in Canvas**

Each student will be expected to prepare materials for a mock application for a faculty position. For students, who do not wish to pursue a faculty position, you may tailor your materials to another role in higher education. The following materials should be included:

* Cover Letter
* CV/Resume
* Teaching Philosophy/Professional Philosophy
* Diversity Statement

You do not actually have to submit the application. We will discuss this assignment in more depth during the second weekend meeting of the course, but you may want to check out [www.chronicle.com](http://www.chronicle.com) and [www.professorisin.com](http://www.professorisin.com) for resources to get you started.

*Professional Plan Paper – 25 points*

**Due August 3rd at Midnight in Canvas**

Students will write a 10-page (minimum 10 pages; this does not include references) paper describing their future professional interests in light of this course. This paper should address your professional goals and how your understandings from this class will inform your future work. These discussions may include the following: the kind of work you will seek after earning your degree, how you might continue in your current position with new understandings from your coursework, and also what you plan to do during the rest of your graduate program to prepare yourself to be successful in your current or future position. Additionally, if you do not plan to pursue a faculty career, describe how you might work with faculty in your current/future position and how this class may have changed your thinking about how best to go about that. This paper should include references to our course readings. The inclusion of other sources is not necessary, but is welcome. Students’ professional plans will be assessed based on the depth of their discussion, incorporation of scholarly resources, clarity of writing, and adherence to APA style.

Participation 27 points

Reading Memos 18 points

Discussion Starter 10 points

Mock Application 20 points

Professional Plan 25 points

Total 100 points

Grading Scale

1. 90-100 points
2. 80-89 points
3. 70-79 points
4. 60-69 points
5. Below 60

**Student Support**

*Disability Accommodations*: “Students who need accommodations are asked to electronicallysubmit their approved accommodations through AU Access and 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 this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).”

*Basic Needs Accommodations*: Any student who faces challenges securing their food or housingand believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

**Respect for Diversity**

* Non-Discrimination Policy: Auburn University is committed to providing an environment thatis free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, or gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident so that you can be made aware of resources, accommodations, and reporting options available to you. For more information about our Title IX reporting and resource options at Auburn University, please go to www.auburn.edu/titleix .
* Not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. Additionally, if these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

**Course Plan\***

**Session 1 June 1 Overview**

Gappa, J. M., Austin, A. E., & Trice, A. G. (2005). Rethinking academic work and workplaces. *Change: The magazine of higher learning*, *37*(6), 32-39.

Finkelstein, M. J., Conley, V. M., & Schuster, J. H. (2016). *The faculty factor: Reassessing the American academy in a turbulent era*. JHU Press.

Kezar, A. (2013). Changing faculty workforce models. *TIAA-CREF Institute*.

**Session 2 June 8 Faculty Roles**

Austin, A. (2011). The socialization of future faculty in a changing context. *The American academic profession: Transformation in contemporary higher education*, 145.

Gehrke, S., & Kezar, A. (2015). Unbundling the faculty role in higher education: Utilizing historical, theoretical, and empirical frameworks to inform future research. In *Higher education: Handbook of theory and research* (pp. 93-150). Springer, Cham.

Levin, J. S., & Aliyeva, A. (2015). Embedded neoliberalism within faculty behaviors. *The Review of Higher Education*, *38*(4), 537-563.

**Session 3 June 15 Academic Freedom & Tenure**

1940s Statement

Metzger, W. P. (1990). The 1940 statement of principles on academic freedom and tenure. *Law & Contemporary Problems*, *53*(3).

**This article is quite long so please skim the entire document**

Fossey, R., & Wood, R. C. (2004). Academic freedom and tenure. *New Directions for Community Colleges*, *2004*(125), 51-63.

**Session 4 June 22 Shared Governance & Faculty Senate**

Sullivan, T. A. (2011). Professional control in the complex university. *The American academic profession: Transformation in contemporary higher education*, 315.

Birnbaum, R. (1989). The latent organizational functions of the academic senate: Why senates do not work but will not go away. *The Journal of Higher Education*, *60*(4), 423-443.

Hearn, J. C. (2007). Sociological studies of academic departments. In P. J. Gumport (Ed.), *Sociology of higher education: Contributions and their contexts* (pp. 222-265). Baltimore, MD: The Johns Hopkins University Press.

Eckel, P. D. (2000). The role of shared governance in institutional hard decisions: Enabler or antagonist?. *The Review of Higher Education*, *24*(1), 15-39.

**Session 5 June 29 Institutional Type**

Terosky, A. L., & Gonzales, L. D. (2016). Re-envisioned contributions: Experiences of faculty employed at institutional types that differ from their original aspirations. *The Review of Higher Education*, *39*(2), 241-268.

O'Meara, K., & Bloomgarden, A. (2011). The Pursuit of Prestige: The Experience of Institutional Striving from a Faculty Perspective. *Journal of the Professoriate*, *4*(1).

Austin, A. E. (1990). Faculty cultures, faculty values. *New directions for institutional research*, 68, 61-74.

Pifer, M. J., Baker, V. L., & Lunsford, L. G. Local (2016). Cultures in institutional contexts: The functions of academic departments in liberal arts colleges. *Journal of Postsecondary and Tertiary Education*, *1*, 233-252.

**Session 6 July 6 Non-Tenure Track Faculty**

Kezar, A., & Sam, C. (2010). Understanding the New Majority of Non-Tenure-Track Faculty in Higher Education--Demographics, Experiences, and Plans of Action. *ASHE higher education report*, *36*(4), 1-133. **Only read p. 19-47**

Hearn, J. C., Burns, R., A., & Riffe, K. A. (2017) Workforce Flexibility and Strategic Outcomes in Colleges and Universities. New York: TIAA Research Institute.

Kezar, A., & Maxey, D. (2012). The Changing Faculty and Student Success: National Trends for Faculty Composition over Time. *Pullias Center for Higher Education*.

**Session 7 July 13 Faculty Demographics & Personal Characteristics**

Pifer, M. J., & Baker, V. L. (2016). Professional, personal, and relational: exploring the salience of identity in academic careers. *Identity*, *16*(3), 190-205.

**Choose 2 Articles from the following:**

Griffin, K. A., Pifer, M. J., Humphrey, J. R., & Hazelwood, A. M. (2011). (Re) defining departure: Exploring Black professors’ experiences with and responses to racism and racial climate. *American Journal of Education*, *117*(4), 495-526.

Ward, K., & Wolf-Wendel, L. (2004). Academic motherhood: Managing complex roles in research universities. *The Review of Higher Education*, *27*(2), 233-257.

Reddick, R. J., Rochlen, A. B., Grasso, J. R., Reilly, E. D., & Spikes, D. D. (2011). Academic fathers pursuing tenure: A qualitative study of work-family conflict, coping strategies, and departmental culture. *Psychology of Men & Masculinity*. <http://doi.org/10.1037/a0023206>

Ponjuan, L. (2011). Recruiting and retaining Latino faculty members: The missing piece to Latino student success. *Thought & Action*, 99-110.

**Session 8 July 20 Faculty Partnerships & Entrepreneurship**

Riffe, K. A. (2018). Ties to the outside: An exploration of faculty interactions with external organizations. *Higher Education Politics & Economics*, *4*(1), 295-313.

Mendoza, P. (2012). The role of context in academic capitalism: The industry-friendly department case. *The Journal of Higher Education*, *83*(1), 26-48.

Lee, J. J., & Rhoads, R. A. (2004). Faculty entrepreneurialism and the challenge to undergraduate education at research universities. *Research in Higher Education*, *45*(7), 739-760.

**Session 9 July 27 Job Market & Costs of the Academic Career**

Clauset, A., Arbesman, S., & Larremore, D. B. (2015). Systematic inequality and hierarchy in faculty hiring networks. *Science advances*, *1*(1), e1400005. <https://doi.org/10.1126/sciadv.1400005>

Smith, D. G., Turner, C. S., Osei-Kofi, N., & Richards, S. (2004). Interrupting the usual: Successful strategies for hiring diverse faculty. *The Journal of Higher Education*, *75*(2), 133-160.

Other Readings in Module for Session 9

**Session 10 August 3 Final Projects Due in Canvas**

**\***This course plan is subject to change at the discretion of the instructor.

**General Course Information**

Class Attendance: Class participation is a critical aspect of this course, and therefore your course grade. In the event that you cannot attend a class session, please notify me as soon as possible.

I will take attendance each class session. If you are absent on a day that work is due, you must make sure that it was submitted ON TIME via Canvas. Then, when you return to class, you should bring your documentation for absence to me in order for me to determine whether the assignment will be accepted. **Students who are absent for “excused” reasons (please** **see the Student Policy eHandbook for specific information regarding excused absences) must provide the instructor with appropriate documentation within one week from the date of the absence.** If the reason for the absence is such thatthis is not possible, it is the student’s responsibility to communicate with the instructor and make other arrangements.

Other unavoidable absences (e.g. pre-scheduled medical appointments, travel for university sponsored events/organizations, etc.) from campus must be documented and cleared with the instructor in advance. ***Please note:*** Simply informing the instructor of an absence does not automatically cause that absence to be considered “excused.” It is the student’s responsibility to provide appropriate documentation of excused absences. In the case of travel for University sponsored events, you will need to provide documentation from the sponsor/faculty member in charge on University letterhead to authenticate the reason for the absence. Failure to provide documentation within one week of return to class will result in a 0 being entered in the gradebook for any missed work or examinations.

“Excused” absences are defined as absences that have been documented as occurring for University approved reasons. **ALL absences will be considered to be “Unexcused” until** **and unless the instructor is in possession of the appropriate documentation for that absence.**

Late Assignments: Assignments and written papers are due at the date and time listed under therespective assignment description. Full credit will not be given for late assignments. Extensions will only be considered under extraordinary circumstances.

**Academic Integrity**

All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Additional Resources**

**Websites**

Change Magazine (www.changemag.org)

The Chronicle of Higher Education (www.chronicle.com)  Higher Ed Jobs (www.higheredjobs.com)

Inside Higher Ed (www.insidehighered.com)

Integrated Postsecondary Education Data System (http://nces.ed.gov/ipeds/)

National Center for Education Statistics (nces.ed.gov)

**Organizations**

American College Personnel Association (www.myacpa.org)

American Educational Research Association (www.aera.net)

Association for Institutional Research (www.airweb.org)

Association for the Study of Higher Education ([www.ashe.ws](http://www.ashe.ws))

Student Affairs Administrators in Higher Education (www.naspa.org) American Association of University Professors (www.aaup.org)  American Council on Education (www.acenet.edu)

Association of American Colleges & Universities (www.aacu.org)

Association of Governing Boards of Universities and Colleges (www.agb.org)

Association of Public and Land Grant Universities (www.aplu.org)

National Association of College and University Business Officers (www.nacubo.org)

Society for College and University Planning (www.scup.org)

**Higher Education Journals**

Educational Researcher

Higher Education

Innovative Higher Education

The Journal of Higher Education

The Journal of Higher Education Management

The Journal of Higher Education Policy and Management Planning for Higher Education Research in Higher Education The Review of Higher Education Journal of College Student Development Journal of Student Affairs Research and Practice