**Auburn University – College of Education**

**HIED 8500 - The Professoriate**

**Summer 2024**

**PROFESSOR:** Dr. Marigold Hudock

**ZOOM LINK:** <https://auburn.zoom.us/j/82916551700>

**OFFICE HOURS:** Please email me for an appointment

**EMAIL:** mmh0142@auburn.edu

**MEETING TIMES:** Monday 5:00-8:50pm

**Class Creed.** The classroom will be a safe space for all learners regardless of race, gender, class, (dis)ability, cultural background, religion, or sexuality. We will promote and embrace active engagement, critical dialogue, self-reflection, active listening, and authenticity. Each voice is valued in this space as we honor the experiential and content knowledge of every individual.

**Course Description.** This course is designed to study the differences and similarities in faculty roles, work, and career paths using various disciplinary and institutional lenses. In this class, we will engage in critical dialogue on various institution types, faculty roles, faculty pathways, and navigating the faculty job search. This course provides an opportunity for all current and future administrators, faculty, and educators to deepen their understanding of nuance of the academy as it relates to the role of faculty members in and adjacent to the field of higher education.

**Course Outcomes.** Upon completion of this class, students will be able to:

* Identify and differentiate institution types.
* Understand and differentiate faculty roles and positions.
* Understand how to navigate various faculty pathways.
* Design a competitive faculty application including:
  + Cover letter
  + CV
  + Teaching statement
  + Research statement
  + Diversity statement
  + Job talk

**Required Text.** Rockquemore, K., & Laszloffy, T. A. (2008). *The black academic's guide to winning tenure--without losing your soul*. Boulder, CO: Lynne Rienner Publishers.

\*All other readings will be posted on Canvas under the corresponding module.

\*\*Optional Readings: readings that are marked “optional readings” are not required, but rather are available in case you would like to engage in additional information about the weekly topic.

**Course Expectations.** Students are expected to:

* Attend every class session.
* Arrive on time.
* Complete all reading assignments for each class session.
  + Read and stay up to date with course emails, Canvas notifications, and other modes of class communication.
* Actively participate in meaningful discussions and other in-class activities.
* Turn in assignments on the specified due dates.

**Zoom Etiquette.** This course will be a hybrid course, meaning there will be multiple classes where we meet over Zoom. Out of respect for everyone in the class, it is important that all students (and the professor):

* Be fully present during the Zoom class.
* Save outside-of-class work on your computers for a later time.
* Choose a productive learning environment.
  + Be prepared to engage in discussions, class activities, presentations, and breakout rooms.
* Be mindful of unexpected distractions happening in your background.
* Double-check prior to class that you have a good internet connection.
* Mute yourself if you are not speaking.
* If you are able, please keep your camera on.
  + Please do not record or take pictures of class participants without their permission.

**If you are running late to class and you are driving, you are NOT expected to hop into a Zoom class until you are safely parked and no longer at the wheel.**

**Course Assignments. All assignments are due by 5 PM on Mondays (by class time).** There will be some assignments, such as the Faculty Application and Job Talk, that we will be discussing/presenting in class.

Grades assigned will be A (90-100 points), B (80-89 points), C (70-79 points) D (69-60), F (Below 60)

In-Class Participation 10 points

Discussion Board 10 points

Faculty Application 50 points

Job Talk 30 points

1. **Class Participation/Discussion (10 points).** Each student is expected to adhere to the “Class Creed” which can be found on page one. Students should be actively engaged in course readings, videos, presentations, panels, and discussions. Learning is an active process which means you must participate and invest in course content to make meaning of the information. Students are expected to actively serve as peer reviewers as assigned.
2. **Discussion Board (10 points).** Discussion boards are meant to a) provide a reflective writing space to synthesize the readings and b) help students start to think about the content they will need for their Faculty Application assignment. Students should respond to the prompts/questions listed in each discussion board on the assigned due date. Roughly 300 words per discussion board response should be sufficient, although students can go over or under the word count as long as they respond to the prompt for the week. Students are also welcome and encouraged to comment on their peers’ posts.
3. **Faculty Application (50 points).** The purpose of this assignment is to provide students with the opportunity to prepare job materials for a faculty position in the academy. Students will first identify a faculty opening via hiring forums or university HR websites. Next, students will prepare a complete job application consisting of the following documents:
   1. Job Post
   2. Cover Letter
   3. CV
   4. Teaching Statement (One page)
   5. Research Statement (One page)
   6. Diversity Statement (One page)

Peer students will serve as the hiring committee on the assignment due date and provide peer feedback on each student’s application package. Students will be assessed on the quality of their package as it relates to their ability to directly respond to the items within the job post.

1. **Faculty Job Talk (30 points).** The purpose of this assignment is to provide students with an opportunity to create and deliver a job talk as required during the faculty interview process. Students will have 10 minutes to deliver an abbreviated job talk focused on research or teaching. Students will base the delivery of their job talk on the current job post they use as a guide to create their job applications. The research presentation should consist of an overview of a current research project and a discussion on the student’s research agenda. The teaching presentation should consist of an abbreviated teaching lesson.

**Important Notes:**

* All assignments should be saved as lastname\_firstname\_AssignmentTitle
* All assignments must be submitted via Canvas assignment modules
* Please note that this syllabus is subject to change as needed.

**Excused Absences.** Multiple unexcused absences or repeatedly coming to class late will impact your Class Participation Grade. If you need to miss class, come late, or leave early, email the instructor as soon as possible. In most cases I am lenient when it comes to what counts as an excused absence, I am less inclined to be lenient if missing class/running late becomes a pattern. Excused absences for missing class include:

* Work commitments and professional conferences
* If you or someone in your care is sick, injured, or struggling with their mental health
* Death of a family member or a loved one
* Religious holidays
* Other life emergencies

If you need to miss class, **it is your responsibility to have a peer take notes for you, make an appointment for office hours, or find an alternative way to learn what you missed**. In general, I do not record classes because most of my classes tend to be discussion-based, and often class discussions may venture into sensitive topics pertinent to that day’s discussion.

**Extensions and Late Work.** All assignments are due before (submitted via Canvas) the start of class on the listed dates. Students are encouraged to request extensions **in advance** via email on course assignments when needed. These requests will be evaluated on a case-by-case basis. Except in extraordinary circumstances (determined by the instructor), no late or make-up work will be accepted. Late work and associated penalties will be accepted and determined at the discretion of the instructor.

**Course Schedule**

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| Date | Topics | Readings | Assignment Due |
| 5/20/24 | **Introduction and Expectations**  **Becoming a Professor and Institutional Types** | Harsh Realities: The Professoriate in the 21st Century (Canvas)  Read Chapter 2 (Canvas): <https://books.google.com/books?id=6EikCgAAQBAJ&printsec=frontcover#v=onepage&q&f=false>  **Optional Reading (Canvas):**  Nyquist, J. D., Manning, L., Wulff, D. H., Austin, A. E., Sprague, J., Fraser, P. K., ... & Woodford, B. (1999). On the road to becoming a professor: The graduate student experience. *Change: The Magazine of Higher Learning, 31*(3), 18-27. |  |
| 5/27/24 | **No Class** | **Memorial Day** |  |
| 6/3/24 | **Faculty Roles, Duties, and Expectations** | **Chapters 6 and 7 of The Black Academic’s Guide to**  **Winning Tenure—**  **Without Losing Your Soul**  Becoming a Professor Chapter 3 (Canvas)  Brew, A., Boud, D., Namgung, S. U., Lucas, L., & Crawford, K. (2016). Research productivity  and academics’ conceptions of research. *Higher Education, 71*(5), 681-697. (Canvas)  **Optional Reading (Canvas):**  Tight, M. (2016). Examining the research/teaching nexus. *European Journal of Higher*  *Education, 6*(4), 293-311. |  |
| 6/10/23 | **Preparing for the Job Search** | **Chapter 3 of The Black Academic’s Guide to**  **Winning Tenure—**  **Without Losing Your Soul**  Becoming a Professor Chapter 5 (Canvas)  The Academic Job Search Handbook – Chapters 2 – 4, (Canvas) | **Deadline to Sign-Up for a Job Talk Date** |
| 6/17/23 | **No Class - Navigating the Faculty Job Search** | The Academic Job Search Chapters 13 – 16 (Canvas)  **Optional Reading (Canvas):**  Sallee, M., Ward, K., & Wolf-Wendel, L. (2016). Can anyone have it all? Gendered views on  parenting and academic careers. *Innovative Higher Education, 41*(3), 187-202. | **Discussion Board** |
| 6/24/23 | **Faculty Pathways** | **Chapters 4 – 5 of** **The Black Academic’s Guide to**  **Winning Tenure—**  **Without Losing Your Soul**  Stupnisky, R. H., Weaver-Hightower, M. B., & Kartoshkina, Y. (2015). Exploring and testing the predictors of new faculty success: a mixed methods study. *Studies in Higher*  *Education, 40*(2), 368-390**.** (Canvas)  **Optional Reading (Canvas):** Lawrence, J. H., Celis, S., & Ott, M. (2014). Is the tenure process fair? What faculty think.  *Journal of Higher Education, 85*(2), 155-188. doi: 10.1353/jhe.2014.0010 |  |
| 7/1/23 | **Surviving and Thriving as a Faculty Member**  **Hiring Committee Panel/Feedback Day** | **Chapters 8 and 10 of The Black Academic’s Guide to**  **Winning Tenure—**  **Without Losing Your Soul**  **Optional Reading (Canvas):**  Espino, M. M., & Zambrana, R. E. (2019). “How do you advance here? How do you survive?”  An exploration of under-represented minority faculty perceptions of mentoring  modalities.” *Review of Higher Education, 42*(2), 457-484. | **Faculty Application Package Due** |
| 7/8/23 | **No Class** | **No Readings – work on your Job Talks** |  |
| 7/15/23 | **Job Talks Part 1** |  | **Faculty Job Talk** |
| 7/22/23 | **Job Talks Part 2 (Last Class)** |  | **Faculty Job Talk** |

**Academic Honesty.** All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook at <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.

**ADA Policy.** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. 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). If you do not have an established accommodation, but would like to discuss possible accommodations while seeking or in lieu of an established accommodation, please the instructor directly.

**AI Policy.** In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected. **Using AI to fabricate sources, scholarship, data, events, etc. and presenting that misinformation as factual is never acceptable and will result in a failing grade on an assignment.**

A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

**Basic Needs.** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course or others is urged to contact Auburn’s Basic Needs Center for support at [https://aub.ie/basicneeds](https://aub.ie/basicneedsLinks). Furthermore, please notify the professor if you are comfortable in doing so as this will allow the faculty member to connect you with any other known resources.

**Classroom Behavior.** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> for details of this policy.

**Emergency Contingency.** If normal class activities are disrupted due to illness, emergency, or crisis situations, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Statement on Mental Health and Wellness.** If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling (334)844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the Auburn University Medical Clinic.

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call 334.844.5123 to speak with someone. Additional information can be found at [http://wp.auburn.edu/scs](http://wp.auburn.edu/scsLinks).

**Technology and Communication.** Students are responsible for checking university email and the Canvas site regularly. The instructor will communicate with students individually and/or as a group via email. Please make sure you have a strong internet connection prior to joining the Zoom meeting and the device that you are using has the ability to participate in breakout rooms, screen sharing, etc.

**Title IX and Statement on Limits to Confidentiality**. Consistent with the University’s Non-Discrimination Notice and the U.S. Department of Education’s implementing regulations for Title IX of the Education Amendments of 1972 (“TitleIX”) (see 34 C.F.R. § 106 et seq.), Auburn University prohibits Sexual Harassment that occurs within its education programs and activities. As further defined herein, Sexual Harassment includes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking. If you are in need of more information or to make a report:

* [Confidential resources](https://cws.auburn.edu/titleix/pm/talksomeone), such as the counselors at [Student Counseling and Psychological Services](http://wp.auburn.edu/scs/) or the advocates at [Safe Harbor](http://www.auburn.edu/safeharbor), will not report the incident to the police or the Title IX office. There are legal protections for the discussions you have with confidential resources.
* [Non-confidential resources](https://cws.auburn.edu/titleix/pm/talksomeone), such as professors, academic advisors, resident assistants, coaches, supervisors and all other Auburn University employees not designated as confidential resources, are legally obligated to report incidents of sexual misconduct to the Title IX Coordinator. The University refers to these individuals as “Mandatory Employees.”
* Auburn additionally has an online reporting form that is reviewed by Title IX staff (non-confidential resource): <https://cm.maxient.com/reportingform.php?AuburnUniv&layout_id=5>