

**EL 9456: THE PROFESSORIATE**

Spring 2015

Mondays, 4:00-6:45 PM

Hill 305

**Instructor Information:**

Dr. Jeni Hart

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**Description:**

The primary audience for this course is graduate students who plan to seek faculty positions in a 2- or 4-year college or university; however, the course may be of interest for those who plan to work closely with faculty in their administrative roles. It is anticipated that some of the students taking this course will be taking this course because it is a strongly recommended course in the University's Minor in College Teaching.

This course provides an overview of faculty roles and career paths in non-profit colleges and universities in the United States. Faculty life varies depending upon institutional type and discipline or field of study. Race/ethnicity, social class, sexual orientation, ability, gender, and other identity characteristics also influence faculty life; we will explore some perspectives about faculty from historically underrepresented groups. Other topics include anticipatory socialization into the professorate through graduate education: recurring and emerging issues facing future faculty; and the job search, including applying for faculty positions and negotiating job offers.

**Course Objectives:**

- 1) Analyze your graduate student experience as anticipatory socialization into the professoriate.
- 2) Understand the three major faculty work roles (teaching, service, and research/scholarship).
- 3) Understand how institutional type (e.g., community college, baccalaureate institution, research university) influences faculty work life and career paths.
- 4) Gain insight into disciplinary similarities and differences in faculty roles and careers.
- 5) Examine research on the impact of selected demographic variables upon faculty work life.
- 6) Ascertain some of the current and recurring issues facing faculty (e.g., decrease in the percentage of tenure-track positions, concerns about academic freedom and tenure).
- 7) Examine the job search and interview process for full-time faculty positions.

- 8) Prepare a vitae and sample job application.
- 9) Ascertain what colleges and universities do and can do to support new faculty.
- 10) Develop a plan to maximize your eligibility for a full-time faculty position.

### **Required Texts:**

- 1) Buller, J. L. (2010). *The essential college professor: A practical guide to an academic career*. San Francisco, CA: Jossey-Bass. (**Referred to in syllabus as ECP**)
- 2) Coghill-Behrends, W., Anthony, R. (2012). *The PhD handbook for the academic job search: An owner's manual for finding jobs*. Coralville, IA: PhD Books, LLC. (**Referred to in syllabus as Handbook**)
- 3) *Style manual for your discipline*. Education students must use the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition (2009), as the guide for use of APA style. Students in other disciplines may use either APA style or the citation style of their discipline.

### **Required Reading:**

#### **Available on the Internet:**

American Association of University Professors (AAUP). (2002). *1940 Statement of principles on academic freedom and tenure*.

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

Bowen, W. G., & Tobin, E. M. (2015, January 5). Toward a shared vision of shared governance. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Toward-a-Shared-Vision-of/151041/>

Carnegie Foundation for the Advancement of Teaching. (2010a). *The Carnegie Classification of Institutions of higher education*. <http://carnegieclassifications.iu.edu/>

Carnegie Foundation for the Advancement of Teaching. (2010b). *Lookup and listings*. [http://carnegieclassifications.iu.edu/lookup\\_listings/institution.php](http://carnegieclassifications.iu.edu/lookup_listings/institution.php) (**Pay particular attention to the Basic Classification.**)

College and University Professional Association for Human Resources (CUPA-HR). (2014). *Faculty salary survey for two-year community and technical colleges, by discipline and for department heads and faculty paid by the course*. Press release. Knoxville, TN: Author.

<http://www.cupahr.org/surveys/fhe2.aspx>

**(N.B., Please review the 2014 press release; the most recent executive summary is not available without cost)**

CUPA-HR. (2014). *Faculty in higher education salary survey for the 2013-14 academic year*. Knoxville, TN: Author.

<http://www.cupahr.org/surveys/files/salary2014/FHE4-2014-Executive-Summary.pdf>

Curtis, J. W., & Thornton, S. (2014). *Losing focus: The annual report on the economic status of the profession, 2013-14*. Washington, DC: AAUP. <http://www.aaup.org/file/zreport.pdf>  
**See Appendices to look at salaries in particular institutions:**

<http://www.aaup.org/appendices-2013-14-annual-report-economic-status-profession>

Gappa, J. M., & Austin, A. E. (2010). Rethinking academic traditions for the twenty-first century faculty. *AAUP Journal of Academic Freedom*, 1, 1-20.

<http://www.aaup.org/sites/default/files/files/JAF/2010%20JAF/Gappa.pdf>

Gerber, L. G. (2015). College and university governance: How the AAUP has established widely accepted norms of shared governance. *Academe*, 101(1). Retrieved from  
<http://www.aaup.org/article/college-and-university-governance#.VLgQsorF9hx>

Helm, M., Campa, III, H., & Moretto, K. (2012). Professional socialization for the PhD: An exploration of career and professional development preparedness and readiness for PhD candidates. *Journal of Faculty Development*, 26(2), 5-23.  
[http://gradschool.wayne.edu/best/pdf/msu\\_grad\\_school\\_study.pdf](http://gradschool.wayne.edu/best/pdf/msu_grad_school_study.pdf)

**Articles below are available through MU's electronic journals database. If accessing from off-campus, it is easiest to use a VPN client.**

Barnes, B. J., & Austin, A. E. (2009). The role of doctoral advisors: A look at advising from the advisor's perspective. *Innovative Higher Education*, 33(5), 297-315. doi: 10.1007/s10755-008-9084-x

<http://link.springer.com/article/10.1007%2Fs10755-008-9084-x>

Beiber, J. P., & Worley, L. K. (2006). Conceptualizing the academic life: Graduate students' perspectives. *Journal of Higher Education*, 77(6), 1009-1035.

[http://muse.jhu.edu/journals/journal\\_of\\_higher\\_education/v077/77.6ieber.pdf](http://muse.jhu.edu/journals/journal_of_higher_education/v077/77.6ieber.pdf)

Griffin, K. A., Bennett, J. C., & Harris, J. (2013). Marginalizing merit?: Gender differences in Black faculty D/discourses on tenure, advancement, and professional success. *Review of Higher Education*, 36(4), 489-512. doi: 10.1353/rhe.2013.0040

[http://muse.jhu.edu/journals/review\\_of\\_higher\\_education/v036/36.4.griffin.pdf](http://muse.jhu.edu/journals/review_of_higher_education/v036/36.4.griffin.pdf)

Kim, D., Twombly, S., & Wolf-Wendel, L. (2012). International faculty in American universities: Experiences of academic life, productivity, and career mobility. *New Directions for Institutional Research*, 155, 27-46. doi: 10.1002/ir

<http://onlinelibrary.wiley.com/doi/10.1002/ir.20020/abstract>

Lindholm, J. A. (2004). Pathways to the professoriate: The role of self, others, and environment in shaping academic career aspirations. *Journal of Higher Education*, 75(6), 603-635.

[http://muse.jhu.edu/journals/journal\\_of\\_higher\\_education/toc/jhe75.6.htm](http://muse.jhu.edu/journals/journal_of_higher_education/toc/jhe75.6.htm)

Nyquist, J. D., Manning, L., Wulff, D. H., Austin, A. E., Sprague, J., Fraser, P. K., Calcagno, C., & Woodford, B. (1999). On the road to becoming a professor: The graduate student experience. *Change*, pp. 18-27.

<http://www.jstor.org/stable/pdfplus/40165362.pdf?acceptTC=true>

Osei-Kofi, N. (2012). Junior faculty of color in the corporate university: Implications of neoliberalism and neoconservatism on research, teaching and service. *Critical Studies in Education*, 53(2), 229-244.

<http://www.tandfonline.com/doi/abs/10.1080/17508487.2012.672326#.VLcC-YrF9hw>

Sallee, M. W. (2013). The ideal worker or the ideal father: Organizational structures and culture in the gendered university. *Research in Higher Education*, 53(7), 782-802. doi: 10.1007/s11162-012-9256-5

<http://link.springer.com/article/10.1007%2Fs11162-012-9256-5?LI=true>

Shinn, L. D. (2014). Top down or bottom up? Leadership and shared governance on campus. *Change: The Magazine of Higher Learning*, 46(4), 52-55, doi:

10.1080/00091383.2014.925766

<http://www.tandfonline.com/doi/abs/10.1080/00091383.2014.925766#.VLgPo4rF9hw>

Terosky, A. L., O'Meara, K. A., & Campbell, C. M. (2014). Enabling possibility: Women associate professors' sense of agency in career advancement. *Journal of Diversity in Higher Education*, 7(1), 58-76.  
<http://eds.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=bd9e2cff-0b3c-4dc0-866ef7ffc815d91f%40sessionmgr4002&vid=1&hid=4208>

Tierney, W. G., & Lanford, M. (2014). The question of academic freedom: Universal right or relative term. *Frontiers of Education in China*, 9(1), 4-23.  
<http://booksandjournals.brillonline.com/content/journals/10.3868/s110-003-014-0002-x?crawler=true&mimetype=application/pdf>

Tight, M. (2014). Working in separate silos? What citation patterns reveal about higher education research internationally. *Higher Education*, 1-17.  
<http://link.springer.com/article/10.1007/s10734-014-9718-0/fulltext.html>

West, R. E., & Rich, P. J. (2012). Rigor, impact, and prestige: A proposed framework for evaluating scholarly publications. *Innovative Higher Education*, 37(5), 359-371. doi: 10.1007/s10755-012-9214-3  
<http://link.springer.com/article/10.1007/s10755-012-9214-3/fulltext.html>

### **Additional Readings:**

- Altbach, P.G. (2011). Harsh realities: The professoriate in the twenty-first century. In P. G. Altbach, P. J., Gumpert, & R. O. Berdahl. (Eds.), *American higher education in the twenty-first century: Social, political, and economic challenges* (3<sup>rd</sup> ed., pp. 227-253). Baltimore, MD: The Johns Hopkins University Press.
- Hart, J. (2015). *Dissecting a gendered organization: Implications for career trajectories for mid-career faculty women in STEM*. Manuscript submitted for publication.
- Kezar, A., & Sam, C. (2010). Understanding the new majority of non-tenure-track faculty in higher education: Demographics, experiences, and plans of action. In K. Ward & L. E. Wolf-Wendel (Series Eds.), *ASHE Higher Education Report: Vol. 36, No. 4*. San Francisco, CA: Wiley. (Chapter available on Blackboard)
- Whitt, E. J. (1991). "Hit the ground running." Experiences of new faculty in a school of education. *The Review of Higher Education* 14(2), 177-97. (Per permission of journal editor, the instructor will distribute this article in class since it is not available on-line through the university. Available on Blackboard)

### **Teaching Philosophy:**

As an educator in and outside the classroom, my philosophy is to encourage students to (re)discover their voices and to think critically about the subject matter by finding truth in what they oppose and flaws in what they espouse. To do so, requires reflection and a willingness to (re)discover who we are.

I strive to create communities of meaning and knowing (Sánchez-Casal & Macdonald, 2002). These communities assume individuals come to the classroom with complex identities. These identities are central to who we are and how life is considered, but they do not fully determine

what is known. This is to say that our identities do not result in a unified, essentialized knowledge. Moreover, communities of meaning and knowledge are dynamic, often contested, and there may be multiple communities in the same classroom. Within these communities, my role is as both a teacher and a learner.

I believe that teaching and learning is a false dichotomy. While it is nearly impossible to remove all aspects of power in a classroom, I try to do as much as I can to foster an environment where everyone in the classroom (including myself) is a co-teacher and co-learner. Learning is socially constructed and all co-teachers and co-learners will engage in conversation with texts, visual media, and other co-teachers and co-learners to expand upon the knowledge base with which they come to the classroom. As a result, I spend time posing questions to the class and asking others in the class to do the same. I am interested in their thoughts and ideas, in the evidence that supports them through their experiences, the readings, and other materials. Without these contributions, meaning and knowing will remain stagnant.

Because topics are sometimes emotionally charged, I try to start classes with opportunities for students to get to know each other and to tackle issues that may be less personal before moving onto issues that may be more challenging. I also model by taking risks, appropriately self-disclosing, and admitting I do not know something or that I am wrong. Although trite, I do believe that challenge and support (Sanford, 1962) must be balanced in order for knowledge to move in a new and more expansive direction.

My courses are primarily focused on discussion and the assigned readings are intended to be a springboard for dialogue. I see peer learning as the most useful way to enhance learning, thus small group and larger group discussion (both virtual and in person), case studies, small group projects, group problem solving activities, and other active learning techniques are integrated into every class.

### **Methods and Activities:**

In-class instructional methods will include large- and small-group discussions and individual presentations by students and the instructor. Additionally, there will be guest speakers on a variety of topics. Although not every assigned reading will be discussed in detail, class members are to read all assigned readings prior to the class meeting for which they have been assigned.

### **Assignments** (More detailed explanations of the assignments are posted on Blackboard in the Assignments tab.):

Each student will complete the following assignments:

- Lead discussion (“teach the class”) on the assigned readings. The “teaching” will not be graded but is expected as part of contributing to the course. Students should plan to have enough discussion questions to guide a **20 minute** conversation based upon the assigned reading. In cases where two students have signed up for the same reading, the discussion will be **30 minutes**. It is not required for pairs to collaborate on a single set of questions; however, they may choose to do so. Pairs will alternate asking questions during the 30

minute time frame.

- Conduct and write up an interview with a full-time faculty member (tenured, tenure track, nontenure track, current, or retired) either in the discipline or institutional setting (or both) in which you hope to find a faculty position. Interview questions will be developed by the class and all students will use the same questions. When appropriate, written results will include references to the literature on the professorate. **Please bring a hard copy to class.**
- Create a mock application for a currently advertised full-time faculty position (includes preparation of vitae and any requested documents such as teaching philosophy and research agenda (if the advertisement asks for letters of recommendation, transcripts, and/or an application form that is not easily downloadable, it is not necessary to include those documents)). If you do not intend to pursue a faculty position in the future, you can apply for another position within academe and follow the appropriate guidelines for that position (typically a cover letter and resume). **Please bring the advertisement and a hard copy of materials to class** (even if advertisement asks for materials to be submitted electronically).
- Write a Next Steps paper about what kind of work you think you will seek after completing your degree and what you will do in the remaining time left in your doctoral program to prepare to obtain the position and to succeed in it. The paper will include references to the literature on the professorate. References to literature beyond that assigned in class are not necessary. **The Next Steps paper must be uploaded to Safe Assign on Blackboard on the day designated in the course syllabus. Please drop off a hard copy to 202 Hill Hall before 5 PM on the due date.**

**Points equal to the loss of one letter grade will be deducted to any assignment up to one day late. Each subsequent day an assignment is late will result in the loss of points equal to one half of one letter grade. This adjustment will be made by the instructor to the grade assigned by the student at the end of the course.**

#### **Basis for Student Assessment:**

External rewards often do not result in internal motivation (Ryan & Deci, 2000). Many educators and learners consider traditional grading a form of external reward. In an effort to shift the focus on external rewards, I have modified my grading approach. At the beginning of the semester, students will be asked to identify their learning goals for the semester. Throughout the semester, students should reflect on those goals and the extent to which they are meeting them. At the end of the semester, they will be asked to again reflect upon those goals and assess the degree to which they have met them and must be submitted to the instructor along with the final course assignment (see later in syllabus for due date). As part of that assessment, students should assign themselves a letter grade (A, A-, B+, B, B-, C+, C, C-, F). This grade will be the final grade they receive for the course, unless other modifications are deemed necessary based upon policies outlined in this syllabus.

As the instructor, I will assess and provide feedback on all assignments. I will provide point totals, as described below. This, however, does not determine course grades, unless individual

students choose to use these assessments as a way to measure goal completion. N.B., in the case of extreme negligence, late assignments, or violations of academic honesty, I will reconsider course grades and assign grades appropriate for the quality of the work completed.

### **Criteria for Assessing Written Assignments:**

I will evaluate the faculty interview and next steps paper on the following criteria. N.B., the job application assignment will be assessed using the same criteria, however each criterion is worth half the amount identified below:

- *Freedom from surface errors in grammar, spelling, and citation style.* Standard English and spelling are to be consistently used, and the paper must display the correct use of student's disciplinary citation style and format. (5 pts.)
- *Completeness of response to the assignment:* Paper responds fully to all parts of the assignment. (15 pts.)
- *Organization and coherence:* Paper has introduction, body, and conclusion and does not contain irrelevant material; paragraphs have topic sentences supported by material in the rest of the paragraph; transitional sentences are used, when appropriate; material is arranged in a logical manner. (10 pts.)
- *Accuracy of information:* Fact-based statements about the professorate are accurate and would be agreed upon by others who are familiar with the literature discussed in this course. (10 pts.)

### **Work to be Assessed:**

<b>Assignment</b>	<b>Points</b>
1) Faculty Interview Write up (Due February 23)	40
2) Job Application (Due March 30)	20
3) <u>Next Steps Paper (Due May 11)</u>	40
TOTAL:	100

### **Percentages as Assigned to Letter Grades:**

There is no preconceived designation of the number of students to receive each grade, nor any ceiling on the number of "As" to be assigned if all students exhibit the high standard of performance expected for that grade. In general, 92% and above will be reserved for an "A," 83 – 91% for a "B," and 74 – 82% for a "C."

95.5 - 100 = A	91.5 - 95.49 = A-	
88.5 - 91.49 = B+	85.5 - 88.49 = B	82.5 - 85.49 = B-
79.5 - 82.49 = C+	76.5 - 79.49 = C	73.5 - 76.49 = C-
73.49 or below = F		

### **Attendance and Class Contributions:**

Your attendance in class is vital to your individual and our collaborative learning. Students are permitted two excused absences. For the purpose of this class, excused absences include: 1)

advanced absence requests submitted by email related to illness, family emergency, inclement weather, and professional development (e.g., presenting a paper at a conference, interviewing for employment) and 2) completion of a make-up assignment provided by the instructor. Subsequent excused absences and each unexcused absence will reduce the student's letter grade by one-half; this adjustment will be made by the instructor to the grade assigned by the student at the end of the course. You are responsible for the material covered in missed classes and should make plans to secure copies of notes, assignments, and announcements from a peer.

The success of this class is based upon the engagement and discussion. To develop and establish a learning community, meaningful contributions from all members is vital. Class contributions consist of (a) preparation for each class session, (b) active and thoughtful contributions in discussions (in class and on Blackboard, when appropriate) based on a thorough and critical analysis of readings, and (c) active and full contribution to small-group activities.

Because of the centrality of class contributions in this course, participation is an expectation and will not be assigned a point total. However, if a student's contribution over the course of the semester is disruptive or otherwise less than adequate for a graduate student, that student may lose up to 5 points for the semester. This assessment will be made at the end of the course and applied to the grade assigned by the student.

### **Academic Honesty:**

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. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. **When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.**

Plagiarism is the failure to distinguish the student's own words and ideas from those of a source the student has consulted. Ideas derived from another, whether presented as exact words, a paraphrase, summary, or quoted phrase, must always be appropriately referenced to the source, whether the source is printed, electronic, or spoken. Whenever exact words are used, quotation marks or an indented block indicator of a quotation must be used, together with the proper citation in a style required by the professor (Harris, 2001, p. 132).

If evidence of a violation of academic honesty is discovered, University policy will be followed to adjudicate the violation. Further, should the case be deemed plagiarism, the student will receive a point total grade of 0 for that assignment, and the instructor reserves the right to modify the final grade assigned by the student.

**Tips for Engaging in a Good Classroom and Blackboard Conversation** (N.B., Nash (1996) assumes that our language, truths, and conversations are embedded in our own constructed morality, hence the term *moral* is used throughout the following):

- 1) An honest effort to read and understand the assigned texts
- 2) An acute awareness that you have moral biases and blind spots
- 3) An open-mindedness about the possibility of learning something from both the author and your peers in the conversation
- 4) A willingness to improve your current moral language
- 5) A conscious effort to refrain from advancing your own current moral language as if it were the best one
- 6) An inclination to listen intently in order to grasp the meaning of other people's languages for expressing their moral truths
- 7) An agreement that clarifying, questioning, challenging, exemplifying, and applying ideas are activities to be done in a self- and other-respecting way
- 8) A realization that we will get off course in our conversations because a spirit of charity, intellectual curiosity, and even playfulness will characterize many of our discussions.
- 9) An appreciation of the reality that it will take time for us to get to know each other, and a realization that eventually we will find ways to engage in robust, candid, and challenging conversation about ethics without being so "nice" we bore each other to death, or without being so hostile that we cripple each other emotionally and intellectually (Nash, 1996, p. 25).

### **Commitment to Social Justice:**

A strategic goal in ELPA is to promote an environment that affirms the benefits of diversity, social justice, and cultural and global competence. I am committed to incorporating social justice throughout the curriculum, including in this course.

### **Universal Learning:**

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

### **ADA Accommodations:**

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

### **Incomplete Grades:**

Any student enrolled in an ELPA course other than an internship, who receives an “I” grade must complete the course requirements either (1) within one calendar year from the date the “I” grade was given, or (2) before the date of graduation (whichever comes first). When an incomplete is satisfactorily resolved, the faculty member responsible for the grade change will record the appropriately earned grade. If the incomplete is not resolved within one calendar year, the faculty member responsible for the grade change will record a grade of “F” in classes graded “A-F” or a grade of “U” in classes graded “S/U.” As outlined in the University of Missouri Faculty Handbook, a grade of “I” can only be assigned according to the following:

1. The completed portion of the student’s work in the course is of passing quality, and
2. There is such evidence of hardship as to make it unjust to hold the student to the limits previously fixed for the completion of the work.

### **Academic Inquiry, Course Discussion, and Privacy:**

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Exceptions will be considered, only under agreement by the instructor and all students in the class.

### **I support sexual assault survivors on this campus.**

The University of Missouri’s Equal Employment/Education Opportunity policy is compliant with Federal laws prohibiting discrimination requires that faculty, student employees, and staff members report any known, learned or rumored incidents of sex discrimination, including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence or sexual exploitation and/or related experiences or incidents.

To ask questions about the policies and procedures regarding sexual misconduct or to report any form of sex discrimination, please consult the MU Title IX website ([title9.missouri.edu](http://title9.missouri.edu)).

For confidential support and assistance, contact

- RSVP (Relationship and Sexual Violence Prevention) Center, 573-882-6638/[rsvp.missouri.edu/](http://rsvp.missouri.edu/);
- MU Student Health Center, 573-882-7481/ [studenthealth.missouri.edu/](http://studenthealth.missouri.edu/); or the
- MU Counseling Center, 573-882-6601/ [counseling.missouri.edu](http://counseling.missouri.edu)

## References:

- Harris, R. A. (2001). *The plagiarism handbook: Strategies for preventing, detecting, and dealing with plagiarism*. Los Angeles, CA: Pyczak.
- Nash, R. J. (1996). "Real world" ethics: Frameworks for educators and human service professionals. New York, NY: Teachers College Press.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67.
- Sánchez-Casal, S., & Macdonald, A. (2002). Feminist reflections on the pedagogical relevance of identity. In A. Macdonald & S. Sánchez-Casal (Eds.), *Twenty-first century feminist classrooms: Pedagogies of identity and difference*. New York, NY: Palgrave Macmillan.
- Sanford, N. (1962). *The American college*. New York, NY: Wiley.

## Weekly Schedule

<b>January 26</b>	<b>No readings</b>
<i>Introductions; Overview of Course</i>	
<b>February 2</b>	<p><b><u>LEARNING GOALS DUE</u></b></p> <p><b><u>Required Reading</u></b></p> <ul style="list-style-type: none"> <li>• “Carnegie Classification of Institutions of Higher Education AND “Lookup and Listings.” (access through Internet)</li> <li>• Altbach’s “Harsh Realities” (access through Blackboard)</li> <li>• Nyquist et al.’s “On the Road to Becoming A Professor” (access through Internet or Blackboard)</li> <li>• Handbook: “Institutional Fit,” pp. 32-37</li> </ul>
<b>February 9</b>	<p><b><u>Required Reading</u></b></p> <ul style="list-style-type: none"> <li>• Helm et al.’s “Professional Socialization” (access on Internet)</li> <li>• Beiber &amp; Worley’s “Conceptualizing the Academic Life: Graduate Students’ Perspectives” (access through Internet)</li> <li>• Lindholm’s “Pathways to the Professoriate: The Role of Self, Others, and Environment in Shaping Academic Career Aspirations” (access on Internet)</li> </ul>
<b>February 16</b>	<p><b><u>Required Reading</u></b></p> <ul style="list-style-type: none"> <li>• Whitt’s “‘Hit the Ground Running’: Experiences of New Faculty in a School of Education” (available on Blackboard)</li> <li>• Gappa &amp; Austin’s “Rethinking Academic Traditions for the Twenty-first Century Faculty” (access through Internet)</li> <li>• ECP: Chapter 6</li> </ul>

<b>February 23</b>	<b>FACULTY INTERVIEW WRITEUPS DUE</b>
<i>Academic Freedom and Tenure, Including the Tenure Process</i>	<p><u>Required Reading</u></p> <ul style="list-style-type: none"> <li>• AAUP's "1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments" (access on Internet)</li> <li>• Tierney et al's "The Question of Academic Freedom" (Access through Internet)</li> <li>• Kezar &amp; Sam's "Understanding the New Majority of Non-Tenure-track Faculty in Higher Education" (access through Blackboard)</li> <li>• ECP: Chapter 5</li> </ul>
<b>March 2</b>	<b><u>BRING YOUR VITAE TO CLASS</u></b>
<i>The Job Search</i>	<p><u>Required Reading</u></p> <ul style="list-style-type: none"> <li>• ECP: Chapter 1, 31</li> <li>• Handbook: Parts 1 &amp; 2 (section on Institutional Fit does not need to be re-read)</li> </ul>
<b>March 9</b>	<p><u>Required Reading</u></p> <ul style="list-style-type: none"> <li>• Handbook: Part 3</li> <li>• ECP: Chapter 2</li> <li>• Curtis &amp; Thornton's (AAUP) "Losing Focus" (access through Internet)</li> <li>• CUPA-HR Surveys (access through Internet)</li> </ul>
<b>March 16</b>	<p><u>Required Reading</u></p> <ul style="list-style-type: none"> <li>• ECP: Chapters 22, 30, 33-35, 40</li> <li>• Barnes &amp; Austin's "The Role of Doctoral Advisors" (access through Internet)</li> </ul>
<b>March 23</b>	<b><u>NO CLASS—SPRING BREAK</u></b>
<b>March 30</b>	<b><u>JOB APPLICATION DUE</u></b>
<i>Faculty Roles</i>	<p><u>Required Reading:</u></p> <ul style="list-style-type: none"> <li>• ECP: Chapters 23-29</li> </ul>
<b>April 6</b>	<p><u>Required Reading</u></p> <ul style="list-style-type: none"> <li>• ECP: Chapters 7-9, 32, 39</li> <li>• Tight's "Working in Separate Silos"</li> <li>• West &amp; Rich's "Rigor, Impact, and Prestige"</li> </ul>

<b>April 13</b>	<b>Required Reading</b>
<i>Faculty Roles and Contexts: Gender as Factor Influencing Careers</i>	<ul style="list-style-type: none"> <li>• Sallee's "The Ideal Worker or the Ideal Father"(access through Internet)</li> <li>• Terosky et al.'s "Enabling Possibility"</li> <li>• Hart's "Dissecting a Gendered Organization"</li> </ul>
<b>April 20</b>	<b><u>AERA: Class will meet in person or over Blackboard (TBA)</u></b>
<i>Faculty Roles</i>	<b>Required Reading</b> <ul style="list-style-type: none"> <li>• ECP: Chapters 18-21</li> </ul>
<b>April 27</b>	<b>Required Reading</b>
<i>Faculty Roles and Contexts: Race/Ethnicity as Factors Influencing Careers</i>	<ul style="list-style-type: none"> <li>• Kim et al.'s "International Faculty in American Universities" (access through Internet)</li> <li>• Osei-Kofi's "Junior Faculty of Color in the Corporate University"</li> <li>• Griffin et al.'s "Marginalizing Merit?"</li> </ul>
<b>May 4</b>	<b>Required Reading</b>
<i>Faculty Roles and Contexts</i>	<ul style="list-style-type: none"> <li>• Gerber's "College and University Governance" (access on the Internet)</li> <li>• Bowen &amp; Tobin's "Toward a Shared Vision of Shared Governance" (Access on the Internet)</li> <li>• Shinn's "Top Down or Bottom Up?" (Access on the Internet)</li> </ul>
<b>May 11</b>	<b><u>NO MEETING—EXAM PERIOD</u></b>
	<b><u>NEXT STEPS PAPER DUE ON BLACKBOARD/HARD COPY OF PAPER AND LEARNING ASSESSMENT DUE BY 5 PM IN 202 HILL HALL</u></b>

### **Additional Readings:**

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