
HIED 66660
Faculty Roles and Responsibilities
Kent State University
Fall 2011

Wednesday, 11am – 1:45pm • White 216 • 03 credits

Instructor:

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Office hours are Wednesdays, 2-5pm or by appointment. Contact the instructor via email.

Syllabus

Catalog Description:

Issues related to the professorate will be examined. Topics range from preparation for the professorate to retirement.

Course Description:

This course provides an opportunity for in-depth study of faculty roles and work environments. The main goal of this course is to help students acquire a basic understanding of the academic workplace, the types and characteristics of academic institutions, the multifaceted roles of faculty, and the diversity of faculty experiences and perspectives through readings, discussions, and assignments that will enhance awareness of academic career issues and the complexity of faculty roles and responsibilities in the academy.

Learning Objectives:

Upon successful completion of the course, class participants will:

- Demonstrate an understanding of the variety in expectations and functional realities that exist at different higher education institutions;
- Understand how identity dimensions (i.e. gender, race, class) and organizational cultures contribute to the diversity of faculty experiences;
- Articulate understanding of the multifaceted roles of faculty;
- Reflect on one's personal career aspirations and beliefs related to teaching and research;
- Demonstrate skills associated with faculty roles and responsibilities, including presentation skills, collaboration, professional writing, self-reflection, and critical evaluation; and
- Enhance one's readiness to seek/start a faculty position.

REQUIRED TEXT (and selected articles on VISTA):

Buller, J.L. (2010). *The essential college professor: A practical guide to an academic career*. San Francisco, CA: Jossey-Bass. ISBN (soft cover): 978-0-470-37373-6.

Deneef, A. L., & Craufurd D. G. (Eds.). (2007). *The academic's handbook* (3rd ed.). Durham, NC: Duke University Press. ISBN 0-8223-3874-2 (soft cover)

Recommended:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC.

McKeachie, W. J. (Ed.). (2002). *Teaching tips: Strategies, research and theory for college and university teachers* (11th ed.). Boston: Houghton Mifflin.

Course Requirements:

1. Class Participation

Active participation is vital to the successful completion of this course. Participation is expected to include contributing to the creation of a learning community through active listening as well as stimulating discussion in class. Theorists of cognitive development (i.e. Baxter Magolda; Belenky et al; Perry) differentiate between *received knowledge* and *constructed knowledge*. With the former, you *receive* knowledge, as you sit passively, waiting to be ‘filled’ with knowledge, possibly deferent to an external authority or source of knowledge. Constructed knowledge means that you combine what you’ve read and what you hear in class (from instructor and peers), with your own knowledge and experience, to *construct* knowledge. Through rigorous questioning and critical engagement, we strengthen and refine our thinking; we learn to ask questions of what we know, how we have come to know it, and the underlying assumptions in our thinking.

Thus, each class member shares responsibility for creating a learning community with full and informed class participation. The participation portion of the grade will be based on the quality of discussion, quality of analysis, initiative in connecting class concepts with work and current events, and the breadth of engagement. This means you should contribute your voice to discussion, in a meaningful way, at least once each class session. More specifically, the following serves as a guide for evaluating attendance¹ and participation.

100%	present for every class and make thoughtful and reflective contributions in each class
95%	one absence and make thoughtful and reflective contributions in each class OR present for every class and make thoughtful and reflective contributions in majority of classes
90%	one absence and make thoughtful and reflective contributions in majority of classes

¹ Note: Two incidents of late attendance or leaving class early (more than 10 minutes) will be considered as one absence.

- 85% two absences and make thoughtful and reflective contributions in each class OR no absences and make thoughtful and reflective contributions in some classes
- 80% two absences and make thoughtful and reflective contributions in some classes
- 75% three absences and make thoughtful and reflective contributions in some classes OR two absences with limited participation in classes

2. **PQC** (point, question/quote, comment): Each week, on the night before class (by Tues at 11:59pm), please submit to instructor (on vista), a PQC for what you read.

P) What do you believe were key **points** in what you read?

Q) What **questions** are you left with or what particular **quote(s)** stood out? and

C) What **comment(s)** do you have related to what you read?

Your submission should be brief; 4-6 sentences. Imagine you are writing your PQC on a 4" x 6" index card. Your PQC will give me insight into your thinking related to what you read and may guide what we do in class (i.e. use of questions for class discussion). Students will be evaluated on quality and thoughtfulness of PQC and whether submitted on time.

3. **Expert Readers:** The scope of what we have available to us for reading is vast (and we're only skimming the surface). Thus, to enable us to 'cover more ground,' students will have some shared readings, and will read individual selections. Each student will provide an overview of key points from her/his reading, pose question(s) around key concepts and issues, and facilitate discussion [10-15 minutes]. Students have the option to work with a partner, and would thus either serve as an expert reader twice in the semester or would knit together their respective readings in a collaborative facilitation. Students will select a topic/reading/date from weeks 6-9. Additional guidelines articulating expectations will be distributed.

4. **Book Review** (due week 9) Select a book to review, either from the list of selected books on the syllabus, or another selection approved by instructor. Prepare a book review for submission for publication (600 words). Guidelines available at:
http://www.nacada.ksu.edu/journal/br_writing.htm

5. **Faculty Interview** (due week 12) Students will interview a faculty member (junior, tenured, or full professor) about his/her responsibilities, challenges, background and experience. This will give insight both into a day-in-the-life and learn more about the person's preparation for the role. Students are encouraged to also job shadow the faculty member if the opportunity is available. Description of interview and report of 'findings' will be submitted in a 2-3 pg paper; making connections to course readings is expected.

6. **Point/Counterpoint** (week 14) Students will prepare and present a (5-min) reasoned, evidence-based argument on a selected issue; each will be paired with another student articulating the counterpoint. On the day of one's presentation, each student will submit a "position paper" (1-3 pgs) that delineates the argument, with references (minimum of 3 outside the course). Additional guidelines, and topics, will be distributed in class.

7. **Academic Portfolio.** Students are required to prepare an academic portfolio for electronic submission at end of semester. Your portfolio must include the following required sections:

- CV: Draft due week 3.
- Statement of teaching and research interests: Draft due week 3.

- Syllabus: Create a syllabus for the course you would most like to teach. There are no page requirements for this assignment. Draft due week 6.
- Statement of teaching philosophy (2pgs): A draft statement is due week 7

These additional sections are optional:

- Evidence of teaching effectiveness (student ratings; peer, chair, consultant evaluations; self-evaluation; teaching recognition & awards; records of student success; student work; pre/post test scores)
- Use of technology in the classroom
- Teaching improvement activities
- Instructional innovations
- Description of service; contributions to department
- Scholarship of teaching
- Representative publications
- Representative lessons, workshops

The final submission of the complete portfolio is due Dec. 14.

Evaluation:

Class Participation	10%
PQCs (10 at 6 pts each)	15%
Expert Readers	15%
Book Review	20%
Faculty Interview	10%
Point/Counterpoint	15%
Academic Portfolio	15%
Total	100%

Grades will be based upon the quality and completion of all work. An "A" represents written and oral work (including class participation) that is of exceptionally high quality and demonstrates superb understanding of student development and its complexity. A "B" represents written and oral work (including class participation) that is of good quality and demonstrates a sound understanding of student development and its complexity. A "C" represents a minimally adequate completion of assignments and participation demonstrating a limited understanding of student development and its complexity.

More specifically, the grading scale for the course is:

A (93-100%)	A- (90-92%)	B+	(87-89%)
B (83-86%)	B- (80-82%)	C+	(77-79%)
C (73-76%)	C- (70-72%)	D+	(67-69%)
D (63-66%)	D- (60-62%)	F	(below 60%)

Attendance: You are expected to attend each class session. If this is impossible, it is your responsibility to contact the instructor in advance and make any necessary arrangements for missed

work and lost participation. Failure to make-up missed work and compensate for participation will result in a lower final grade for this course.

Late Work: It is expected that course papers/projects will be submitted on the date due. Any student with extenuating or emergency circumstances that prevent submission on the due date should discuss his/her situation individually with the instructor. Late submissions will result in grade reduction.

General Information

VISTA: This course is supported by WebCT VISTA8, web-based course management tool. The instructor and students will post materials to VISTA8. At times, in-class discussion may be supplemented with or replaced by asynchronous discussion via VISTA. Thus, all students must ensure regular access to VISTA.

Technology and Civility: All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. Technology increasingly intrudes on our ability to be present with each other and give fully to the learning environment. Thus, it is expected that each will:

- Silence or turn off cell phones, pagers, palm pilots, and similar devices prior to class.
- Not use technology for social networking purposes.
- Turn off text messaging capabilities including notification of received messages.
- Not use laptops/notebooks/netbooks for purposes other than notetaking unless instructor has approved other options/uses.

Accommodation: University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester. Please note, you must first verify your eligibility for academic accommodation through Student Accessibility Services; they can be reached at 330-672-3391 and are located on the ground floor of the DeWeese Center. FMI about your rights and responsibilities, see <http://www.registrars.kent.edu/disability/Current/StudentHandbook/RightsReas.htm>

Statement of Inclusion: Kent State University, as an equal opportunity educational institution, encourages an atmosphere in which the diversity of its members is understood and appreciated; an atmosphere that is free of discrimination and harassment based on identity categories. Thus, all members of the university are expected to join in creating a positive atmosphere in which individuals can learn and work, an environment that is sympathetic, respectful and supportive. (See “University Policy Register”)

The instructor of this course is committed to teaching equitably and inclusively, addressing the needs, concerns, and interests of each and every student, regardless of age, gender/sexual identity, race/ethnicity, class, sexual orientation, religion, English language experience, or disability.

Case Studies, e-portfolio

In students' final semester of the HIED program, they enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio - a retrospective of one's experience in the program and thoughts regarding one's job search and future professional development. One part of the portfolio is to prepare a course work summary. In order to best prepare, students are encouraged to write and retain a brief reflection of this course at the end of the semester, and advised to retain copies of syllabi and course materials such as papers or projects.

ACADEMIC INTEGRITY

As members of the community of higher education, we are all subject to the standards of academic integrity. Students are subject to the Code of Student Conduct. Using another person's words, thoughts or ideas without proper attribution is plagiarism and a form of academic dishonesty. Academic dishonesty is a violation of University policy. All students must become familiar with and abide by the University's policy on academic integrity, which prohibits cheating and plagiarism. For more information about University policy see The University Policy Register at <http://imagine.kent.edu/policyreg/> Further, I direct your attention to the APA style manual for a statement on plagiarism and a helpful example of how to paraphrase. Finally, Indiana University offers a useful guide regarding plagiarism: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Selections for Book Review:

- Aguirre, Adalberto. (2000). *Women and minority faculty in the academic work place: Recruitment, retention, and academic culture*. San Francisco: Jossey-Bass.
- Allitt, P. (2005). *I'm the teacher, you're the student: A semester in the university classroom*. Philadelphia, PA: University of Pennsylvania.
- Arum, R., & Roksa, J. (2011). *Academically adrift: Limited learning on college campuses*. University of Chicago Press.
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Berk, R. A. (2002). *Humor as an instructional defibrillator*. Sterling, VA: Stylus.
- Berry, Theodora Regina and Nathalie D. Mizelle. (2006). *From oppression to grace: Women of color and their dilemmas within the academy*. Virginia: Stylus.
- Boice, R. (2000). *Advice for new faculty members*. Needham Heights, MA: Allyn & Bacon.
- Bok, D. C. (2006). *Our underachieving colleges: A candid look at how much students learn and why they should be learning more*. Princeton, NJ: Princeton University Press.
- Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Princeton University Press, The Carnegie Foundation for the Advancement of Teaching.
- Bracken, S.J., Allen, J.K., Dean, D.R., Austin, A.E. (Eds.). (2006). *The balancing act: Gendered perspectives in faculty roles and work lives*. Stylus Publishing.
- Brookfield, S.D. (1995). *Becoming a critically reflective teacher*. Jossey-Bass.
- Brown, S. & Race, P. (2002). *Lecturing: A practical guide*. London, UK: Kogan Page.
- Chait, R.P. (Ed.). (2002). *The questions of tenure*. Cambridge, MA: Harvard University Press.
- Cooper, J.E., Stevens, D.D. (2002). *Tenure in the sacred grove: Issues and strategies for women and minority faculty*. State University of New York Press.
- Davis, B. G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass Publishers.
- Dowdy, J. (2008). *PhD Stories: Conversations with my sisters*. Hampton Press.
- Duch, B. J., Groh, S. E. & Allen, D. E. (Eds.). (2001). *The power of problem-based learning*. Sterling, VA: Stylus.
- Edgerton, R., Hutchings, P. & Quinlan, K. (1991). *The teaching portfolio: Capturing the scholarship in teaching*. American Association for Higher Education.

- Evans, Elrena, and Caroline Grant (Eds.) (2008). *Mama, PhD: Women write about motherhood and academic life*. New Brunswick, NJ: Rutgers University Press.
- Fink, D. L. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.
- Frost, P.J., & Taylor, M.S. (Eds.). (1996). *Rhythms of academic life: Personal accounts of careers in academia*. Thousand Oaks: Sage. ISBN 0-8039-7263-6 (soft cover)
- Fry, H., Ketteridge, S., & Marshall, S. (Eds.) (2003). *A handbook for teaching and learning in higher education: Enhancing academic practice* (3rd ed.). New York: Routledge.
- Gappa, J.M., Austin, A.E., & Trice, A.G. (2007). *Rethinking faculty work: Higher education's strategic imperative*. Jossey-Bass.
- Glazer-Raymo, J. (2001). *Shattering the myths: Women in academe*. John Hopkins University Press.
- Gmelch, W.H. (1993). *Coping with faculty stress*. Sage Publications.
- Grasha, A. (1996). *Teaching with style*. Pittsburgh, PA: Alliance.
- hooks, b. (1994). *Teaching to transgress*. New York: Routledge.
- Lang, J.M. (2005). *Life on the tenure track: Lessons from the first year*. John Hopkins University Press.
- Laurillard, D. (2002). *Rethinking university teaching: A framework for the effective use of learning technologies* (2nd ed.). New York: Routledge.
- Lucas, C.J., & Murry, Jr., J.W. (2007). *New faculty: A practical guide for academic beginners* (2nd ed.). Palgrave Macmillan.
- Masse, M.A., & Hogan, K.J. (Eds.). (2010). *Over ten million served: Gendered service in language and literature workplaces*. SUNY Press.
- McNaron, T.A.H. (1997). *Poisoned ivy: Lesbian and gay academics confronting homophobia*. Philadelphia, PA: Temple University Press.
- O'Meara, K. (2005). *Faculty priorities reconsidered: Rewarding multiple forms of scholarship*. Jossey-Bass.
- Palmer, P.J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass.
- Philipsen, M.I. (2008). *Challenges of the faculty career for women: Success and sacrifice*. Jossey-Bass.
- Schoenfeld, C., & Magnost, R. (2004). *Mentor in a manual: Climbing the academic ladder to tenure*. Atwood Publications.

Tokarczyk, M.M., & Fay, E.A. (1993). *Working-class women in the academy: Laborers in the knowledge factory*. University of Massachusetts Press.

Turner, Caroline Sotello Viernes & Samuel L. Myers, Jr. (2000). *Faculty of color in academe: Bittersweet success*. Boston: Allyn and Bacon.

Twale, D.J., & DeLuca, B.M. (2008). *Faculty incivility: The rise of the academic bully culture and what to do about it*. Jossey-Bass.

Whicker, M.L., Kroonenfeld, J.J., & Strickland, R.A. (1993). *Getting tenure: Survival skills for scholars*. Sage Publications.

CALENDAR OF TOPICS AND ASSIGNED READINGS

This is a working calendar and is subject to change.

DATE	TENTATIVE SCHEDULE	What's Due?
Week 1: Aug 31	Introductions, Course Overview	
Week 2: Sept. 7	Perspectives and some context	Deneef & Goodwin (D&G), ch1, 2, 5, 6; Boyer “scholarship reconsidered”
Week 3: Sept. 14	Getting a Faculty Appointment	D&G, ch 11, 12; Buller, ch 1,2,3, 31 Due: Statement of teaching & research interests, with CV
Week 4: Sept. 21	Perspectives: new and junior faculty	Buller, ch 6; D&G, ch4; vista articles
Week 5: Sept. 28	Tenure and promotion Academic freedom	D&G, ch 8, 14, 15; Buller, ch 5
Week 6: Oct. 5	Faculty Roles: Teaching, part 1 Expert Readers	D&G, ch 7; Barr & Tagg article; plus one Experts select: D&G ch17, 18, 21; Buller part II Due: draft statement of teaching philosophy
Week 7: Oct. 12	Faculty Roles: Teaching, part 2 Expert Readers	Buller, ch 11; D&G ch 9 OR Buller ch20; plus one Experts select: D&G, ch 19, 20; Buller ch 34, 35; vista articles (advising) Due: draft syllabus
Week 8: Oct. 19	Faculty Roles: Research and publishing Expert Readers	Buller, ch 25; D&G ch25 Experts select: Buller, part III; D&G part VI

Week 9: Oct. 26	Faculty Roles: Research and Funding Expert Readers	D&G, ch 10, 28 Experts select: Buller, part III; D&G part V Due: Book Review
Week 10: Nov 2	Governance Collective Bargaining	D&G, ch 29, 31 Vista selections
University Teaching Conference Oct. 27-28, 2011		
Week 11: Nov. 9	Academic life: Faculty service Academic administration Doc Discussion Leader: Michelle Rivera-Clonch	D&G, ch 13, 30; Buller, ch 30, 33, 39
Week 12: Nov. 16	Perspectives on and personal accounts of academic life Off-track: NTT faculty	D&G, ch 13 selected articles on VISTA Due: Faculty Interview
Week 13: Nov. 23	Happy Thanksgiving – no class	
Week 14: Nov. 30	Issues point/counterpoint	TBA
Week 15: Dec. 7	Finding Balance Perspectives: mid career, senior faculty, retirement	Buller, ch 7,8, 22; vista selection
Exam Week: Dec 14	All final work must be submitted today.	Due: Portfolio

NOTE: Portions of this syllabus are adapted from ideas shared by Dr. Stephen Thomas, Kent State University; Dr. George Justice, University of Missouri; Dr. Gabriele Bauer, University of Delaware; Dr. Sandra Gautt, University of Kansas.

SYLLABUS 8-13-11