

Preparing Future Faculty – GS 650

Fall 2018, Mondays, 6:00 – 8:00 p.m.

Ezra Gillis Building, Conference Room (104)

<http://gradschool.uky.edu/preparing-future-faculty-0>

Facilitating Instructor

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Visiting Instructors

Numerous visiting instructors will include faculty and administrators from various types of institutions in the region.

Course Description

GS 650 is a two-credit-hour seminar designed to sharpen your knowledge of the roles and responsibilities of college and university faculty across four institutional types (and numerous subtypes) of higher education in the U.S: Research Universities, Regional Comprehensive Master's Universities, Small(er) Independent Colleges/Universities, and Community Colleges. Through panel and one-on-one discussions with faculty from various institutions, readings, reflections, and campus visits, you will explore the academic expectations, institutional identities, and particular policies and procedures that characterize the institutional types. You will also have the opportunity to develop skills needed to apply effectively to faculty positions and to achieve success in initial appointments. (Note: This course may be used as one in a set of courses leading to a Graduate Certificate in College Teaching and Learning. See:

<http://gradschool.uky.edu/graduate-certificate-college-teaching-learning>)

Optional Texts

The Professor is In: The Essential Guide to Turning Your Ph.D. into a Job by Karen Kelsky
(Three Rivers Press, 2015)

The Academic Job Search Handbook, 5th edition, by Julia Miller Vick, Jennifer S. Furlong, and Rosanne Lurie (University of Pennsylvania Press, 2016)

Course Goals

By the end of this course, you should be able to

- determine if a higher education faculty position is a desirable personal and professional goal;
- identify traits that characterize successful college faculty;
- identify characteristics that distinguish the types of institutions of higher learning;
- identify expectations that prevail in faculty positions at different types of institutions; and
- further develop the requisite skills for obtaining a faculty position of your choice.

Your Primary Responsibilities

- Regular attendance, consistent engagement with the discussion topics, and completion of all minor and major assignments are expected.
- You are expected to seek and enlist a faculty member in your discipline (or a related field) at another institution to serve as a PFF mentor whom you will shadow for a minimum of one full day (or the equivalent of a day) during the semester.

Grading Components

Written responses to visitor/panel discussions	30% (10% each)
<i>Chronicle/Inside Higher Ed</i> readings (summary and response)	20% (5% each)
Letter of application for (mock/real) faculty position	15%
PFF faculty shadowing assignment	25%
Class engagement and reflective prompts	10%

Standard grading divisions will be followed to determine the course grade: A=100-90%; B=89-80%; C=79-70%; D=69-60%; E/F=59% and below. Borderline grades will be rounded (e.g., 89.5=A).

Panel Topics

Panels are organized by institutional type (Community College, Independent/ Private Liberal Arts College, Regional Comprehensive University, Research University) and will address the following:

- Teaching
- Research/Scholarship
- Advising/Mentoring
- Faculty governance and service to dept., institution, community, discipline
- Promotion and tenure

Some visitors and panels may also address specific topics including grants, teaching philosophy statements, distance and online learning, the practicalities of applying and interviewing, etc.

Responses to visitor/panel discussions

You will respond to **three** of our visitor/panel discussions (ones of your choosing, but at least one occurring on or before midterm, Oct. 15, and at least one after). Responses should be between 250 and 500 words and should be submitted at the beginning of class the week following the specific visitor/panel discussion. Response prompts may include but are not limited to the following: What did you find most interesting about the discussion? What did you learn that was most surprising or that challenged your pre-conceived notions? Was there a central theme or message that emerged in the discussion? If a panel discussion, what threads of commonality emerged? What institutional differences—sharp and/or subtle—did you notice? Did the discussion affirm what you have learned in readings or from previous visitors? Did anything in the discussion help clarify your career goals?

Responses to visitors/panels are graded on the basis of (1) on-time completion and submission of the assignment--25%; (2) thoroughness and compliance with length expectation--25%; (3) quality and specificity of ideas--25%; and (4) strength of written expression--25%. A 10-point scale will be used to score the two responses.

Current Issues in Higher Education: Reading the *Chronicle* and *Inside Higher Ed*

To get you into the habit of reading broadly about current issues in higher education that affect students and the work and life of faculty, you are required to choose, read, summarize and briefly respond to four articles of your choosing published between Aug. 27th and Oct. 8th in the *Chronicle of Higher Education* or *Inside Higher Ed*. Two of the articles should appear between Aug. 27th and Sept 17th, and two should appear between Sept. 18th and Oct. 8th. Our library provides free access to the *Chronicle*, and you can subscribe to daily or weekly news from *Inside Higher Ed* (see our course webpage for a link to subscribe). For each of your four entries, write a summary paragraph of 3 to 5 sentences, followed by a longer reflection paragraph (on what you found most interesting or useful in the article) of 5 and 10 sentences

(these are merely guides; I will not count your sentences!). Preface your entry with the article's title, author, date, and source of publication. The set is due, printed out and stapled, at the beginning of class on Oct. 15th. Early submissions are accepted.

Letter of Application for a Faculty Position

Once we have completed our discussions of institutional types, you will be asked to write a letter of application for a mock (or real) faculty position. The assignment will require you to incorporate what you have learned throughout the semester about institutional types, missions, student cultures, faculty distributions of effort (DOEs), etc. Guidelines and grading criteria will be distributed in class.

Faculty shadowing assignment

You are required to find and enlist a faculty member at another institution in your discipline or related field to serve as a PFF mentor. The type of institution and the location are up to you, within the bounds of your mobility. If you are already convinced that you want to teach at a particular type of institution, you may choose that type (keep in mind, however, that if the preferred type is the research university, you will need to consider if it is practical for you to travel to another research university for shadowing). If you are not certain about your preference and want to explore options, choose an institution that intrigues you. You will arrange to spend at least one full work day (or you may spread the visit over two or three days) with your PFF mentor and write a report (of no less than 6 pages, typed, double spaced) on your onsite observations and experiences. Your report (an abbreviated version of which I will ask you to share with the group near the end of the semester) should also draw comparisons with what you have learned from the visitors/panelists/film/readings.

Class Engagement and Reflective Prompts

You are encouraged to participate actively (either verbally or in writing) and are expected to contribute constructively in class discussions throughout the semester. From time to time, you may be prompted to stop and reflect on an assigned reading or a previous visitor's remarks. These will be graded on the basis of whether or not they are completed (full credit or no credit), rather than on a scale of quality.

Standard Institutional Policies

Institutional policies involving plagiarism and academic integrity outlined in the University Bulletin will be enforced. Career-related materials (such as letters of application) are academic materials and are subject to the same guidelines.

The policy regarding excused absences is in the University Bulletin and will be observed.

Incompletes will be granted only under extraordinary conditions and must be requested and approved in advance of the end of the term. In all cases you must be passing the course and be able to complete the work outside class in order to receive an "Incomplete." If for some reason you must withdraw from the course, please remember to do so officially; do not simply stop attending class and assume that the withdrawal will be granted and processed retro-actively.

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

WORKING COURSE SCHEDULE
(updated regularly online)

Note: This is a projected schedule but depends heavily on the individual schedules of visitors and panelists, some of whom may not confirm until later in the semester. The schedule could change slightly to accommodate their availability. Please check the course webpage periodically for the up-to-date list of visitors and panelists.

- Aug. 27 **Course introduction, institutional types, online resources**
Assignment for Sept. 10: Imagine a week in the life of a professor in your discipline – make a list of the various activities it might include. Reflect on how the list differs from your perception prior to grad school and how it may differ from the general public’s (or non-academic) perception of faculty life and work? Not for submission; just bring your reflections to the next class meeting to share orally.
- Sept. 3 Labor Day (academic holiday)
- Sept. 10 Meet at Transylvania University (within easy driving distance or a 25-minute walk from UK’s campus). Specific meeting location TBD; watch for an email from me. Topic: **Overview of Small Independent Colleges and Universities**, with Transylvania as an example. Hosts: **Dr. Laura Bryan**, Vice President for Academic Affairs and Dean of the University; Dr. Jack Furlong, Emeritus Professor of Philosophy; **Dr. James Wagner**, Professor of Biology and Chair of Natural Sciences and Mathematics; and
- Sept. 17 Film screening and discussion: *Ivory Tower: Is College Worth the Cost? (2014)*
- Sept. 24 **Small Independent Colleges and Universities: Faculty Panel**
Guest panelists: **Dr. Scott Dillery**, Associate Professor of Mathematics, Lindsey Wilson College; and **Dr. Aaron Godlaski**, Associate Professor of Psychology and Behavioral Neuroscience, Centre College
- Oct. 1 **Community (Associate’s) Colleges: An Overview**
Meet at Cooper Campus of Bluegrass Community and Technical College. Host is **Professor Tammy Liles**, Academic Dean, Health and Science
- Oct. 8 **Community (Associate’s) Colleges, continued: Faculty Panel**
Guest panelists: **Dr. Yasemin Congleton**, Professor of Biology and Assistant Dean of Allied Health and Natural Sciences; and **Dr. Daniel Schuman**, Professor of Philosophy and Director of the Honors Program
- Oct. 15 **Regional Comprehensive (Master’s) Universities: An Overview**
Due: *Chronicle/Inside Higher Ed.* article summaries & responses
Guest lecturer: **Dr. Sherry Robinson**, Vice Provost, Eastern Kentucky University
- Oct. 22 **Regional Comprehensive (Master’s) Universities: Faculty Panel**
Guest Panelists: **Dr. Fariba Bigdeli-Jahed**, Associate Professor of Mathematics, Kentucky State University; **Dr. Janelle Hare**, Professor of Biology, Morehead State University; and **Dr. Tanea Reed**, Associate Professor and Chair, Chemistry, Eastern Kentucky University

- Oct. 29 **Research Universities: An Overview**
Guest lecturer: **Dr. Jonathan Golding**, Professor of Psychology, University of Kentucky
- Nov. 5 **Research Universities, continued: Faculty Panel**
Guest lecturer: **Dr. G. T. Lineberry**, Associate Provost for Faculty Advancement
- Nov. 12 **Writing Faculty Application Letters**
Guest lecturer via Skype: **Dr. Austin Trantham**, Assistant Professor of Political Science, Jacksonville University (Florida)
- Nov. 19 **Preparing for Faculty Job Interviews**
Due: Mock or real faculty application letter
Guests panelists via Skype: **Dr. Aaron Cloyd**, Assistant Professor of English, North Idaho College; **Dr. Laura Croyle**, Assistant Professor of Mathematics, Baldwin Wallace University (Ohio); **Dr. Austin Trantham**, Assistant Professor of Political Science, Jacksonville University (Florida);
- Nov. 26 **Practicing Faculty Job Interviews**
Guest panelist and lecturer: **Dr. Chelsea Woods**, Assistant Professor of Communications, Virginia Tech University; **Dr. Daniel Potter**, Professor of Entomology, University of Kentucky
- Dec. 3 **Final class: Culminating Discussion**
- [Dec. 10 **Faculty Shadowing Report** due (by email)]