HIED 66660
Faculty Roles and Responsibilities
Kent State University
Fall 2011

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

Instructor:
Dr. Susan V. Iverson, assistant professor
Higher Education Administration and Student Personnel
College of Education, Health, & Human Services
Office: 411C White Hall            Contact me: siverson@kent.edu

Office hours are Wednesdays, 2-5pm of 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):


Recommended:


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](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.

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**Evaluation:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>PQCs (10 at 6 pts each)</td>
<td>15%</td>
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<tr>
<td>Expert Readers</td>
<td>15%</td>
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<tr>
<td>Book Review</td>
<td>20%</td>
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<tr>
<td>Faculty Interview</td>
<td>10%</td>
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<tr>
<td>Point/Counterpoint</td>
<td>15%</td>
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<tr>
<td>Academic Portfolio</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>(93-100%)</td>
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<tr>
<td>A-</td>
<td>(90-92%)</td>
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<tr>
<td>B+</td>
<td>(87-89%)</td>
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<tr>
<td>B</td>
<td>(83-86%)</td>
</tr>
<tr>
<td>B-</td>
<td>(80-82%)</td>
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<tr>
<td>C+</td>
<td>(77-79%)</td>
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<tr>
<td>C</td>
<td>(73-76%)</td>
</tr>
<tr>
<td>C-</td>
<td>(70-72%)</td>
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<tr>
<td>D+</td>
<td>(67-69%)</td>
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<tr>
<td>D</td>
<td>(63-66%)</td>
</tr>
<tr>
<td>D-</td>
<td>(60-62%)</td>
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<tr>
<td>F</td>
<td>(below 60%)</td>
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**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 conductive 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:


### CALENDAR OF TOPICS AND ASSIGNED READINGS
This is a working calendar and is subject to change.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TENTATIVE SCHEDULE</th>
<th>What’s Due?</th>
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<tbody>
<tr>
<td>Week 1: Aug 31</td>
<td>Introductions, Course Overview</td>
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<tr>
<td>Week 2: Sept. 7</td>
<td>Perspectives and some context</td>
<td>Deneef &amp; Goodwin (D&amp;G), ch 1, 2, 5, 6; Boyer “scholarship reconsidered”</td>
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<tr>
<td>Week 3: Sept. 14</td>
<td>Getting a Faculty Appointment</td>
<td>D&amp;G, ch 11, 12; Buller, ch 1, 2, 3, 31</td>
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<td><strong>Due: Statement of teaching &amp; research interests, with CV</strong></td>
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<td>Week 4: Sept. 21</td>
<td>Perspectives: new and junior faculty</td>
<td>Buller, ch 6; D&amp;G, ch 4; vista articles</td>
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<tr>
<td>Week 5: Sept. 28</td>
<td>Tenure and promotion</td>
<td>D&amp;G, ch 8, 14, 15; Buller, ch 5</td>
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<td></td>
<td>Academic freedom</td>
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<tr>
<td>Week 6: Oct. 5</td>
<td>Faculty Roles: Teaching, part 1</td>
<td>D&amp;G, ch 7; Barr &amp; Tagg article; plus one</td>
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<td></td>
<td>Expert Readers</td>
<td>Experts select: D&amp;G ch 17, 18, 21; Buller part II</td>
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<td><strong>Due: draft statement of teaching philosophy</strong></td>
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<td>Week 7: Oct. 12</td>
<td>Faculty Roles: Teaching, part 2</td>
<td>Buller, ch 11; D&amp;G ch 9 or Buller ch 20; plus one</td>
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<td>Expert Readers</td>
<td>Experts select: D&amp;G ch 19, 20; Buller ch 34, 35; vista articles (advising)</td>
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<td><strong>Due: draft syllabus</strong></td>
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<td>Week 8: Oct. 19</td>
<td>Faculty Roles: Research and publishing</td>
<td>Buller, ch 25; D&amp;G ch 25</td>
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<td></td>
<td>Expert Readers</td>
<td>Experts select: Buller, part III; D&amp;G part VI</td>
</tr>
</tbody>
</table>
| Week 9: Oct. 26 | Faculty Roles: Research and Funding  
|                | Expert Readers | D&amp;G, ch 10, 28  
|                |                | Experts select: Buller, part III;  
|                |                | D&amp;G part V  
|                |                | **Due: Book Review** |
| Week 10: Nov 2 | Governance  
|                | Collective Bargaining | D&amp;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&amp;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&amp;G, ch 13  
|                |                | selected articles on VISTA  
|                |                | **Due: Faculty Interview** |
| Week 13: Nov. 23 | Happy Thanksgiving – no class |
| Week 14: Nov. 30 | Issues  
|                | **point/couterpoint** |
| Week 15: Dec. 7 | Finding Balance  
|                | Perspectives:  
|                | mid career, senior faculty, retirement |
| Exam Week: Dec 14 | All final work must be submitted today. | D&amp;G, ch 7,8, 22; vista selection |
|                |                | **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.