Preparing Future Faculty – GS 650
Fall 2015, Mondays, 6:00 – 8:00 p.m.
Gatton Business and Economics, Room 131
http://www.gradschool.uky.edu/StudentDevelopment/PFF_Course.html

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 course designed to introduce you to the roles and responsibilities of college and university faculty and to improve your understanding of the variety of institutions where faculty work. Through panel and one-on-one discussions with faculty from a variety of institutions, readings, and on-site experiences, you will explore the academic expectations, institutional identities, and particular policies and procedures that characterize the different types of institutions of higher learning. You will also have the opportunity to develop skills needed in applying for faculty positions and achieving 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://www.gradschool.uky.edu/StudentDevelopment/CTLCertificate.html)

Optional Texts
The Professor is In: The Essential Guide to Turning Your Ph.D. into a Job by Karen Kelsky
(Three Rivers Press, 2015)
(Duke University Press, 2007)
(University of Pennsylvania Press, 2008) (Note: The 5th edition is due out in December.)

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 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 discussion 20%
- Written response to *Ivory Tower* (film) and/or Anya Kamenetz on *Generation Debt* 10%
- *Chronicle/Inside Higher Ed* readings (summary and response) 20%
- Introducing/Moderating visitors and panels 10%
- Letter of application for (mock/real) faculty position 10%
- PFF faculty shadowing assignment 30%

Panel Topics
Panels are organized by institutional type (Community College, Independent/Private Liberal Arts College, Regional Comprehensive University, Research University) and will normally 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 two of our visitor/panel discussions (ones of your choosing, but one occurring on or before Oct. 19 and 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.

Response to *Ivory Tower* and/or Anya Kamenetz’s talk on *Generation Debt*
The university’s late night film series is showing, free of charge, *Ivory Tower* on Thursday, Sept. 8, at 7:00 p.m. in Memorial Hall. Two nights later, on Thursday, Sept. 10, the Graduate School is bringing Anya Kamenetz, a higher-education “futurist” featured in the film, to speak in the Singletary Center’s Recital Hall at 7:00 p.m. Please attend one or both if time permits and write a 250-word response (what you found most interesting, surprising, confirming, useful?) to be submitted at the beginning of class on Sept. 14. (Note: If you have a conflict and cannot attend either of the events, please send me an email; I will make arrangements for an alternative assignment.)
Current Issues in Higher Education: Reading the Chronicle and Inside Higher Ed

To help you develop a habit of reading about broad 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 one article per week from Sept. 21st through the week of Oct. 12th (a total of four articles) published in the Chronicle of Higher Education or Inside Higher Ed. Our library now 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). You may use one of the articles on our GS 650 webpage under Recommended Readings if you wish. For each of your four entries, write a summary paragraph of 3 to 5 sentences, and a 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!). Please preface your entry with the article’s title, author, date, and source of publication. The set is due Oct. 19th.

Introducing/Moderating Visitors and Panels

This course relies heavily on visitor/panel discussions, so your active engagement and oral contributions (when you see fit) are crucial. Visitors and panelists will expect and welcome questions and discussion. In an effort to give you experience in introducing speakers and moderating discussions, I will ask you to be actively involved in both. We will have six class periods that essentially will be run by you, the students in the class. I will divide you up into groups of 4 or 5, with each group devoted to leading specified class periods.

Letter of Application for a Faculty Position

Near the end of the semester 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 during our course. 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 5 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.

Standard Course Policies on Academic Integrity, Absences, and Incompletes

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 for academic integrity.

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

Incompletes will be granted only under extraordinary conditions. 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.