Preparing Future Faculty – GS 650    Spring 2016
Tuesdays, 6:00 – 8:00 (sometimes a bit later)   Classroom Building 243

Facilitating Professor
Linda Kraus Worley
Co-Director, College Teaching and Learning (Preparing Future Faculty) certificate
Faculty member, Modern and Classical Languages, Literatures and Cultures
1063 Patterson Office Tower (office hours: Wednesdays 2-4)
859.257.1198
lworley@uky.edu
Office Hours: Mondays 2:30 – 4; Thursdays 2 – 3:30

Course Description
GS 650 is a two-credit-hour course designed to introduce graduate students to the roles and responsibilities of college and university faculty as well as to improve their understanding of the variety of institutions in which faculty work. Through panel discussions, readings, and on-campus experiences students will enter into dialogue with faculty and administrators from a variety of institutions. These opportunities will enable students to explore the academic expectations, institutional identities, and particular policies and procedures that characterize several different types of institutions of higher learning. They will also have the opportunity to develop skills meant to assist them in applying for faculty positions and achieving success in their appointments.

Guests
Our guests will be faculty from various types of institutions in the region. Other visitors will include campus-wide or system-wide administrators.

Required Texts
A number of articles are required for the course. They are to be read ahead of a class sessions so that the articles can inform the discussion. They will be available on Blackboard under “Readings” as well as on the Graduate School’s web-site. In addition, students are to scan the Chronicle of Higher Education for pertinent articles that can be integrated into our class and panel discussions.

Recommended Texts

Course Goals
GS 650 is designed to assist graduate students in
• determining whether a faculty position in higher education is a desirable personal and professional goal;
• determining the qualities that characterize successful college faculty;
• determining the characteristics of the various types of institutions of higher learning;
• identifying the variety of expectations that prevail in different types of institutions; and
• developing the requisite skills for obtaining a faculty position at the institutional type of their choice.
Primary Student Responsibilities
- Regular attendance, consistent engagement with the discussion topics and guests, and completion of all minor and major assignments are expected.
- Each student will be expected to seek and enlist a faculty member in his/her discipline (or a related field) at another institution to serve as a PFF mentor whom the student will shadow for at least a full day during the semester.

Panel Topics
Panels are organized by institutional type (Doctorate-granting Universities, Master’s Colleges and Universities, Baccalaureate Colleges, Associate Colleges). The panels will address, among other topics, the following:
- Teaching
- Advising (and/or mentoring)
- Faculty governance and service (to dept., institution, community, discipline)
- Research/Scholarship
- Promotion and tenure

Grading Components
Report on 2 Chronicle articles 10%
Written responses to 2 visitors/panels 10%
Faculty job application letter 10%
CV and Research statement 10%
PFF faculty shadowing report 30%
Class participation 30%

Response to Course Reading and Chronicle article
You are to find one recent article in the Chronicle of Higher Education – or a journal / newsletter addressing professional life in your discipline, summarize, and respond to the article. You are also asked to respond in some depth to one of the articles assigned for the class. More detailed instructions are found on Blackboard under “Assignments.” Codes to access the Chronicle will be shared.

Responses to visitor/panel discussions
You will write and submit an approximately three-page (typed, double-spaced) response to two of our visitor/panel discussions (of your choosing, at least one of which should be before the midpoint of our course). Responses are due within two weeks of the respective visitor/panel discussion. The responses are not to be summaries of the panel, but are meant to encourage thoughtful engagement with the panel’s ideas. 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 institutional commonality emerged? What institutional differences—stark and/or subtle—did you notice? Did the discussion affirm what you learned in any of the readings or from previous visitors? Did anything in the discussion help clarify your career goals? Were there any questions that might still have been asked or dealt with more fully?
Grading for written responses to articles and visitor/panels are graded on the basis of:
1. on-time completion and submission of the assignment 10%
2. thoroughness and compliance with length expectation 10%
3. quality and specificity of ideas 50%
4. strength of written expression 30%.

Job Application Letter
You will be asked to write and submit (near the end of the course) a letter of application (of no more than two pages, typed, single-spaced) for a faculty position advertised in one of the venues discussed in class or a discipline-specific venue. Your application letter must be accompanied by the job announcement/description. Expectations and grading criteria will be discussed in class.

CV and Research Statement
You will be asked to create a draft of both a CV and research statement, edits a classmate’s work, and submit a final copy. In addition, you will be asked to find a CV and research statement from a recent hire in your department OR from your shadowing institution.

Faculty shadowing report
You are required to seek 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 and want to explore options, choose an institution that intrigues you. You will arrange to spend, in aggregate, at least one full day 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, due the last week of class, may also draw comparisons with what you have learned from the visitors/panelists and readings.

Specific expectations for both you and your PFF mentor are to be found in a separate document that will be uploaded onto Blackboard.

Class participation
This course relies heavily on visitor/panel discussions, so your attendance and oral contributions are crucial. Be prepared for the evening’s discussion by having the assigned readings done. Visitors and panelists will expect and welcome questions and discussion.

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.