Seminar: Preparing for the Professoriate (0-1 credits)  Spring 2017
ACAS 602 / RPAD 591 / RPOS 612 / EEDU 887


Instructors
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Office Hours
Billie and Aviva are at ITLAL every week day from 9-5. Appointments are recommended. Feel free to drop in, but please understand that we might have other obligations that prevent us from meeting with you immediately. Joel is available at ITLAL on Thursdays from 12-5. Steven is available for appointments on week days from 8-4.

Course Objectives
By the end of this course, you will
- construct and demonstrate the mindset of a professional academic (i.e., begin thinking of yourself as a future faculty member, not a graduate student);
- applying this mindset, prepare and revise major documents for an academic job search;
- recognize and explain the differences between types of higher education institutions;
- explain the day-to-day work of a professional academic and the processes common to tenure-track academic positions; and
- make decisions about the kinds of positions you are best suited to apply for and that would best help you reach your professional goals.

Texts
All readings will be made available on Blackboard.

Course format
This course will be taught using the Team-Based Learning (TBL) method. What does this mean?

The Approach: A large body of research shows that people learn best from concrete experience, interacting with other learners as well as with content, engaging in challenging reading and writing tasks, being held accountable for their work, and receiving frequent feedback on their progress. The TBL approach will accommodate all of these dimensions. What will this look like?

The Process: The course content is divided into three learning sequences, with each sequence focused on a key concern for future faculty members. You will do much of the processing and analysis of the course reading in teams into which you will be placed on the first day and will remain for the entire semester.
Your interactions and performance in your team will be crucial to your success in the course. For each sequence, we will go through a similar set of steps:

1. You will read a set of foundational readings for the sequence on your own and will take a Readiness Assessment Test (RAT) on that reading at the beginning of the sequence. You will take each RAT twice—one on your own and once in your team. Your individual and team RAT grades will be averaged to calculate your final score.
2. As the sequence progresses, you will do additional reading and will engage in activities (both as individuals and in teams) around the key concepts.
3. As you work through the reading and activity sequence, there will be occasional mini-lectures to help fill in gaps in your understanding.

Assignments/Evaluations
This course is graded S/U, and grades will be assigned based on the percentages below. Students must achieve the equivalent of a “C” or higher in the course in order to receive an “S.” (Please note that it is not possible to receive an “S” in the course without submitting all major assignments.)

1) **Readiness Assurance Tests (RATs)** (10%): You will complete short multiple choice tests at the beginning of each sequence both as individuals and as teams. Team scores can be appealed if evidence is supplied to justify a change in grade. Because the process of completing the tests as a team is essential to the experience (and the learning), there will be no opportunities for make-up RATs except in extreme circumstances with appropriate documentation. **RATs will be given in class on 2/16, 3/9, and 4/20.**

2) **Curriculum vitae** (20%): You will prepare a draft CV early in the semester (due 2/2) and later revise that CV for your “dream job” (due 3/23) based on feedback from peers and the course instructors. You will also be asked to reflect on the revision process.

3) **Career planning worksheet and draft of five year planning calendar** (5%): You will complete a worksheet drafting your long-term and short-term goals, along with a five-year plan mapping out key benchmarks toward achieving those goals. You will be introduced to these documents on the first day of class, and a completed draft of both is due by end of day on 2/10. (NOTE: This is NOT a class meeting day!)

4) **Cover letter** (20%): You will identify a job ad for a tenure-track (Assistant Professor) position from this year or last year that you have identified as your “dream job” (i.e., a position that you think would be ideal given your goals and interests). You will draft a cover letter directed at that position (due 3/23) and revise it based on feedback from peers and the course instructors (revision due 5/4).

5) **Research on your “dream job”** (5%): You will conduct a brief analysis of information about your “dream job” and the institution and department in which it is housed. You will write a brief report detailing this research, due on 2/23.

6) **Research on tenure requirements at your “dream institution”** (5%): You will spend some time looking for the tenure requirements at the institution where your “dream job” is. You will write a brief report detailing this research, due on 4/6.

7) **Development of a mentoring plan** (10%): You will prepare a plan to use with a mentor. In-class discussion, readings and a reflective worksheet will be provided to facilitate the process of writing up the plan. Your mentoring plan will be due on 4/6.
8) **Reflection on attending a departmental or institutional meeting (10%)**: You will need to attend **one meeting having to do with departmental, school or university-wide management** (this can be at UAlbany or another institution). You will be expected to write a short piece detailing your experience. This reflection will be due on **3/9**.
   - Council meetings can be found here: [http://www.albany.edu/senate/councils_committees.htm](http://www.albany.edu/senate/councils_committees.htm). The chair of the committee would need to be contacted in advance of the date you plan to attend (CPCA will not likely admit guests). Please confer with one of the course instructors if you are having trouble finding a meeting to attend.

9) **Reflection on attending a senate meeting (10%)**: You will need to attend **one University Senate meeting**. You will be expected to write a short piece detailing your experience. This reflection will be due on **5/4**. UA Senate meetings will be held at 2:45 in the Campus Center Assembly Hall on 2/3, 3/6, 4/3, and 4/24.

10) **Team member performance (5%)**: Because your work in your teams is crucial to your success in this course as well as that of your teammates, you will be held accountable for your contribution to your team. You will, as a class, determine the criteria for evaluation. Your team members will give you feedback on your performance twice during the semester, and the final evaluation will be part of your grade. **Mid-term (formative) feedback will be given in class on 3/9, and final (summative) feedback will be given on 5/4.**
## Class Meeting and Assignment Schedule

### Sequence 1: Adopting a Professional Frame of Mind

<table>
<thead>
<tr>
<th>Meeting, Date, and Topic</th>
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<th>Bring to class</th>
<th>OPTIONAL: Further readings on this topic</th>
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<tbody>
<tr>
<td><strong>Meeting 1 (2/2)</strong></td>
<td><strong>1. Required readings</strong></td>
<td></td>
<td><strong>Adams, “What Colleges and Universities Want in New Faculty”</strong></td>
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</tbody>
</table>
| Introduction to the Course, Transitioning from Student to Professional | • Goldsmith et al., “The Life of the Assistant Professor”  
• Schoenfeld and Magnan, “Acquiring a Professional Frame of Mind”  
• Sowers-Hoag and Harrison, “Matching Your Credentials and Preferences to the Job Market”  
• Course syllabus | • Current draft of your CV | **Vesilind, “Employment Opportunities in Academia”** |
|                         | **2. Assignments (submit on Blackboard)** |                | **Adams, “What Colleges and Universities Want in New Faculty”** |
|                         | • Due by 1:00pm on 2/2: Current draft of your CV |                | **Vesilind, “Employment Opportunities in Academia”** |
|                         | • **Due by 11:59pm on 2/10:** Career planning worksheet and draft of five year planning calendar |                | |
| **Meeting 2 (2/16)**   | **Required Readings (Note: There will be a Readiness Assurance Test over these readings at the beginning of class)** | • A copy of a job ad from last year that you believe is an ideal position for you (hereafter known as your “dream job”) | |
| Understanding Institution Types | • Best, “Varieties of College and University Experiences”  
• Gaff, “Faculty in the Variety of American Colleges and Universities”  
• Schoenfeld and Magnan, “Getting to Know Your Territory” |                | |
| **Meeting 3 (2/23)**   | **1. Required readings**                  | • Your research on your “dream job” | **Lucas and Murry, “Faculty Mentoring”** |
| What Successful New Faculty Know | • Boice, “Introduction,” “Moderate Work at Teaching,” “Write in Mindful Ways,” and “Socialize and Serve with Compassion”  
• Zerzak et al., “Making the Most of Mentors: A Guide for Mentees” |                | **Philip Nel, “In Search of Lost Time”** |
|                         | **2. Assignment (submit on Blackboard by 1:00pm on 2/23)** |                | |
|                         | • Research on your “dream job” |                | |
### Sequence 2: Developing and Implementing a Career Trajectory

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| **Meeting 4 (3/9)**     | **1. Required Readings** (Note: There will be a Readiness Assurance Test over these readings at the beginning of class.)  
- Jenkins, “Changing My Mind about CVs”  
- Jenkins, “How the Job Search Differs at Community Colleges”  
- Lang, “Hiring”  
- Academic Job Search Powerpoints  

2. Assignment (submit on Blackboard by 1:00pm on 3/9)  
- Reflection on attending a departmental or institutional meeting | | | |
| **Meeting 5 (3/23)**   | **1. Required readings**  
- Capaldi, “Power, Politics, and Survival in Academia”  
- Lucas and Murry, “Institutional Environment and the Academic Community”  
- Pye, “University Governance and Autonomy”  

2. Assignments (submit on Blackboard by 1:00pm on 3/23)  
- Revised CV for your ideal position and CV Reflection Worksheet  
- Draft of a cover letter and link to “dream job” ad | | Copy of revised CV  
Copy of draft cover letter and job ad | Campbell and Koretz,  
“The Demise of Shared Governance at Rensselaer Polytechnic Institute”  
Schmidt, “Rensselaer Trampled Shared-Governance Principles, AAUP Investigators Say” |
| **Meeting 6 (4/6)**    | **1. Required readings**  
- Finkin, “The Tenure System”  
- Goodwin, “Some Tips on Getting Tenure”  
- Toth, “Slouching Toward Tenure”  
- “Twenty Questions”  

2. Assignment (submit on Blackboard by 1:00pm on 4/6)  
- Draft of mentoring plan  
- Research on tenure requirements for your “dream” institution | | Research on tenure requirements for your “dream” institution | Goldsmith et al.,  
“Tenure”  
Toth, “The Tenure Trek” |
**Sequence 3: Life as a Faculty Member**

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| **Meeting 7 (4/20)** Balancing Commitments: Research, Teaching and Service | *1. Required readings (Note: There will be a Readiness Assurance Test over these readings at the beginning of class.)*  
- Lucas and Murray, “Faculty Service”  
- Robertson, “Express Your Values in How You Use Your Time”  
- Vesilind, “The Academic Career” | |  
| **Meeting 8 (5/4)** Beyond R/T/S: Broader Issues in Faculty Life | *1. Required readings*  
- Davidson, “Down with Service, Up with Leadership”  
- Griffin, “The Calculus of Yes and No: How One Professor Makes Decisions About Academic Service”  
- Hurtado et al., “Undergraduate Teaching Faculty: The 2010-2011 HERI Faculty Survey” *(NOTE: Read pages 1-16, which is the report summary. The rest of the report is data for any of you who may be interested.)*  
- Sandberg, “Success and Likeability”  

*2. Assignments (submit on Blackboard by 1:00pm on 5/4)*  
- Revised cover letter  
- Reflection on attending a senate meeting | |  
| | | |  
| | | | • Boice, “Socialize and Serve with Compassion”  
| | | | • Boice, “Let Others Do Some of the Work”  
| | | | • “Mentoring Best Practices” from UAlbany Provost’s Office website  
| | | | • Vicens and Bourne, “Ten Simple Rules to Combine Teaching and Research” |