Purpose and Objectives
This graduate seminar will consider historical and contemporary issues involving the American professoriate. Attention will be directed to similarities across, and differences among, faculty members in different types of institutions and academic disciplines. The American Professoriate is designed to acquaint students with various aspects of faculty life. The course is organized around topics that are relevant to people contemplating faculty careers as well as those who are interested in higher education administration, student affairs, and public policy.

That said, the overall objectives of the course are as follows:

- To examine the range of scholarship that has been done regarding one of the major constituencies of the college and university, namely the professoriate
- To familiarize students with different perspectives on faculty careers, values, beliefs and activities as well as professorial roles in shared governance
- To integrate required readings and out-of-class readings into a final research paper on a topic related to college and university faculty
- To explore public perceptions of college and university faculty through popular fiction and non-fiction works
- To understand the tenure process, examine tenure policies, and explore the implications of tenure systems
- To study issues unique to faculty of color and women faculty
- To prepare students to make informed decisions about faculty careers and to work with faculty colleagues on their campuses

Valuing Diversity
It is my belief that the diversity you bring to this class is a valuable resource because varied backgrounds and opinions enhance discussion. Research, including some of my own, suggests that learning is improved by exposure to diversity in the classroom. It is my intent to present materials and activities that utilize and are respectful of diversity: gender, sexual orientation, disability, age, socio-economic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know of ways to improve the effectiveness of the course for you or for other students or student groups.
I also understand that you may celebrate religious holidays that conflict with the class schedule and may have a disability that requires special accommodations. You will not be penalized because of observances of your religious beliefs. Whenever possible, you will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is your responsibility to inform me as soon as possible of any intended absences for religious observances. If you have a documented disability that is relevant to the work that you will do in this course, please contact me as soon as possible so that appropriate accommodations can be made. Student Disability Services (3101 Burge Hall, 335-1426, http://www.uiowa.edu/~sds/) also is available for consultation with students with disabilities.

**Academic Honesty**

You are expected to abide by the code of academic integrity throughout this course. I encourage you to collaborate with others as you think about, outline, and proofread your work. However, oral and written work must be your own. You must acknowledge any scholars or classmates whose work you quote or refer to in any way. According to the College of Education’s Policy on Student Academic Misconduct, examples of plagiarizing or cheating include: presenting someone else’s written or spoken words or ideas as one’s own; using direct quotes with no quotation marks, paraphrasing without crediting the source or in some other way suggesting someone else’s work is one’s own; copying all or part of someone else’s paper; and knowingly allowing another student to copy one’s work or submit one’s work as his or her own. In addition, students must not turn in any written work for which they have already received credit in another course. Any sort of academic misconduct is a very serious offense, and may result in a grade reduction and/or other serious penalties. For more information see the University’s Policy on Student Academic Misconduct available online at: http://www.uiowa.edu/~coedean/policies/student_ac_misconduct/index.htm.

**Concerns**

If you have any suggestions or concerns, either positive or negative, about this class, please do not hesitate to see me during my office hours or make an appointment. It is my hope that we will be able to resolve the issue. In the event that we are unsuccessful, College policy suggests that you contact the EPLS department executive officer, Larry Bartlett (N491 Lindquist Center, 335-5307 or 335-5303). He will be able to help you and give further guidance. You also may wish to refer to the college policy on student complaints and dispute resolution. A copy of Student Complaint Procedures is available online at http://www.uiowa.edu/~coedean/policies/student_complaint/index.htm.

**Dropping the Course**

This course is given by the College of Education. This means that class policies on matters such as requirements, grading, and sanctions for academic dishonesty are governed by the College of Education. If you wish to add or drop this course after the official deadline, you must receive the approval of the Dean of the College of Education. Prior to dropping the course, I encourage you to come speak with me. I will do whatever I can to find a solution that will allow you to remain in the course and continue your progress toward degree completion. Additional information on dropping the course and details of the University policy of cross enrollments may be found at http://www.uiowa.edu/~provost/deos/crossenroll.doc.
Readings

**Required** (available at the bookstore or amazon.com; also on reserve at Main Library)


**Other Readings**
In addition to the texts listed above, you will read additional book chapters and articles. All have been placed on electronic reserve (noted with an *) at the Psychology Library and can be accessed at [http://libres.lib.uiowa.edu/psych/](http://libres.lib.uiowa.edu/psych/). Additionally, nearly all of the books from which chapters are drawn are on reserve in the main library.

Other useful websites on which some of your readings are located:
AAUP Statements and Reports [http://www.aaup.org/statements/](http://www.aaup.org/statements/)

**Methods of Instruction and Course Expectations**
The course will employ a variety of approaches of instruction and will rely heavily on student participation and discussion. Course requirements include both written and oral assignments. You will be evaluated on the following items:

1. **Class participation**—This class is conducted as a seminar; therefore, you are expected to attend and to be actively involved in the class. You are expected to participate in and lead class discussions in a manner that demonstrates thoughtful reflection and understanding of the subject matter, as well as respect for your colleagues in the class. To do so, you must complete the readings that are assigned for each session of the class prior to attending that class session. Active participation also means that each participant is willing to listen to other points of view and to change his or her mind. This means you must listen to others, respond thoughtfully, demonstrate an understanding of the issues, and show a willingness to learn and grow.

2. **Integrative Essay**—At one time during the semester, you are expected to turn in an integrative essay that addresses topics/issues/themes covered in the class readings during that week of class. You will lead the class discussion the week you have selected to write the integrative essay. Although not required, you also may draw from additional sources that will inform your discussion. Each essay should be approximately 3-5 pages in length. The essays will be due at the beginning of the class session that you will be a discussion leader.

3. **Essay on Faculty in Popular Culture**— Prepare a short paper (no more than 5 pages) that will serve as a basis for class discussion on October 13. The paper is based on a book, either fiction or non-fiction, in which faculty member(s) are central characters and/or the focus is on faculty life. In the paper:
   - **Very briefly** summarize the book.
   - Describe how faculty life is portrayed. What are some key themes?
• Given the social context at the time the author(s) wrote the book and discuss possible reasons why faculty were portrayed in this way.
• Are there aspects of the book that are consistent with the course readings and class discussions? Are there aspects that are not?

In class on October 13, you will use your short paper as a guide in presenting and leading the discussion on your selected book. We will consider your answers to these questions and how the descriptions of faculty life that appear in the popular press correspond with the higher education literature. Please also consider whether you recommend others read the book.

4. Final Paper—Your final paper can take two forms: a synthesis of theory and research or a research proposal. Over the course of the semester, you will select a topic that relates to course content and to your own research interests. As just one example, if you have an interest in faculty salary equity, you might do a synthesis of theory and research regarding gender and faculty salaries. You also might write a research proposal for a study that examines salary equity among faculty in the sciences and engineering. On October 27, you are expected turn in a brief description (no more than one, single-spaced page) of your final paper topic. You will meet with me individually to discuss your paper between November 10 and December 1. I will distribute a handout with additional information about your final paper during the first class. Throughout the semester, we will spend some class time discussing your papers.

→ The final paper is due on December 8. You also will be asked to do a brief presentation summarizing the major points of your paper.

Note: All assignments should be turned in on time unless other arrangements are made well in advance of deadlines.

→ All formal written work should adhere to APA style as described in the Publication Manual of the American Psychological Association (5th Ed.).

→ A Strong Recommendation—Work with a partner or small group of peers in the class to read and critique each other’s written assignments. It has been my personal experience that multiple drafts and revisions of my written work are always necessary. As part of this process, I have found that thoughtful critiques from my peers provide me with insight and information that is extremely helpful to me as I seek to improve as a writer. I will do whatever I can to facilitate this process. Just ask me.

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<tr>
<th>Grading</th>
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<td>Your final grade for this class will be based upon the following:</td>
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<tr>
<td>Class participation..................30 points</td>
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<tr>
<td>Integrative essay..................15 points</td>
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<tr>
<td>Popular culture paper........15 points</td>
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<tr>
<td>Final research paper ..........40 points</td>
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Your final grade will be calculated using the following scale:

92—100 points...............A
90—91 points.................A-
88—89 points..................B+
82—87 points..................B
80—81 points..................B-
78—79 points.................C+
72—77 points..................C
70—71 points...............C-…

The American Professoriate
Department of Educational Policy and Leadership
I *strongly discourage* incomplete grades. I have seen numerous cases where students become overwhelmed trying to wrap-up incomplete grades. However, if it is absolutely necessary for you to take an incomplete, you must arrange it with me prior to December 1st.

**Instructor Responsibilities**

I have high expectations not only for you but also for myself. You should expect that I will:

- Be prepared for class, read and return your work in a timely manner, and be interested and engaged in your papers;
- remember that each of you brings a different background, experience, and perspective to this course;
- learn from you;
- meet with you individually or in groups upon request and be available in person, by telephone, and by e-mail;
- work hard, have fun, and empower students to develop greater understandings of the topics that are covered in this course.

**Course Schedule**

**Week 1, August 25 – Introductions, expectations, and course overview**

**Week 2, September 1**

**Setting the Context - Introduction to the study of faculty**

**Required readings:**


**Optional readings:**


**Week 3, September 8**

**What do faculty do and why do they do it?**

**Required readings:**


TB – 1-20

Optional Readings:

http://www.stanford.edu/group/ncpi/documents/pdfs/4-03_ccfacultyattitudes.pdf

Week 4, September 15

**Academic Careers – Paths, tracks, and socialization**

Required readings:

Chait - 125-159

TB - 21-43

Optional Readings:

Week 5, September 22

**Review National Studies of Faculty/Discuss Research Papers**

Guests: Tricia Seifert, Eric Reed, and Ryan Wells

Visit the following websites and review the surveys:
National Study of Postsecondary Faculty – http://nces.ed.gov/surveys/nsopf/
HERI Faculty Survey - http://www.gseis.ucla.edu/heri/faculty.html
Faculty Survey of Student Engagement -  [http://www.indiana.edu/~nsse/fsse/index.htm](http://www.indiana.edu/~nsse/fsse/index.htm)

Optional readings:
For those interested in graduate education or transition into faculty positions –
For those interested in training on national databases –

**Week 6, September 29**
**Faculty and academic disciplines**
**Required readings:**

**Week 7, October 6**
**Faculty misconduct and ethics**
**Required readings:**

**Optional Readings:**

**Week 8, October 13**
**Faculty in popular culture**
**Required reading:**
Select ONE book, either fiction or non-fiction, in which faculty member(s) are central characters and/or the focus is on faculty life. Below are some examples, but you are free to choose a book that is not listed. I have not read all of these books, so proceed at your own peril.
Carter, Stephen L. The emperor of ocean park.
Galbraith, J. *A tenured professor*.
Sarton, M. *The small room*.
Russo, R. *The straight man*.
Sykes, C. *ProfScam: Professors and the demise of higher education*.

**Week 9, October 20**

**Tenure and academic freedom**

**Required readings:**
http://www.aaup.org/statements/Redbook/1940stat.htm


TB – 43-74
Chait – 1-68, 101-124

**Week 10, October 27**

**Tenure (continued)**

**Required readings:**
Chait – 182-272, 309-322
TB – 125-148

**Optional Readings:**

**Assignment Due:** Brief description of final paper topic

**Week 11, November 3**

**Faculty authority and role in institutional governance**

**Required readings:**


http://www.aaup.org/governance/index.htm


Chait – 69-100

**Optional Readings:**


**Week 12, November 10**

**Women faculty**

Guest – Christine Brus, Director for Women in Science and Engineering

**Required readings:**


University of Iowa Graduate Programs Climate Study:

http://www.uiowa.edu/~wise/climate/climatecontents.htm

TB – 75-102

**Optional Readings:**


**Week 13, November 17**

No class (ASHE) – Individual meetings to discuss final paper

**Week 14, November 24**

No class – Thanksgiving break

**Week 15, December 1**

**Faculty of Color**

Guest – Marcella David, Associate Provost for Diversity and Professor of Law

Required readings:


TB – 103-123

Optional Readings:


**Week 16, December 8**

**Assignment Due:** Final paper and presentation