The Academic Profession (EDHI 666)
College of Education, University of Maryland

Fall, 2016
Mondays 4:15-7 p.m.

Instructor
Dr. KerryAnn O'Meara
3112C Benjamin
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Office hours by appointment

Course Overview and Purpose
Higher education institutions are increasingly diverse, with more women and underrepresented faculty and students than ever before. More faculty scholarship is engaged, interdisciplinary, collaborative and crafted for public as opposed to disciplinary audiences. Expectations are higher than ever for faculty to employ high impact practices and to use inclusive teaching and mentoring strategies. Greater diversity in our scholars and scholarship can be the greatest strength of a higher education system set in a diverse democracy. However, our academic institutions are not yet structured to fully include and embrace all scholars and their contributions. Many organizing practices within higher education institutions constrain equal opportunity among faculty to participate in the work of the university, realize one’s capabilities, and have a voice in decision-making. Also, many of our organizing practices do not allow higher education faculty to meet critical goals such as improving student access and retention, advancing student learning, or contributing meaningfully to grand challenges in society through research and community engagement.

This course examines the conditions within higher education institutions that lead to inclusive excellence and the ability of all faculty to contribute meaningfully to teaching, research, campus governance, and the public service mission of higher education institutions.

We will examine graduate student socialization, academic reward systems, faculty development, new appointment types, workload, life-work integration, retention, and faculty experiences as researchers, teachers and learners, engaged and interdisciplinary scholars, and colleagues. We will consider how issues and experiences differ by faculty gender, race and ethnicity, rank, institutional type, and discipline, how faculty agency to achieve goals can be nurtured, and how constraints to agency can be removed. We will consider case study examples of innovative reforms in how faculty are recruited, retained, and advanced, theories that frame studies of faculty, and new methods and emerging strategies for research on the academic profession in higher education.
**Objectives**
At the conclusion of this course, each student should have developed specific content knowledge about each topic we study as well as those he/she studies as part of a team project. But more importantly, students should have learned and practiced the ability to take current faculty issues and/or professional experiences with faculty and:

(a) place them in a historical context  
(b) place them in a contemporary philosophical and social context  
(c) understand how they may differ by institutional type, discipline, career stage and individual identities  
(d) draw implications for faculty growth and development; specifically for how faculty continue to learn throughout their careers, how they enact agency, develop and nurture professional relationships, and develop long-term goals and commitments  
(e) map interdisciplinary social science perspectives relevant to the issue (e.g. what research on motivation helps us understand about this issue as opposed to research on organizational cultures)  
(f) identify future trends and directions of the issue, potential institutional responses and directions for new research  
(g) identify policy implications at an institutional, and if relevant, national level  
(h) consider the issue in the context of the larger narrative on faculty work

To conclude, the course aims to create an intimate learning community for participants to study the academic profession in more depth than other courses allow, become skilled at placing current issues about the academic profession within different contexts, and refine analytic and writing skills.

**Required Texts**
Articles and other sources listed on the syllabus can be found on the course Canvas site. In some cases there will be a reference which students need to retrieve via the web or through the University of Maryland library system.

**Course Assignments and Expectations**
The grade for this course will be distributed between three areas: hot topic reviews and classroom engagement (35%), team or individual projects (35%), and a book review or work in progress paper (30%).

**Classroom Engagement and Hot Topic Reviews (35%)**

Each class session will be problem-centered, task-oriented, and will engage students in active-learning exercises in order to enhance understanding of the readings and their relevance in practice.

**Student contributions to class discussion** should reveal a substantial familiarity with assigned readings, a capacity to analyze the issues and problems under discussion, and an ability to listen, incorporate, synthesize and constructively criticize the comments and work of classmates. Class members are encouraged to bring questions, issues, critiques, and insights from the readings and from professional experiences to every class.
Because this course relies so heavily on classroom participation and interactive dialogue, it is essential for you to **attend all classes**. In the case of an absence caused by sickness, it is your responsibility to inform Dr. O’Meara of your absence via email and to connect with classmates to catch up on work covered during the absence. Attendance will influence this part of the student grade. Repeated lateness will result in a lower course grade.

Students will be asked to **prepare for every class by taking focused notes**. Each student is asked to review the readings and take notes based on organizing questions posed for that session on the syllabus. These questions are meant to focus student reading and prepare them for full participation in classroom discussions, debates, and other learning exercises. Though students do not have to turn in their notes, students will show that they are prepared for class by referring to their notes to assist them as they engage in classroom discussions and exercises. Dr. O’Meara will assign a grade for classroom participation of A, B, or unprepared for each classroom session. Please see Dr. O’Meara if you have any questions about your participation grade at the end of each session.

**Hot Topic Review**

Each student will have the opportunity to design a learning experience, similar to faculty in their teaching/learning role. Students will sign up to lead a 1/2 hour discussion of a hot topic as it relates to the professoriate. The student-teacher should use a combination of PowerPoint/handout, case examples from *Inside Higher Education*, the *Chronicle of Higher Education* and/or *Change*, and interactive exercises to help the class gain an understanding of:

(a) the different “sides” or positions that have been taken on the issue by D.C. think-tanks or associations, faculty unions and administrators, and different interest groups
(b) how the issue is playing out in specific local contexts (at different colleges and universities)
(c) how and why stakeholders have different experiences with the issue based on institutional type, discipline, career stage, race/ethnicity, gender
(d) future trends and directions of the issue
(e) potential institutional responses (such as policy change) and directions for new research

A list of approved hot topics will be provided the first day of class. Students may suggest others as long as they are approved by Dr. O’Meara.

**Two weeks after the class presentation**, students should hand in four products for their hot topic review: (a) a bibliography of a minimum of 10 additional quality references on the issue, (b) the PowerPoint or handout they used in class with key content covered, (c) any classroom exercises —such as a case study, debate set-up, or forced choice exercise, and d) a 2-3 page reflection on the teaching experience and evidence assessing student learning of the material.
Grading Criteria for Hot Topic Review

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<tr>
<th>Points</th>
<th>Quality and comprehensiveness of content presented</th>
<th>2</th>
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<td>Points</td>
<td>Organization and presentation (e.g. of material in the PowerPoint, classroom exercises, bibliography, handouts)</td>
<td>2</td>
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<td>Points</td>
<td>Reflection on teaching and learning experience</td>
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TOTAL 6 points

6 points= A+/A
5 points A-/B+
4 points= B/B-
3 points= C+/C
0-2 point= Fail

Final Projects (Team or Individual) (35%)

Students will have the option to either individually or in a team of 2-3 students conduct an action research project that synthesizes current social science research on faculty, publicly available data on institutions, and best practices nationwide on an important faculty issue. There are several options for the form this team project could take including (a) a project that advises leaders at the University of Maryland on a faculty issue and how it might be addressed better in the future at UM, (b) a ranking or rating system or scorecard of institutions based on how they are dealing with a particular faculty issue, or (c) a critical literature review that might be later submitted for publication. Examples of possible topics will be discussed on the first day of class. Students will submit one paragraph proposals for final projects September 19th, 2016 and receive feedback. Team Presentations will be on Dec. 5 & 12.

Each final project will include a (a) paper and (b) relevant appendices (in some cases this might be a brochure, or user-friendly executive summary, or web resource aimed at increasing awareness of the issue or at reform, in other cases tables explaining the ranking) (c) a presentation of the team project to the class, and if relevant, invited campus guests.

Individual Final Projects should be 15-18 pages plus references and any appendices; Team projects 25 pages plus references and any appendices. Each Final Project is due December 12th and will include:

- a timely and comprehensive literature review of the issue, including current national statistics, research from the Journal of Higher Education, Review of Higher Education and Research in Higher Education, and positions from national policy-making organizations and associations (such as AAUP, NEA, AACU, HERI, COACH, NSF)
- some original research of publicly available data on websites and in national databases (no interviews or original survey methods required)
- a critical analysis of a significant issue or problem under investigation and set of recommendations or ratings
- for team projects--a one paragraph description of each student’s contributions to the project
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<th>Grading Criteria for Final Projects</th>
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<tr>
<td>Writing clarity, presentation, editing and grammar</td>
<td>1</td>
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<td>Organization and focus (e.g. the paper is well-organized with subheads and a logical flow of ideas; the PowerPoint presentation is direct, and easy to understand)</td>
<td>1</td>
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<td>Critical analysis—major points are clear, uses literature and concrete examples persuasively, shows critical thinking</td>
<td>1</td>
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<tr>
<td>Content analysis—major points are supported by relevant research and best practice literature</td>
<td>1</td>
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<tr>
<td>Significance—the authors make it clear why this issue is important, to whom, and why something should be done about it</td>
<td>1</td>
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<tr>
<td>TOTAL 5 points</td>
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5 points= A+/A  
4 points A-/B+  
3 points= B/B-  
2 points= C+/C  
0-1 point= Fail

**Work-in-Progress (30%)**

In addition to teaching, faculty spend time conducting research, engaging in scholarship, and continuing to develop as writers and communicators throughout their careers. As members of a discipline or field, they join a conversation occurring within their field about a particular issue, theories related to it, methods used to study it, and what research tells us we might think and do as a result of new discoveries. Faculty write research articles, literature reviews, grant proposals, book reviews, reports, editorials and research blogs, among other contributions. They also spend a significant amount of time being a colleague to others in their field by reviewing and providing feedback on other’s work, whether through journals, or through feedback on student and colleague works in progress for their close colleagues or students.

Our class will form a work-in-progress group, wherein we provide feedback to each other about at least one work-in-progress that students will also hand in for a grade at the end of the semester. We will have time set aside in class five times and students will each sign up for one of those dates. Students will all send everyone in the class their work in progress **one week before the date that it is to be discussed**. Three other students will provide written feedback to the student as well as discuss the piece in class. Likewise, Dr. O’Meara will provide feedback.

The content of the work in progress is meant to be flexible to fit with other projects students have underway. Examples of potential works in progress include (a) a book review for a book on faculty or academic culture (b) a *Chronicle* editorial or *Inside Higher Education* essay (c) a research paper or literature review one is preparing for a journal.

Students should submit one paragraph by **September 12th, 2016 regarding their plans for their work in progress**. The final work in progress submission should include their scholarly product, feedback they received on it, and feedback they provided others. These work in progress submissions should be **submitted December 5th, 2016.**
If students choose a book review, it should include (a) a summary of the book, describing its essential points, issues, or themes; (b) an explanation of its significance to education and the course’s subject; (c) a detailed explanation of how it “stacks up” with other works dealing with the same issue (cite examples); and (d) a detailed description of the book’s strengths and weaknesses. It might be helpful to read some of the book reviews included in issues of relevant journals. As should be clear from the description above, your book review should be an in-depth, scholarly critique of your chosen book. This project will require you to do other readings in order to complete the assignment successfully. You must draw upon outside scholarship to discuss the book.

There will be examples of editorials and scholarly essays provided on the Canvas site.

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<td>Writing clarity, presentation, editing and grammar</td>
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<td>Organization and focus</td>
<td>1</td>
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<tr>
<td>Critical analysis—major points are clear, made effectively, and are Persuasive; feedback to other students is helpful</td>
<td>1</td>
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<tr>
<td>Content analysis—the coverage of the issue is comprehensive; the feedback is substantive</td>
<td>1</td>
</tr>
<tr>
<td>Significance—the author makes it clear why the issue is important, to whom, and where it fits next to other scholarship</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL 5 points</td>
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</table>

5 points= A+/A  
4 points A- /B+  
3 points= B/B-  
2 points= C+/C  
0-1 point= Fail

**Topics for Class Sessions, Readings & Assignments**

**August 29: The Academic Profession: A Little History and Current Contexts**

During this session we will consider the major changes that have occurred in the academic profession, with the greatest focus on the last 30 years. We will consider some of the strongest arguments indicating that the way faculty are trained, evaluated, and rewarded do not meet 21st century needs, and which aspects of academic culture facilitate inclusive excellence and which aspects constrain diverse faculty and newer forms of faculty work.

**Organizing Questions:** As you read the articles for this class please answer the following questions using the readings. What are the major demographic shifts that have occurred in the faculty over time? What are the major changes in the way we view the faculty role? What are some of the challenges the faculty of today face as they pursue individual and institutional goals?


September 5: Labor Day No CLASS

September 12: Implicit Bias: How it Shapes the Academic Profession

Work-in-Progress Proposal due

In this session we consider the issue of implicit bias as it has been studied by social and organizational psychologists. We consider how it works and look at recent evidence that implicit bias influences the careers of faculty and graduate students. We will consider efforts underway to increase awareness of implicit bias among faculty and create allies to mitigate its influence in everyday organizational practices and interactions. Students will be placed in one of four groups to examine social science evidence of implicit bias.

Organizing Questions: What are the main findings across the articles you read for today? What would be some of the consequences for this area at UMCP if this bias was operating here today?

- Hiring
- Teaching Evaluations and Mentoring
- Evaluation of Performance
- Letters of Recommendation

September 19: Teaching, Learning and Advising

Final Project Proposals due

Faculty spend a majority of their time in most higher education institutions teaching and working with students in and out of classrooms. A significant body of research suggests that high impact practices, classroom assessment techniques, and teaching practices that engage different learning styles enhance college student learning. If this is true, why don’t we require all faculty to use such teaching techniques? In this class we consider faculty motivation and academic freedom in teaching, the kinds of requirements that have been placed on faculty teaching in recent years, and the best ways to support student learning, faculty autonomy, and innovation in the classroom.
**Organizing Questions:** As you read for this session, first list the high impact practices known to influence student learning. Next, view the Gates Foundation link concerning the current demographics of higher education students today. What are some implications of these characteristics for classrooms? Consider the prevalence of use of high impact practices. What are some of the reasons and barriers to faculty being able or willing to use these practices? Finally, visit Professor Anna Neumann’s Metro-CITI project and the kinds of deep learning faculty are trying to promote. What are the possibilities and challenges of these projects? Come ready to discuss the one that is most interesting to you.


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Check out general stats on college students as context: [http://postsecondary.gatesfoundation.org/student-stories/america-as-100-college-students/](http://postsecondary.gatesfoundation.org/student-stories/america-as-100-college-students/)


**September 26: Graduate Education and Preparing the next Generation of Faculty**

Graduate education is typically studied from the perspective of socialization and the ways in which students learn the knowledge, skills, formal and informal values of their future professions. In this class we consider the assumptions underneath socialization for the professoriate and whether graduate education is currently structured to serve all students well.

**Organizing Questions:** As you read the articles for today, make a list of some of the assumptions inherent in graduate education. Specifically, what assumptions were embedded in the findings of these articles on graduate student relationships with faculty, time to degree, career paths, or priorities? What are the consequences for students who do not “fit” into prescribed narratives?

October 3: Research, Scholarship and Faculty Learning
Research and scholarship are critical aspects of faculty work. Faculty find different amounts of time to devote to this work based on institutional type, discipline, and career contexts. In this session we will consider the constraints on faculty learning and ability to contribute meaningful knowledge and creative work throughout a career. We will also consider the motivation, passion and agency required to pursue scholarship in productive ways and keep growing throughout a career.

Organizing Questions: What are some of the challenges each of the authors mentions to maintaining an active scholarly life? What are the things individuals can do to keep learning and contributing? What can departments, colleges, institutions and disciplines do?


October 10: The Service Role
Although it is the least examined of the faculty roles, faculty spend a significant portion of their work-week in various kinds of campus service. They also contribute to their fields through professional service and with the public through community engagement.

Organizing Questions: Make a list as you go through each of the readings of all of the different ways in which faculty serve. Take notes on any equity issues—by gender, race, rank, or appointment type—that occur in providing one’s share of service. Write down what some of the career consequences are for doing more service than others. Also, write down some of the
opportunities embedded in service roles.


**October 17: New Appointment Types**

The rise of full-time non-tenure track and part-time faculty is hardly breaking news. Yet the decision-making process to change appointment types from tenure to non-tenure track has occurred without much scrutiny, data, or consideration of consequences. In this class we consider this trend, the kinds of questions that should be asked in such decision-making processes and consequences of different appointment types for student learning and retention, shared governance, and the professional growth and career development of faculty. Students will consider under what circumstances different types of appointments make sense for different institutional goals and institutional types.

*Organizing Questions:* What are some of the differences that have been found, with relationship to students, between part-time, full-time, non-tenure track and tenure track faculty? What resources or career benefits do these seem connected to? What are the major benefits higher education institutions retain by hiring off the tenure track? Could these benefits be obtained any other way?

The New Faculty Majority. [Please review their website and the various projects underway to increase the legal rights, benefits and job security of adjunct and contingent faculty] http://www.newfacultymajority.info/equity/learn-about-the-issues/litigation-a-legislation

Also the NFM report for Congress: *The Just in Time Professor. A Staff Report Summarizing eForum Reponses on the Working Conditions of Contingent Faculty in Higher Education.* House Committee on Education and the Workforce. Democratic Staff. January, 2014


**October 23: Academic Reward Systems and Equity-Minded Reform Needed in Them**

Academic reward systems reflect the values, priorities and insecurities of their institutions. They are also one of the major ways we value and regard academic lives. In this session we diagnose some of the major equity issues embedded in academic reward systems and how they might be reformed to better support faculty retention, advancement and diverse contributions.

*Organizing Questions:* Identify from the readings what you think are the three worst things about the way that the current academic reward system works. Then write down 3 things the readings suggest this system may be accomplishing well—but consider and note for whom.


**October 31: Faculty Development Across Career Stages**

Faculty have different needs and interests as they progress in their careers. In this session we consider different professional development needs and opportunities at each career stage. We also consider the role of departments and institutions in shaping faculty careers.

*Organizing Questions:* Please write down 3 challenges your readings note that pre-tenure faculty face and three of the biggest challenges that associate professors face. What are the most important ways departments might provide support for each of these issues you have identified?


**November 7: Every Other Tuesday: Managing Competing Priorities**

In this session we consider the work faculty do, the time they spend on teaching, research, campus service, professional service and other duties. We consider the relationships between their work and their reward systems, and how workload differs by institutional type and can also differ based on career stage, gender, race and discipline. We also consider how cultural narratives of the ideal worker, productivity, and “real work” shape faculty workload decisions.

*Organizing Questions:* As you read the articles for this session, please take notes on the following questions: What motivates faculty in their work? What influences how faculty spend their time? What does it mean to be productive, and an ideal worker? What contributes to faculty dissatisfaction, burnout, and departure?


**November 14: Life Work Integration**

In this session we consider how faculty balance work and life and the policies and cultural aspects
of work environments that make that possible.

Organizing Questions: Please take notes on the aspects of departments, disciplines, career stages, gender, race, institutional types, and position types that shape life-work balance. Note how this might differ for faculty with children, faculty who are single, and by career stage and institutional type.


Lisa Bass's *The journey to fullfillment* essay and Carlos McCray's *A perspective on work life balance in the academy from a single male*.

NO CLASS Thanksgiving week

**November 28: Social Networks and Professional Relationships in Academe**

Relationships matter in higher education—both to career success and to making change. In this class we consider faculty professional relationships and networks and the kinds of interventions that can disrupt homophily and encourage extended networks and strong professional relationships.

Organizing Questions: If you want to make change, is it better to create a whole bunch of new relationships or seed the knowledge in existing relationships between actors? What are 3 career benefits of strong professional networks? What was happening in the hallway in the last article?


December 5: Team Project Presentations & Striving Cultures

Work-in Progress Submissions due

In this session we consider how institutional, department, and faculty striving for prestige in the academic hierarchy influences faculty work-life.

Organizing Questions: Would you want to be in a striving institution if you were in a pre-tenure position in a research university? How about as an associate professor in a comprehensive university—use content from the readings to prepare your answer.


December 12: Team Project Presentations & Equity Minded Reform within the Academic Profession

We will end our class by considering the remaining work of equity-minded reform in academic reward systems and careers.

Organizing questions: What do you think are the most important remaining issues to reform? What are the most promising ways to address these issues?


**Additional Course Considerations**

**Policy on Incomplete Grades**
A grade of incomplete requires the instructor’s prior approval. I will restrict the grade of Incomplete to documented emergencies. Such emergencies are not based on work commitments; rather students should not take the course if work responsibilities make it clear at the beginning of the course that they will not be able to complete assignments by deadlines.

**Course Evaluation**
As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please watch for the dates the system will open for evaluation of the semester and make a note of the link at which you can access the submission system: https://www.courseevalum.umd.edu/. I greatly appreciate your completing the course evaluations when the email invitation is sent to you.

**Inclement Weather**
Official closures and delays are announced on the campus website at umd.edu and snow phone line (301-405-SNOW), as well as on local radio and TV stations. If the university is closed we will not be having class. I will also contact everyone by email to confirm the class is canceled, and to schedule make-up sessions within a few days of the cancelled sessions.

**Academic Integrity Statement from Student Honor Council**
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council, which is available here: http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism.

**Academic Accommodations for Persons with Disabilities**
Both in compliance with and in the spirit of the American with Disabilities Act (ADA), I would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact me within the first week of the course to discuss appropriate accommodations. The University is responsible for providing appropriate accommodations for students with disabilities, and has services available for both staff and students to help support their ongoing success. More information regarding the UM Disability & Accessibility Policy and Procedures is available here: http://www.umd.edu/ocrsm/files/OCT2015-VI-1.00D_Disability_and_Accessibility_Policy_and_Procedures.pdf Additional information and support is available through Disability Support Services at 301-314-7682 or http://counseling.umd.edu/dss/.

**Excused Absences including Religious Observances**
An excused absence is an absence for which the student has the right to receive, and the instructor has the responsibility to provide, academic accommodation. Events that justify an excused absence include religious observances; mandatory military obligation; illness of the student or illness of an immediate family member; participation in university activities at the request of university authorities; and compelling circumstances beyond the student's control (e.g. death in the family, required court appearance). Please see the University of Maryland Policy on Excused Absence for more information:
If you have any planned excused absences that come into conflict with our time together or your work in this course, please let me know as soon as possible so that I can plan accordingly.

Copyright
Course materials that exist in a tangible medium, such as written or recorded lectures, Power Point presentations, handouts and tests, are copyright protected (e.g. O’Meara, 2015). Students may not copy and distribute such materials unless provided the instructor’s written permission.

Examples of Book Reviews


Relevant Websites

AAUP Website: [www.aaup.org](http://www.aaup.org) (go to “AAUP Publications”)

Higher Education Research Institute Faculty Survey: [www.gseis.ucla.edu/HERI/facoverview.php](http://www.gseis.ucla.edu/HERI/facoverview.php)


Chronicle of Higher Education [www.chronicle.com](http://www.chronicle.com)

Academe [www.aaup.org/AAUP](http://www.aaup.org/AAUP)

Liberal Education [www.aacu.org/liberaleducation](http://www.aacu.org/liberaleducation)

*NEA Advocate Online:* [www.nea.org/he/adv-new](http://www.nea.org/he/adv-new)

TIAA-CREF Website: [www.tiaa-cref.org](http://www.tiaa-cref.org)