

George Mason University
College of Education and Human Development
Exercise, Fitness and Health Promotion

EFHP 820 002— Careers in the Academy Seminar
3 Credits, Spring 2019
Fr 10.30-11.45 pm, Bull Run Hall 248, Sci Tech Campus

Faculty

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Prerequisites/Corequisites

Admission to the PhD in Education program or Permission of Instructor

University Catalog Course Description

Examines careers in the academy in a seminar format including faculty role, institutional fit, and the higher education academic job search (including developing cover letters and job portfolio outlines); introduces teaching, research, and service expectations at higher education institutions; to help prepare for future academic careers.

Course Overview

This course is designed to enhance students' understanding of the requirements and responsibilities of academic, and research positions, as well as how the process of job search occurs in higher education

Course Delivery Method

This course will be delivered using a seminar format

Learner Outcomes or Objectives

The course is designed to enable students to do the following:

1. Explain issues in higher education (e.g., the emergence of non-tenure hiring lines and their impact on the academy, the changing nature of academic institutions and faculty roles, faculty hiring and diversity) and how those issues impact their career planning;
2. Develop strategies for making a successful transition from graduate student to new professor, and assume a faculty role within a wide range of academic and professional contexts
3. Summarize faculty roles and responsibilities at different higher education institutions;
4. Compare institutional cultures and faculty members responsibilities at associate's (community) colleges, baccalaureate colleges, master's colleges/universities, and doctoral research universities;
5. Demonstrate understanding of the value of the doctoral study process and the role that a doctoral degree has in academia as a faculty member
6. Describe the process of promotion and tenure in academia;

7. Apply practical strategies for undertaking an academic job search, including an awareness of the role of institutional fit and of academic job categories in a successful job search;
8. Explain careers in the academy including what it means to be an academic professional and a colleague in a variety of institutional contexts

Required Texts

1. Birnbaum, Robert, (1991) [RB] How Colleges Work: The Cybernetics of Academic Organization and Leadership ISBN: 978-1-55542-354-4 , 288 pages Josey-Bass/ Wiley <https://www.wiley.com/WileyCDA/WileyTitle/productCd-155542354X.miniSiteCd-JBHIGHERED.html>
2. Goodwin, Craufurd D. & DeNeef A. Leigh (Eds) (2007) [GD] The Academics Handbook: Duke University Press <https://www.dukeupress.edu/the-academics-handbook>
3. Other Readings assigned by instructor
4. Chronicle of Higher Education

Academic Load

Although many students must work to meet living expenses, employment and personal responsibilities are not a consideration for missed classes, late or incomplete assignments, the course content, or the course schedule (see <http://catalog.gmu.edu>). Student employment does not take priority over academic obligations. I recognize that many students need to work in order to meet living expenses, however, there are distinct guidelines for students in terms of the number of credit hours which should be attempted based on how many hours per week a student has outside employment. For additional information on this subject, please see the GMU Academic Catalog (http://catalog.gmu.edu/content.php?catoid=5&navoid=104#Registration_attendance) for further information. Students who fail to observe these guidelines may expect no special consideration for academic problems arising from the pressures of employment.

Honor Code

Students are held to the standards of the George Mason University Honor Code (see <http://honorcode.gmu.edu> for details). Violations, including cheating and plagiarism, will be reported to the Honor Committee. Student assignments may be put through plagiarism detecting software.

GMU is an Honor Code University; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? First, it means that when you are responsible for a task, you will be the one to perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives and traditions. When in doubt, please ask for guidance and clarification.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor

1. **Class Participation:** Students will actively participate in discussions and provide peers feedback on their papers and presentations.
2. **Critical Topic Paper:** Students will choose a current controversial topic of interest from their field and get approval from instructor. They will then write a 4 page (double spaced 12 pt font Times New Roman, AMA Format) and explain their opinions about whether they support or oppose the topic, and explain the reasoning for their arguments in a written essay format paper
3. **Critical Topic Oral Presentation:** Students will make a 5 minute oral presentation about the chosen current controversial topic from their field. They will then explain their opinions about whether support or oppose the topic, and explain the reasoning for their arguments.
4. **Peer Feedback:** Students will provide critical oral feedback on at least 2 of their peers' presentations in class.
5. **Job Search:** Students will choose at least 2 advertised positions within the student's area of interest. They will get approval from instructor for one of the positions.
6. **Job Search Portfolio:** Students will then prepare a job application for an advertised position within the student's area of interest. The portfolio will include analysis of institutional fit, teaching philosophy, curriculum vitae, cover letter, research statement, and other materials to match a selected job description.
7. **Interview:** The student will choose a faculty mentor from the program, school, college, or university. They will then schedule a mock interview with the faculty member, and have a conversation about the faculty member's journey in academia. The student will then meet with the faculty to receive feedback about the interview, and explore additional aspects improve performance on the process.

Grading Scale

ASSESSMENT METHOD	NUMBER	POINTS	POINTS
Class Participation	15	1	15
Critical Topic Paper	1	20	20
Critical Topic Oral Discussion	1	20	20
Peer Feedback	2	5	10
Job Search	1	5	5
Job Search Portfolio	1	20	20
Interview	1	5	5
Interview Feedback	1	5	5
TOTAL			100

The student's final letter grade will be earned based on the following scale:

Grade	Percentage	Quality Points	Grade	Percentage	Quality Points
A+	93%	4.00	B	83%	3.00
A	93%	4.00	B-*	80%	2.67
A-	90%	3.67	C	73%	2.00
B+	87%	3.33	F	<73%	0.00

* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

Tentative Class Schedule

Date	Topic	Readings	Assignment Due Date
Week #1	Successfully navigating a Doctoral Program		
Week #2	Carnegie Classifications, Institutional Type and Institutional Fit, Expectations, Advantages and Disadvantages	<p>GD – Ch 1, 2, 3</p> <ul style="list-style-type: none"> • The Carnegie Foundation for the Advancement of Teaching: Basic Classification Descriptions. www.carnegieclassifications.iu.edu/ • Gene Fant, "What If I've Never Heard of This Place? A 30-Minute Internet Search for Job Seekers." The Chronicle of Higher Education Friday, February 19, 2001. https://www.chronicle.com/article/What-If-Ive-Never-Heard-of/45565 Rob Jenkins, "Know Thy Students." Chronicle of Higher Education Sept. 30, 2005. https://www.chronicle.com/article/Know-Thy-Students/45068 	
Week #3	How Colleges Work – Understanding Colleges/Universities as Organizations	<p>RB – Part 1 GD – Ch 29, 30, 31</p> <p>Gary A. Olson July 23, 2009 The Chronicle of Higher Education https://www.chronicle.com/article/Exactly-What-Is-Shared/47065</p>	
Week #4	Academia: Institutional Mission / Strategic Plan, Academic Freedom, Responsible Practice	GD – Ch 7, 8, 9, 10	Critical Paper Topics Due

Week #5	Models of Organizational Functioning in Academia	RB – Part 2	
Week #6	Promotion & Tenure Process: Success in Academia	GD – Ch 14, 15, 16 How to Be Strategic on the Tenure Track Manya Whitaker October 21, 2018 Chronicle of Higher Education https://www.chronicle.com/article/How-to-Be-Strategic-on-the/244863	
Week #7	Being Different and Similar	GD – 5, 6	Job Search Positions Identified
Week #8	Conflict, Resolution, and Funding	GD – Ch 4, 22, 23, 24, 25	
Week #9	Mentor and Mentee: Student advising & undergraduate and graduate students	RB – Part 3 GD – Ch 19 Jeffrey J. Selingo Here’s What Today’s Students Want From College October 21, 2018 Chronicle of Higher Education https://www.chronicle.com/article/Here-s-What-Today-s/244829 Drew Appleby, “Academic Advising” Parts 1-5 https://dus.psu.edu/mentor/old/articles/appleby0.htm	

Week #10	<p>Job Search:</p> <ul style="list-style-type: none"> - Timeline - Analysis of institutional fit - Teaching philosophy, Curriculum Vitae, - Cover Letter, - Research Statement, - Salaries/Benefits/Questions 	<p>GD – Ch 11, 12, 13</p> <p>Mary Dillon Johnson, “Advice From Your Peers.” Chronicle of Higher Education, Thursday, July 15, 2004. https://www.chronicle.com/article/Advice-From-Your-Peers/44688</p> <p>Julie Miller Vick and Jennifer S. Furlong. “The CV Doctor Returns.” The Chronicle of Higher Education. Nov 2010 https://www.chronicle.com/article/The-CV-Doctor-Returns-2010/124492</p> <p>Mary Heiberger and Julie Vick, “How to Write Appealing Cover Letters.” Chronicle of Higher Education, April 21, 2000. https://www.chronicle.com/article/How-to-Write-Appealing-Cover/46284</p>	Critical Topic Paper Due
Week #11	<p>Job Interview:</p> <ul style="list-style-type: none"> - Phone interview - Campus interview 	<p>The Professor Is In: The First-Round Interview Versus the Campus Visit Karen Kelsky November 13, 2018 https://www.chronicle.com/article/The-Professor-Is-In-The/245059?cid=wcontentgrid</p> <p>Trina Sego and Jef Richards, “Ph.D. Interview Preparation Guide.”</p> <p>Mark Wasicsko, “The Fourth Factor for Hiring.” Chronicle of Higher Education, Tuesday, February 15, 2005. https://www.chronicle.com/article/The-Fourth-Factor-for-Hiring/45104</p> <p>Julie Miller and Jennifer Furlong, “Asking the Right Questions.” Chronicle of Higher Education, January 11, 2006. https://www.chronicle.com/article/Asking-the-Right-Questions/46896</p>	Job Search Portfolio Due

Week #12	Personal and Professional Balance	<p>Don't Spend Your Holiday Break Writing Rebecca Schuman December 12, 2018 https://www.chronicle.com/article/Don-t-Spend-Your-Holiday/245292?cid=wsinglestory</p> <p>Robin Wilson, "How Babies Alter Careers for Academics," The Chronicle of Higher Education, December 5, 2003. https://www.chronicle.com/article/How-Babies-Alter-Careers-for/8586</p> <p>When it comes to having a family and an academic career, find what works for you, Vivienne Raper Oct. 10, 2017 http://www.sciencemag.org/careers/2017/10/when-it-comes-having-family-and-academic-career-find-what-works-you</p>	
Week #13	Interviews		Interviews to be completed
Week #14	Critical Topic Presentations		Critical Topic Oral Presentation Due
Week #15	Making the Transition from Student to Junior Faculty/Professional	<p>GD 19, 20 https://career.berkeley.edu/PhDs/PhDtransition</p>	Interview Feedback Due
<p>Note: The instructor reserves the right to make changes to the course syllabus and/or schedule at any time. Students will always be informed of any changes made.</p>			

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
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For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Attendance

Students are expected to be on time, attend all class meetings, and be prepared for in class assignments and projects. Excused absences include the following: illness (must bring a receipt or note from a doctor), family death, athletic/academic event (contact instructor in advance), and others at the discretion of the instructor. For known upcoming absences, students must contact the instructor at least **one** week in advance to the missed class to make up work. In the case of illness or some other unforeseen absence, the student must contact the instructor via e-mail or telephone the same day of the absence. At the next attended class meeting the student will discuss material that is to be completed with the instructor. *Students will have one week from the excused absence to complete any missed assignments.* It is the student's obligation to pursue any make-up work.

Assignments

Late assignments will not be accepted. Assignments should be submitted at the beginning of the class meeting on the due date. Late assignment will result in a zero (0) for the assignment. This applies to electronic submissions as well. Your name **MUST** be on your papers when you turn them in. Failure to put your name will result in a zero (0) for the assignment.

Technology Use During Class

As per GMU policy, all sound emitting technology is required to be turned off during the lecture and laboratory class meeting times. Additionally, no laptop computers or tablets will be permitted for use during class time; the exceptions are for use during presentations/projects, and technology deemed as necessary by the Office of Disability Services. Students utilizing various technology devices during class will be asked to leave class and will not be permitted to complete course work or receive any points for assignments that day.

E-Mail Correspondence

Only messages that originate from a George Mason University address will be accepted; thus your e-mail address must end in gmu.edu. The instructor will not read e-mail messages not originating from a GMU account. Also, when corresponding with any professional at GMU or off campus via e-mail, use the following, appropriate professional format; any e-mail not using this format will be returned to the students for revision before a response will be issued:

Dear Dr. Ambegaonkar (Beginning salutation)

I am looking forward to your

class. (Text body)

Regards, (Ending Salutation)

(Your name)