

Syllabus

AEC 6905 – Strategies for Success as a University Faculty Member Fall 2014, Wednesdays, Periods 7-8

Instructor

Dr. Ed Osborne
Professor and Chair
Department of Agricultural Education and Communication
305 Rolfs Hall, University of Florida
352-273-2613, ewo@ufl.edu
Office hours: 8:00 – 10:00 AM, Tuesdays

Course Description

Roles and responsibilities of university faculty members in agricultural education and communication; performance expectations; strategies for successful tenure and promotion; planning and executing teaching, research, and extension programs based upon formal position assignments. (two credits)

Prerequisites

Doctoral students enrolled in the final fall semester of their degree programs.

General Course Objectives

Upon completion of the course students should be able to:

1. plan for and effectively execute teaching, research, and extension assignments;
2. develop and effectively use a personal time management system;
3. determine program priorities based upon formal position assignments;
4. structure their efforts as a new faculty member for successful tenure and promotion;
5. effectively execute academic advising responsibilities;
6. establish positive and effective communications and relationships with faculty; colleagues, university administrators, and constituents;
7. evaluate and compete effectively for university faculty positions; and
8. serve as contributing citizens of their academic units and institutions.

Text

No text is required. Selected readings will be incorporated into class discussions.

Assignments and Grading

A contract grading strategy will be used for the course (attached). The standard 10-point grading scale will be used (90-100 = A, etc.). Minus or plus grades will not be assigned.

Academic Honesty

In 1995 the UF student body enacted an [honor code](#) and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office. (Source: 2012-2013 Undergraduate Catalog)

All work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Training Programs
Community Provider Database*
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

The Dean of Students Office provides individual assistance to students with documented disabilities based upon the need and impact of the specific disability. There is no requirement for a student to self-identify his/her disability. However, students requesting classroom accommodations must register with the Dean of Students Office in 202 Peabody Hall, 392-1261 (Voice) 392-3008 (TDD). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

AEC 6905 – Strategies for Success as a University Faculty Member (2014)

<u>Session</u>	<u>Topic*</u>
August 27	No Class
September 3	Course Overview Preliminary Discussion and Selection of Course Topics
September 10	Planning for Tenure and Promotion Teaching, Research, and Extension/Outreach Expectations
September 17	Planning for Tenure and Promotion Teaching, Research, and Extension/Outreach Expectations
September 24	Planning, Conducting, and Disseminating Research Research Collaboration
October 1	Securing Grants / Managing Grants and Other Budgets
October 8	Advising Students and Student Organizations
October 15	Mentoring Graduate Students and Supervising GAs
October 22	Seeking Faculty Positions Applying, Interviewing, and Negotiating
October 29	Seeking Faculty Positions Applying, Interviewing, and Negotiating
November 5	Planning, Delivering, and Evaluating Extension/Outreach Programs
November 12	Establishing Networks and Collaborations Building Stakeholder Relationships Participating in the University Community Being a Citizen and Leader in my Department & Profession
November 19	Recruiting Students Developing Courses and Curricula
November 26	Holiday
December 3	Fulfilling Program Coordination and Administrative Roles Advancing My Expertise Participations in Annual Evaluations and Receiving Pay Raises Final Questions and Thoughts

Grade Contract
AEC 6905 – Strategies for Success as a University Faculty Member
Fall 2014

NAME _____

Assignments required for a grade of A:

- _____ Attend at least 11 of the 13 scheduled class sessions, at least one AEC faculty meeting, and at least four department seminars during the semester.
- _____ Select an article, publication, or other reading that focuses on a topic in the seminar and lead a 10 minute informal discussion of its implications for succeeding as a university faculty member. Provide a one-page synopsis of the reading, along the source information, to your class members.
- _____ Interview an AEC or other IFAS faculty member about his/her experiences as a beginning university faculty member and his/her journey through successful tenure and promotion. Present a one-page list of “strategies for success” that were offered by the faculty member. Provide copies of the strategies for the class and briefly discuss in a class session.
- _____ Complete one of the following projects, including a 10 minute report in class:
- Read the McKeachie book or other book on effective college teaching and prepare (1) a list of effective teaching fundamentals to guide your teaching, (2) a teaching philosophy statement, and (3) an analysis of your teaching strengths and areas to improve.
 - Develop all materials needed to support your application for a faculty position currently advertised or previously posted. Include an outline of your research program for the first five years of your faculty appointment and the conceptual model for this research program.
 - Prepare a research grant application with guidance from your advisor.
 - Develop another project of your choice – must be approved in advance and be comparable in effort and scope to the others listed above.

Assignments required for a grade of B:

- _____ Attend at least 10 of the 13 scheduled class sessions.
- _____ Select an article, publication, or reading that focuses on a topic in the seminar and lead a 10-15 minute informal discussion of its implications for succeeding as a university faculty member.
- _____ Interview an IFAS faculty member about his/her experiences as a beginning university faculty member and his/her journey through successful tenure and promotion. Present a concise written synopsis of the interview (2 pages), including a one-page list of “strategies for success” that were offered by the interviewee. Provide copies of the strategies for the class.

I will complete the above assignments required for a grade of _____.

Signed

Date