

AEC 6932 – Strategies for Success for New University Faculty Members

Fall 2023
(2 credit hours)

Instructor

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Time and Location

Monday 12:50 – 2:45 p.m.
409 Rolfs Hall

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.

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. Evaluate and compete effectively for university faculty positions.
2. Plan for and effectively execute teaching, research, and extension assignments.
3. Develop and effectively use a personal time management system.
4. Determine program priorities based upon formal position assignments.
5. Structure their efforts as a new faculty member for successful tenure and promotion.
6. Establish positive and effective communications and relationships with faculty, colleagues, university administrators, and constituents.
7. Serve as contributing citizens of their academic units, institutions, and profession.

Text

Westfall-Rudd, D., Veringrin, C., and Elliott-Engel, J. (eds.) (2022). *Teaching in the University: Learning from Graduate Students and Early-Career Faculty*. Blacksburg: Virginia Tech Publishing. <https://doi.org/10.21061/universityteaching> License: CC BY-NC 4.0. **(available for free download)**

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.).

Article Summary

1. Select an article, publication, or other reading (a chapter from [Teaching in the University.pdf](#) is an option) that relates to some topic concerning success for a university faculty member.
2. Draft a one-page synopsis of the reading. In this one-page synopsis, include a link or citation/source information so your colleagues can find this reading. Prior to the class meeting on the assigned day, upload your synopsis into the [Article Summary Documents](#) folder in MS TEAMS. If available, you can also upload a PDF of the reading in the [Article Summary Documents](#) folder in the class site in Microsoft TEAMS.

3. Lead a 10-minute discussion with your colleagues on the key insights of the article.

Interview Discussion

1. Interview a faculty member about his/her experiences through the tenure &/or promotion process.
2. Draft a one-page list of "strategies for success" gained from your interview. Prior to the class meeting on the assigned day, upload your synopsis into the [Interview Discussion Documents](#) folder in MS TEAMS.
3. Lead a 10-minute discussion with your colleagues about your reflections on the interview.

Application Materials

1. Develop the materials that are commonly requested for an application for a faculty position.
 - a. Curriculum Vitae
 - b. Cover letter (no more than 3 pages)– Does it tell your "story"? Is it action-oriented (not passive)? Does it illuminate important items/experiences listed on your CV? Does it tell your vision for the position? Does it sound like you want the position?
 - c. Research Conceptual Model and narrative (no more than 2 pages) – is it clear? Does it address important research questions? Does it describe your potential outcomes and impact? Does it provide guidance for at least 5 years?
 - d. Teaching and learning philosophy (no more than 2 pages) – Is it clear? Does it adequately explain to the reader how you teach and why to design your teaching in that manner? As appropriate, does it address formal & non-formal teaching? Does it address advising/mentoring?
2. Bring draft versions of these documents to class on the assigned day. Final versions should be emailed to bmyers@ufl.edu by the deadline.

Journal Article Review

1. Complete a review of a research manuscript submitted for publication in a peer-reviewed journal. The manuscript, review form, and guidelines for the journal will be provided to you via email.
2. Bring a copy of your completed review form and any additional notes you may have made on the manuscript to class on the assigned day.
3. Participate in a discussion on the review of this manuscript and the overall journal review process.

Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following 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." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

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.

Services for Students with Disabilities

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. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

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

U Matter We Care, www.umatter.ufl.edu/

Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.

Student Complaints:

Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code>.

Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Course Calendar

(Adjustments may be made based on guest speaker availability and student topic preferences)

Session	Topic	Assignment
Aug 28	Course Overview Preliminary discussion of course topics and the faculty role	
Sept 4	Labor Day Holiday – No Class	
Sept 11	Guest Speaker: Dr. Amy Brown Seeking Faculty Positions Deconstructing Position Announcements	
Sept 18	Guest Speaker: <i>TBD</i> The first year as a faculty member Drafting Cover Letters	
Sept 25	Guest Speaker: Dr. Tre Easterly The faculty role: Teaching & Mentoring Articulating your teaching and learning philosophy	
Oct 2	Guest Speaker: Dr. Laura Warner The faculty role: Research Research conceptual Model: A guide for your research program	
Oct 9	Guest Speaker: Dr. Matt Benge The faculty role: Extension and Outreach The stories we tell ourselves	
Oct 16	Guest Speaker: Dean Elaine Turner Planning for Tenure and/or Promotion Feedback on cover letters and CVs	Cover Letter Curriculum Vitae
Oct 23	Guest Speaker: Dr. Jamie Loizzo Planning for Tenure and/or Promotion Feedback on teaching and learning philosophy statements	Teaching and Learning Philosophy Statement
Oct 30	Guest Speaker: Christy Chiarelli Managing Time and Priorities Feedback on research conceptual models	Research conceptual model and narrative
Nov 6	Guest Speaker: Dr. Lisa Lundy The faculty role: Service and faculty leadership Serving as a manuscript reviewer	Manuscript Review
Nov 13	Guest Speaker: Dr. Lauri Baker Building relationships and collaboration Insights from your interviews	Interview Reports
Nov 20	Guest Speaker: Dr. Grady Roberts Securing and Managing Grants Guest Speaker: UF Libraries Academic publishing in this new digital age	Final version of application materials
Nov 27	Insights from the profession	Journal Article Summary
Dec 4	Final thoughts and questions	