**EDL 635: Academic Culture and Learning**

Instructor: Kevin R. McClure, PhD

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Semester/Year: Spring 2015

Day/Time: Online, Asynchronous

Location: EB 337

Office Location: EB 380

Office Hours:

Phone: 910.962.7819

**Required Texts**

Schuster, J. H., & Finkelstein, M. J. (2006). *The American faculty: The restructuring of academic work and careers*. Baltimore: Johns Hopkins University Press.

**Recommended Texts**

Chait, R. (2009). *The questions of tenure*. Boston, MA: Harvard University Press.

Gappa, J. M., Austin, A. E., & Trice, A. G. (2007). *Rethinking faculty work: Higher education’s strategic imperative*. San Francisco: Wiley.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J. (2005). *Student success in college: Creating conditions that matter*. San Francisco: Wiley.

**Course Description**

This course is designed as a graduate seminar that acquaints students with various facets of the academic profession and student learning. We first examine historical origins of the professoriate, as well as contemporary trends and issues related to tenure, academic freedom, shared governance, contingent faculty, and equity for women faculty and scholars of color. Careful thought is given to improving the working conditions and outcomes of individuals working at all levels of the academic profession in different institution types, namely through exploration of best practices in faculty development. We then explore student learning, both inside and beyond the classroom. In particular, we discuss learning communities, service learning, study abroad, applied learning, and critical thinking. The course is valuable to students interested in pursuing a faculty career, as well as students whose goal is to work in student affairs, administration, or public policy.

**Relation of the Course to UNCW Learning Goals**

This course meets UNCW Learning Goals of:

1. ***Inquiry*** – Students will engage in rigorous, open-minded and imaginative inquiry;

2. ***Information Literacy*** – Students will locate, evaluate, and effectively use information by applying a variety of academic and technological skills;

3. ***Thoughtful Expression*** – Students will effectively express meaningful ideas in speech and writing;

4. ***Diversity*** – Students will describe and examine the importance and implications of human diversity.

**Relation of the Course to the Watson College of Education Conceptual Framework**

This course is designed to help students understand how the Doctoral Degree in Educational Leadership with a concentration in Higher Education prepares effective higher education professionals through program coursework and professional development opportunities. The key concepts are: (a) reflective practice; (b) developing high quality communication and reasoning abilities; (c) commitment to ethical and professional standards; and (d) ability to meet needs of diverse learners.

**Learning Outcomes**

A year or more after this course is over, I hope that students will be able to describe demographic trends in the academic profession and the expectations and career pathways of faculty members. Students who have completed this course will demonstrate a deep knowledge of the purposes, manifestations, and issues surrounding tenure, academic freedom, and shared governance. They will also be able to cite and apply best practices in faculty development and cultivate opportunities for effective teachings and student learning.

Outcomes of Significant Learning:

1. Foundational Knowledge: Students will understand concepts and processes in the academic core of higher education, including autonomy, academic freedom, tenure, shared governance, and learning communities
2. Application: Students will be able to analyze and creatively address issues in faculty development and the academic profession.
3. Integration: Students will be able to draw connections between course themes and both their experiences as scholar-practitioners and other core courses of doctoral students.
4. Human Dimension/Caring: Students will be able to respect the complexities of the academic profession and appreciate the construction of effective learning opportunities.
5. Learning How to Learn: Students will be able to ask scholarly questions about academic culture and learning; they will be equipped with skills, concepts, and resources to find resources related to these questions.

**Accommodations**

Students needing specific learning accommodations under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 should contact the instructor privately. Please notify the Disability Resource Center at 910.962.7555 or TDD 800.735.2962 on the first floor of DePaolo Hall to submit documentation and coordinate further assistance. Please provide me with a copy of the letter you receive from the office detailing accommodations you may need. Every effort will be made to provide students with reasonable learning assistance and support.

**Cancellation of Face-to-Face (F2F) Classes**

F2F classes will be cancelled in the event of University closure. If the University is open, EDL 635 will meet. In the event of inclement weather, please use your best judgment coming to class.

**General Expectations**

EDL 635 consists of a community of learners that includes all students in the course as well as the course instructor. As members of this community, adherence to certain responsibilities along with the enjoyment of certain rights can help provide a productive learning experience for all of us. The following expectations are intended to support a positive learning environment while also communicating an appropriate sense of classroom decorum.

1. Academic Integrity: All members of UNCW’s community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook and available here: http://uncw.edu/odos/honorcode/). Academic integrity is expected at all times.

Plagiarism is a specific violation of the Honor Code. Plagiarism is a form of academic dishonesty in which you take someone else’s ideas and represent them as your own. Examples of plagiarism include writing about someone else’s work in your paper without giving the author credit by referencing them, giving a presentation using someone else’s ideas without giving the other person credit for those ideas, and taking facts from a textbook or other reference without citing the source.

Self-plagiarism, where you intentionally or unintentionally represent previously submitted work as new material, is also prohibited. In some instances you may use previously submitted work for an assignment, but only where it forms the basis for new work where you are making substantial modifications and additions – and only with permission of the instructor.

1. Respect for the Community of Learners: Everyone in EDL 635 should be afforded personal respect at all times. This means listening intently when others are speaking, seeking to understand others’ points of view, and engaging in constructive scholarly dialogue that avoids personal attacks. During group work, respect includes cooperation and shared effort.
2. Attendance and Engagement: You are expected to attend every F2F class and should come ready to participate, having completed assigned readings. Each unexcused absence will lower your final grade by one letter. Excused absences must be confirmed with a doctor’s note indicating you are not able to attend class. Engagement requires that you discuss readings and participate in learning activities with other members of the community of learners.
3. Late Work: You are responsible for submitting assignments by the stated due dates. As graduate students, you are expected to plan ahead so that you can complete your work, even in the presence of obstacles. As human beings, life sometimes gets in the way and prevents us from doing our best. Late submissions will be docked the point equivalent of one grade per day.
4. Email: Your university email address is my primary means of contacting you outside of class. Emails from you are welcomed and encouraged for course communication. I will check email and respond to you within 48 hours and the same is expected of everyone in the course. If needed, please make arrangements to forward your university address to an email address you check frequently enough to meet this expectation.
5. Technology in the Classroom: Out of respect for other members of our community, please set the ringer on your mobile phones to silent (not vibrate) during class time and refrain from texting or checking email during class. If you must be “on call” during a particular class period because of your work, please let me know.

As a class, we will determine the appropriate use of other technologies in the classroom during the first meeting. For example, we will vote on how and when laptops can be used. We may also consider incorporating other technologies to assist in our mutual learning, including the development of a course blog or Twitter hashtags.

1. Written Assignments: All written assignments must be typed, double-spaced, with one-inch margins, and with readable fonts (12 pt. Helvetica, Palatino, Georgia, Times New Roman, Arial, Cambria).

All papers must follow the formatting, referencing, and style found in the Publication Manual of the American Psychological Association. Use section headings and subheadings in your work. Your references should be scholarly and you should carefully assess their worth. Research projects should be primarily based on books, peer-reviewed journal articles, and other scholarly work. Scant use of newspapers and magazine sources is acceptable, particularly to capture recent events. Furthermore, you should use original sources. *Do not cite works that you have not read.* Your bibliography should only include references that you have used in the text of your paper.

If you need help with learning APA style, please consult the APA Manual (referenced on page one of the syllabus), the Purdue University Online Writing Lab (<http://owl.english.purdue.edu/owl/resource/560/01/>) or the University Learning Center (<http://uncw.edu/ulc/appointmentinstructions.html>).

**Grading**

Grading is a subjective activity, even in the presence of the clear guidelines. And at all levels of education, especially graduate school, learning is more valuable than the grade. With that in mind, the grading scale used in the course is:

|  |  |  |  |
| --- | --- | --- | --- |
| A | 95-100 | C+ | 76-79 |
| A- | 90-94 | C | 73-75 |
| B+ | 86-89 | C- | 70-72 |
| B | 83-85 | F | ≤ 69 |
| B- | 80-82 |  |  |

Points are earned through the completion of course assignments, the sum of which will determine your final grade.

Note that some sets of standards for grading reserve a few points to be awarded for effort deemed to be “above and beyond” the highest standard described. This system is designed so that **you can determine what you will do to excel** in the various areas of the course, rather than simply follow a “recipe” for full credit.

**Writing Guidelines**

All assignments should be submitted by **midnight** on the day they are due as noted on the syllabus. Your written assignments will be submitted using the Assignment Submission function in Blackboard for our course. My feedback and grade will be added to your document using the “track changes” function in Word, so your document should be uploaded in either “.doc” or “.docx” format and saved with your last name as part of the file name. (for example: LastName\_Paper1)

If you need assistance conceptualizing assignments or reviewing projects, please contact me at least one week prior to the assignment due date. I will not assist with editing or rewrites but may be able to indicate to you that editing or rewriting is needed to correct grammar, punctuation, APA format, etc. You are strongly encouraged to use each other as editors as well.

Written assignments will be graded on their technical quality, as well as content. All written assignments should be carefully proofread for spelling, grammar, and syntax. If your writing skills are not strong, I urge you to seek outside help to improve them.

**Assignments**

1. **In-Class Moderation and Online Discussion Board**

For this course, much engagement happens through structured online discussions. Before exploring specifics of online discussions, there are a few principles we will follow. First, discussions are largely student-led and moderated. I will read and periodically weigh-in on discussions, but you all are responsible for the space—it is your classroom. Second, posts and responses should be focused and brief. No one individual or small group should dominate discussions. Moreover, you will not gain anything in terms of points or status by “out-posting” your peers. Third, posts and responses are only as good as the thought put into them. You are scholars in training now. Take some time to consider the ideas of your peers, ask good questions, practice self-critique, and help to co-construct learning moments.

*Moderation* – In the first week, you will be assigned one of the modules to moderate online. For many of the weeks, there will be more than one person moderating the discussion. Moderation means that you read or watch the content in advance of the module, post a short summary of the content, and pose a comment or question to which your peers can respond or on which they can build. If there is more than one moderator, you should work collaboratively to coordinate efforts.

*Discussion* – On weeks during which you are not a moderator, I expect that you will post an original comment to the discussion board once and respond to a peer’s post once. This means you are expected to post at minimum two items to the discussion board for each module. Original posts should be no more than 250-300 words and should specifically reference the module’s content. You will find an example of a post and response on the course Blackboard space. It is okay to be vulnerable in your posts: admitting that you did not understand a concept is not viewed as a weakness, but rather an effort to reach clarity. Be sure to do your first post early in the week (i.e., by Wednesday). You lose points for failing to meet minimum discussion requirements or if your posts or responses do not adequately demonstrate that you reviewed module content.

It will take a few weeks to develop a rhythm with online discussions. I trust that you will take ownership of the space and use it to develop deeper understanding of content.

Length: 250-300 words for each original post, no limit on responses

Points: Everyone starts with 50 points; missing posts are worth 5 points each.

Due: Recurring

1. **Applied Reading Responses**

An important learning outcome of this course is that you comprehend a set of concepts to such a degree that you can use them in your work and research several years down the road. Therefore, it is important to write in a way that demonstrates mastery of the concepts. This assessment of your knowledge is achieved through two reading responses. On two occasions during the semester, I will ask you to respond to a writing prompt. The prompts will ask you to apply certain concepts to a hypothetical scenario or integrate concepts into a reflective piece. I try to allow for creativity in the reading responses, both to recognize that scholarship is inherently a creative enterprise and to make the process more entertaining. On the course Blackboard space, you will find an example reading response and a rubric in order to see specific criteria.

Length: 5-7 pages each

Points: 40 points each x 2 reading responses = 80 total points

Due: #1 February 2, #2 February 16 by midnight

1. **Thought Piece**

As we will learn in this course, scholarship takes many forms. Some scholarship involves the design, implementation, and dissemination of empirical, data-driven research. However, society also relies upon intellectuals and professors to weigh-in on significant issues, address pressing questions, and advance new ideas through writing that is accessible and provocative. In other words, being a scholar often requires thinking and writing about interesting things for a broad audience. This assignment asks that you write a 2,000 to 2,500-word essay in which you take on an issue that interests you and provide a fresh perspective or compelling argument. The topic should relate in some way to course themes. We will review several examples of what we sometimes call in academe a “thought piece” or “opinion piece.”

Length: 2,000 to 2,500 words

Points: 70 points

Due: March 23 by midnight

1. **Faculty Development Proposal**

Colleges and universities frequently dedicate resources to the development of faculty as teachers, researchers, and campus citizens. Many institutions have created centers that, at least in part, focus upon faculty development. There are several reasons that faculty development has been a priority in higher education, including the desire to improve the quality of academic programs, respond to accountability demands, and enhance the experience of professors as they manage high expectations.

This applied learning assignment asks that students write a proposal for an innovative faculty development program in consultation with UNCW’s Center for Teaching Excellence (CTE). The class will be divided into five groups of four individuals. One class session will be dedicated to meeting with faculty-administrators in the CTE to learn about the history and goals of the Center. Through this meeting and study of assessment documents from the CTE, groups will gain insights into the challenges and development needs of UNCW’s faculty. Groups are tasked with using this information, as well as literature on the academic profession, to design a program that the CTE could offer to UNCW’s faculty in the future.

The proposal should describe the challenge or development need that the program seeks to address, both in the context of UNCW and in higher education generally. For example, faculty may seek guidance in working with non-traditional students or teaching online. The proposal should also detail the features of the program, including resources required, program facilitators, expected participants, and assessment. The program that students design should be justified through reference to literature on the academic profession, particularly studies of best practices in faculty development. Groups will turn in their proposal to Dr. McClure and prepare a 15-minute presentation to share their ideas with classmates and the CTE.

Length: 7-8 pages

Points: 100 points

Due: April 13th by midnight

**Course Schedule**

*TAF = The American Faculty*

**Module 1 – Course Introduction (January 12)**

Syllabus review and initial conversation about the academic profession

**Module 2 – Historical Antecedents and Current Demographics (January 19, Online)**

*TAF* – Chapters 2 and 3

Altbach, P. G. (2005). Harsh realities: The professoriate faces a new century. In P. G. Altbach, R. O. Berdahl, & P. J. Gumport (Eds.), *American higher education in the twenty-first century: Social, political, and economic challenges* (287-315). Baltimore: Johns Hopkins University Press.

The Forever Professors

**Module 3 – The Work of a Professor (January 26, Online)**

*TAF* – Chapter 4: The Changing Complexion of Faculty Work

Gappa, J. M., Austin, A. E., & Trice, A. G. (2007). *Rethinking faculty work: Higher education’s strategic imperative*. San Francisco: Wiley.

Chapter 5: Attracting and Retaining Excellent Faculty

Chapter 6: The Framework of Essential Elements

[“So much to do, so little time”](https://www.insidehighered.com/news/2014/04/09/research-shows-professors-work-long-hours-and-spend-much-day-meetings) and [“The long, lonely job of homo academicus”](https://thebluereview.org/faculty-time-allocation/)

**Module 4 – Academic Freedom (February 2)**

American Association of University Professors (1940). *Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments.* <http://www.aaup.org/statements/Redbook/1940stat.htm>

O'Neill, R. M. (1999). Academic freedom: Past, present, and future. In P. G. Altbach, R. O. Berdahl & P. J. Gumport (Eds.), *American higher education in the twenty-first century* (pp. 89- 108). Baltimore, MD: Johns Hopkins University Press.

[“Professor wins lawsuit against UNCW”](http://www.starnewsonline.com/article/20140320/ARTICLES/140329972) and [“Don’t know about Adams v. UNC-Wilmington? If you care about academic freedom, you should”](https://chroniclevitae.com/news/481-don-t-know-about-adams-v-unc-wilmington-if-you-care-about-academic-freedom-you-should)

**Applied Reading Response #1 due**

**Module 5 – Promotion and Tenure (February 9, Online)**

Chait, R. (2009). *The questions of tenure*. Boston, MA: Harvard University Press.

Chapter 1: Why tenure? Why now?

Chapter 2: What is current policy?

O’Meara, K. A. (2005). Encouraging multiple forms of scholarship in faculty reward systems: Does it make a difference? *Research in Higher Education*, *46*(5), 479-510.

Ginsberg, B. (2011). There is no such thing as academic freedom (for professors): The rise and fall of the tenure system. In *The fall of the faculty: The rise of the all-administrative university and why it matters*. Oxford, UK: Oxford University Press.

**Challenge/Choice**

O’Meara, K. (2011). Inside the panopticon: Studying academic reward systems. In J. C. Smart, M. B. Paulsen (Eds.), *Higher education: Handbook of theory and research,* 26 (pp. 161-220). New York, NY: Springer.

**Module 7 – Faculty Development (February 16)**

UNCW Center for Teaching Excellence documents

Diamond, R. M. (2002). Faculty, instructional, and organizational development: Options and challenges. In K. H. Gillespie (ed.), *A guide to faculty development: Practical advice, examples, and resources*. Bolton, MA: Anker Publishing.

Sorcinelli, M. D. (2002). Ten principles of good practice in creating and sustaining teaching and learning centers. In K. H. Gillespie (ed.), *A guide to faculty development: Practical advice, examples, and resources*. Bolton, MA: Anker Publishing.

**Module 6 – Equity Issues in the Professoriate (February 23, Online)**

Cooper, J. E., & Stevens, D. D. (Eds.). (2002). *Tenure in the sacred grove: Issues and strategies for women and minority faculty*. Albany: State University of New York Press.

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Ward, K., & Wolf-Wendel, L. (2004). Academic motherhood: Managing complex roles in research universities. *Review of Higher Education*, *27*(2), 233-257.

Street, S., Maisto, E. M., & Rhoades, G. (2012). Who is professor “staff”? And how can this person teach so many courses? Center for the Future of Higher Education. Available [here](http://www.nfmfoundation.org/ProfStaffFinal.pdf).

Kezar, A., & Gehrke, S. (2014). Why are we hiring so many non-tenure-track faculty? Association of American Colleges and Universities. Available [here](http://www.aacu.org/liberaleducation/2014/winter/kezar).

**Applied Reading Response #2 due**

**Module 8 – Shared Governance (March 2)**

Tierney, W. G. (2004). A cultural analysis of shared governance: The challenges ahead. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. 19, pp. 85-130). Dordrecht, Netherlands: Kluwer Academic Publishers.

Miller, M. T. (2003). The status of faculty senates in community colleges. *Community College Journal of Research and Practice, 27*, 419-428.

Minor, J. T. (2004). Understanding faculty senates: Moving from mystery to models. *The Review of Higher Education, 27*(3), 343-363.

**SPRING BREAK – March 9**

**Module 9 – Faculty at Community Colleges (March 16)**

[Selections] Townsend, B. K., & Twombly, S. B. (2007). Community college faculty: Overlooked and undervalued. *ASHE Higher Education Report*, *32*(6).

**Module 10 – Learning Communities (March 23, Online)**

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J. (2005). *Student success in college: Creating conditions that matter*. San Francisco: Wiley.

Chapter 9: Active and Collaborative Learning

Matthews, R., Smith, B. L., MacGregor, J., & Gabelnick, F. (1996). Learning communities. *Liberal Education*, *82*(3).

Dodge, L., & Kendall, M. E. (2004). Learning communities*. College Teaching*, 52(4), 150-55.

**Thought Piece due**

**Module 11 – Service Learning and Study Abroad (March 30)**

Sider, S., Huguley, J. P., & Novick, S. (2013). College students, diversity, and community service learning. *Teachers College Record*, *115*(3), 1-44.

Jones, S. R., Rowan-Kenyon, H. T., Ireland, S. M., Niehaus, E., & Skendall, K. S. (2012). The meaning students make as participants in short-term immersion programs. *Journal of College Student Development*, *53*(2), 201-20.

Rowan-Kenyon, H. T., & Niehaus, E. (2011). One year later: The influence of short-term study abroad experiences on students. *Journal of Student Affairs Research and Practice*, *48*(2), 213-28.

**Module 12 – Applied Learning, Internships, and Entrepreneurship (April 6, Online)**

[Applied Learning in the College of Arts and Sciences](http://uncw.edu/cas/documents/AppliedLearningReportandAddendum.pdf)

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J. (2005). *Student success in college: Creating conditions that matter*. San Francisco: Wiley.

Chapter 11: Enriching Educational Experiences

Mars, M. M., & Metcalfe, M. (2009). The entrepreneurial domains of U.S. higher education.

**Guest speaker – Jess Boersma, ETEAL**

**Module 13 – Academic Challenge and Critical Thinking Skills (April 13, Online)**

American Association of Colleges and Universities. (2002). Greater expectations: A new vision for learning as a nation goes to college. Washington, DC.

Tsui, L. (2002). Fostering critical thinking through effective pedagogy: Evidence from four institutional case studies. *Journal of Higher Education*, *73*(6), 740-63.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J. (2005). *Student success in college: Creating conditions that matter*. San Francisco: Wiley.

Chapter 8: Academic Challenge

**Faculty Development Proposal due**

**Module 14 – Conclusion (April 20)**

Presentation of faculty development proposals