



AEC 6321 – The Land Grant University and University Governance

Section 16AF
Spring 2015
(3 credit hours)

Instructor

R. Kirby Barrick, Professor
Office Location: 220 Rolfs Hall
Office Phone: 352-273-2587
Email: kbarrick@ufl.edu
Office Hours: Anytime and/or by appointment



Time and Location

Tuesday, Periods 2 – 4 (8:30 – 11:30 a.m.)
Room 306 Rolfs

Course Description

Rapid development of increasingly complex economic, environmental and social conditions at farm, community, state, national and international levels have produced factors impacting the effectiveness of the college of agriculture system of the land-grant universities to carry out the mission. This course examines implications of change and future pathways for teaching, research and extension, including global perspectives, and the role and philosophy of administrators in governing a complex university.

Course Objectives

After successful completion of the course, the students will be able to:

1. Identify and discuss the history, role and contribution of the land-grant university system to the development of the U.S. society from both disciplinary and interdisciplinary perspectives.
2. Analyze the status of the social contract that has existed between the land-grant university and the U.S. citizenry since passage of the Morrill Act in 1862.
3. Evaluate efforts underway to reposition colleges of agriculture and related sciences and the land-grant university in a global society.
4. Summarize evidence for public accountability of teaching, research, and extension.

Course Delivery

This course is delivered in a lecture/discussion format. Students are expected to have read the assigned readings prior to the class session and be prepared to discuss what they have read. Class sessions will focus on the strategies and implications of the concepts presented in the texts and course materials.

Texts (required)

Campbell, J.R. (1998). *Reclaiming a Lost Heritage*. East Lansing, MI: Michigan State University Press.

Fogel, D. M., & Malson-Huddle, E. (Eds.) 2012. *Precipice or Crossroads? Where America's Great Public Universities Stand and Where They Are Going Midway through Their Second Century*. Albany, NY: State University of New York Press.

Additional materials will be made available on a weekly basis by the presenters and instructor.

Course Assignments

Assignment	Points
Weekly Literature Summary (10 @ 5 points each)	50
Historical Issues concept paper	150
Current Context concept paper	150
Future Perspectives concept paper	150
The Land-Grant University at 150: Implications --- paper	500
Total Points	1000

DESCRIPTION OF COURSE ASSIGNMENTS

The three concept papers serve as the foundation for the final assignment in the course. It is therefore essential that the three papers be prepared in a timely manner and submitted no later than the due date to allow time for feedback from the instructor and class members. The concept papers will provide the basis for the final paper/final exam that will address *The Land-Grant University at 150: Implications for ---* the student's major area of interest (teacher education, extension education, communication, leadership, etc.).

Weekly Literature Summary

Students will prepare a one- to two-page (double-spaced) summary of the readings for the week. The summary should include key points from the readings and key questions for thought and discussion. Additional readings from the literature may also be included but are not required. The summary serves as a basis for class discussion on the topic of the week.

Historical Issues Concept Paper

Students will identify the important historical events and issues that have had an effect on the modern land-grant university, particularly for the student's area of interest (teacher education, extension education, communication, leadership, etc.).

Current Context Concept Paper

Students will identify the current context within the land-grant system that has an effect on the modern land-grant university, particularly for the student's area of interest (teacher education, extension education, communication, leadership, etc.).

Future Perspectives Concept Paper

Students will identify the future perspectives of a land-grant university, particularly for the student's area of interest (teacher education, extension education, communication, leadership, etc.).

The Land-Grant University at 150/Final Exam

Students will provide a scholarly paper that addresses the land-grant university with implications for a particular area of the discipline (teacher education, extension education, communication, leadership, etc.).

Grading Scale

A = 900-1000	C+ = 750-799	D+ = 650-699
B+ = 850-899	C = 700-749	D = 600-649
B = 800-849		E = below 600

Note: This Web address references the UF grades and grading policies:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>
Minus grades will not be awarded in this course.

Attendance and Make-up Exams and Assignments

To receive the maximum number of points for an assignment, it must be completed and submitted by the due date. No work will be accepted six or more days after its original due date, unless other arrangements have been made with the instructor. Students who are absent from class for any reason will assume complete responsibility for obtaining information missed during their absence and for making up missed assignments and activities. College approved field trips, competitive and leadership development events (with prior instructor approval) are considered legitimate absences with documentation. Make-up work should be arranged prior to the expected absence. In case of emergencies, arrangements for completing make-up exams or assignments should be made immediately upon return to class. *All make-up work must be completed within one week of the student's return to class.*

Academic Honesty

In 1995 the UF student body enacted a new 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. In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

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."**

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing

of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior. Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. (*Source: 2011-2012 Graduate Catalog*)

It is assumed 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.

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. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

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. Both the Counseling Center and Student Mental Health Services provide 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. The Counseling Center is located at 301 Peabody Hall. Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center*, 301 Peabody Hall, 392-1575, **www.counsel.ufl.edu**
- *Career Resource Center*, CR-100 JWRU, 392-1601 ext: 0, **www.crc.ufl.edu/**
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, **www.shcc.ufl.edu/smhs/**

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.

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

Course Calendar
AEC 6321 – Spring 2015

Dates	Topics	Readings*	Assignment Due
Jan 6	Historical Perspectives	C: Chapter 1 FM: Chapter 1	
Jan 13	Mission and Vision of the Land-grant System	C: Chapter 10 FM: Chapter 3	Literature Review 1
Jan 20	Diversity, Multiculturalism, and Technology Public Accountability	C: Chapters 2, 3, 4 & 5 FM: Chapter 2	Historical Issues Concept Paper
Jan 27	The Teaching Initiative	C: Chapter 6	Literature Review 2
Feb 3	SAAS Conference		
Feb 10	The International Initiative	C: Chapter 9 FM: Chapter 7	Literature Review 3
Feb 17	The Research Initiative	C: Chapter 7 FM: Chapter 6	Literature Review 4
Feb 24	Shared Governance		Current Context Concept Paper
Mar 3	Spring Break		
Mar 10	The Extension and Outreach Initiative	C: Chapter 8	Literature Review 5
Mar 17	University Governance	FM: Chapter 8	Literature Review 6
Mar 24	Higher Education Initiatives Dynamics of Change	C: Chapters 11 & 12 FM: Chapters 4 & 5	Literature Review 7
Mar 31	Food and Agriculture	C: Chapter 10	Literature Review 8
Apr 7	Charting the Future	C: Chapter 13 FM: Chapters 9 & 10	Literature Review 9 Future Perspectives Concept Paper
Apr 14	Plan of Action	C: Chapter 14	Literature Review 10
Apr 21	Final Report Due		Final Paper/Final Exam
* C= Campbell text; FM= Fogel & Malson-Huddle text			