

AEC 6321 – The Land-Grant University and University Governance

Instructor

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Time and Location

This course is delivered online in a 12-week format. All course content will be delivered asynchronously in the form of Reusable Learning Objects (RLOs). Each unit of the course will officially begin on Monday of each week and end at 11:55 p.m. the following Sunday. However, the course web page on Canvas can be accessed 24 hours a day, and students may complete the coursework at their own pace within the weekly timeframe.

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 faculty and 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.

Texts (required)

Campbell, J.R. (1998). *Reclaiming a Lost Heritage*. East Lansing, MI: Michigan State University Press. ISBN 0-87013-499-X

OR -- Campbell, J.R. (1995). *Reclaiming a Lost Heritage*. Ames, IA: Iowa State University Press. ISBN 0-8138-2159-2

Note: Either version of the Campbell text is acceptable. There are very few differences. The 1995 text may be more readily available (and cheaper) for purchase.

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 are available via the Canvas course website.

Other readings you may find interesting but are not utilized in this course:

Acker, D. (2006). *Can State Universities Be Managed?* Westport, CT: Praeger Publishers. [American Council on Education Higher Education Series. The author served as President of Kansas State University.]

Dumont, S. D. (1905). *History of the Agricultural College Land Grant Act of July 2, 1862*. Ithaca, NY: Ithaca Democrat Press. [This report details the history of how the land granted to New York was used to establish the land grant university of New York, Cornell University.]

NACULGC. (1987). *Serving the World: The People and Ideas of America's State and Land-Grant Universities*. Washington, DC: Author. [Contains a brief history of each state and land-grant university in the U.S.]

Smiley, J. (1995). *Moo*. New York, NY: Alfred A. Knopf. [A novel and enjoyable read that gets unsettling close to reality for a mid-western university]

Course Assignments

| Assignment | Points |
|---|---------------|
| Weekly Literature Review (8 @ 15 points each) | 120 |
| Historical Issues concept paper | 100 |
| Current Context concept paper | 100 |
| Future Perspectives concept paper | 100 |
| The Land-Grant University: Implications for --- final paper | 380 |
| Total Points | 800 |

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. The concept papers will provide the basis for the final paper/final exam that will address *The Land-Grant University: Implications for* ----- the student's major area of interest (teacher education, extension education, agricultural communication, or agricultural leadership). Other major areas of interest may be addressed with permission of the instructor. Submit each assignment as an attachment through the course website.

Literature Reviews

Eight Literature Reviews are required. Each assignment can be completed at any time as long as it is submitted by 11:55 p.m. on the Sunday of the lesson week listed on the course calendar, with the first assignment due on Sunday at the end of the second week. The purpose of these assignments is to allow students to utilize the concepts being discussed in each module. The Literature Review should be no more than two pages, double-spaced. Each should include: 1.) a summary of the important points of the week's module(s) and readings; 2.) a summary of an additional article or publication pertaining to the topic; and 3.) specific questions and/or issues raised from the week's work.

Historical Issues Concept Paper

Students will identify the important historical events and issues that have affected the modern land-grant university, particularly for the student's area of interest (teacher education, extension education, agricultural communication, or agricultural leadership). **Due June 2.**

Current Context Concept Paper

Students will identify the current context within the land-grant system that affects the modern land-grant university, particularly for the student's area of interest (teacher education, extension education, agricultural communication, or agricultural leadership). **Due June 23.**

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, agricultural communication, or agricultural leadership). **Due August 4.**

The Land-Grant University/Final Paper

The land-grant university movement turned 150 years old on July 1, 2012. Students will provide a scholarly paper that addresses the land-grant university, past and present, with implications for an area of the discipline (teacher education, extension education, agricultural communication, or agricultural leadership). The Final Paper is derived from the three Concept Papers and is due no later than **Sunday, August 9.**

Grading Scale

| | | |
|----------------|----------------|----------------|
| A = 720 - 800 | C+ = 600 - 639 | D+ = 520 - 559 |
| B+ = 680 - 719 | C = 560 - 599 | D = 480 - 519 |
| B = 640 - 679 | | E = below 480 |

Note: This Web address references the UF grades and grading policies:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.
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. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Academic Honesty

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given 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

Health and Wellness:

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student. Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies. Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>. Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/> Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Calendar AEC 6321 – Online

| Module | Week | Modules Topics | Readings* | Assignment Due |
|--|----------|--|--|--------------------------------------|
| 1 | 5/13-19 | Course Overview Historical Perspectives | C: Chapter 1 FM: Chapter 1 | |
| 2 | 5/20-26 | Mission and Vision of the Land-Grant System | C: Chapter 10 FM: Chapter 3 | Literature Review 1 |
| 3 | 5/27-6/2 | The Teaching Initiative – Elaine Turner, Dean, College of Agricultural & Life Sciences | C: Chapter 6 | Historical Issues Concept Paper |
| 4 | 6/3-9 | The Extension and Outreach Initiative – Nick Place, Dean, IFAS Extension | C: Chapter 8 | Literature Review 2 |
| 5 | 6/10-16 | The Research Initiative – Rob Gilbert, Dean, IFAS Research | C: Chapter 7 FM: Chapter 6 | Literature Review 3 |
| 6 | 6/17-23 | The International Initiative | C: Chapter 9 FM: Chapter 7 | Current Context Concept Paper |
| 7 | 6/24-30 | Diversity, Multiculturalism, and Technology Public Accountability | C: Chapters 2, 3, 4 & 5 FM: Chapter 2 | Literature Review 4 |
| 8 | 7/1-7 | Department Administration and Governance – Geoff Dahl, Former Chair, Animal Sciences | | Literature Review 5 |
| 9 | 7/8-14 | Shared Governance; IFAS Faculty Assembly and Faculty Senate – Nicole Stedman, Professor, AEC | | Literature Review 6 |
| 10 | 7/15-21 | University Governance, Higher Education Initiatives, & Dynamics of Change | C: Chapters 11 & 12 FM: Chapters 4, 5 & 8 | Literature Review 7 |
| 11 | 7/22-28 | Food and Agriculture | C: Chapter 10 (review) | Literature Review 8 |
| 12 | 7/29-8/4 | Charting the Future Plan of Action | C: Chapters 13 & 14 FM: Chapters 9 & 10 | Future Perspectives Concept Paper |
| | 8/9 | | | Final Paper |
| * C= Campbell text, either version; FM= Fogel & Malson-Huddle text | | | | |