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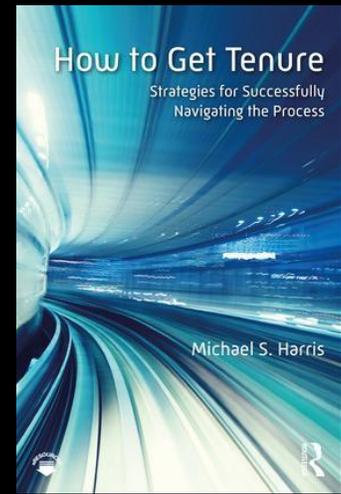
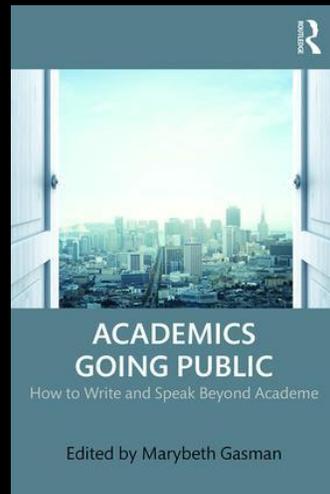
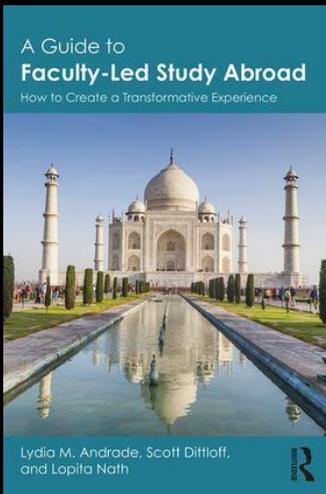
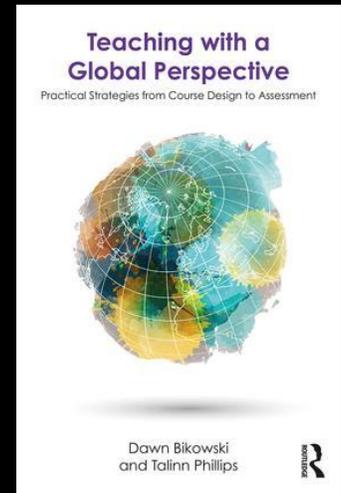
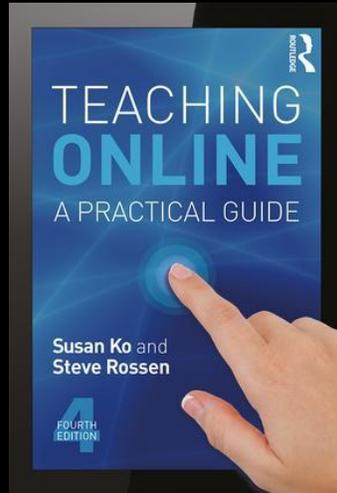
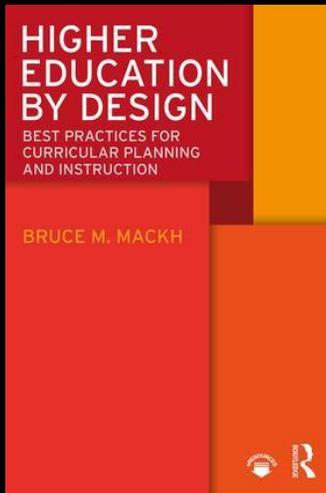
June 2019



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Introduction

Thank you for downloading this FreeBook! We've pulled together a selection of chapters from some of our top resources for higher education professionals.

This FreeBook serves as an introductory resource to start learning about various teaching tools, practices, and methodologies, from building an online course, to leading a study abroad program, to an introduction to the tenure process.

In Chapter One, learn from Bruce M. Mackh, Chair of Liberal Arts and Sciences at Rocky Mountain College of Art + Design, about how to be the best possible instructor for your students. This chapter offers thought exercises you can use to continuously grow, learn, and reflect on your role as an educator.

In Chapter Two, Susan Ko, a professional with more than twenty years of experience creating and directing faculty development programs for online teaching at diverse institutions (including City University at New York and University of Maryland University College) and Steve Rossen, Instructional Technologist, Electronic Librarian, and former Manager of the Faculty New Media Center at UCLA, address tools and software you can utilize to organize your online classroom and create a more versatile and engaging course.

In Chapter Three, Ohio University faculty members Dawn Bikowski, Director of the ELIP Academic and Global Communication Program in the Department of Linguistics, and Talinn Phillips, Associate Professor of English and Director of the Graduate Writing and Research Center, discuss how to create a culturally inclusive educational environment. This chapter offers case studies, practical activities, and language recommendations for building an intercultural classroom.

In Chapter Four, Lydia M. Andrade and Scott Dittloff, Professors of Government and International Affairs, and Lopita Nath, Professor and Chair of the Department of History at the University of the Incarnate Word, make the case for course-based study abroad programs, which give students the competitive skills they need to succeed in a global marketplace. Learn more about how study abroad programs can benefit your curriculum.

In Chapter Five, Richard J. Reddick, an award-winning Associate Professor in Educational Leadership and Policy at the University of Texas, offers best practices for using social media to establish your professional identity, engage with the academic community, and promote your own research. This chapter illuminates the dos and don'ts of using these online platforms responsibly.



Introduction

In Chapter Six, Michael S. Harris, an Associate Professor of Higher Education, and Director of the Center for Teaching Excellence (CTE) at Southern Methodist University, sheds light on the modern tenure structure: its benefits and challenges, identifying different institutional structures, and offering recommendations for improving upon your professional image.

Read on to learn more from each of the chapters included, but also be sure to click through and learn more about each title. Each chapter we've chosen to include is just a small sample of the kind of information you can find in these books.

To learn more about these and other books that may be of interest to you as a professional in higher education, please visit our collection at:

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Note to Readers:

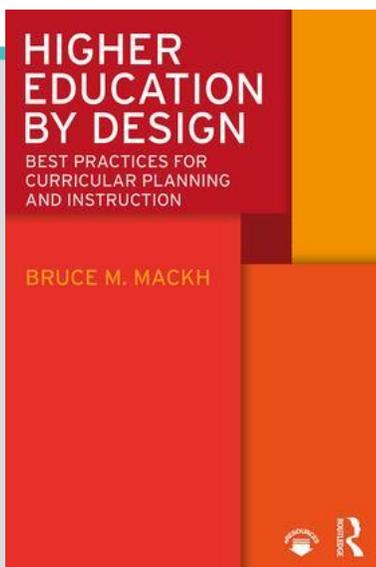
As you read through this FreeBook, you will notice that some excerpts reference previous chapters. Please note that these are references to the original text and not the FreeBook. Some references from the original chapters have not been included in this text. For a fully-referenced version of each chapter, including footnotes, bibliographies, and endnotes, please see the published title. Links to purchase each specific title can be found on the first page of each chapter.



CHAPTER

1

BECOMING THE EDUCATOR YOU WANT TO BE



This chapter is excerpted from

*Higher Education by Design: Best Practices for
Curricular Planning and Instruction, 1st Edition*

by Bruce M. Mackh.

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BECOMING THE EDUCATOR YOU WANT TO BE

BY BRUCE M. MACKH

Excerpted from *Higher Education by Design*

Being an outstanding researcher, noted scholar, or renowned practitioner doesn't automatically make someone an excellent educator. Like any other skill, teaching requires knowledge, practice, and a certain amount of aptitude.

Qualitative aspects of teaching are difficult to define. Educators can learn how plan for effective instruction, how to create a syllabus, or even how to write a quiz, but demonstrating empathy and compassion to students, and nurturing their curiosity and creativity even though they might take students in directions contrary to departmental norms are closely linked to our personalities as well as to our knowledge of best practices in teaching.

Faculty members occupy a highly coveted professional position—just think of the tens of thousands of new graduates every year who would do almost *anything* to have your job—and we wield enormous power over our students' learning and eventual career success. Although the ideas presented in this book might run contrary to your previous experience with teaching, implementing these instructional methods will make you a more accomplished educator and improve your students' experience in your classroom.

The longer you've been teaching, the more difficult you might find making substantive changes to your teaching practice to be. It's easy to become comfortable with the way we've done things, to rely on lessons and assignments we know to be tried and true. Change, on the other hand, is hard.

If you go into this adventure with your eyes wide open, expecting to be uncomfortable and understanding that you might sometimes be frustrated, you'll be better prepared to face the inevitable challenges that accompany any new initiative. However, you'll come to see the benefits of beginning with the end in mind as you implement these improvements to your teaching practice, and of keeping the big picture of ensuring your students' success in the forefront of every educational effort. You'll also contribute to the growth of your program, department, college, school, or university through the excellence of your teaching, which directly supports its institutional mission, vision, and values.

The purpose of this book has been to lead you gently through the daunting territory of curriculum planning, but it's no substitute for the personalized assistance you might need later on. Fortunately, there are many resources available.



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First, nearly all colleges and universities offer a Center for Teaching and Learning, Office of Faculty Development, or similar resource. Many of these are outstanding, staffed with helpful, knowledgeable people who are happy to assist you in this task. Next, if you're feeling good about the course you've designed using this book and don't think you need any extra help, you might still consider asking your administrator or a colleague to proofread and troubleshoot your syllabus with you. It's much better to find your typos and errors before you publish the document than to have your students point your mistakes out to you. Finally, your colleagues in the College of Education (or similar academic unit) might also be a good resource, since they possess a wealth of professional knowledge in pedagogical tasks such as lesson planning and curriculum development.

As we approach the end of our journey together, I'd like to leave you with a few additional words of inspiration.

GROWTH AND CHANGE

Change is hard. Growth, on the other hand, is built into nature, proceeding according to a mathematical formula known as the "Golden Section" or the "Fibonacci Sequence." We see this pattern in snail shells, the arrangement of seeds in the head of a sunflower, and even the swirls of hair on our own bodies. It's present across virtually all fields of human endeavor: mathematics, biology, philosophy, music, dance, theater, and art, among others. Even the galaxies reflect this powerful rhythm. The formula begins with zero, each new number then taking the number before a step farther, expanding ever more quickly with each successive step.¹

$$0 + 1 = 1$$

$$1 + 1 = 2$$

$$2 + 1 = 3$$

$$3 + 2 = 5$$

$$5 + 3 = 8$$

$$8 + 5 = 13$$

$$13 + 8 = 21$$

$$21 + 13 = 34$$



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$$34 + 21 = 55$$

$$55 + 34 = 89$$

$$89 + 55 = 144$$

And on it goes.

I find this sequence to be tremendously inspiring. We all start at zero, but when we take action—when we choose to move forward—each step we take builds on the one before; gaining momentum the farther we go. Imagine for a moment that you're about to begin a bike ride: You start from a standstill—that's zero. You need to expend extra strength and effort to begin to move the bicycle forward. Nevertheless, as you continue to pedal, each motion of your legs yields increasing kinetic energy, making your progress faster, more efficient, and more productive.

When you're stopped, inertia demands that you remain still. Your beginning efforts seem to go nowhere, and you wonder if you've made any progress at all (0, 1, 2, 3, 5). But if you press on, inertia quickly becomes your ally, carrying you forward even if you stop pedaling for a time (89, 144, 233, 377).

Change demands a deliberate act of will, but growth occurs in all living things. Right now, today, you might not be ready to change what you do as an educator. But you can *grow* even if you don't think you can change. You can take that first step. You can choose to act.

Growth and change exist in a paradoxical relationship, especially in higher education. We want to grow in our research or creative practice, to advance in rank, to increase our enrollment or expand our programs. If someone mentions change, however, it triggers our defenses. We dig in our heels and cling to our histories and traditions with all our might. Like growth, such paradox is a part of life. When we give to others, we receive benefits in return. When we lose one thing, we find something else. To become wise, we must first recognize our own lack of knowledge. The most exalted leaders are sometimes revealed to have feet of clay, while the most humble servants can rise to positions of power. No matter where you are in your personal journey, the capacity for growth resides within you—the power is yours to act, or not.

INTENTION AND INVITATION

Beyond our valuable professional contributions to knowledge and culture, the



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impact we have on our students can be even more profound. Over the duration of a typical career in the professorate, we might teach for 30 or more years. If we maintain a typical teaching load, we'll teach 5 courses per year, or 150 courses all told. For the sake of argument, let's say each of those courses has 20 students enrolled, bringing our tally to *3,000 students* whose lives we will affect in one way or another. If any of those 3,000 students moves on to a teaching position, this impact might increase exponentially. How do you want these students to remember you? As someone who encouraged them, inspired them, and set them on the path to a fulfilling career? Or as someone who didn't have time for them, was condescending and cold, or was more concerned with strict adherence to the policies on the syllabus than with the quality of their learning?

We communicate through more than our planned instruction. Everyday mannerisms such as our habitual tone of voice, word choice, and body language send a message to our students, whether we're aware of it or not. The same is true of both our deliberate and inadvertent approaches to pedagogical practice. We constantly invite or disinvite our students to learn, both intentionally and unintentionally. William Purkey (1991, 2015) categorizes these instructor behaviors as shown in Figure 11.1.2.²

Intentionally Disinviting

- Deliberately discouraging, verbally demeaning
- Too busy to take the time to assist students
- Focused on students' and colleagues' perceived shortcomings
- Actively seeking to harm, oppress, or discriminate against others

Unintentionally Inviting

- Well-liked
- Reasonably effective
- Inconsistent and uncertain when making decisions
- Able to explain what they do as teachers but not why they do it; unaware of the reasons behind success or failure

Unintentionally Disinviting

- Well-meaning, but condescending
- Focused on policies and procedures
- Oblivious to the feelings of others
- Rigidity: unwillingness to extend empathy or to make exceptions to stated policies

Intentionally Inviting

- Optimistic, respectful, trustworthy
 - Affirming, while also guiding students
 - Fluency in teaching to the point where it seems natural or effortless
 - Focus on students and colleagues as whole people rather than merely the aspects we see in our classrooms and offices
-

FIGURE 11.1 Intention and Invitation



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Purkey's ideas closely mirror several of the underlying premises of this book, with some additional advice we would all be wise to remember.

- Treat all persons respectfully and encourage them to reach for high aspirations; oppose discrimination or oppression in all its forms.
- Engage in continuous professional development; never allow ourselves to remain stale and static in our work as educators
- Build relationships such as spending time with colleagues socially; practice politeness; celebrate our students' and colleagues' successes; develop appropriate rapport with students.
- Allow ourselves sufficient rest, exercise, and recreation that fuel our abilities to live our lives more fully.

The pace of life in the 21st century is increasingly hectic. We're beleaguered with duties and responsibilities, and we never have enough time to do everything we think we must do, which makes slowing down to have coffee with a colleague or to engage in personal recreation seem like a frivolous waste of our precious time. Perhaps it's a remnant of our Puritan heritage that we place a greater value on hard work and personal achievement than on the actual quality of our lives as a whole. Yes, we should devote the same level of professional energy and curiosity to our teaching as we do to our research and creative practice. Teaching should never take a backseat to our other professional obligations. Nevertheless, we cannot allow either activity to subvert what's truly important in life: Our relationships with others and treating ourselves with the same care and respect that we would show to someone whom we value.

FOCUS ON THE POSITIVE

From Norman Vincent Peale's *The Power of Positive Thinking* (1952)³ to Shawn Achor's *The Happiness Advantage* (2010), psychologists have explored the powerful impact of our thoughts on our quality of life. Achor delivered one of the most-watched TED Talks in the organization's history,⁴ explaining that our deeply held belief that hard work leads to success, and success then makes us happy, is fundamentally wrong. Rather, happiness fuels success by making us more creative, increasing our motivation, and enhancing our productivity.

Our mindset powerfully shapes our reality. If we focus on what's good in our lives, we see our lives as good. If we devote more attention to what's wrong, we then



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think everything is bad. Of course, each of us experiences both good and bad in our lives. In every class we teach, some of our actions as instructors will turn out wonderfully. A lecture really hits the mark with our students, they surpass our expectations on an assignment or exam, or they give us outstanding end-of-course evaluations. Naturally, the reverse is also true. We'll deliver a lecture that falls flat, students turn in terrible assignments that make us think nobody listened to a word of our instructions, or they say and do things we find to be unbelievably infuriating. If we choose to focus on the annoyances, disappointments, or just general stress of teaching, then we can't be effective instructors. Instead, we should focus our minds on the positive aspects of our jobs, allowing us to become the kind of inspiring, motivational, and positive role models that our students will remember throughout their lives. Think back to your own experiences as a student: Did you learn best in the classrooms of sour, grouchy professors? Or were your best learning experiences in the classrooms of professors who conveyed infectious optimism?

TURN THEORY INTO PRACTICE

Our ability to enact the goals we set for ourselves depends greatly upon our level of motivation. Human nature dictates that we'll usually take the path of least resistance unless we have strong reasons to do otherwise. How many of us spend New Year's Eve making well-intentioned resolutions that we fail to keep for even a few weeks? We know intellectually that we should eat more healthfully, exercise daily, go to bed earlier, and any number of other worthy goals. Until we establish these intentions as habits, however, they're nearly impossible to sustain. The same is true of our professional lives. We might resolve to become better educators, but we're not always able to put these worthy intentions into practice

The secret is to break our goals into manageable portions. Acclaimed author Stephen King said, "Write a page a *day*—only 300 words—and in a *year*, you have written a novel." Similarly, there's an old adage that suggests, "How do you eat an elephant? One bite at a time." If we want to transform our curriculum and instruction, we can't expect to jump directly to the end of the process—we only need to complete one task at a time. Try just one of the suggestions in this book during the next course you teach. Work just one new strategy for engaged learning into each week of your plans. Try adding one new assignment, writing one new exam, or implementing any given suggestion or strategy each week. If you make



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continuous improvement a habit, you'll eventually become the outstanding instructor you intend to be.

PERSEVERE

Becoming as accomplished an educator as you are within your field of disciplinary expertise is no easy task, requiring a significant outlay of your valuable time and attention. It's not something that comes naturally to most of us. C. S. Lewis wrote,

As long as you notice, and have to count, the steps, you are not yet dancing but only learning to dance. A good shoe is a shoe you don't notice. Good reading becomes possible when you need not consciously think about eyes, or light, or print, or spelling.⁵

Although Lewis was speaking of another subject, his remarks are quite appropriate to good teaching. When we observe a highly skilled teacher, we don't notice the syllabus, the schedule of assignments, or the instructional technologies used in a lecture. Our attention turns, instead, to the students' rapt attention to the lesson, the excellence of the students' coursework, and their achievements after graduation.

HAVE FAITH

At present, most of us are still counting the steps and learning this dance. Our work together will help you through this process. But just as our instruction in every class must begin with the end in mind by structuring all that we do around our outcomes and objectives, so too must our approach to professional pedagogical practice. As educators, our specific goal is to equip students to achieve competence in our academic disciplines. *That* is the end we must always bear in mind.

Each of us possesses the power to become a better instructor today than we were yesterday, and we can be better tomorrow than we are today. Every day presents a fresh opportunity to apply what we've learned to engage in the continuous professional improvement that leads us step by step toward achieving greater excellence. By making the choice to employ a growth mindset to our work as educators, just as much as we seek to grow and improve in other areas of our professional lives, we will eventually become the



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outstanding educators we hope to be.

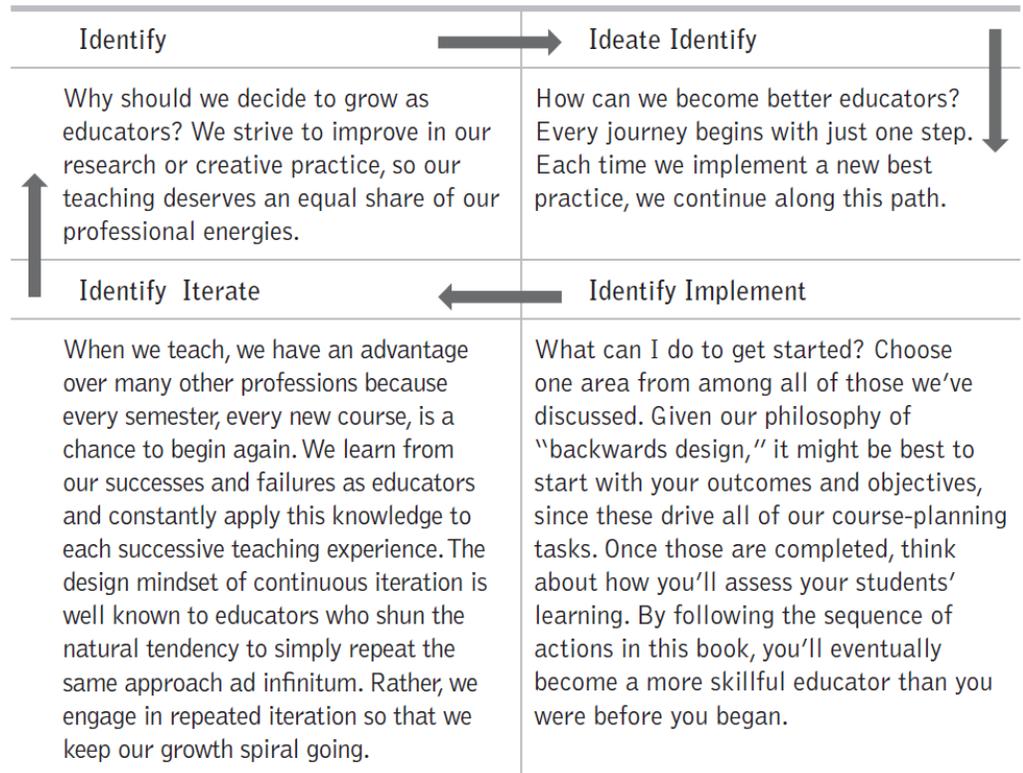


FIGURE 11.2 Chapter 11 Design Connection

Remember:

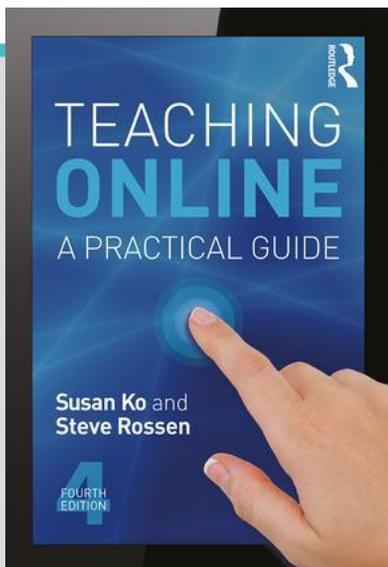
- The tendency to remain stale and static is strong, but we can combat this law of physics by embracing the equally strong mandate to grow.
- Positivity, perseverance, and faith in our own potential for growth will ensure that we are able to meet our goals.
- Each of us can become a more skillful educator than we were before—it is merely up to us to act upon this knowledge.



CHAPTER

2

BUILDING AN ONLINE CLASSROOM



This chapter is excerpted from
Teaching Online: A Practical Guide, 4th Edition
by Susan Ko, Steve Rossen.

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BUILDING AN ONLINE CLASSROOM

BY SUSAN KO, STEVE ROSSEN

Excerpted from *Teaching Online*

Now that you've done the necessary design, planning, and development work on your course and fleshed out your syllabus, it's time to actually build your course.

This means that it's time to put your work online—compose web pages, set up discussions, post assignments, create quizzes— in short, start learning more about and working with the software you will be using to run the class.

EDUCAUSE Center for Analysis and Research surveying over one hundred institutions in more than a dozen different countries reported in 2014 that while nearly all institutions have a learning management system in place, the greatest use faculty make of their LMS is just to push out content. Granted, only one-third of those in this faculty survey had taught an online course within the last year of responding to the survey, but the report highlights that a majority of the surveyed faculty admitted that they did not have a deep knowledge of their LMS features and agreed “that they would be more effective instructors if they were better skilled at integrating LMS technology into their courses.” (See www.educause.edu/library/resources/study-faculty-and-information-technology-2014.)

While you can make a start with basic knowledge of your LMS or other tools available at your institution, a deeper familiarity is only gained from actual use. If you have only a hazy grasp of your LMS or other tools you need, consider signing up for some additional training at your institution that will cover those features beyond the fundamentals you already know. Once you have an overview of their potential and understand a few of the functions, you can try out and then practice using a few of those features and tools that interest you.

With some training and practice under your belt, and a greater awareness of the capabilities of your software, you can then begin to **build out a sample unit**, generally a week, for your course, based on whatever course development planning documents you have already put together to map out the units of your course (as recommended in Chapter 3). You will want to build out a sample of each of the different tools or areas you propose to create. As you begin to build or perhaps even later as you move to the implementation or teaching stage, you may find that some of the features you planned to incorporate don't work as well as you thought they would. You may also find a few new functions in your software that you didn't know existed. The fact is that the initial stage of preparation and the first time teaching the course involves a bit of trial and error. As you experiment with sample units to create a prototype for your course, you will soon learn how to get the most out of whatever learning management system or other software tools you are



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working in—whether it be a fully developed and integrated set of tools or some combination of blogs, discussion forum, social media, or online testing. In fact, as you become more familiar with the particular software environment you will be using, you may find that you want to go back and revise your original course plan (before you start teaching or when you revise the course after the first time teaching it) to reflect the opportunities or limitations that you have discovered.

In this chapter we will be discussing the various types of functions and features available in some of today's software and how best to exploit these features. In doing this, we will use examples from a variety of different existing software platforms, both learning management systems as well as some of the standalone types of tools or mobile apps. The good news is that those instructors whose institutions do not have a learning management system will have little problem finding free tools and remote servers on which to set up their online and blended classrooms. Even those who have a learning management system available may choose to supplement what they do with the some of these free tools. As you examine the features of learning management systems or tools, be aware that this is a rapidly changing field. When we wrote the first two editions of our book, there was intense competition among many different learning management systems. By the third edition of 2010, there had been many acquisitions, consolidations, as well as a few new systems that really caught on, like Canvas, and Schoology, but there had also emerged open-source systems like Moodle and Sakai, new versions of existing software like BrightSpace (formerly Desire2Learn) as well as a wildly proliferating set of Web 2.0 tools that could be used in conjunction with others for online education. Our descriptions of particular features for software correspond to the versions existing at the time of this writing. Our purpose is not to tout one software platform or tool over another, but to show 1) the opportunities presented by certain types of features and 2) how you can adapt and implement your favored teaching strategies.

This is not to say that a particular software or learning management system may not be better suited to your pedagogical needs than another or seem more pleasing to you in terms of ease of use. But there is scarcely an existing LMS nowadays that doesn't possess sufficient tools for you to adequately teach your online or hybrid course so it is best not to get too obsessed with a quest for the perfect LMS but instead to focus on how to exploit the strong points and work around the deficiencies of any LMS or set of tools. The trend in recent years is for an institution to be able to swap out one tool for another while still using the



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basic features of a learning management system. For example, an institution might be able to substitute a different chat or discussion board for the one that comes with the system—either by having its own technical staff write a program or adopting a tool from a software vendor whose products are designed to be compatible with a particular system.

Another trend is for the LMS itself to provide integration with tools from outside vendors so that the full or partial functionality can be captured within the LMS. For example, Pearson, Wiley, and McGraw Hill offer labs and texts with interactive resources and quizzes from which scores can be rendered in the grading areas of various learning management systems by partnering with Blackboard, Canvas, Moodle, and others. Other external application tools may also have this LTI (Learning Tools Interoperability) functionality within an LMS without full partnering—this allows tools to be more easily integrated with an LMS so that in some cases, the need for a separate access login is avoided. This new flexibility and interoperability of tools may make it easier for your institution to find the right mix it needs for its online classrooms without inconveniencing the student by requiring separate registrations and sign-ins. However, we do recognize that many instructors will not have the final say (or may not have any say at all) about which system or tools are chosen for the institution, so our intention is to help you make the best choices for your needs and make the most of whatever you have available.

So, by all means take advantage of any special features afforded by your software system, but don't feel that your system must dictate your choice of teaching methods and approaches. Generally, if you have the desire to include a particular kind of activity, you can find a way to implement it in almost any system.

If you were fortunate enough to receive special training on the software system you are going to use, you probably learned some tips and techniques for exploiting that system. If you haven't received this type of training, and it is not available from your center for teaching and learning or instructional technology or LMS training staff on your campus, we recommend that you join a user's group online or find an online resource guide devoted to users of that software. You can also share information and strategies informally with colleagues at your institution who may already have had some experience with the system. You may discover that a colleague at your own institution—or at one half a world away—has found a new approach to solving the same problems that you face.



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TEMPLATES

Some institutions or programs have developed specific templates for the layout of an online course. A template for an LMS may be thought of as ready-made formatting or preselected functions to which you will add content. Templates for an LMS may go beyond a set of default settings in a new, blank LMS course site and may determine not only the general names and placement of menu item links in the LMS course site, but may also go so far as to determine the “containers” (folders, files, tables) in which that all content is organized and arranged. While set templates are to be expected for standardized or team-built courses (see Chapter 4) they may exist, albeit to a more limited degree, for otherwise nonstandardized programs as well. So you will want to find out if your academic program has preferred or required elements for the layout of your course site. While you might feel a bit constrained by mandated templates, console yourself with the knowledge that while faculty often yearn to put their own stamp on course site design, the majority of online students commonly express a desire for more consistent templates in their online courses. Students like being able to figure out where everything is located from the start of a course so when site layouts vary greatly within an academic program or institution, students often grumble that this means they are constantly having to reorient themselves and find their bearings. Keep this in mind and make sure that however creative you may want to be, that the logic of your course organization is evident, and at the very least, be prepared to explain the course site “geography” to your students on the first day and remind them as needed thereafter.



DIVIDING UP AND ORGANIZING YOUR MATERIAL AND ACTIVITIES

In building your course, no matter which system you use, you will have to make decisions about organizing and dividing your materials. A basis for many of these decisions will have been worked out already during your design and course planning phase, but others must be adjusted to fit into the framework of the actual software structures within which you are creating your course site(s).

For example, in terms of your overall organization, do you want to divide the course into units according to week or topic or some combination of both? Your



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ability, based on the way you have divided up material, to receive student tracking data reports from your LMS for a particular piece of content or activity might be one consideration. Such a consideration might cause you to separate rather than group together particular items of content. Other, more obvious factors include how many topics you will cover each week, how large your documents or media files are, and whether the portions you create will be easy to digest (and, if necessary, download) for your students. Another basic question must be whether you want all presentation materials to be housed in areas apart from discussion and conferencing areas and, if so, what coordination you wish to have between these areas. For example, if you present a “lecture in Unit 1, do you want to create a discussion forum that will match it and provide direct reference to it? Will your LMS allow you to then create a direct link to it? Or do you want to post mini-lectures directly in the discussion forum thread, culminating in questions to which students must respond?

Perhaps you have units of content and assignments that must be completed before allowing students to move on to the next unit of study. In this case you would want to make use of any forced sequencing of content that your LMS permits.

How many assignments are to be delivered to you alone, and how many are to be shared with the class as a whole? Do you want students to work in small groups? If so, you need to give them a space to work as a team and a place to present their work to the entire class as well if desired

IMPORTANT! The overall guideline here is to create or make use of a space for every activity you devise and to find the best space for every activity.

TIMING OF ACCESS

Before you actually begin to build your course, find out exactly when students will first be able to access your classroom and whether they will have access to the entire course at that time. For example, will they be able to enter your course site two days or even two weeks before the class officially starts? At that point, will they have access to an outer web page or “front door” but not to the discussion area, or to the announcements and syllabus only? Also, find out if and how your software allows the instructor to work on a section of the course without making it available for students to see. Most learning management systems allow you to set



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specific dates for the release of a section or document or simply to toggle an on/off switch to determine the availability of a specific area. But if you have no way to control the timing of your students' access, you should consider laying out and arranging your course on paper or in a practice course shell, and making all changes in your word-processed and HTML documents prior to posting the final version. This will prevent students from becoming confused if you need to revise your materials at the last minute. However, no matter your situation, do post at least an announcement or syllabus for students to access on the first day available to them, and remember to give detailed guidance about how and where to proceed. There's nothing more discouraging to students than entering an empty, unattended online classroom!

How much of your course materials should you actually make available to students at one time? This is a tough question to answer, because there is no one response that will suit all teaching situations and approaches. If you post all the presentation materials for all the weeks of your course so that students can review all content, this does offer two advantages:

1. Students can gain a more detailed understanding of what the course involves.
2. If they choose, students can work ahead.

The disadvantages are that, in an asynchronous class, even one with defined start and stop dates, you may be detracting from the sense that the class as a whole moves and learns together. If you also allow students to post in discussion forums as many as two or three weeks ahead, you further lose the sense of class cohesiveness. Such an approach would also prevent you from adapting to the class's needs with timely supporting materials and feedback. You may find, too, that simultaneously keeping an eye on two, three, or four discussion forums adds significantly to your workload and frustrates your students' ability to follow class conversations. Therefore, this is not an approach we recommend.

Often, a good compromise is to restrict the advance posting of materials and the opening of new discussion forums to no more than one or two weeks ahead of the time when you expect the class as a whole to be ready for them. Or allow students to see all materials and discussion questions, but if your system permits you to do so, set the discussions to read-only status so that while students can read materials, they can only participate in the current week's discussion. If you have a lot of students working over the weekends, you can set the upcoming week's



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discussion to be accessible at the end of each current week—for example, if your class week runs Monday–Sunday, you can open Week 2 discussion for participation starting on the Friday of Week 1.

A different set of circumstances is present when your LMS offers the option to set up lessons in an **adaptive release** format. This means that you can set up a series of rules by which lesson units or tests are released only after certain triggering or qualifying actions—for example, students must make their own post before they can read discussion posts by others, students must score at a certain level on a quiz before they can access the next lesson, unit, or quiz, etc.

PACING CONSIDERATIONS

A final important consideration is the method of pacing your students in your course. Everything takes longer online. Even if your students all enjoy high-speed internet or ubiquitous mobile access, you will still find that you must factor in the “click time”—the time it takes to open and close documents, to download and access documents and web pages, or videos and simulations. If the class is a very active one, or one in which there are twenty-five students or more, it will take time for your students to pick through the numerous discussion postings that accrue each week. Even though you want your course to be as rigorous as its on-the-ground equivalent, you don’t want to overload students with materials and tasks for which the payoff isn’t worth the time expended. Leave students enough time to delve deeply into the material. Presumably, you will already have factored in these considerations when composing your online syllabus. However, these matters often become more apparent once you begin to lay out the course within your LMS software or web pages. In that case, don’t be afraid to go back and make adjustments to your syllabus or schedule.

Presumably, if you have already done a particular activity in a previous face-to-face class, you will have some idea of the minimum amount of time needed to perform it. Then you need to factor in the additional time that might be needed to do the activity online. For example, students in a face-to-face class working in a group may be able to make their first group determinations in a few hours or to brainstorm their ideas in just an hour. Online, you will want to consider the asynchronous access and likely allow at least two days for the back and forth it may take for all to register their opinions.



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If you are unsure how long it will take for students to complete an assignment that involves online work, we suggest that you try out a discrete portion of it and time yourself. For example, if you want to ask students to visit a particular internet resource with a view to answering certain questions and then to write a report based on the visit, you can surely time yourself as you undertake each step of the visit and jot down responses to the questions. Given that you probably have more expertise or are more familiar with the resource than your students, you can factor in the additional time you think students will need to achieve the same results. In the end, beyond finding out whether you have calculated a correct estimate of the time needed for students to do this, you may also discover that your instructions should be revised for greater clarity!

If you have little experience with online discussion, you might ask to visit a colleague's online class and time yourself on how long it takes you to read through and compose a meaningful response based on that class's weekly participation requirements.

Again, while you may have already factored in some of these considerations when composing your online syllabus, matters often become more apparent once you begin to actually lay out the course within your learning management software or web pages. If you discover that your estimates were wrong, don't be afraid to go back and make adjustments to your syllabus.

Now let's look at some of the structures, features, and built-in functions that are available in learning management systems and Web 2.0 tools.

CONTENT PRESENTATION AREAS

Presentation areas are where you deliver your basic course content, lectures, and so forth. Web pages or content areas within an LMS are the most obvious presentation format but perhaps you also make use of a blog, wiki, or multimedia format.

If you are using LMS software, you will find that in some systems, presentation or content areas are clearly defined and set apart from other functions, while in other systems, multiple areas can be made to serve the presentation function. The presentation areas allow one to type or paste in text or to upload your text or media files into what is, in effect, a document storage area. This storage area, which can be filled by instructors only, may be entirely separate from the



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discussion forum and other areas where students can post or upload documents.

Learning management systems are increasingly sophisticated and nearly all now offer the option of built-in editors or plug-ins that permit elaborate formatting or conversion to HTML without you having to know any code. Many LMS also provide different options to create sequenced learning content, and such templated and sequenced content are often able to be reused and replicated in subsequent classes. There are also free cloud-based LMS systems (albeit with limitations as to file space or number of users) such as Blackboard CourseSites, and free services like Google that can offer a variety of substitutes for LMS features to present your content, with the ability to upload many different types of files. If your institution has no LMS, find out if it provides Google Apps for Education—this institutional version of Google applications provides many advantages over the publicly available Google programs but with equally rich functionality. For the many readers of this book who are not native English speakers, Google also supports a great number of different languages.

If, however, you are using software which has a limited number of areas in which you can present content, you may need to designate certain portions by name to serve as your presentation spaces. You might set these off by using special titles, bold text, or some other distinguishing marks, depending on what your software system permits. For example, if you wish to post materials in a discussion area, you might designate one forum for “Syllabus,” another for “Lectures,” and so on.

If you do not have learning management software, there are many free or low-cost versions of easy-to-create websites, blogs, or wiki software that can provide an adequate solution for your needs. All allow for copy-and-paste methods and include built-in formatting and templates designed to set your content off to best advantage. Some will allow you to set up discussions related to your content presentation.

One issue you may need to consider as you proceed to look for tools you can add on your own is that many of the free online tools incorporate advertising. While you may feel that advertising on these sites does not provide the most appropriate atmosphere, as long as your institution does not object, you will probably find that many of your students seem unbothered by the ubiquitous commercial features of free online services. Nevertheless, if you do want to use only non-commercial, advertising-free websites, look for resources designed specifically for educators, or those that offer special versions for educators like



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Edublogs (www.edublogs.org), PBworks (www.pbworks.com/education.html), Wordpress.com (<https://wordpress.com/classrooms/>), or Weebly (<http://education.weebly.com/>) which have either limited advertising or none. All of these resources allow you to create materials without having to know HTML or possess special technical skills. Increasingly, these services provide a suite of tools or capabilities beyond just creating a website or blog or wiki, allowing you to customize the type of functionality you prefer. Note that beyond the free services offered there are often “premium” or “pro” subscription levels available at many of these sites. In those versions, a generally small fee allows users more features, more control, or more storage space. Let’s look at just a few examples of these services and what you might be able to do with them, depending on the version selected.

Edublogs offers hosted blogging software for educators, whether K–12 teachers or university instructors. The service offers some simple how-to videos, and they also feature discussion forums where educators can post inquiries, help one another, and offer tips. Once you have set up a blog for your class, you will find that you have these capabilities, among others, depending on your service level:

- You can control who accesses your blog and who doesn’t and moderate student postings.
- You can create course materials by uploading documents or simply copying and pasting your content into the blog.
- You can allow students to post their responses in discussions related to your content and receive emails letting you know when students have posted in the discussion, thus cutting down on the number of times you must log on to see if students are responding.
- You can allow students also to be notified when someone has posted a comment to the same piece to which they have responded.
- You can set up blogs for your students to create their own presentations.

With Weebly or Wordpress.com, you can create a website or blog, a place for your students to collaborate on a project or research and contribute resources or simply post responses for a series of different class topics. Such services like Weebly and WordPress.com are continually adding features, but you may find that you are able to:

- post your course materials by copying and pasting;
- use ready-made templates;



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- add discussion forums;
- set up blogs;
- track statistics on student use of your site.

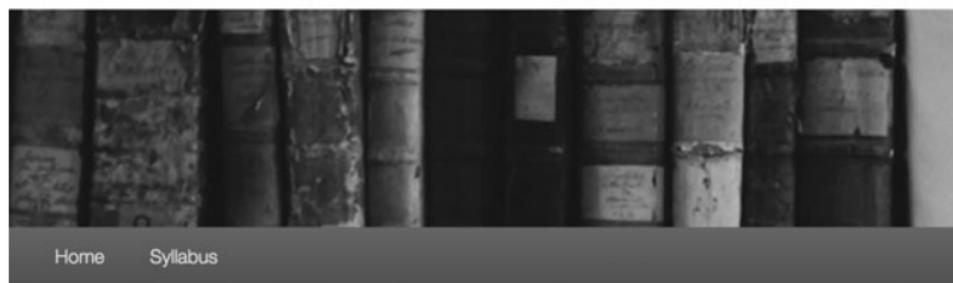
Through using one of these free tools, you may discover that you are able to use the online environment to enrich learning for your students and, after an initial investment of time in planning and creation of material, to relieve some of the burdens of teaching as well.

ADDING MULTIMEDIA CONTENT

Perhaps you want to present content via audio and/or video. Many learning management systems will allow you to upload such content for presentation. Perhaps your institution will allow you to upload a video lecture or demonstration to a site like YouTube and then you can simply provide a link to or embed the video so that it plays within the site. Some free websites, blogs, or wikis will also allow for the direct uploading of files or embedding of external multimedia content.

Intro to Philosophy

with Professor Jim Hegelmarks



Search

Welcome to our class!

Figure 6.1 Jim Hegelmarks experiments with creating a blog on Edublogs. Source: Edublogs.org.



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ONE THOUGHT ON "WELCOME TO OUR CLASS!"



jhegelmarks on July 18, 2016 at 12:51 am

said:

Edit

Please introduce yourself before
replying to my first commentary

Reply ↓

Figure 6.2 Hegelmarks invites students to participate by adding their comments to the class blog. Source: Edublogs.org.

If video is crucial to communicating your presentations, your first step is probably to contact your instructional technology or multimedia staff. It may be that video is easily inserted into your learning management system or is hosted on a special institutional server. There may also be staff who can help you create your video. Many institutions now maintain a channel on YouTube to host their video content or use a paid service like Kaltura, Ensemble, or Panopto. This underlines the point we have previously made that it is a good idea to find out what is available to you and how it is made available to you on your campus.

However, instructors who have no support at all for creating or hosting video materials are increasingly able to find ways to do this on their own. Chapter 9 discusses some of the available methods for accomplishing this.

Podcasting (or the video version, sometimes called **vodcasting**) has remained a very popular option for providing content as everyone from politicians to comedians and self-styled experts on every subject have offered audio commentary and made it available to an audience who can subscribe to receive automatic downloads of these commentaries. Mobile access to podcasts from smartphones and tablets has enlarged the audience and appeal of this format.



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Many educators have taken this approach to offering weekly lectures and commentary to their students who can download such materials to their mobile players for listening off-campus. Some learning management systems have built-in podcasting tools, enabling instructors (and/or students) to easily create and publish such audio presentations. A large number of institutions had grown accustomed to using iTunes U as a repository for their instructors' podcasts and, in 2015, Apple introduced a classroom-like suite of tools, designed for the iPad, to allow instructors to add discussion, assignment submission, and to post materials.



ANNOUNCEMENT AREAS

Some systems have a marked-off announcement area, that is, a special form of presentation area that students see as they enter the online classroom or even without entering the online class site, for example, on a home page of an LMS. The announcement may appear on the main entrance page of the course site or on an LMS home or landing page, or it may simply be a link to a document storage area that can be named by the instructor and accessed by students. There may be options to send announcements to students or for students to opt to receive announcements in other formats as well—via email, Twitter, or even RSS feed.

For the instructor, the announcement area offers a quick method of typing in announcements and updates for the course. Even if it is set up as a separate document storage area, students will know to consult it each time they enter the classroom. If you don't have a learning management system, you can always carve out your own announcement area set off from the rest of your content pages.

You can think of the announcement area as being like standing at the front of the room in a face-to-face classroom. Online, this is the stage upon which you call the class to attention, remind, cajole, encourage, and update students. Email, text messaging, and other communications may reinforce but cannot really replace classroom announcements. Therefore, plan to make full and regular use of this area if it is built into your software or to rig up an equivalent area in whatever you are using as an online classroom to serve this function. And keep in mind that announcements do not need to be limited to text and the occasional image—you can easily make your own short “on-the-fly” videos to serve as an announcement, embedding or linking such video announcements.



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SYLLABUS AND SCHEDULE AREAS

Depending on your software, you can post a syllabus and schedule in a document storage area, or you can create separate web pages for this purpose.

IMPORTANT! Make your syllabus available in a downloadable or easily printable document, because this is the “map” students will follow in your course.

This means that, if you use graphics in your syllabus or if the syllabus is divided up into a group of hyperlinked web pages, you should also make it available in a text-only, scrollable document. This will permit students to print it out readily. Whether students print it out or just download it to their computing device, it provides a helpful reminder about upcoming assignments, and keeps them on track when they are offline or online, but not immediately accessing the online classroom.

In some learning management software, the syllabus area also serves as the chief organizing tool, the “home page” or outline for the course content. For example, each item on the syllabus may become a clickable link to respective sections of course material. If you have this sort of arrangement, make sure your headings accurately indicate the topics or content to which they provide links.



THREADED DISCUSSION FORMS

We will cover the management and facilitation of asynchronous and synchronous discussions in Chapter 11. Here, we will note Asynchronous discussion areas in various software programs are structured in different ways, have different options for student use, and allow messages to be viewed or sorted in different ways.

Structure of Discussion Areas Many systems have a hierarchical architecture. Forums, conference folders, or message groups form the highest level, with each containing a number of subordinate threads that together make up the discussion. In this case, it is important to decide how you want to divide up



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your forums—by week, by topic, by unit, or by some combination of categories. For example, you may decide not only to have weekly forums but also to create a forum that can serve as an open discussion or socializing area, a sort of “student lounge.” Take note of the arrangement of threads and responses within the system you are using. Within the limitations of a particular discussion software, the way you structure your discussion forums will probably affect your decisions about the number of topics you wish to introduce each week, whether to break down larger topics, and the instructions you need to give students about procedures.

User Options In some discussion software, both students and instructors may initiate new topics; in other systems, only instructors may start new topic threads. Still other platforms may allow the instructor to set the options, using a switch that enables or prevents students from starting new topics. Other user options in some systems include being able to add HTML files, use attachments, and change the subject line without having to create a new thread. Another user option you will need to investigate is whether or not students can edit or delete the messages they have posted (and see if this is something an instructor can set) and whether the instructor can intervene to do the same for student postings or their own. In some cases, a message may only be edited if a reply has not been posted to the message. In other cases, edits may be made but the system will indicate that an edit has been made on a certain date. Some institutions may even restrict use of the delete function because of their concerns about preserving the class record.

A feature that allows students to anonymously “rate” (for example, awarding a number of stars or thumbs-up to a posting) and/or comment on discussion items of their peers has increasingly become available in many learning management systems may want to use this feature to stimulate interest in discussion by allowing students to recommend and draw attention to the best postings. This can be a great feature in a large class with an abundance of postings.

Therefore be sure to familiarize yourself with user options in discussion software. As indicated above, these may influence the design of course activities, facilitation of discussion, as well as record-keeping and even strategies for handling student netiquette problems!

Viewing and Sorting of Messages How are conversations viewed in your



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software? Do the messages have to be opened and shut one at a time in order to be read? Is it possible to open and read all messages in a linear fashion, one following the other in a scrollable page? Many systems have moved to a dual capability, allowing conversations to be viewed as both individual messages in threads and continuous conversations.

It is common for systems to also allow multiple ways for users to sort messages for their own viewing. For example, messages may be sorted by date, by topic, or according to the people who posted them. (This has substantial utility for classroom and time management, as explained in Chapter 11.) Some systems allow one to subscribe to receive email copies of new postings. While this can be useful for low-traffic discussion areas, it could obviously become overwhelming if one subscribes to email for a highly interactive forum. However, it is very useful for an instructor to be able to subscribe to a Q&A or Ask the Professor forum so that he or she is quickly alerted to questions posed by students and instructors should generally allow and may want to recommend that students subscribe to such a central Q&A area as well.

BLOGS AND COMMENT-BASED DISCUSSION

Traditionally, blogs are structured with text entries arranged in reverse chronological order, with the ability for the reader to post comments. Because comments were originally conceived of as comments on the blog posts, not on the comments of others, blog comments are sometimes displayed as a series of postings without threaded arrangement. If there is only a flat or continuous display view, it can be difficult to follow an intricate series of comments in which those posting are actually commenting mostly on each other's posts. Most blog software allows the author to choose between a flat or threaded view. If you are planning to use a blog for discussion in which responses among those posting is an important feature, you will want to use a blog structure that allows for threaded views. Another feature that can be helpful is when the blogging software allows the blog author's comments to be displayed with some sort of indicator that differentiates the comment of the author or administrator from those of the blog readers—this can be a different color font, a different color background for the name, a special icon, etc.



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OTHER TYPES OF DISCUSSION

VoiceThread (<http://voicethread.com>) is a software tool that allows discussion to be centered on a visual element such as an image, video, or slides. (VoiceThread can also be thought of as a presentation tool.) Michelle Pacansky- Brock found this tool invaluable for facilitating discussion in her Art Appreciation course for Sierra College in California. Pacansky- Brock noted that before she began to use tools like VoiceThread, she had been “frustrated with my inability to truly engage my students with images. Their ideas and interpretations were distanced from the works of art. Using VoiceThread as a tool for discussions changed all of this.” Using VoiceThread, students are able to draw (called “doodle”) on top of an image as they leave an audio comment, and the resulting “doodle” is synced to the recorded comment in playback. Pacansky- Brock asked her students to “doodle” to circle examples of techniques or point out examples of key terms as she displayed images of artworks. Comments can also be made as text or by webcam, and photos of students may be uploaded to display alongside their comments. While no longer available in a free version, there is educator pricing available for both single instructor as well as campus. You may want to explore the Digital Library on the VoiceThread site for examples of faculty use in different disciplines. VoiceThread can now be integrated with some learning management systems. You may want to inquire about whether this tool is available at your institution.

The explosion of Web 2.0 tools has meant that instructors with access to little or no instructional technology support can easily find and apply tools that fit a specific pedagogical need. PacanskyBrock comments about her approach to using such tools effective manner without overwhelming students, “I find that, first, it’s critical to be knowledgeable about using the technologies before I introduce them to my students. More importantly, it’s critical to explain to my students why they will be using the technologies.



OTHER COMMUNICATION TOOLS

Internal Message Centers, Internal Tools for External Email

Some systems allow for their own internal message centers which is basically a private asynchronous messaging system which does not need to go to an outside email address. Students and instructors can use this mailbox exclusively for all



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correspondence within the course, sometimes by just typing in or selecting the name of the student or instructor. Another benefit of these systems is that instructors can maintain a full record of course communications. However, bear in mind that in most cases, students need to log in to the classroom in order to access this sort of message system. Unless there is an option for students to subscribe and receive these messages in their external email addresses as well, this sort of email can't be used to send reminders to students to log in to the class. Most learning management systems provide a convenient email roster, which allows students to send mail to all or part of the class from a central area that lists the addresses of all class members. These email tools also allow the sender to receive a carbon copy of sent mail at the sender's home email address.

Because many younger students tend to avoid email, it is important for institutions and instructors to remind students in online classes that they are required to regularly check their institutional email (or the email with which the online LMS account is associated if that is different) to keep updated about their online courses.

Instant Messaging and Texting

Instant messaging (IM) and SMS texting are two ways of communicating that are well known to all of us who possess smartphones and are particularly popular with younger students. IM may be a feature already bundled into your learning management system but if not, you can incorporate instant messaging by asking all students to sign up for a free IM service.

Be aware that you will need to set rules for interacting with students in this way—generally you can log in or out as you prefer, or you can leave it open on your computer but post messages indicating your availability status. IM apps allow for sending messages to single or multiple users, wherever they may be, and increasingly also allow for video or audio conversations.

There are a growing number of tools that allow instructors to send an SMS text message to all their students' phones or email addresses. Some instructors like to use Twitter for this purpose instead. Many universities have been experimenting with software programs that allow them to send text messages in a crisis situation, while others have also enabled instructors to use such software for instructional purposes. Because SMS messages are generally limited to 160 characters, they are



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not useful for imparting instructional content, but can readily be used for reminder notices and last-minute changes or corrections to class assignments and schedules. Most such software allows students an option to subscribe via email or to log in to a web page if they choose not to use text messaging or do not have a cell phone or a suitably inexpensive text messaging package plan for their cell phone or other mobile device.

Privacy issues related to use of SMS can be mitigated through use of a free application like Remind (remind.com) which allows instructors to set up unidirectional text messages to students without anyone having to share their phone numbers with the class.

Chat, Whiteboard, and Other Collaborative and Screensharing Tools

While IM is a form of chat, and like chat, a synchronous communication tool, the term chat is more often used these days to indicate that chat is used to talk with people on the same site, for example, to talk with others within your LMS or on another website. Also chat tools generally have the expectation that multiple people will be able to access and participate. There may be one or more chat “rooms” or spaces available for a particular class, depending on the software. As mentioned in Chapter 3, chat is sometimes combined with a whiteboard. There are also whiteboards that permit students to assume the role of presenter in order to share their work with classmates or that grant all students in a defined group the ability to collaborate on a project. If you have not included chat sessions in your course plan and syllabus, you still have the option to inform students that they are free to use chat for their social or group-project needs.

Synchronous tools like chat rooms and whiteboards are particularly appropriate for your class if your students live in the same time zone or are logging on from campus locations. If your students live in disparate time zones, careful schedule accommodation is required to make this a worthwhile and attainable learning experience.

If your software allows you to save and archive whiteboard and chat sessions, and make them available to view later, this can be a major asset. This feature enables students to refer to and reflect on chat and whiteboard activities, thus considerably increasing their value to your class.

Check, too, to see what options your software affords for student direction of



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whiteboard activities. If you can hand over the reins to students, this will allow you to arrange for individual student or group presentations in real time.

Depending on the nature of your course, you may find that past successful sessions that have been archived can be reused for future classes. For example, you may have used such software to demonstrate how to create a spreadsheet. Once you have archived it, you can share it with a new classroom as part of course content. If you teach a blended class, you may have access to a smartboard in your on-campus classroom that allows you to mark up, save, and upload content for later reference on the internet.

One usage that makes these meeting programs worth consideration is for holding office hours (Skype might be sufficient for this) or providing a student with extra help. So even if you do not intend to offer any instructional use of these tools, you may want to explore them for those potential purposes.

Tools like those in collaborative software such as Adobe Connect or Blackboard Collaborate allow instructors or students in online classes to meet in real time, using chat and/or audio/ video and slides, share and interact with documents on another's desktop, etc. These are sophisticated tool sets and it is essential that you get some practice and familiarize yourself with their workings before you decide to include them in your course plan. We recommend that you avail yourself of training provided by your institution or the software vendor if such instruction is available, and also consult with colleagues or even instructors from other institutions who may already have used the software.

For those whose institutions do not provide collaborative software tools that allow for screen sharing, we recommend that you try out one of the free or inexpensive tools that fall into this category such as free versions of Join.me, Zoom, or Go-to-Meeting.

There are continually new entries into this category of tools (try doing a web search for free screensharing, meeting, collaborative, or conferencing applications) and the features of any particular software also vary over time, so you will want to try these out to see if they actually have the particular set of tools and capabilities you are seeking.



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Group Activity Areas

Groups may be formed online when an instructor wishes to divide up the class for the purpose of certain tasks. Group activities may range from simple discussion to peer review to collaborative projects and cooperative learning activities, as explained in Chapter 7.

If you are using an LMS, you will probably be able to take advantage of its built-in group areas, each of which may contain its own asynchronous discussion, real-time chat, or document-sharing capabilities. This means that the members assigned to a particular group can engage in discussion and document sharing within their own small, private group environment, apart from other members of the class. Some learning management software includes built-in small group blog and wiki options.

If you are using software that does not have built-in group functions, you can still find ways to carve out group areas. For example, you can simply designate and label a particular discussion forum as a group area for asynchronous communication. To accomplish the document-sharing function, group members will attach or paste in documents in the appropriate discussion area. If you are using a system that consists mainly of web pages plus a discussion messaging system, you can assign topic threads within the system for use by particular groups. For example, you might name one threaded topic (or perhaps a whole forum) “Group A Discussion” and indicate to the class that this is only for a particular group of students to use. Students in that group can then post, read, and respond in that area.

Some software has additional special features, like randomization, that may be of value to you in setting up groups—such a feature has obvious advantages for trying to divide up students in large classes into small groups.

Again, if you do not have access to an LMS with group functions, there are free software resources outlined in this book that can provide the ability to create such set-aside areas for small-group activity. A social networking site like Facebook also offers opportunities to create private group sites that can include a number of different communication tools.

Any of the free wiki software sites will allow you to create an area in which students can collaborate as a group. One advantage of using wiki software for group projects is that it provides the instructor with a clear “page history” of all



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Or, you may prefer to use a third- party social bookmarking service like Diigo, previously discussed in Chapter 3, which allows for tagging and sharing with “friends” or the formation of groups within which internet resources may be shared. Such a social bookmarking tool may be used as part of a research project. Other such curation and sharing tools which vary greatly in regard to features and emphasis but which have free versions available are Evernote (for text, internet resources, and private resources but which can be shared as well), Storify (good for curating from Twitter and other public social media sites, Pinterest (oriented to visual material), Padlet (padlet.com, similar to Pinterest but more oriented to education), and Scoop.it (topical, curated news sources).

ePortfolios

An ePortfolio is a way to create a portfolio online so that students can be assessed by carefully selected samples or evidence of their work, and may also serve as a way to showcase their work in one or more classes. Another way these can be used is to encourage students to evaluate their own work as part of the process of selecting which artifacts of their work they will choose to highlight in the ePortfolio. Increasingly, educators are looking to ePortfolios as a way that lifelong learning or student learning from multiple institutions or sources might be demonstrated. While ePortfolios may be used with fully online courses, they can be particularly attractive options for both blended and web- enhanced courses. Some portfolio software is integrated with an LMS, while others are untethered from an LMS. Digication (www.digication.com) is one of the better known, established platforms for ePortfolios.

Some instructors forego the sophisticated features of ePortfolio software and simply also use programs like WordPress to house student ePortfolios.

The ePortfolio provides a way to have students curate their own work, and it also permits students to use approaches other than papers and tests to demonstrate their learning. A student might display a paper next to photos, video, or music—most ePortfolio software allows for multimedia artifacts.

There is a rich history in the use of ePortfolios as a way to assess students. Those interested in the pedagogy and best practices of ePortfolios may want to browse through a free online journal like the *International Journal of ePortfolio* (www.theijep.com/about.html). Or check out the activities and resources of an



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international organization that is dedicated to ePortfolios and other evidence-based and experiential learning, AAEEBL (www.aaeebl.org/).

Searching Capabilities

Some LMS platforms provide extensive search capabilities. These can be very selective—for example, allowing users to search only in the discussion section. Or they can be comprehensive, allowing you to choose whether to search all sections of the course or to limit your search to a single area. Search functions mainly come into play during the course, and can be useful not only for your students but for you as well. They permit you to find that one passage or comment you only dimly recall or to quickly find all postings on a topic or from a particular user. This can be particularly helpful for efficiency when grading discussion participation.

Quizmakers

Some systems make available multiple-choice, short-answer, and true/false exams. Even if you don't normally use this type of test, you may want to consider creating some assessment instruments that make use of the feature. For example, you might create self-assessment quizzes to help students review the material at the end of each unit, or you might ask students to take a diagnostic quiz at the start of your course. Such "low-stakes" quizzes can be helpful in reinforcing retention of content, keeping students engaged with material on a weekly basis and especially when provided with automatic feedback, assist students in identifying areas of knowledge they might need to review before progressing to the next unit of the course.

IMPORTANT: It is recommended that you rely on more than one form of graded assignment.

From a security standpoint, it is better to be able to compare several different types of samples of a student's work than to base all the grades on a single type of assignment. Also, from the standpoint of multiple learning strategies, it is best to give students the opportunity to display their achievement and comprehension in a number of ways.



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To increase security, find out the capabilities of your quizmaking system. As noted in Chapter 3, various features can help increase the security of an exam—for instance, timed, one-time access; password-protected access; and the ability to create pools of questions that permit individual randomization. There are many different approaches to quiz security issues. Some systems can limit access to a quiz to a certain IP address, thus allowing the instructor to control the student's point of access. Others may offer a post-test analysis that looks for similarity among student answers.

Another option available in some systems is the ability to give students automatic feedback. For example, in many quizmaking programs, students who answer a question incorrectly can receive automatic instructions for remediation: they can be told to review pages 10–15 in the textbook or to reread the instructor's Unit 1 lecture. Another handy feature of some software is the ability to postpone access to a quiz (for example, by withholding a password or blocking access) until the student has finished a particular section of the course.

Finally, there are options that permit an instructor to insert images or sounds into an exam. With these features, the instructor can pose questions based on graphs, charts, or bits of music and language. Depending on your subject field and teaching methods, these may be important features for you.

If you do not have access to a quizmaking tool, you may want to explore some of the free or low-cost (depending on the features you want, you may have to pay a small fee) online testing software sites. These sites allow you to create and will host the test-taking as well. As of this writing, some of the services include Zoho Challenge.com, SurveyMonkey.com (for surveys only), ProProfs Quiz School (www.proprofs.com/quiz-school), ClassMarker (www.classmarker.com) and EasyTestMaker.com. Each service varies in features offered, and the free versions will usually include advertisements on their sites. Some services may allow one to circumvent this by embedding the quizzes on your own website. In evaluating these quizmakers, you should consider the following:

- ease of use and reuse, templates available;
- types of quizzes one can make—multiple choice, fill in, essay, etc.
- what kind of automatic feedback is it possible to add for test-takers?
- what types of media—images, video, audio—can be used in conjunction with test-taking;
- scalability—how many users can accommodate?



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- can you create groups for each class of test-takers?
- how scores are reported, what data are available;
- ability to embed the quizzes into one's web page or LMS;
- how readily quizzes can be saved;
- time limits or security measures that are possible;
- are the quiz products you create automatically made available to others to use?
- does the site or the free version only include advertisements or non-educational materials that might be objectionable?

Student Progress Reports, Tracking and Alerts, Learning Analytics

Progress reports that can be accessed by the students themselves allow them to keep track of their own accomplishments. This is particularly helpful in courses in which the assignments may be accomplished in any order. If this feature exists, you won't have to be as vigilant in reminding students of their progress in the course. But you may also want to keep track of how students are faring in the course so if your LMS allows you to set up "alerts" to let you know if students have missed submitting by a deadline or have not accessed the course that week, this can allow you to intervene in a timely fashion. Remember to set up your "rules" for alerts before the class begins.

Student tracking by instructors—that is, obtaining statistics about when students log on, how long they remain in a specific area of the course, which specific documents or messages they have read, and so on—is increasingly recognized as an important feature for any learning management software suite. This ability to collect and review data on student use of the course may be referred to as learning analytics or performance dashboard or similar terms. Some systems allow tracking by the number of browser "hits" in a specific area of the course. Some give the duration of time spent in each area or reveal whether an area or item has been opened. A comparison of one student to others in regard to time on task or other measures may also be available. These tracking abilities can be valuable data in helping you assess participation. You will want to find out what portion of this data is available to you as instructor. Bear in mind that these indicators are not always accurate, because they can sometimes be manipulated by students. For instance, a student can open an area of the course and simply let the clock run. This will give the appearance of the student having spent a great deal of time



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studying that section of the course. However, if statistics reveal that the student hasn't even entered a certain area of the course that will tell you that he or she hasn't read the material contained within it. Or, if the student has spent only five minutes in an area of relative complexity, this is a sure sign that he or she hasn't dealt adequately with that portion of the course. Finally, data may be relatively meaningless without analysis and evaluation of quality. Thus the best way to use tracking functions is as a contribution to a more comprehensive evaluation, including student assignments, student postings in discussion, student presentations, and objective quizzes and essays. Online courses do permit you to know a great deal more about a student's attendance and participation than is possible in an on-the-ground course but a true picture can only be compiled in the context of the student's entire record and with regard to the actual content of the activity being tracked.

Adapting to Your Software's Tracking Functions

If tracking is available in your software system, it's important to find out exactly how it functions. For example, if you can track the responses a student makes in discussion but can't tell whether the student is reading the topic messages you post, you might want to require a specific number of postings in specific threads each week. As another example, assume you can track students' access to your presentations, but only on a unit basis; that is, you can't tell whether students have read individual documents within a unit. In this case, you might want to place the most important documents in their own individual units. If you have little or no tracking capability, then student work submitted to you directly by email or posted in the classroom will assume greater importance, as will quiz questions that test comprehension and familiarity with material.

Online Gradebooks

An online gradebook is a tool that allows you to record and compute grades for students and permits students to access their own grades. Just a few of the learning management systems that offer such gradebooks are Blackboard, Moodle, BrightSpace, and Canvas.

If you have an online gradebook available to you, we highly recommend that you



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consider using it and learn how to use it well. Online students really appreciate being able to track their own progress. Make sure that you take the time to access a gradebook in your LMS from the student view so that you will be aware of how much students can perceive of the record. There are often different options available to the instructor, such as setting a due date that will not permit late submissions without notification of the instructor, or areas in which feedback may be offered to the student. If the software permits, it is a good idea to build out your entire gradebook at the beginning of the course so that students are able to get a picture of the whole that complements what they will learn from the syllabus.

Whether or not you have an online gradebook as part of learning management software, you can create your own electronic gradebook in spreadsheet form for your own benefit. Even though you may feel that you can always refer back to the online classroom for a record of activity, it is easy to lose track of individual students in a busy class. Thus it is no less important to keep detailed records of student activity in an online setting than it is for the traditional on- the-ground class. See Chapter 11 for more information on record- keeping strategies.



OTHER COURSE AREAS AND FEATURES

If your course is conducted completely online, think about creating an asynchronous “student lounge” discussion area—a place where students can socialize. Another useful discussion area is a forum designated something like “Q&A” or “Ask the Professor”— one in which students can address questions to you throughout the course, questions that are about the course as a whole, about some aspect of accessing a section of the course, are perhaps either “off topic” or concern ongoing procedural matters. These two types of messages—purely social and course related—can be combined into one area but are usually better separated. Having such areas available benefits the students, many of whom need the added interaction and feeling of camaraderie with classmates, as well as one central place where they know they can address urgent questions about the course.

Other helpful devices for personalizing a class include a discussion forum where students introduce themselves during the first week of class and student web pages where students provide some brief biographical information about themselves. Besides helping to break the ice, these areas provide an important



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service by allowing students to refer back to identifying details about their classmates as the course progresses. This is advantageous even in a blended class because it assists students in getting to know each other without having to continually ask, “What’s your name again?” or “Where did you say you were from?” When using blogs or web pages for this purpose, always inform students whether web pages are open only to the class or can potentially be accessed by the public on the internet.

Most learning management systems, blogs, and social networking spaces make it easy for students (or you) to upload a photo to the classroom and, in many cases, a self- introduction video. Uploading photos or video of the self should always be voluntary. There are many reasons not to insist on this option. Although it does help give each student an identifiable face in the classroom, it under- cuts the egalitarian advantages inherent in an online classroom. Not knowing the race, ethnicity, age, attractiveness, or even gender of a student—except by that individual’s own choice in self- identifying—often allows students (and you) to pay more attention to the ideas and words of class members without all the assumptions and subtle biases that we all harbor. We recommend that if a student does not want to upload a photo, that you suggest creating a cartoon avatar (there are many websites that offer this service) or using an image that the student considers characteristic of his/her interests or simply suggest the student use a photo in which he or she appears as a small figure in a favorite landscape.

Another desirable area to carve out is a technical support area or link to help. For instance, you may set up an area of the classroom or web pages that contain downloadable programs and **plug-ins** (or hyperlinks by which one can access software), plus either a simple FAQ for the learning management software or a link to the instruction manual or “user guide.” If support staff are available, they may monitor requests for help. In the absence of a full student orientation, a support area plays a vital function in providing self- help to students or a connection to support materials or staff. As a backup to these technical support areas, provide, via an initial email or message, some instructions for getting started and any other relevant information, such as phone numbers for support in the event that students have trouble logging on to the class.

Mobile Apps

If provided with the option for accessing the LMS via a mobile app, for smartphone



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or tablet, many students will choose to do so at least part or even a majority of the time. Therefore, it is important for you, as instructor, to become thoroughly acquainted with the mobile version of your online course site from both instructor and student roles. What we want to point out here is that the mobile app and the internet version of your course site are more likely to differ than not in many respects. So even if you, the instructor, do not normally use the mobile app version of your software to access the class, you will want to see what your content looks like in the mobile app, test out how easy or difficult it is for students to download, upload or access a portion of the course, and to see exactly what options in posting discussion or submitting assignments are available in the mobile version.

Connecting to Social Networking Sites

While many students might prefer to keep their Facebook or other social media accounts as a private realm apart from their classmates and schoolwork, many institutions have been taking advantage of the popularity of these social networking sites to give students an option to link up with what is happening in a course. Surmising that many of their students spend more time at these sites than they might be consulting their email, some institutions have arranged so that students can receive updates and reminders or notifications about what happens in the LMS class site from within Facebook.

Some instructors have also encouraged students to use Facebook as a way of presenting their self- introduction at the beginning of a class (or have presented their own self- introductions in this way) or to encourage social interaction among the entire class or small groups engaged in projects.

Finding the Right Tools and Keeping Informed

An assortment of tools has been mentioned in this chapter in conjunction with various course areas that one can utilize or improvise. Because these tools are constantly in development, appear and disappear, it is necessary to find a way to keep up with the appearance and availability of these tools, as well as to take advantage of critical commentary on such tools from an educator's perspective so that you can quickly evaluate their suitability for your needs. A selection of blogs and other resource sites by educators devoted to evaluating new tools are included in the Guide to Resources. Depending on your interest, your favorite source might



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be the technology section of *The Chronicle of Higher Education* or *Inside Higher Ed*, it might be a personal blog from an online educator, or the instructional technology site of your own university.

Once you find some sources that you value, you may find it convenient to add these as “bookmarklets” to the toolbar of your internet browser for easier access. Most recent versions of browsers also have built-in **RSS (Really Simple Syndication) feed readers**, also known as **aggregators**. These permit you to subscribe to a blog, podcast, or other resource site so that you can receive the latest news or installment from that site without having to actually visit it each time. You may also find some of the previously mentioned curation tools useful as a way to collect and annotate resources and tools—since they are available on the internet or via mobile apps, it is easy to be continually updated on all your devices. Or you might try a popular personal aggregator like Flipboard which is designed to allow you to find and save resources or to subscribe to RSS feeds, or Feedly, which is mainly intended to provide for fast updating of those sites to which you subscribe. One thing to keep in mind when selecting an aggregator or curation tool—the default on some of these sites is public sharing so make sure that if you want to keep things private that such an option is available.

Virtual Worlds

Educators have been experimenting for many years with various types of **virtual worlds**, that is, online 3-D immersive environments that simulate reality and in which participants interact by using avatars, that is, representations of themselves (these can take the form of animals, cartoon-like characters, or images more closely based on their own appearance). Second Life for a time became perhaps the most widely known program for virtual world educational use. More recently, some institutions have been using an open source product, OpenSim, to create virtual worlds while K–12 teachers have been using an educational version of Minecraft, called Mindcraft Education edition (see <http://education.minecraft.net/>) which is a combined game and virtual world environment and includes special class management controls for teachers.

Reasons for using a virtual world for educational activities range from simple curiosity, the coolness factor, and the desire to inject some fun into education to exploiting the virtual environment for role playing, interaction with objects, game-based learning, or complex simulations which involve danger or would incur



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prohibitive expense in the real world.

If your university or school is involved in using virtual world environments, and your subject matter seems to lend itself to this type of environment, we recommend the following steps as part of the planning, design, and development cycle:

- Assess your students' likely ability to access the virtual world environment. Students who do not have access to the latest computer equipment are unlikely to be able to access these environments. Try out any student instruction manuals yourself to judge if they provide adequate directions for your students or whether you might need to augment the existing guides.
- Allow sufficient time to practice your own skills in the virtual reality environment before you even decide to use the environment for instructional purposes. Clearly the time needed will vary according to the particular virtual world software, and the individual instructor. Even if you are not creating anything within the virtual world, allow sufficient practice time to feel comfortable in mastering the basic skills that enable you to move and communicate, and another dedicated period to be able to learn how to facilitate activities for your students.
- Find out what materials are available from your university to assist students and run a required orientation for students to practice before you initiate any instructional activities in the virtual world.
- If you decide to use the virtual world environment, draw up a detailed explanation of what students are expected to do there. Be prepared for the eventuality that some students may have difficulty or even dislike participating, and offer an alternative activity that might accomplish the same goals. In Chapter 9 we explore simulations, games, and other tools that suggest other possible building blocks for your class. Now in the next chapter, let's look at all this from the standpoint of what students will do in your class.



CHAPTER

3

COMMUNICATING WITHIN AND ACROSS CULTURAL BOUNDARIES

Teaching with a Global Perspective

Practical Strategies from Course Design to Assessment



Dawn Bikowski
and Talinn Phillips



This chapter is excerpted from

*Teaching with a Global Perspective: Practical
Strategies from Course Design to Assessment, 1st
Edition*

by Dawn Bikowski, Talinn Phillips.

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INTRODUCTION

In this chapter, we explore communication in educational experiences among diverse groups. Often referred to as intercultural communication, communicating with people who hold different perspectives or even have different appearances can affect our identities and appeal to our emotions, potentially making us feel interested and/or excited, but also potentially provoke anxiety, anger, fear, or self-doubt. When students are exposed to a new group (i.e., cultural or regional, gender, worldview), they can respond in a variety of ways: they can reject that new way of thinking, reject their own background and ways of thinking, go between the two, or synthesize the different perspectives into a new mindset. While accepting differences occurs at a cognitive level, it is often our emotions that help individuals become more interested in and curious about others. Becoming interculturally competent is, after all, “a process of changing one’s mindset” and of “continuous transformation” (Guilherme, Glaser, & Méndez-García, 2010, pp. 243–244). Thus, the environment and rapport of a course and/or campus play a crucial role. This chapter provides strategies that faculty can use to help students develop their skills in communicating with people who are different from themselves.

By the end of this chapter, you should be able to:

- provide a broad definition of intercultural communication;
- explain what intercultural competence is and behaviors associated with it;
- discuss challenges and opportunities that come with communication among groups in an educational environment;
- be aware of potential differences in communication patterns that might affect our teaching and classrooms; and
- employ strategies to build students’ intercultural communication skills in your context.

CLASSROOM AND SELF-ASSESSMENT

Before reading about intercultural communication and competence in depth, please reflect on your own teaching context and rate your students’ abilities to engage in effective communication with people different from themselves. See the Preface for tips on assessing students’ knowledge and values.



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ASSESSING HOW YOUR STUDENTS ARE DEVELOPING AS STRONG INTERCULTURAL COMMUNICATORS

Recognizing that some courses lend themselves more to helping students develop their intercultural communication skills than others, what opportunities does your course include for students to develop their communication skills with people different from themselves? Are there opportunities you might be missing?

By the time students leave my class/department, they:

0	actively avoid interacting with individuals from different backgrounds, groups, worldviews, or (sub-)cultures; engage in dialogue and actions that further stereotypes and misunderstandings; seek out like-minded individuals who hold similar damaging stereotypes.
*	neither avoid nor seek interaction with individuals from different backgrounds, groups, worldviews, or (sub-)cultures; may not hold strong damaging perceptions about other groups but do not challenge others to reconsider their stereotypes.
**	are willing to interact with individuals from different backgrounds, groups, worldviews, or (sub-)cultures on a more superficial level (e.g., about foods, holidays, sports); have limited strategies to repair miscommunication or diffuse tensions related to misunderstandings in group situations.
***	actively seek out opportunities to interact with individuals from different backgrounds, groups, worldviews, or (sub-)cultures; can employ strategies to repair miscommunications or diffuse tensions related to misunderstandings, particularly in group situations; behave and communicate effectively and appropriately for the situation and to achieve their goals.

Example of a student at the two-star level: A student unintentionally offends a classmate of color during a small-group discussion. The student realizes their communication misstep, but is unaware of how to indicate that they meant no harm and that they value their classmate's perspective.



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Example of a student at the three-star level: A student enters class the first day and chooses to sit near a group of classmates who appear to have different backgrounds. The student initiates conversations with them and also seeks to work with them during group work.

ASSESSING YOUR READINESS TO HELP STUDENTS DEVELOP INTERCULTURAL COMMUNICATION SKILLS

Faculty who have stronger intercultural communication skills are more able to assist students in this area. Not only do faculty members need to feel confident as intercultural communicators in these circumstances, but they also need to be willing and able to share their expertise with their students. While in some classrooms, topics more readily lend themselves to development in these areas, in other classrooms it is not the content that drives the opportunities for skill building, but rather the classroom atmosphere faculty create that embodies these values. Are there opportunities for you to expand your skills to help students demonstrate these ideals? The role or responsibility that departments perceive they play in assisting students in their development of intercultural communication skills affects individual faculty behaviors as well. This self-assessment can be answered from a personal or departmental perspective.

In my own teaching, I:

*	do not feel it is my responsibility to help students seek interaction with individuals from different backgrounds, groups, or (sub-)cultures. While I value this skill, it is outside the scope of our class to work on this in any way
**	can tell when students are not communicating across groups, but I am unsure of how to help them. I myself am not sure how to communicate across groups, particularly in educational contexts.
***	believe it is my responsibility to help students interact with others from different backgrounds. I feel comfortable with my level of intercultural communication and I have the skills to teach this to students by example, experience, and instruction.



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Example of a faculty member at the three-star level: A faculty member in the natural sciences shares her class communication plan with her lab students. She explicitly states that students are expected to build not only their science content skills but also their communication skills. She trains students to communicate with diverse people and monitors student behavior, helping students work through potential miscommunication as needed.

The remaining sections in this chapter provide background information on intercultural communication, including areas of potential miscommunication. The chapter also provides strategies to help faculty a) raise student awareness about the importance of intercultural communication and intercultural competence, b) encourage students to develop their own intercultural competence, and c) support students in their development.

KEY CONCEPTS

Our communication style and expectations are influenced by many factors: our backgrounds, culture, gender, age, ethnicity, member groups, languages, identities, and personality type. How we communicate is also influenced by power structures that exist between communicators and the groups they represent or find themselves in. These are some of the realities that make communication between groups fascinating learning opportunities on the one hand, yet on the other challenging, hard work. Developing intercultural communication skills takes practice, and at times it will be best to treat situations on a case-by-case basis. This section introduces key concepts, moving from intercultural communication in general to putting intercultural competence into action, with the understanding that communication skills require practice and are crucial not only in academia, but in the workplace as well (Guilherme, 2010).

Intercultural Communication

Intercultural communication can be described in many ways and is discussed in many fields (e.g., anthropology, communications, linguistics, psychology), but a simple and comprehensive definition is “communication between members of different groups” (Gudykunst, 2003, p. 163). This communication can occur face to face or via technology, in spoken or written form, and between people who differ not only across countries of origin or languages but also across gender or



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generational cultures, affinity groups, or identities (Scollon, Scollon, & Jones, 2012). Intercultural communication that tackles substantive issues can lead to deeper learning and even relationships built on mutual respect and an appreciation for diversity. More than a subject of academic study, intercultural communication is best experienced as a lived reality.

Very often, developing intercultural communication skills goes hand in hand with developing an identity. Going through intercultural experiences puts people in a vulnerable position and is often accompanied by the reconstruction of their worldviews, moving from an ethnocentric to geocentric awareness (Gerzon, 2010). Individuals who are more secure in their own identities are often more willing to experience this and communicate with diverse others (Ting-Toomey, 1993). The extent to which individuals are willing to work on their identities and yield to the transformative forces of intercultural experiences define the extent of the intercultural competence they may achieve.

Intercultural Competence

Increased intercultural competence is often cited as a result of university internationalization efforts. While institutions and scholars may utilize slightly different definitions of this term, one that is most widely agreed upon by scholars and administrators is “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (Deardorff, 2006, p. 194). This definition includes outcomes that are both external (behavior-based) and internal (mindsets, attitudes). For many educators, intercultural competence is deemed crucial for an educated individual and an educated populace; many students, however, have not had the time or experiences to realize and value all that can be gained from communicating with people from different backgrounds. Students thus need time and opportunities to build awareness and skill in courses ranging from the humanities to the social sciences to science and technology. How each discipline contributes, in large or small ways, to a student’s intercultural competence can be discussed at an institutional level to ensure that students are given the opportunities they need.

Characteristics of Intercultural Competence

Individuals with strong intercultural competence are more likely to be sensitive to



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cultural factors or differences and how those differences may affect communication and interpretations of meaning. A number of models from various fields related to intercultural communication and competence exist (e.g., Bennett & Bennett, 2004; Byram, 1997; Chen & Starosta, 2008; Deardorff, 2006; Guilherme et al., 2010). Practically speaking, individuals with strong intercultural communication skills:

- recognize that many concepts we take for granted are culturally based (e.g., politeness, logic, sense of time), leading to expectations and restraints;
- recognize that many actions or language acts are culturally based (e.g., greetings, requests, refusals, jokes);
- question their own responses before jumping to conclusions about the other person's intentions or the meaning of an action (e.g., reflecting instead of immediately taking offense at a very direct comment);
- have developed a set of skills and strategies to manage emotions that may arise from difference or ambiguity (Guilherme, 2010), thereby decreasing anxiety and focusing on meaning and humanity in communication; and
- can engage in intercultural dialogue (Anderson, 2010, in Killick, 2015) by demonstrating competence in listening and being willing to hear other perspectives; non-defensively appreciating others' accomplishments; disagreeing appropriately; and resolving conflicts.

Strong intercultural communicators are more likely to sit with individuals from different groups or volunteer to work with them in groups, or seek communication with instructors from different backgrounds. They seek and provide verbal and nonverbal feedback to ensure that messages were received as intended. When faced with potential communication breakdowns or disagreements, they focus on the other perspective and elicit stories or information that work toward understanding, a practice referred to as “silent yielding” by Jungkunz (2013).

The following *Student Voice* illustrates the complexity of developing intercultural competence and emphasizes the time and intentionality required for cultivating this mindset.

STUDENT VOICE: GAINING INTERCULTURAL COMPETENCE

Reflecting on my own intercultural experiences, I cannot stop thinking of the metaphor that gaining intercultural competence is like learning to



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walk. My intercultural journey started 13 years ago and is still in a full swing. I was a junior in my Ukrainian university when I left to the US for a one-year academic exchange. Crossing an ocean inevitably implied crossing a lot of other boundaries, as well as pushing my comfort zone. Despite a thorough preparation at the pre-departure and post-arrival orientations, my first year in the US in general, and studying at an American institution in particular, felt like learning to walk again. It was a year full of excitement, eye-opening discoveries, new friendships, and life-changing transformations. However, it was also a year of frustration, tears, extreme homesickness (there was no Skype at that time, and international phone calls were expensive), academic challenges throughout the year (I got my first 'F' in life! after being a straight A student at home), and an overall emotionally taxing experience. I would never have traded it for anything else, but I can honestly admit that intercultural competence in action in the eyes of a 20-yearold was challenging. I still remember the thrill of excitement about going so far and doing something new. But I also remember the fear and uncertainty glaring at me as I was leaving my whole familiar life and world behind, going into a new culture. After graduation from my Ukrainian alma mater, I gained more intercultural experience through travel and further developed the competence working in international organizations. I came back to the US to pursue my Master's degree eight years after my first visit. Interestingly, I thought I was ready by then, and that everything would go smoother the second time. Alas, no! It was, no doubt, easier; yet, the process was not easy. I had to meet new academic expectations, face the challenge of thinking/writing in a second (or third) language, and adjust to different communication patterns (small talk, for example, still challenges me conceptually and in practice). For the third time in my life, I felt like I was learning to walk. This time, being able to walk was a more high-stakes endeavor since it wasn't an exchange year any more. Did I avoid falling this third time? Of course not. Did I still wonder at many things done in American class and outside of it? Quite often! Although Skype had become a part of life by then, was there a homesickness component present? Inevitably! And all these are very common challenges that international students may face. My current "visit" to the US has proved to be the longest so far, approaching its fifth anniversary. I have learned some theory behind intercultural competence,



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attended various related workshops and conferences, and read the research about it. Yet, I am still “learning to walk” in a foreign culture. Intercultural competence can be developed and learned over time, but let us not underestimate the time needed for its cultivation, as well as the need for an open mind, and intention to learn. It is not an easy concept to grasp, even harder to internalize, and most difficult to externalize. This is why, every time I work with international students in the capacity of an academic advisor now, I pause, look back, and remember myself trying to learn to walk again.

Tetyana Dovbnya
*Former international student and International
Academic Advisor for the College of Arts
and Sciences Ohio University*

Tetyana Dovbnya’s description of developing intercultural competence is moving, showing the emotional complexities of a journey that can feel isolating and almost insurmountable. Students having the opportunity to share their stories allows them to build their confidence and connect with others. Also, hearing personal stories allows faculty to develop a more comprehensive understanding of the types of support that diverse students may need. Connecting with students is one strategy that faculty can use to develop their own confidence and understanding with intercultural competence.

Supporting Intercultural Competence

Faculty who are comfortable with their own intercultural communication skills will be most prepared to support students in these areas. Qualities of strong intercultural communicators overlap with those of a global citizen in the areas of knowledge, skills, and attitudes. Faculty and staff wanting to develop in these areas are encouraged to consider the following:

- *Knowledge:* Are you able to explain how your field operates on a global level (e.g., with global examples, case studies, relevance) and the knowledge that intercultural communicators need in order to engage in appropriate and substantive communication? Are you aware of resources to support students as they seek to develop their intercultural communication



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skills? Are you comfortable pronouncing names of students from different countries? While practicing, try: “Let me try to get your name right” or “Please correct me while I try to learn that pronunciation.”

- *Skills:* Can you provide examples that help students make connections between their own learning and how their actions can have global implications? Are you able to help students reflect on their own learning and communication through examples that feature diversity or various worldviews? Do you have strategies for helping less vocal students share their ideas or participate in class (e.g., through media such as discussion boards, blogs, videos, a teacher-only discussion area)?
- *Attitudes:* Are you aware of the role that cultural assumptions play in identity and communication and are you willing to question those assumptions? Are you comfortable with difference in the classroom? Do you work to identify your biases and keep them in check? Can you articulate benefits related to intercultural communication?

The following *Case Study* suggests possible reasons students choose not to share openly in class, and explores options that faculty have in respecting their privacy while also upholding expectations of participation and engagement.

CASE STUDY: BRINGING OUR CULTURES TO CLASS

One of my recent students was a Chinese woman who never spoke in class at all. She completed her work and was quite proficient, but she never volunteered information in class. Since I wasn't sure of her speaking proficiency and comfort, I didn't call on her.

Then she came to my office for one of the mandatory conferences I have for each paper. It turned out that she was very articulate and highly engaged with the class material; however, she was also Communist and this had generated conflict with her peers when she had participated in other classes. She was adamant that she would not speak in class. In this particular case, I chose not to push her and let her demonstrate her engagement through blog postings and conferences, even though that meant the rest of the class didn't get to hear her perspective. I never would have known she was so engaged without those mandatory conferences though.



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Dr. Talinn Phillips
Associate Professor of English
Ohio University

Both the *Student Voice* and *Case Study* showcase the complexities and internal component of intercultural communication. They also showcase the role of language as a powerful force in our communication, demonstrating the need for students to be able to choose wording that facilitates understanding and opens the door for mutual respect and dialogue.

Intercultural Competence and Language

Be prepared for students to make intentionally or unintentionally disrespectful or offensive comments in class. It is usually best to not ignore the comment or the reality that some students may be offended. Instead of labeling the student or making light humor in the situation, faculty can: redirect the discussion to a less heated topic; encourage students to question any assumptions they have that led to the comment; encourage everyone to write, instead of verbally share, their feelings; or, if necessary, work with students outside of class. Gauging student interest in pursuing the discussion at that time or in the future is key as well.

Helping students build their intercultural communication skills often involves supplying them with the words and ideas they need to discuss these complicated issues. Language that can be useful to incorporate into materials, discussions, and group projects can be broken into three broad categories: language to use, language to avoid, and language to consider.

Language to Use

- *Language of inclusivity*: Model language that indicates inclusivity, respect, and appreciation of other perspectives. Examples include: “That’s interesting, I never thought of it that way” or “Thanks for that perspective; it really makes me think.” Rephrasing a student comment into more inclusive wording establishes expectations without unnecessary confrontation.
- *Language of respectful disagreement*: Model language on how to respectfully



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disagree. Examples include: “While I see your point, I would also like to point out that...” or “That’s an interesting perspective, but in fact it’s very different from what I’ve experienced. In my case...” In this way, students can gain confidence in expressing their opinions while also minimizing concerns about conflict in communication.

- *Language against stereotypes and discrimination:* Language that takes a respectful stand against stereotypes and discrimination is crucial. For example: “There are other ways to think about that point, such as...” Unfortunately, language that calls out problematic behavior or statements is occasionally necessary as well. Examples include using “I” statements to express how racist remarks affect one’s feelings, or asking the individual to consider the situation from another point of view (e.g., “If this happened to you, what would you do or how would you feel?”). If necessary, students can be told that racist or discriminatory remarks are unacceptable in the classroom; whenever possible, it is best to lead them to understand how their remarks affect others.

Language to Avoid

- *Culturally loaded or offensive language:* Many words should be avoided because they may offend others or give the wrong impression. Besides obviously inappropriate slurs, unintentional examples include terms such as “poor people” or using race- or ethnic-based descriptions (e.g., “Asian” instead of the more specific “someone from Japan” or “Japanese individual”).
- *Overly general and potentially insulting language or questions:* Statements that overly generalize a group of people and appear to discount individuality should be avoided (e.g., “You people” or “Those people”). It’s also important to avoid statements that assume that all members of a community eat certain foods, wear certain clothing, or practice certain behaviors or beliefs. These microaggressions (i.e., seemingly minor comments that express often unconscious prejudices and whose impact compounds over time for diverse people) can occur quickly and often unintentionally, for example through questions such as “Where are you *really* from?” or comments suggesting that an individual doesn’t behave in a stereotypical manner.



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Language to Consider

- *Potentially loaded language:* Being aware of terms or phrases that represent hot-button issues allows educators to choose their words carefully and with an awareness of audience. While to some, “diversity” represents an unmistakably positive value, to others this term represents a type of reverse discrimination; diversity initiatives have resulted in some people feeling left behind. The term “white privilege” to many indicates an awareness of how race allows some groups to reap almost invisible benefits based on skin color alone, while others resent the term and interpret it as referring to economic privileges which they feel they don’t enjoy.

Assessing Intercultural Competence

Faculty and administrators can assess students’ intercultural competence through both quantitative and qualitative means, such as student interviews, papers, presentations, portfolios, or self-reports; observations of student behavior; professor evaluation; or pre-test/post-test instruments (Deardorff, 2006). Commercial and free scales to measure intercultural competence are available as well (see this chapter’s bibliography). Many models to assess intercultural competence can be accessed by faculty or administrators for courses or curricula, such as Byram’s (1997) Savoirs, the Intercultural Assessment Project (see Lund & O’Regan, 2010), and the Association of American Colleges and Universities’ Intercultural Knowledge and Competence VALUE Rubric (www.aacu.org/value-rubrics). Contemporary assessment of intercultural competence focuses more on competences and multiple identities found within local groups than on differences between national cultures (Lund & O’Regan, 2010). These assessments can be used to guide goal setting for course development and for inclass communication.

For faculty interested in leading self-assessment or reflective activities with their students, the following Case Study describes one option. This professor encourages her students to reflect on their own identities and build an understanding of how others perceive them in order to further develop their intercultural competence.



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Excerpted from *Teaching with a Global Perspective*

CASE STUDY: ANALYZING OUR OWN IDENTITY

I have an exercise I like to use to help students assess the multidimensionality of their identities and the dialectics between self and other. This assignment has three parts: a) the students answer a few questions about themselves to understand their own selves; b) then they ask the same questions to two people who are close to them to find what they think about them; and c) they write a short essay combining the two sets of responses to illustrate the multidimensionality of one's identity, the dialectics between their self-concept, and how others view them.

I. Analyzing Self

Objective: Describing self. How do we view ourselves?

1. List ten words that describe you.
2. Describe in your own words your physical appearance.
3. When you think of yourself, do you think that you belong to a certain race, ethnicity, or religious group?
4. What skills do you possess? In other words, what skills come naturally to you?
5. Explain your communication patterns in your interactions with others.
6. What work ethics/characteristics do you possess?

II. How Others View Us

Objective: Evaluate how others view you. Directions: Talk to two people who know you well and ask them these questions. Jot down the answers.

1. List ten words to describe you.
2. Describe your physical appearance.
3. When they think of you, do they think that you belong to a certain race, ethnicity, or religious group?
4. What skills do they think you possess? In other words, what skills come naturally to you?
5. Explain how they view your communication patterns when you interact with others.
6. What work ethics/characteristics do they think you possess?

III. How Perceptions of Identities Compare

After students gather information on their own identity and how others



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view them, they write a short essay combining the information they gather. I ask them to consider and give examples of the multidimensionality of their identity, including the similarities or differences between their self-concept and how others view them.

When students participate in this activity, they often realize so many things about themselves that they had previously never noticed. And they realize that how they view others is just a fraction of that person's identity as well.

Dr. Purba Das
Associate Professor of Communication Studies
Ohio University-Southern

Purba Das's activity highlights the tension that can occur between how we perceive ourselves vs. how we are perceived by others. Another way to have students visualize often invisible components of who we are is to have them create and reflect on *identity pyramids* (moving from least- to most-salient identity components) or *identity pies* with pieces representing who they are (race or ethnicity, gender, socioeconomic class, religion, values, hobbies). Using the information they gain from understanding their own identities, students can be encouraged to increase their empathy for others in addition to experiment with different communication styles that may more closely align with their intentions. The following strategies continue to explore ways to help students engage with and learn from people different from themselves.

CLASSROOM STRATEGIES

Three questions on how to support intercultural communication follow, ranging from raising student awareness, to variations in communication styles, to leading students through miscommunication.

“How can I guide students to notice how their communication is influenced by their culture and background?”

- During discussions, ask students to reflect on why they hold a particular perspective. Guide them into questioning their own biases and notice how the language they use and their communication patterns reveal those ideas.



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- Arrange course activities that require collaboration or communication between diverse groups of students. Push them to notice how others' communication is affected by their culture and, ultimately, how their own is as well.
- Case studies or film segments provide a way for students to discuss influences on their communication in an atmosphere that is less threatening yet retains a realistic perspective. Students can choose to discuss personal experiences within the framework of the case.
- Students from some groups may benefit from being reminded that they may want to establish credibility at the beginning of interactions, for example by sharing their expertise, in order to facilitate smoother communication.

“How might students from different backgrounds communicate differently, both verbally and nonverbally?”

Students who come from different backgrounds may have different communication styles. This can include those from different countries or even regions within the same country, from various ethnic backgrounds, from different age groups or genders, or with differing worldviews. Being aware of possible differences allows faculty to monitor classroom dynamics and make informed choices when structuring learning.

1. Eye Contact and Proximity

For some, it is rude to look a teacher in the eye; if a student looks at the floor or away they may be showing respect or just may not be comfortable with eye contact. Looking away does not necessarily signify rudeness or disinterest. Similarly, expectations regarding physical proximity during communication can vary between groups.

2. Facial Expressions

In some cultures, listeners put on a less expressive facial expression. This does not necessarily mean the person is not listening or is bored. This nonverbal behavior difference can be difficult for educators as well as domestic students. Even when or why individuals smile is often influenced by culture.

3. Directness and/or Formality of Communication

Directness and formality can vary greatly between groups and also provide



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the potential for considerable miscommunication, tension, or conflict. While some individuals may ask questions directly, for example, others may state a fact and assume the listener will understand the implicit question. In some cultures, stating a preference is less accepted, with individuals using “maybe” when they really mean “no,” whereas in other groups few softening comments are ever used. Directness of communication can be affected by other factors, such as gender, as well. Similarly, some groups expect more formal communication and can become confused or even offended if informal language is directed at them. Communicators can thus be perceived as intentionally rude or vague even if this was not their intent.

4. **Displays of Outward Confidence or Openness to Communication**
While some students feel more comfortable displaying confidence in sharing their opinions, to others this behavior can seem pushy or unfamiliar. These differences can be based on personality, background, age, or gender. Students from some countries in the Middle East, for example, may not be used to interacting with members of the opposite gender and may need support in their class participation. Or, males from any culture may dominate class discussions, leaving little room for female students to voice their comments. Some groups are more comfortable with silence and use it as part of their communication.
5. **Apparent Motivation**
While most classes have at least a few seemingly unmotivated students, it can be challenging to determine their actual interest level. Collecting evidence of student work in various formats can be helpful. For example, call on them to determine if they are paying attention, talk to them before/after class, or pair them up with animated students and monitor their response. For groups of seemingly unmotivated students who are negatively affecting class dynamics, try talking to them as a group and eliciting their feedback as well as providing clear guidelines and expectations of class behavior.

“What are some strategies to try if miscommunication occurs?”

It’s helpful to first consider circumstances or values that seem to trigger miscommunication. For example, miscommunication can occur when two communicators have different perceptions about what is a polite or impolite topic



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of conversation or statements that are overly direct or too indirect. Nonverbal communication such as eye contact can trigger misunderstandings as well. Once students realize what may have triggered the miscommunication, they can problem-solve with repair strategies.

1. Language and communication repair strategies can include:
 - repeating information;
 - restating information in a different way; and
 - using nonverbal communication, such as demonstrating patience through body language.
2. Cultural repair strategies can include:
 - maintaining a positive attitude with minimal frustration;
 - actively listening and looking for meaning;
 - identifying the potential miscommunication trigger;
 - rethinking the situation from the other's perspective in order to reframe the conversation;
 - explaining any potential misunderstanding using "I-statements" and avoiding accusatory statements;
 - avoiding overly emotional or inflammatory messages; and
 - seeking assistance if necessary.

Students can be reminded of the importance of practice in their skill building by relating examples from non-communication tasks. Decorating a cake, for example, requires practice; students can be shown two cakes, one after practicing several times and the other a first-time attempt. As students realize that practice and increased exposure to diverse communication situations will help them build their strategies, they can gain the confidence they need to work through miscommunication challenges.

The following *Case Study* explores the complexity of intercultural communication not only between students, or between faculty and students, but in this case also between international teaching assistants (TAs) and their domestic undergraduate students, many of whom have limited intercultural experiences.

CASE STUDY: INTERNATIONAL STUDENTS AS TEACHERS AND LEARNERS

Years ago, I was an international student and also an international teaching



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assistant. While the American culture was not new to me, I had to adapt to the education system, which was quite different from the one I was used to. What I found so difficult was how public the struggles of international teaching assistants can be—we have to live our culture shock in the classrooms where we learn and also where we teach. How we were taught is often how we approach teaching, meaning that many of the international TAs struggle with designing classes that are student-focused and interactive. I have seen international TAs facing a variety of issues such as bringing culture into the classroom; social hierarchies; expectations for respect and formality; the place of religion in public spaces; and pacing, time management, and workload.

Now, as a TA supervisor, I can see that while students from some cultures might be more comfortable interacting with all kinds of people, students from other cultures seem to have a harder time adapting, resorting to interacting with people from their home country only. Some of these students experience loneliness and this gradually affects their performance. Our international teaching assistants don't know the types of things that may be taken for granted here in the US, such as how to keep track of the climate in our classes or how to provide support and individualized attention. We can offer a variety of types of support to them, including orientations that are longer and more involved, courses on teaching methods, weekly support meetings, student midterm evaluations, peer mentoring, and spaces (e.g., blogs) to share their experiences and what they've learned. Being an international student myself and now working in the university, I've learned about the struggles we can all have and that often are invisible. Increased dialog, listening, and understanding among all of us on campus is crucial.

Dr. Muriel Gallego

*Associate Professor of Modern Languages,
Director of First Year Spanish, and TA Coordinator
Ohio University*

Muriel Gallego's description showcases the needs of international TAs, which are often overlooked on campus. As they experience transformation and development in their intercultural competence, extra attention may be needed to help them



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identify and meet the requirements for their teaching as well.

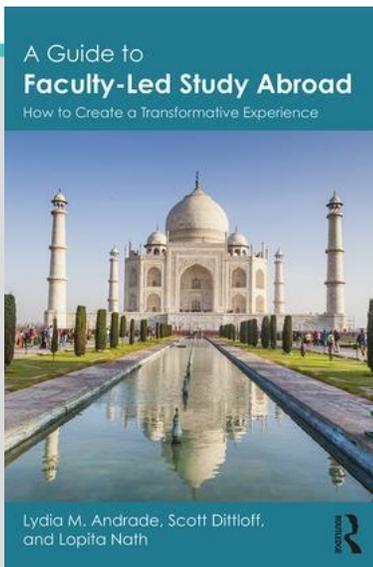
[End of excerpt. This chapter continues in *Teaching with a Global Perspective: Practical Strategies from Course Design to Assessment, 1st Edition.*]



CHAPTER

4

TEACHING STUDY ABROAD



This chapter is excerpted from

A Guide to Faculty-Led Study Abroad: How to Create a Transformative Experience, 1st Edition

by Lydia M. Andrade, Scott Dittloff, Lopita Nath.

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TEACHING STUDY ABROAD

BY LYDIA M. ANDRADE, SCOTT DITTLOFF, LOPITA NATH

Excerpted from *A Guide to Faculty-Led Study Abroad*

Study Abroad: The Traditional Ideal

If you are reading this book, you are probably at least thinking about providing your students the opportunity to explore the world and gain the many benefits associated with study abroad. The literature on study abroad details a plethora of benefits from an international experience. Intercultural competence (Root and Ngampornchai 2012), increased levels of international political concern, cross-cultural interest (see Van Gyn, Schuerholz-Lehr, Caws, and Preece 2009; Goodman and Berdan 2014), and cultural cosmopolitanism (Carlson and Widaman 1988; Thomlison 1991; Hadis 2005) may be some of the most obvious benefits of study abroad. The cross-cultural understanding and development of the knowledge, skills, and values needed to successfully engage with those from around the world (Brodin 2010) lead to more engaged global citizenship (Hanson 2010). Gaining new perspectives and a willingness to learn, which often comes with those new perspectives, leads to finding jobs sooner and at higher salaries (Lim, Ho, Wee, and Chu 2016) in one's chosen field (Cook-Anderson 2012). Success in finding a job may be because students who have studied abroad are better at creative thinking (Lee, Therriault, and Linderholm 2012); have developed complex problem-solving skills (Berdan, Goodman, and Taylor 2013); are more independent and open-minded; and have better time management, better organization, better social skills, and greater self-confidence (Hadis 2005; Studyabroad.com 2017). There are indeed many well-established benefits of studying abroad.

Study abroad programs have traditionally involved students studying in another country for an extended period of time, such as a semester or a year. Long-term immersion while learning a foreign language or taking courses in another language combined language learning/acquisition and cultural, social, political, historical, etc. understanding through study of language. Students need to continually speak the language to conduct all aspects of their daily lives. They thus absorb the totality of that country as they live the language; they cannot just stop learning/speaking/studying when the class is over.

Study abroad is supposed to open the mind; challenge pre-conceived notions of the world; and expose students to new ideas, peoples, and cultures, expanding the vista of students globally, intellectually, and personally. Douglas and Jones-Rikkens term this development as “worldmindedness,” meaning “the extent to which individuals value global perspectives on various issues” (2001). While the developing of worldmindedness sounds like a wonderful goal, it does not always



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Excerpted from A Guide to Faculty-Led Study Abroad

occur in the smooth, good-natured way we might hope. Recent critics of study abroad provide anecdotal reports that find students who study abroad often struggle academically, face social isolation, and have difficulty adjusting to a new culture (Wu, Garza, and Guzman 2015). They may find it difficult to make new friends because of language and cultural challenges, and will often resort to making friends primarily with other study abroad students from their home country because it is easier to converse and because of the general cultural comfort associated with a compatriot. Rather than becoming a positive and enriching experience, the traditional model of study abroad, where an individual goes abroad on her own, can actually undermine the purpose of study abroad, all the while entailing significant cost and inhibiting the development of worldmindedness. For some students, at least, a good study abroad experience needs to provide structure and guidance as well as support, so students do not become isolated and disenchanting, thus jeopardizing the benefits of an international experience. As Tarrant, Rubin, and Stoner (2014) point out, it is not “study abroad alone that nurtures a global citizenry, but that it does have the potential to do so when the academic content and pedagogical delivery is offered in a synergistic fashion.”

And while the need for a greater connection between content delivery and travel has been agreed upon by most, the additional concern with the accessibility of study abroad also demands attention. Researchers have begun to decry and demonstrate the inequalities in study abroad. They assert that traditional study abroad programs are often too expensive (Twombly, Salisbury, Tumanut, and Klute 2012, ix) or require too much time away from family or work obligations for many of today’s students (Spencer and Tuma 2002). We have definitely seen these to be huge hurdles for our students.

Over the years, we have had trips that were relatively inexpensive, such as a week trip to the Netherlands (where a sister institution paid for our housing) that only cost about \$3,000.00 That included airfare, all on-ground transportation, entrance to all sites, local guides, and meals. We have also had trips become as expensive as \$6,200.00 for a month in India. The key aspect in the cost is the lack of funding to cover faculty participation costs. If faculty airfare, hotel, etc. are not funded by the institution, the costs are passed along to the students, increasing the price significantly. These costs can represent a significant hurdle for many students.



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Other obstacles which affect participation in study abroad include lack of information, an increasing trend among current students for more limited involvement in co-curricular activities, and attitudes toward and lack of interest in study abroad and the world at large (Twombly, Salisbury, Tumanut, and Klute 2012). We have found that our primarily first-generation college students have rarely considered the possibility of study abroad and have to have the importance of being involved on campus and in extra-curricular activities explained to them. They simply lack exposure to these ideas. Male students, minority students, and those majoring in a non-liberal arts or social science fields are also significantly less likely to participate in traditional study abroad (Twombly, Salisbury, Tumanut, and Klute 2012).

If we truly value study abroad, the question becomes how do we expand participation in study abroad and its benefits? If study abroad is to be encouraged, it must be more accessible. Beginning around 2000, the study abroad research focus turned to the consideration of short-term study abroad (Spencer and Tuma 2002). Short-term study abroad experiences are considered to be those in which students travel for fewer than eight weeks (Donnelly-Smith 2009; Allen 2010). While in 1996–1997, only 3.3 percent of study abroad students participated in short-term programs, by 2008–2009, these programs accounted for 55.4 percent of undergraduate study abroad experiences (see Bhandari and Chow 2008; Donnelly-Smith 2009). Short-term programs have increased in popularity, and yet “...formal research describing the best practices for short-term study abroad or the learning outcomes that can accompany it” (Donnelly-Smith 2009) are in the nascent stage.

The Argument for Course-Based Study Abroad

Although not fully developed yet, the research on short-term study abroad does indicate that “short-term programs can have a positive impact on the overall development of cross-cultural sensitivity” (Anderson, Lawton, Rexeisen, and Hubbard 2005). Spencer and Tuma (2002) contend that short-term study abroad programs can compensate for the short duration by making the travel a continuation of a process started in the classroom before departure.

The learning abroad is enhanced in these short-term programs if the experience is preceded by preparatory study. The preparatory study needs to include the logistics of travel, but far more importantly, it must include



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the academic content that gives focus to the course. Such study allows the students to “hit the ground running,” to have an intellectual context into which to fit what they learn abroad.

Our observations support these findings as to the value of solid preparatory study prior to short-term study abroad. Our trips will always have one or more students experiencing a moment where they nod their head and can almost guess what a guide or the faculty is going to say before they say it. It shows that they are attuned to the new experiences and have a foundation upon which to build.

While shorter-term, course-based study abroad is not a solution to the limitations of extended study abroad, such as struggling academically, social isolation, and difficulty adjusting to a new culture, it can be, if properly designed, an integral part of the learning experience for the students and a means to develop intercultural understanding (McKeown 2009). The key is to integrate the travel component of the course with the curriculum (see Tarrant 2010).

Integrating Travel and Curriculum

While integrating the travel with the curriculum may seem almost absurdly obvious, it is not necessarily always accomplished or even consciously attempted. Some may assume that students will automatically “get” the connection of the course material with the travel or that simply visiting places discussed in a class back at the home campus will make them more compelling. This, from our experience, does not simply occur without an overt effort on the part of the faculty to integrate the travel with the curriculum.

So, what do we mean by integrating the travel with the course curriculum? It means that the travel is part of the curriculum, and not just tourism: that there is a curricular purpose to what occurs during a course-based study abroad trip. When planning the travel, faculty must make sure that the sites to be visited and the activities that occur in and around the travel have specific learning objectives that tie into and continue the learning objectives of the course on campus prior to departure. While we generally think of study abroad as experiential learning, meaning that learning occurs through exposure to the sights, sounds, smells, etc. of being in an unfamiliar place, this presumes that study abroad is basically its own discipline. The learning objectives in this case would be cultural, religious, intercultural, and tolerance development. These are the foundational principles of



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a liberal education. Integration occurs when study abroad learning outcomes are developed, and the travel “curriculum” is planned so that the travel and the academic discipline course objectives are symbiotic. The pedagogical approaches differ, but the learning objectives purposely converge. This travel and traditional academic disciplinary convergence bridges the gap between academic learning and experiential and intercultural learning. The result is a deeper and richer understanding: not just what but why and how.

The travel must be part of the pedagogy of the course, or it is little more than “intellectual tourism” (Hanson 2010). Our goal is to go beyond simply transmitting information or knowledge to create an enhanced learning experience where students learn about course material and hopefully facilitate the development of well-rounded, liberally educated people. Our objective is to cultivate acceptance and understanding of different cultures, religions, and peoples; build intercultural understanding and tolerance; and ultimately foster enlightened global citizens. Our travel starts with that as the foundation, and everything builds from there: where we go, what we see, what we do, how long we travel, and especially how we teach the preparatory course and interact with the students and the material while traveling.

Why Course-Based Study Abroad?

Faculty led, curriculum based, course-based study abroad can help ensure that students are prepared and open to learning about and experiencing the international community. We recommend what some refer to as embedded programs. “Embedded Program (or Course-Embedded [Based] Study Abroad) – [is] a short study abroad experience that forms an integral part of, or an optional add-on to, a course given on the home campus” (Forum on Education Abroad 2011, 14).

As the research on traditional study abroad demonstrates, even the longest periods of immersion do not necessarily guarantee the development of cultural understanding and tolerance. Short-term travel can have even less chance of accomplishing these goals. If they are not prepared with the appropriate historical, cultural, and academic discipline background to understand and process their international experiences, students will not get the most out of their international experience. Our approach, developed over years of traveling with students, is designed to make sure that course curriculum/activities and the travel logistics create a framework which helps students facilitate exploring ideas, cultures, and



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concepts, and provides the necessary support, so they can focus on learning in a new and sometimes challenging environment.

We are strong supporters of course-based study abroad and the opportunities it provides students. While traditional semester or year-long study abroad is an excellent choice for many students and offers experiences that shorter study abroad trips cannot, we concern ourselves with course-based study abroad for several reasons. It is more affordable than a semester long or full year study abroad. For some students, cost may be of little concern, but for many students, particularly at an institution like ours (a Hispanic Serving Institution [HSI], with a large percentage of first-generation students), a semester or a year abroad is simply out of the question. Moreover, while there are funding opportunities for travel (which we discuss later), many, if not most, of our students work to help pay for their education, and studying abroad for a semester or year would require that they forfeit that support. Not only would they have to raise the funds to pay for the study abroad, but they would also lose the income from their job and likely have to find a new job when they returned. Additionally, students with family obligations may not be able to be gone as long as a semester, and student athletes who rely on scholarships to pay for school that require their participating in sports also may not be able to take a semester off. Time and money are the issues. Thus, for many students, course-based study abroad offers a more accessible experience. Given the increasing importance of negotiating a global economic, social, and political culture, the lack of opportunity to experience other countries, cultures, languages, etc. creates another gap between the haves and the have nots. The affordability and accessibility of course-based study abroad opportunities help to bridge that gap.

Another benefit of course-based study abroad is that it often fits more easily into student degree plans than semester or year-long experiences. On our campus, this is particularly true for those students majoring in degrees such as pre-med or engineering, which may require lab courses that can be a challenge to find away from the home campus. Course-based study abroad classes are part of the curriculum of the university or college the student is attending; therefore, there are no issues with finding specific courses or transferring credits, as there might be with studying abroad at another institution.

Additionally, course-based study abroad engages the students with the country and the topic while still providing a small comfort zone/familiarity with their fellow



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travelers. For those students who may be hesitant to travel or experience new cultures, this can be a perfect solution. Faculty provide the opportunities for students to engage with the people and culture of a new country (so they can't just isolate themselves), and there is still a group of classmates to provide a bit of grounding or buffering. Any type of international experience has the possibility of enhancing global/international understanding, but if students hesitate to engage, have difficulties adapting, or just become homesick, isolating themselves limits the effects that may accrue from international travel. With faculty closely involved in and actively planning and running the study abroad curriculum, they can create comfortable engagement opportunities; be there to help students understand and process; and, if necessary, just listen, so students realize that they are not alone.

Despite only traveling for a short period, the travel, interacting with others, and having everyday experiences in an unknown/new language or culture teaches students to be flexible and adaptive, and become problem solvers. We saw just how true this was when we took students to India on a service learning trip, and the plan was to have our students teach health and sanitation to the local schoolchildren. The schools, however, closed early that year because of a heat wave. That meant that the school we were going to be working with had no electricity or water. Teaching even simple sanitation lessons, such as the importance of handwashing, without water is difficult; teaching it without students is even more difficult. But we put the word out to the local community that we would offer a summer camp at the school. Our students brainstormed a teaching solution as a group. They modeled the process at the dry faucets and drew faucets on the walls (which the school used as chalkboards), and demonstrated the handwashing procedure. Quick and creative thinking allowed the students to succeed in teaching their lessons, despite not having the essential tools necessary. The adaptation (and the good humor which accompanied it) helped our students gain confidence in their own interpersonal skills, strengthened the group dynamic, and enhanced the students' tolerance and understanding of the challenges faced by others. These skills are incredibly important and will serve them well in the workforce.

Emphasis on Course

Internationalization seems to be the "in" focus for higher education, and as educators, we want to prepare our students to compete in the global marketplace.



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Perhaps more importantly, we also want our students to be good global citizens. We want them to understand what it means to be a participant in the global community, to recognize that they are part of a larger identity, and that often has ramifications well beyond the borders of their city or country. While we introduce our students to the world through readings and coursework, there are many things that are not easily or adequately conveyed in the classroom. This is where travel and study abroad become important. Some are best understood when experienced, but without the proper preparation and context, they can lack meaning.

We believe that course-based study abroad can provide that balance of personal experience within a context of academic study. “[S]hort-term programs can have a positive impact on the overall development of cross-cultural sensitivity” (Anderson, Lawton, Rexeisen, and Hubbard 2006). The places visited and experiences chosen are determined based on the curriculum and designed to exemplify the concepts presented in the course; they are not simply selected based on their popularity with tourists. That does not mean that you should go to Rome and skip seeing the Trevi Fountain. You can do the popular tourist sites, but you should also ensure that the students see or experience the historical, cultural, and political sites which are most significant for the specific course and country to which you are traveling.

If you wanted to study Asia and post-colonialism, you could do what we did and travel to Hong Kong after being in China for two weeks. The evidence of colonial influence and the degree of Western influence (from road signs to food) were extremely apparent to our students. Part of the travel itinerary (going to mainland China, then Hong Kong) was done for this shock purpose, while the other part was for the practicality of returning to China after visiting Hong Kong. After being in mainland China for two weeks, the students were very aware of how “British” Hong Kong felt.

We design our coursework and our study abroad itineraries such that students have an understanding of what they will see and can thus better grasp what it means in their own socio-cultural view of the world. In other words, they can build on what they already know to appreciate not only what is there but why it is there and what its existence means. Student understanding is deeper and broader if they have the framework to process new social, political, historical, and economic dynamics as they travel to new destinations. Once students start being able to see the world with a deeper understanding, they begin to see not only how things fit together but why there are differences and how they are important. So, even though



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course-based study abroad is of shorter duration than the traditional model, students have a context before they go, and they have faculty with them to continue to provide context and direction.

Our Study Abroad Philosophy

We believe that students must have both an academic and a cultural preparation before traveling. There must be familiarity with academic material and with what they will experience on the ground and during travel (history, art, music, economics, geography, biology, politics, or whatever the focus of the class is).

We must prepare the students as fully as is practical for what they will be experiencing. This means a semester's worth of coursework immediately preceding the travel. Optimally, students should have at least one course in an academic discipline that will translate directly to the travel curriculum and another multi-disciplinary class to prepare them for the travel experience itself. We discuss in detail what we believe should be covered in these classes in the "What to Teach" chapter, but the design we recommend would have both classes be upper division courses. Making the classes upper division courses means that the students will have had to take the prerequisite courses that cover the basic concepts and terminology of the discipline. You can be reasonably sure that the students in the classes immediately preceding the travel have the necessary background to take on the advanced and more specialized material (both academically and culturally) entailed while abroad. If you want to study social dynamics in a country, students could see the Fellahin in Egypt or the Mayans in Guatemala and without the proper context would just see the poverty and could easily miss the reasons for that poverty. With just an introductory course in sociology, anthropology, or geography, those same students would have been exposed to concepts such as race, ethnicity, culture, identity, and status, and could thus begin to wrestle with the idea that the poverty has causes and what the causes might be.

Not only do students need academic content, but they also require preparation for the culture differences they will encounter. This is where a multidisciplinary ("travel") class fits into the curriculum. Again, we describe this in more detail in Chapter Four: "What to Teach," but we recommend the use of this class to meet three basic objectives: the introduction to the culture of the destination, taking care of practical issues (i.e., applying for visas, if necessary), and the development of group identity and cohesion among the travelers. This course helps students



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prepare for the travel through an accelerated “socialization” process. The objective is that students will gain sufficient context before they leave to be able to continue the learning once they hit the ground and not simply be tourists. This class is also the place where practical matters, such as roommate assignments, how to use public transportation, currency, and appropriate attire (among others), are discussed.

Faculty are (and need to be) the linkage mechanism between the course material and the study trip. Faculty are the experts—they should not just turn the trip over to the tour guides—and if they are not the experts, perhaps a course-based study abroad trip is not something they should be doing at this point (see Redden 2010 for a discussion on this)! You should feel as comfortable teaching about the destination as you do in any class you would teach on your normal course rotation. Why is this so important? Students will be introduced to new experiences, cultures, sites, etc. and may not be sure how to make sense of them. And that is where you come in. You must be so comfortable with the material and the destination that you can help interpret the experiences for your students.

Conclusion

As our former university president once said, “Our University must be a place where people learn to become world citizens. We earn the title of world citizen by experiencing it firsthand, not just by reading about it in books” (Leos 2004). This is an educational philosophy that we have fully embraced. An appreciation of others’ values and institutions increases mutual understanding, enriches individual lives, and prepares citizens and students for work in the global environment. Knowledge of the interdependent world in which we live and work is essential to all citizens. We hope that our students will come to appreciate what the United Nations calls the “common heritage of mankind”—the contributions to knowledge made by the many societies of our globe—to recognize and value cultural pluralism, and to feel comfortable negotiating a multicultural world. With this focus on globalization, we consciously plan and implement our study abroad trips to educate the next generation of scholars and professionals who will carry forward this commitment to international knowledge, teaching, and service. In this text, we provide for you a guide on how to implement these ideas on your own campus.

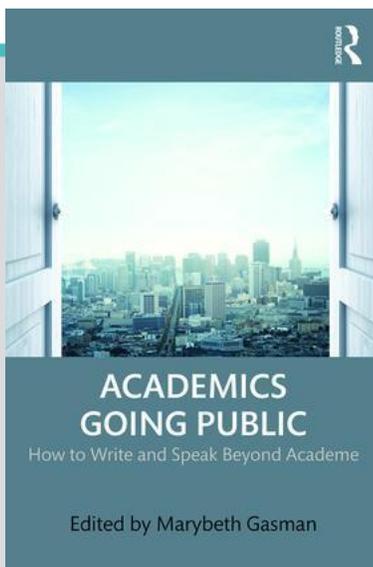


CHAPTER

5

USING SOCIAL MEDIA TO PROMOTE SCHOLARSHIP

AMPLIFY, MAGNIFY, CLARIFY



This chapter is excerpted from

Academics Going Public: How to Write and Speak Beyond Academe, 1st Edition

Edited by Marybeth Gasman.

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USING SOCIAL MEDIA TO PROMOTE SCHOLARSHIP: AMPLIFY, MAGNIFY, CLARIFY

BY RICHARD J. REDDICK

Excerpted from *Academics Going Public*

In the computing world, scientists often talk about the singularity – the concept that technological advances take place at an exponential, rather than linear, rate.¹ Regardless of whether you work in technology or not, you’ve witnessed this – and it’s the precise reason why your computer or smartphone is obsolete much faster than it was ten years ago. Perhaps this is best observed in the arena of social media. When a classmate of mine at the Harvard Graduate School of Education suggested I join “the online Facebook” back in 2004, I thought it was a neat idea but not terribly practical. A decade later, Mark Zuckerberg’s creation boasts 1.32 billion active users – that’s one sixth of the world’s population!² And while many Facebook users spend time posting Internet memes and sharing pet photos, there are robust intellectual communities emerging on a daily basis. Simply put, a social media presence is a 21st century literacy, much like having access to traditional media was in the late 20th century. Too often, however, scholars are on the periphery of this phenomenon. The intent of this chapter, therefore, is to provide insight regarding how academics can utilize social media to draw attention to their scholarly contributions, highlight when one’s research is shared in traditional media, and contribute to robust conversations on topics of note. Or, in a Twitter-friendly 140 characters or less, how to amplify, magnify, and clarify scholarship via social media.

The Lay of the Land

It’s often said that the worse reason to do something is because everyone is doing it – but social media might be an exception. In 2014, 74 percent of online adults used social media.³ With the exception of age, usage is fairly consistent across gender, educational attainment level, and income level. When it comes to race, Blacks and Latinos actually lead Whites in their use of social media on mobile devices.⁴

What social media sites are most utilized by online adults? The figure below illustrates that Facebook is the runaway favorite, followed by a fairly equal distribution among LinkedIn (a business-oriented networking site), Pinterest (a visual discovery, collection, sharing, and storage site), Twitter (a microblogging service), and Instagram (a mobile photo-sharing, video-sharing and social networking service). Of these top five, the oldest is LinkedIn, established in 2002, and the most recent are Instagram and Pinterest, established in 2010.⁵ In other words, nobody reading this in 2016 “grew up” with these social media sites – they literally



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became part of the media fabric overnight.

Specifically, what is the impact of social media on the academic community? It is very similar to online adults generally. In 2013, 70.3 percent of faculty reported using social media for personal purposes, and 55 percent reported using social media in a professional context – a portion that has grown 11 percent from 2012.⁶ To drill down deeper, let's take a look at Twitter, one of the top 10 most visited sites on the Internet, sometimes labeled as “the SMS of the internet.”⁷ A 2009 survey of 2,000 faculty members revealed that 30.7 percent of faculty surveyed use Twitter, while 56.4 percent did not, with most reporting that they used Twitter for news/trends and networking with colleagues.⁸ A more recent study on a sample of 1,600 researchers revealed that only 15 percent reported using Twitter; 28 percent used YouTube, and 39 percent used Facebook.⁹

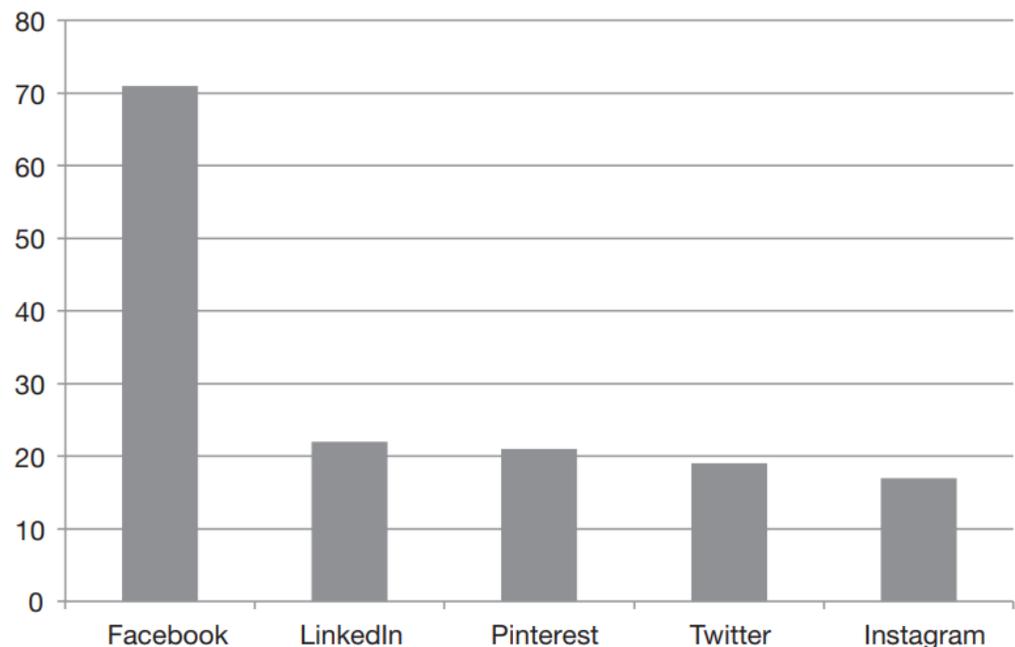


Figure 5.1 Social media usage of online U.S. adults, 2013

Source: Pew Research Internet Project, “Social Networking Fact Sheet,”

<http://www.pewinternet.org/fact-sheets/social-networking-fact-sheet/> (accessed October 24, 2014).



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The Hazards of Social Media Engagement

What this reveals is how the academic community seemingly dichotomizes social media use. In their personal lives, scholars seem to embrace social media at similar rates to other online adult populations – but when it comes to using social media for professional purposes, academics seem to be hesitant to engage with these platforms. There are undoubtedly manifest reasons why, but I'm certain one has to do with very public misuses and missteps with social media, and Twitter in particular. Geoffrey Miller, a University of New Mexico professor, found himself in the middle of a media firestorm for sending a fat-shaming tweet in June 2013; he was eventually censured by the university for claiming the tweet was part of a study.¹⁰ Perhaps most famously, in the summer of 2014 Steven Salaita, a Virginia Tech professor, was offered an appointment at the University of Illinois Urbana-Champaign, but later was notified by the university chancellor that his appointment would not go to the university's trustees – after he had resigned his position at Virginia Tech. The speculated reasoning for the revocation of the offer centers on Salaita's Twitter account, which contained tweets critical of Israel's government, deemed by some to be anti-Semitic.¹¹

While the Miller case, and in particular, the Salaita case, raise interesting and important questions about academic freedom beyond the scope of this chapter, it is evident that the permanence of statements on social media that can be archived and redistributed ad infinitum should reside in the minds of scholars using social media. In Salaita's case, he argues that many of the messages were taken out of context.¹² In short, given the various issues that scholars engage in en route to tenure and promotion, and in the public intellectual space – why risk having one's career, or research trajectory derailed with an ill-conceived or misconstrued Facebook post or tweet?

Reconceptualizing Scholarly Identity and Privacy in the Age of Social Media

Returning to the dichotomy I mentioned earlier, I think scholars typically categorize their social media engagement in two silos: private and public. This is simply an extension of how many of us engage in life: some of us are uncomfortable sharing aspects of our day-to-day activities outside of our scholarly output (if you cringe when students or colleagues see you at the supermarket or the gym, this might be you), while others feel that the role of a scholar is to operate visibly in the public sphere (if you have more than ten bumper stickers on the back of your car, this



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might be you). While these categories might work well in the real world, they are somewhat difficult to manage in the realm of social media. In fact, I would argue that the age of social media has ushered new conceptualizations of what is public and what is private. The idea that social media blurs public and private boundaries has been explored by others;¹³ in fact Katz and Rice describe the Internet as a “panopticon,” using the metaphor of the 18th century prison design in which one warden could observe all prisoners without their knowledge.¹⁴

Social media, by its design, has created a hybridized social status. While Facebook and LinkedIn require the user to confirm friendships and connections, Twitter and Instagram, for instance, allow any user to “follow” another. Hence, messages on matters of great societal import – such as sharing the latest research on educational inequity – are visible to everyone. As is one’s opinions about fashion or the latest episode of *Scandal*. One must be comfortable with this blurring of private and public to engage in social media deeply. However, there are ways to participate in social media that ameliorate this somewhat: you can opt to participate in sites that allow some control over how you connect to others, or you can connect to only close friends and colleagues. Yet other scholars maintain “public” social media accounts, slotted for research finding and academic discourse, and “private” accounts for their friends and family.

While these approaches may provide some level of comfort and control, my personal experience conveys that there are “seepages” that make maintaining these boundaries difficult. For instance, many professors do not allow students into their social media networks. But the student-professor dynamic is temporary, so at what point would a former student be an eligible Facebook friend? I think the appropriate analogy for social media is the coffee shop/food court: certainly, it is possible (and desirable) to engage in discussion in this context. However, the people sitting next to you can hear you, and due to the acoustics of this particular building, even someone across the room can pick up on your conversation.

Such a conceptualization of identity is useful, and in a policy context in which the societal impact of academics is openly questioned, there is a need for scholars to engage in the marketplace of ideas *beyond* academic conferences. *New York Times* columnist Nicholas Kristof recently made this point in a February 2014 opinion column.¹⁵ Noting that “some of the smartest thinkers on problems at home and around the world are university professors, but most of them just don’t matter in today’s great debates,”¹⁶ Kristof further stated:



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Professors today have a growing number of tools available to educate the public, from online courses to blogs to social media. Yet academics have been slow to cast pearls through Twitter and Facebook.¹⁷

The last exhortation from this column should cement the academic's commitment to engaging in scholarly discourse via social media: "So, professors, don't cloister yourselves like medieval monks – we need you!"¹⁸

Using Social Media to Promote Research – Magnifying

Perhaps the easiest way to leap into the social media fray is to utilize these networks to announce when scholarship is published. Most journals offer previews of published manuscripts (abstracts, introductory paragraphs, etc.) via their web portal, so a Facebook post or tweet announcing the arrival of one's most recent work is a simple way of directing people to one's scholarship. (Note that it's wise to test links from a non-university network, to ensure that the link is publically accessible to all – links that are behind firewalls won't allow followers to view your work.) Some of the more social media savvy publishers (journals, publishing houses, etc.) have Twitter accounts and a Facebook presence; it's logical and wise to connect to them so they can endorse your message as well via a "like" or retweet.

As a general rule, I use Facebook and Twitter to announce my publications. This isn't simply flaunting success: through those two social networking sites, I can reach over a thousand people – many of whom will find the information interesting, and perhaps share with people in their networks. As a scholar wedded to seeing my research impact people in the communities that I research, it's imperative that I spread the word outside of the ivy walls of academe.

There is also a bevy of social media sites directed at academic audiences that one can utilize to announce papers, chapters, and other scholarly output. Academia.edu, mendeley.com, and bepress.com are all sites that allow researchers to easily create pages detailing one's work. Most of these sites operate in the manner of Facebook, so one can follow and link to researchers in similar fields and institutions. In some cases, publishers allow authors to post manuscripts to these sites so other members can access full articles: this is entirely dependent on the publisher's policies, so it is wise to inquire about posting a manuscript before doing so. An additional virtual homestead is Google Scholar (scholar.google.com), which allows



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researchers to create a homepage, link to co-authors and collaborators, and even perform rudimentary scholarly impact statistics (number of citations, citations by year, etc.).

There are rules of thumb and good “netiquette” to follow. Always mention collaborators in social media messaging, and many sites allow one to tag colleagues to draw their attention to research that is of interest. Many of the links to scholarly articles are lengthy, so consider using a URL shortener such as bit.ly to make the links shorter (and fit into the message window on social media sites). I always find it polite to mention the publisher in the message as well. Occasionally other people may use social media to share your work; it is a good idea to retweet or like these messages. On Twitter, for instance, most clients have a search function so one can easily use keywords to see if others are discussing a topic. With this information, it is easy to use appropriate hashtags or signal users who are interested in the topic.

Reaching Invested and Interested Parties – Amplifying

To this point, I’ve discussed scholarship in the narrowest sense: works published in journals or by presses, and the utility of using social media to share this research. Many scholars are increasingly seeing their work circulated in the press and other media venues (blogs, websites, etc.). These information streams are another way to bring one’s research to a larger audience. Researchers in fields like political science, economics, and education, to name a few, are often sought out for their perspectives on news stories. Social media is a terrific way to circulate and broadcast interviews and news stories, for instance, in which one is the subject or expressing an expert opinion. In the present day, with omnipresent news and information, it’s likely expert analysis can sink to the bottom of the pile – unless, of course, scholars find ways to keep their work at the forefront of one’s networks.

Posting about upcoming media appearances seems obvious, but I would additionally emphasize archived interviews, news stories, and the like. Regarding audiovisual media, it is typically a good idea to ask for a digital copy of the interview for personal use and archiving – many news organizations keep these media for a short time only on their sites. With archival media sites like YouTube and SoundCloud, these appearances can be kept and referenced to well after the original airdate.



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I would also offer another suggestion with a small caveat – visiting the comments section that allows readers, listeners, and viewers to opine on one’s perspectives. At times, other experts and commenters of note (public figures, other academics) will join the discussion – providing another opportunity to link to their thoughts (and even connect to them via social networks such as Facebook, LinkedIn, and Twitter). However, there is a reason that the comments section is oft-referred to as the cesspool of the Internet.¹⁹ Some level of discernment is wise; I personally do not suggest engaging in “flame wars” and other tit-for-tat commentary. First, it’s rarely productive – some people seem to spend all waking hours debating on the Internet, and such discussions infrequently end up changing perspectives. Second, it’s an incredible time sink, and can become annoyingly addictive – the temptation to see what “tempest9817” has to say after one’s last witticism is ultimately an enemy of productivity.

I learned this firsthand when my professorial colleague and Alpha Phi Alpha Fraternity, Incorporated brother Gregory Vincent, vicepresident of the Division of Diversity and Community Engagement at UT-Austin, and I collaborated on an op-ed in the *Austin American-Statesman* reflecting on our work with 100 Black men of Austin. We thoughtfully wrote about the policy and practices that led to the death of Michael Brown in Missouri, and many other young men of color.²⁰ We were proud of our work and grateful for the opportunity to share our perspectives with the community at large. Greg called the morning the op-ed was published, congratulated me for a strong editorial, and ended the call with, “Don’t look at the comments section.” So of course, I did: it was sobering to see our reflections answered with bon mots such as, “This is literally the dumbest thing I’ve ever read” (a moderator removed the comment shortly after I read it).

On occasion, however, a provocative media appearance may spark others to use their social media platforms to respond. After an appearance on National Public Radio’s Talk of the Nation where I discussed the upcoming Black Marriage Day,²¹ one blogger took me to task for noting that Black families exist in many forms, not simply heterosexual marriages.²² I didn’t have the time to respond to his thoughts, but it was good to know that my research with my co-author and mentor Charles V. Willie sparked a debate.²³ This exchange demonstrated that our work was impacting people outside of academia. In a time where it is becoming more and more imperative that scholars find ways to partake in “academic engagement” with communities and the public at large, social media is a lever that people in the academy can use to magnify their contributions outside of the sometimes narrow



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BY RICHARD J. REDDICK

Excerpted from *Academics Going Public*

confines of scholarly venues.

Just the Facts: Using Social Media as a Means of Clarifying

One of the consequences of the constant data cycle we now live in is that social media is the bleeding edge frontier of (mis)information. While there are undeniable advantages to using social media as sources of news, there are many times when rumors and mis - information have been fueled via social networks: perhaps most notably, Reddit, Twitter, and Facebook users contributed to the misidentification of missing Brown student Sunil Tripathi as a suspect in the Boston Marathon bombing in April 2013²⁴ (sadly, Tripathi was found dead later that month).²⁵ Such an example illustrates the downside of depending on social media as the solitary source for information. Conversely, academics can use social media to bring clarity to a discussion.

One particularly adept clarifier on social media is Ivory Toldson, associate professor of counseling psychology at Howard University, editor-in-chief of the *Journal of Negro Education*, and deputy director for the White House Initiative on Historically Black Colleges and Universities (HBCUs). Toldson leveraged social media to debunk one of the most enduring mistruths in higher education research with a column that appeared on TheRoot.com in February 2013 entitled “More Black Men in Jail than in College? Wrong.”²⁶ The column itself is worth a read, not only for Toldson’s admission that he, too, had repeated this erroneous statement and his precise analysis of statistical data, but also for this incredibly funny yet telling introduction:

What does the line “There are more black men in jail than in college” have in common with the Jheri curl? Answer: They were invented by white men (Jheri Redding and Vincent Schiraldi, respectively) and adopted enthusiastically by black people, and they left a nasty stain on the shoulders of millions of black men. It’s been more than 20 years since the Jheri curl faded away into infamy, and I’m proud to say that even in the 1980s, I never sported a curl. Unfortunately, I can’t say the same about the line “There are more black men in jail than in college.”²⁷

Indeed, Toldson’s TheRoot.com column includes a Twitter ex - change, where he engages a Twitter user that challenges his data. Using state figures, Toldson reifies that in the state of New Jersey, there are more Black men in college than prison,



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signing off, “My numbers aren’t pretty, but they’re real.”²⁸ Toldson has leveraged social media to bury this myth in recent months: on January 2, 2014, he tweeted a YouTube link to over 3,000 followers.²⁹ This is an example of using social media to not only to clarify misinformation, but also to keep pertinent research findings in the marketplace of ideas.

Scholars can also leverage social media to redirect conversations that spiral out of control in the virtual marketplace of ideas. During the emotionally charged aftermath of the shooting of Michael Brown, an unarmed Black young man at the hands of a White police officer in Ferguson, Missouri, the Twitter hashtag #Ferguson became a way that academics, activists, and concerned citizens communicated the facts about the situation – many times clarifying misinformation about peaceful protests portrayed by the media as “riots.”³⁰ Social media, in fact, helped clarify that police forces often escalated tensions by tear-gassing and arresting members of the media from organizations such as Al Jazeera and the *Washington Post*.³¹ Some of the clarification aspect of social media has certainly affected students, faculty, and staff in my community at the University of Texas at Austin. The 2011–2012 academic year was a nadir for the College Republicans chapter on campus, particularly in regard to the irresponsible use of social media. In November, the president of the organization, Lauren Pierce, tweeted the following:

Y’all as tempting as it may be, don’t shoot Obama. We need him to go down in history as the WORST president we’ve EVER had! #2012³²

Social media acted quickly. Many blogs immediately posted these comments, and Pierce stepped down. Ironically, however, the next president of the organization, Cassie Wright, found herself in hot water a month later when she tweeted, “My president is black. He smokes a lot of crack. Holla. #2012 #Obama.”³³ Again, the reaction was swift, with scholars such as Boyce Watkins using the blogosphere to respond:

Both the University of Texas and Texas A&M are well-known for the racism being spewed by their College Republican organizations. What saddens me as an educator is the fact that these students are peculiar reflections of the learning environment from which they came . . . Given that the students at the University of Texas are continuously making national news for producing a multitude of creative manifestations of ugly racial hatred, one has to wonder what the university is doing to stop the flow of this kind of



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pathetically [un-American] language.³⁴

In fairness to the UT community, there were many tweets condemning these exchanges and clarifying that these comments did not reflect the perspectives of the community as a whole. Texas Exes, the university's alumni association, tweeted, "Embarrassing: a second @UTAustin College Repub prez fails at Twitter [@cassienwright @laurenepierce #fail](http://txex.es/rwhwsl)."³⁵ UT alumnus Chad Stanton responded by tweeting comparative data regarding the impact of President Bush's and President Obama's policies.³⁶ These clarifications demonstrated that as much as the irresponsible use of social media has the ability to inflict pain and harm, responsible clarifying statements can be empowering and more accurately convey public sentiment.

If we liken social media to Pandora's box – an apt metaphor, considering the reluctance of scholars in general to engage in scholarly discourse via the medium, as well as the prominent missteps of scholars – some readers may feel it's best to keep the social media box nailed shut. Doubtless, a modicum of caution is advised to avoid the pitfalls of social media misuse. However, academics are potentially missing out on an opportunity to engage with an expanded audience of colleagues and the public at large. It is ironic, in a sense, because academics have so many ways to enter the marketplace of ideas, as Kristof noted earlier in this chapter.³⁷

Social media can be a key lever in bringing research to the public sphere, and it is possible to maintain one's dignity and scholarly presence while doing so. I also believe social media engagement can help to bring the personalities of academicians to the fore – and that's not a bad thing. In many ways, when we engage in thoughtful discussions on issues of societal importance, perhaps sprinkled with observations about our favorite sports team's performance, or exhorting our colleagues to bring their scholarly observation to a film we watched, I believe we are unveiling and opening academia to not just the public at large, but to young people in particular – many of whom never interact with professors and researchers unless they are on the receiving end of a lecture in a large hall on a college campus. Frankly, we are missing a golden opportunity to demonstrate the worth of the life of the mind if we only communicate with others in the academy.

Let's commit to use social media to magnify, amplify, and clarify discourse on our passions and predilections, and urge our colleagues in the academic realm to do the same. Rudyard Kipling might have best expressed the value of social media engagement in a Twitterfriendly 140 word couplet in 1895: "Scholars, if u can talk



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w/crowds & keep ur virtue, Or walk w/Kings-nor lose the common touch-then Urs is the Earth & everything that's in it!"³⁸

Quick Tips List

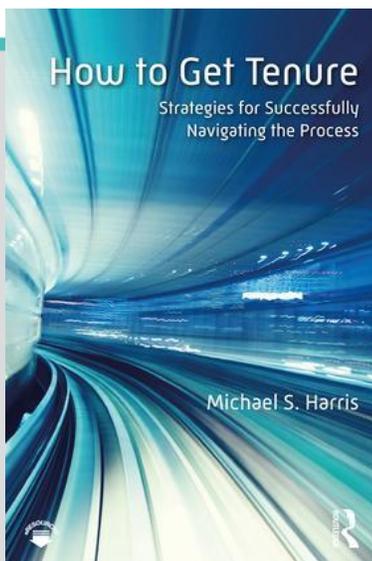
1. Create an online social media presence – even if you don't think you have anything to say or post at the moment. When you do have something to say, you don't want to have to scramble to get a presence up and going.
2. Partner with your institution's communications or public relations department, as well as publishers, conferences, and organizations you are affiliated with. Ask them to endorse your posts. In this community, find a social media mentor – perhaps a colleague or fellow scholar/ practitioner. Observe how they engage in the use of the media. Repost, reply, or retweet their work (so they will do the same for you).
3. Decide how you want to handle personal opinions – will you share them on social media, or not? Will you set up a “private” account (in quotes because in the world of social media, there is no such thing as true privacy) for friends and peers? Or will you incorporate personal perspectives along with your professional and academic views. This is a personal choice with significant consequences – consider the impact of your decision.
4. Follow and link to media (news agencies, bloggers, websites) that you are interested in participating with. Think of these social media presences as local, regional, national, and international, and tag or mention these accounts when sharing your research.
5. Be very cautious of posting to social media when you are experiencing high levels of emotion. There is no true “eraser” on social media. Outbursts or regrettable state - ments can be captured with screenshots. Also, be careful about who you friend, follow, and retweet/respond to. Resist the temptation to get involved with “flame wars” and instead use your research and scholar ship to opine on policy and political issues.



CHAPTER

6

WHAT IS TENURE?



This chapter is excerpted from

How to Get Tenure: Strategies for Successfully Navigating the Process, 1st Edition

by Michael S. Harris.

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WHAT IS TENURE?

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Excerpted from *How to Get Tenure*

Tenure is a longstanding fixture in American higher education, yet it is often misunderstood both within, and outside, the academy. At a basic level, tenure is a lifetime contract that provides the protection of due process and termination only for certain causes. Within the United States, the notion of a lifetime contract with only limited causes for termination can seem foreign. Indeed, other than federal judges, it is hard to think of another industry that has something akin to tenure. Some civil servants and K-12 teachers have benefits that may provide the same, or similar, protections as tenure, but those benefits are quite different in scope (Sawchuk, 2010).

Of course, higher education's system of tenure has been criticized and debated for many years. Opponents suggest that tenure fosters laziness, disinterest in working with students, increases costs, limits institutional flexibility, and supports research of little significance (McPherson & Schapiro, 1999; McPherson & Winston, 1983). But, despite the concerns regarding tenure by administrators (Premeaux, 2008) and state legislators (McGee & Block, 2008), tenure remains an essential feature of American higher education.

Yet, the present reality for faculty has changed starkly from even a few years ago. Two out of three new hires in academia are for positions off the tenure track. In 2017, the Modern Language Association found that 67.1 percent of English faculty job advertisements were for non-tenure track positions. The number of applications for every tenure-eligible position has grown across disciplines as the number of doctorates granted increases, while the number of jobs decreases (McKenna, 2016). At the same time, the requirements and expectations for simply landing a tenure-track assistant professor position, much less tenure itself, continue to increase. There are many reasons why institutions favor non-tenure track and even part-time faculty, from financial pressure to the need for flexibility in faculty hiring (Cross & Goldenberg, 2011; Kezar, 2012). For anyone lucky enough to land a coveted tenure track professorship, the changing environment of higher education undoubtedly adds pressure to a process that was stressful under the best of circumstances (Alexander, 2000; Eagan & Garvey, 2015; Gappa, Austin, & Trice, 2007; McLendon, Hearn, & Deaton, 2006; Schuster & Finkelstein, 2006; Slaughter & Rhoades, 2004).

Given the critiques of tenure, why does the system remain in effect at most colleges and universities in the United States? The example of federal judges proves instructive. Federal judges receive lifetime appointments because we want



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their rulings and judgment to be based on the rule of law and not on the political winds of the moment. To help insulate judges and guard their decision making, a lifetime appointment protects them from direct or indirect societal pressure. The same argument is true for professors. Society needs scholars and teachers who seek and share knowledge free from political or societal influence; judicial decisions free from influence and based on the rule of law; and professors who are driven by knowledge, evidence, and scholarly expertise.

As a professor, I should focus on sharing my scholarly expertise when I publish my research or teach a class. If I am worried my results will offend the powers that be inside or outside the institution, I will not be able to follow the data and arguments where they lead me. Tenure, at the most basic level, protects faculty from reprisal by those who simply do not like certain areas of research or the conclusions that result. In today's hyper-partisan environment, this threat is real. In 2016, two Wisconsin legislators threatened to withhold funding from the University of Wisconsin because of a course on "The Problem of Whiteness." State Senator Dave Murphy told a local newspaper, "Is funding a course that's about 'The Problem of Whiteness' a high priority? I've got a feeling it's not" (Savidge, 2016). Given the attacks by Wisconsin Governor Scott Walker on academic freedom generally, and tenure specifically, it is clear that both opponents and supporters of tenure regularly acknowledge how influential tenure can be in guiding faculty and institutional behavior (Strauss, 2015).

The notion of protecting the creation of knowledge and the expression of ideas is at the heart of academic freedom. One of the most cited justifications for tenure is the increased protection it affords faculty. All aspects of faculty work are impacted by academic freedom including teaching, scholarship, service, and governance of the institution. In fact, in my own career, I have often found governance to be an area where academic freedom is most crucial. Whether in deciding the admission of a student from a wealthy family or disagreeing with an administrator over a policy matter, tenure gives me the protection to base my judgments on my own expertise without fearing reprisal.

Indeed, tenure has a major impact on the management, authority, and governance of higher education. While academic freedom gets much of the attention in debates over teaching and scholarship, the daily implications of tenure on the management of higher education are quite profound. In this context, tenure constrains the ability of administrators to make sweeping decisions, particularly



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those related to the academic mission of the university. Tenure does not give faculty absolute authority or power, but it does provide a balance against administrative decision making, or at least raises the costs of certain decisions (McPherson & Schapiro, 1999). Administrators simply cannot make decisions regarding faculty salaries, workloads, and termination without considering significant financial and political costs. These constraints on administrative authority change the behavior of both administrators and faculty. Administrators may decide the costs of a decision are not worth the price and instead focus on persuading faculty, or modifying a decision, to get faculty on board.

Tenured faculty can use their independence and voice to influence institutional decision making, which strengthens higher education (Link, Swann, & Bozeman, 2008). In addition, not only do faculty members constitute an institution's primary intellectual capital, they are also one of its few appreciable assets (Gappa & Austin, 2010). As a result, tenure plays a critical role in attracting and retaining talented faculty members by providing a high level of job security. To be sure, tenured faculty can be dismissed and are not guaranteed a job for life. However, the causes of termination are clearly outlined and create a high bar to clear, including failing to perform duties, gross misconduct, and extreme financial problems with the institution. Only employees with very strong unions have the same level of job security as tenured faculty.

As you will no doubt discover if you have not already, tenure serves as a powerful motivator for influencing faculty behavior (Link et al., 2008; Ponjuan, Conley, & Trower, 2011). During the pre-tenure years, faculty feel consistent pressure to engage in activities that will be rewarded and evaluated as part of the tenure process (Baldwin, Dezure, Shaw, & Moretto, 2008). Although elements of the tenure process can perversely incentivize and encourage faculty to engage in work they otherwise may not choose, there can be no doubt the tenure encourages faculty performance and increases productivity (Bess, 1998). Even one of the most common critiques of tenure (that the lifetime contract promotes laziness and limits productivity) implies that the process of seeking tenure actually motivates faculty productivity. Without a doubt, faculty work includes many privileges and flexibility that workers in many other circumstances do not enjoy. Yet, the motivation provided by tenure ensures faculty productivity in ways that can benefit both the individual and institution.

While the pursuit of tenure certainly influences faculty behavior, the decision to



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award tenure has a profound financial impact on a college or university. Literally, granting someone tenure commits the institution to a multimillion dollar obligation. For example, after an assistant professor is promoted and tenured, they may reasonably be expected to work for the next 35 years. With a salary of \$80,300, benefits at 35%, and a 3.5% annual increase, the financial commitment by an institution is \$7.2 million in current dollars (Trower, 2012). During the pre-tenure years, it can be helpful to remember the implication of tenure for the institution. Simply as good stewards of the institution, we would all want our presidents and provosts to give careful consideration to the decision to spend more than \$7 million worth of institutional resources. All of the hoops, stress, and requirements of the tenure process at a fundamental level are about ensuring that everyone involved in the decision to grant tenure has evaluated the tenure candidate, and also that they have thoroughly considered the fiduciary responsibility of making a sound investment.

At the same time, tenure provides a merit award for high levels of faculty productivity. This is one of the significant differences between tenure in higher education and tenure as it appears in other settings such as K-12 education. Tenure in higher education requires a level of productivity above satisfactory job performance and longevity. Regardless of whether tenure in a given situation is focused on scholarship or teaching, the tenure review process will ensure that pre-tenure faculty have achieved substantial performance and productivity to justify tenure. Thus, tenure serves as a major reward for sustained and significant merit during service as an assistant professor.

As you move along the path to tenure, remembering the various aspects of this unique career construct can provide helpful context for the process that you are undergoing. When you think about the commitment that the institution is making to you as well as the productivity that you will demonstrate during the pre-tenure years (McPherson & Winston, 1983), the overall process of going up for tenure hopefully makes a little more sense. The various stages of review; the expectations across scholarship, teaching, and service; and the required number of years of service all are justified by the rewards that stem from being granted tenure.

A BRIEF HISTORY OF TENURE

Although vestiges of the modern tenure system can be found in higher education as far back as the twelfth and thirteenth centuries, tenure as we know it today is



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largely a by-product of the twentieth century. Aspects of today's tenure system—such as faculty rank, longer lifetime appointments, and evaluation for performance—appeared in fits and starts during the 1800s. After the Civil War, colleges and universities began adopting the German higher education model, which emphasized science and research to an extent atypical even among the best American colleges of the day. With the growth of this research university model, American professors began to expect the same perks that their German colleagues enjoyed, including indefinite appointments except in cases of gross dereliction of duty (Hofstadter & Metzger, 1955). In many ways, the tenure system can be directly tied back to the founding of the American Association of University Professors (AAUP) in 1915. Founders, including noted education philosopher John Dewey, sought protections for faculty after a series of highly publicized cases in which prominent faculty members were dismissed because of unpopular views. Considered alongside a rise in disciplinary associations, the times demanded a strong voice supporting the role of faculty in higher education. The AAUP was formed as an organization that would advocate across all disciplines and higher education institutions.

With its founding, the AAUP promoted the value of academic freedom and, ultimately, the necessity of the “security of tenure” to protect this important ideal. The AAUP put forth the first forceful case for the necessity of tenure in supporting the teaching and research missions of higher education. Yet, the concept of tenure was still relatively in flux until a more definitive statement on tenure was put forward in 1940. At this time, the Statement of Principles on Academic Freedom and Tenure was jointly created by the AAUP and the Association of American Colleges and Universities and remains the most significant document related to tenure in the history of the United States. In fact, you may find reference in your institution's tenure policies to upholding the principles outlined in this statement. *The Statement of Principles on Academic Freedom and Tenure* provided a clear and stable concept of tenure, which remains the guiding framework across higher education today.

A key element of the AAUP's original 1915 statement was the inclusion of judicial proceedings and due process as part of tenure. In addition, the AAUP established the guiding principle of a probationary period recognizable as the pretenure years. The idea was that assistant professors would need to successfully complete a probationary period before receiving tenure (Pollitt & Kurland, 1998). You will certainly recognize the due process elements and the requirement of a



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probationary period as part of the tenure process that today's pre-tenure faculty undergo.

The AAUP's 1940 Statement identifies the purposes of tenure as follows:

(1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

In addition, the AAUP stated that faculty dismissal should be determined by a faculty trial, with written charges, and only for adequate cause. The clear purpose of these policies would be to protect professors by offering rights of due process and access to a jury of their colleagues. From the very beginning, there was a legal element of the tenure process that remains an important aspect today. Finally, while affirming that untenured faculty had the same rights to academic freedom as their tenured colleagues, the AAUP statement importantly clarified the probationary review process. The process was tied to years of service and specified that the pre-tenure period should not exceed seven years, which remains a component of most tenure policies.

As you learn more about your own institution's tenure policies, it can be helpful to understand the historical legacies that still profoundly influence the framework of tenure and promotion. One of the reasons tenure processes and policies bear remarkable similarities across institutions is that, while higher education institutions have existed for centuries, tenure was created over the past 100 years, making it a relatively new concept. The importance of faculty evaluation along with administrative review is born out of the initial rationale for creating tenure. The basic steps that assistant professors will follow while going up for tenure are largely the same ones outlined by the AAUP back in 1940. Tenure policies and procedures were designed from the beginning to promote the mission of higher education and not to provide leverage to either the faculty member or the institution. Furthermore, the AAUP's goal, which by most standards was quite successful, was to promote common procedures for tenure. As I will discuss throughout this book, the emphasis and evaluation criteria may differ between institutions—but the process is substantively similar. This benefits assistant professors by enabling them to focus on their pre-tenure work without having to learn an idiosyncratic process that may be quite different from institution to



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institution. As a result, pre-tenure faculty and institutions have a relatively well-established process and procedure for evaluating faculty at the conclusion of the probationary period.

PAUSE AND REFLECT

Take a moment to review your institution's policies for tenure and promotion. Identify the key criteria for tenure and any aspects of the policies that seem unclear to you. Use the space provided below to outline the expectations and your unanswered questions.

Key criteria for tenure:

Areas needing clarity:

Expectations and questions:

TENURE PROCESS(ES)

While we often refer to the tenure process as if it is a single process that assistant professors undergo, the reality is the tenure process constitutes three interrelated streams that work both together and at cross purposes. The tenure process is comprised of a legal process, a peer review process, and a political process.

Legal Process

Since the AAUP's original statements related to tenure called for due process and legal protections for faculty, the tenure process has always contained a significant element of legality. While undergoing the process for tenure, pre-tenure faculty must always remember that this legal aspect will create the same degree of formality and due process that you would expect in any other legal proceeding. Policies and procedures as well as court cases and legal precedent guide decisions



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regarding tenure, and the dossier and other written documentation required during the process are critically important precisely because of the legal nature of tenure.

While we often think of tenure as simply an institutional evaluation of the teaching, research, and service activities of a faculty member, its legal implications are quite real. Tenure establishes, for example, the legal causes for which faculty may be terminated. Its guidelines create property rights and contract law implications as well as due process criteria. As a result, no matter the academic discipline or institution, the tenure process includes legal elements that must be considered by the candidate as well as the institution. This legality protects both parties, increases the necessity of formality, and provides remedies for faculty who believe they have been treated inappropriately or unfairly.

Peer Review Process

Beyond the legal process involved in tenure, faculty are likely more familiar with the peer-review (GLOBAL) process that occurs throughout the tenure review. Similar to the process by which academic publications are peer reviewed as part of publication, in the tenure process the overall case for tenure is reviewed by academic peers in the department, school, institution, and discipline. Through the use of external reviewers (discussed in more detail in Chapter 6), the peer review process brings an element of disciplinary peer-review into the tenure process. Throughout the various stages of tenure case review within the institution, peers evaluate whether pre-tenure faculty have met the criteria laid out for them under institutional policies and guidelines for promotion and tenure.

For those outside of higher education and not accustomed to peer review, this process can seem unusual, if not downright bizarre; in essence, colleagues have a direct say in whether or not you keep your job. At times, this can even be disorienting: One moment you and your colleagues share equal voice and vote on departmental issues, while the next your entire professional career is laid out for judgment by these same peers. Just as we in American society value a jury by one's peers in, for example, the criminal justice system, faculty value that colleagues, with scholarly expertise and experience, make judgments regarding the suitability of someone for tenure. This does not mean, however, that the process is without challenges. While administrators certainly have a voice in the process, faculty colleagues have a direct and early influence upon the outcome of a tenure case. Peer review, thus, is vital to the tenure process and proves one of the most



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influential elements in determining a final decision.

Political Process

In addition to the legal and peer-review processes at play, tenure involves a political process that can create perhaps the most uncertainty and ambiguity throughout the process. The political process as part of tenure includes interactions and negotiations between various groups (i.e. pre-tenure faculty, tenured faculty, and administrators) as well as balancing different goals, values, and interests. For better or worse, a tenure case is not simply decided on the merits of a candidate—it is also influenced by politics. The political process may work for or against you, but it can undoubtedly make the tenure process more complicated, especially for those not used to navigating within this context. Certainly, being a wunderkind with institutional politics does not replace a strong teaching and research record as evidenced by the dossier, but candidates also cannot ignore the political reality of tenure.

Once pre-tenure faculty start to realize the inherent political process at work with tenure, it becomes reasonable to devise an approach to successfully navigate these waters. Whicker, Kronenfeld, and Strickland (1993) compared the tenure process to a political legislative process. Legislatures have rules and traditions that guide their work, but they can also be freewheeling, swayed by powerful interests and public perception. Powerful constituents, both formal and informal, may play a significant role in the final decision. While at times you may wish that the tenure process was an apolitical meritocracy, you will nevertheless need to navigate the political process in order to provide a foundation for your tenure case to be considered on its merits.

PAUSE AND REFLECT

Take a moment to reflect on how others perceive you and your work. If you asked your colleagues to describe your qualities, characteristics, and overall impression of you as a faculty member, what would they say?



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MANAGING YOUR IMAGE

Given the political nature of tenure, as a pre-tenure faculty member you must keep in mind how to manage your professional image. Throughout the tenure process, you will need a strategy to manage your professional image in order to help keep the focus on your accomplishments and competence for your work. Roberts (2005) described professional image as the qualities and characteristics that influence how others perceive your professional competence and character.

Did this exercise make you uncomfortable? Did you initially think that you were going to do your work and let others think what they will? If you answered yes to these questions, it is quite possible that managing your image will be something you struggle with and have to focus on during your pre-tenure years. Professional image can be important in communicating with others and sharing your accomplishments. Even tenured colleagues who know you well and are familiar with your work will likely not fully understand all you do as a faculty member. Everyone is busy and focused on his or her own activities. Thus, it is important that pre-tenure faculty cultivate a professional image of competence in doing important and significant scholarly work.

Many faculty struggle from either doing too much or too little self-promoting. If you are perceived as bragging about your accomplishments or overblowing the significance of your work, your colleagues may hold a negative impression of you. Conversely, you cannot assume that people know what you are working on and have achieved in the past. You will have to communicate with your dean, department chair, and colleagues in order for them to appreciate all you are doing during the pre-tenure years. Although there are pre-tenure faculty who certainly go overboard with self-promotion (and I suspect we could all name a few because of the negative impression they foster), I would argue that most pre-tenure faculty instead struggle to sufficiently promote their work. Unfortunately, it is simply not enough to work hard and succeed academically if no one knows about it. This may mean that you need to share journal acceptances with your department chair or copies of your work with colleagues at other institutions. Promoting your work also means you will need to travel to conferences and other institutions or deliver lectures on your research, for example, in order to familiarize people with your work.

In the age of social media, you must also actively manage your professional online identity. In fact, if you are at an institution with limited resources, particularly for



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conference travel, social media can be a useful approach to increase your reputation so long as you keep the management of social media in check with your other responsibilities. When someone types your name into Google, I am sure you would prefer they find your professional website rather than a news story of the serial killer who shares your name. Effectively managing your online image includes actively updating and maintaining a professional website. Some faculty use their institution's faculty page, while others create websites of their own. While you must consider how much time, money, and effort are involved in managing your web presence, your primary goal is to cultivate a professional image that will support your tenure case (Georgina & Olson, 2008). If you decide to create your own website you should include, at minimum, "About Me," "CV," and "Contact Information" pages. Whether you create your own site or use your institutional page, the most important thing is to ensure these pages are regularly updated. You do not need to update them for every single new publication, but you do not want them to be years out of date, either. To manage this for myself, I set a calendar alert to remind me on January 1 and July 1 to update my institutional webpage. During my pre-tenure years I did this more frequently, approximately every three months.

Social media can also have profound implications for your professional image (Gruzd, Staves, & Wilk, 2011; Gruzd, Staves, & Wilk, 2012). In the near future, assistant professors who grew up using social media will enter the faculty ranks; this may cause challenges regarding social media to grow and change. For now, however, the usual advice one hears about social media—be careful about photographs, privacy settings, and online posts—are as true for pre-tenure faculty as they are for any individual taking part in a job search. In particular, you should never discuss students online. Even if you have strict privacy settings, it is possible that what you post will get out and back to the students. There are numerous cases of professors who have posted on Facebook about a class, perhaps disparaging the quality of the students. Somehow, students end up acquiring a screenshot of the post. I am sure you can imagine the comments on the course evaluations at the end of those classes. Do yourself a favor—do not discuss students on social media.

Given the political nature of the tenure process, others' perceptions of your work will have a significant impact on your tenure case. To be sure, your professional image, even a positive one, is no replacement for actual accomplishments. Moreover, we have to acknowledge that tenure review committees may review



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candidates with similar accomplishments differently. From various biases to impressions of someone's work, the tenure process includes subjective elements that belies completely objective judgements. Whether you are an avid Twitter user or someone uncomfortable with self-promotion, a strong professional identity helps you put your best foot forward in the tenure process. Just as you craft your research agenda and build connections with scholars in your field, you will need to shape your professional identity and strategically influence how those at your institution view you and the quality of your work. This work is critical to the wellbeing of your tenure case, and to you as a professional.

Understanding Culture, Norms, and Socialization

One of the biggest challenges in writing a book like this is the impossibility of fully capturing the variety that exists across higher education. As the noted anthropologist Clifford Geertz (1994) suggested, culture shapes, and is shaped by, the social interactions of people in the organization. At a practical level, this means that tenure can vary across departments and schools within one institution, to say nothing of the differences to be found when looking across institutions. While there are similarities in terms of policies and procedures, the particulars of culture can influence the reality of tenure. In this section, I want to discuss faculty socialization, culture, and norms. My purpose, for those unfamiliar with these concepts, is to help you to be a better observer of your own circumstances. Throughout this book, I note where differences exist across higher education, but only you will be able to determine what is most appropriate in your individual circumstances. My hope is that you are able to take the following suggestions into account to help you determine the best approach for successfully navigating tenure.

Faculty Socialization

Faculty culture builds from the collective socialization experiences that influence faculty values, beliefs, and attitudes, and it occurs in two primary stages. First, *anticipatory socialization* includes your graduate education, during which you are exposed to the culture and norms of higher education and your discipline. Second, *organizational socialization* begins after you are hired as a new assistant professor (Austin, 2002). By muddling through a trial and error process (Van Maanen &



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Schein, 1979), you face organizational challenges and find ways to manage the realities of academic work. Much of the frustration, loneliness, time pressure, and workload facing pre-tenure faculty evolves from the process of organizational socialization as you move from a novice to an experienced member of the organization.

As a cultural process, tenure serves as a rite of passage to status in the institution (Tierney & Bensimon, 1996; Tierney & Rhoads, 1994). While socialization remains ongoing throughout the faculty career, the initial learning process proves influential and demanding during the first few years on the tenure track. Additionally, socialization is not a one-way street. As you inevitably adapt to your new institution and department, it also adapts to you. As I note throughout this book, you will, at times, adjust your priorities to those valued as part of tenure at your institution. Likewise, your institution will also undergo a review of tenure in light of you and your other pre-tenure colleagues. The bidirectional nature of socialization means that the expectations and process of tenure is continually reviewed and refined.

Culture and Norms of Your Institution

Tierney and Rhoads (1994) identify the various levels of faculty culture that exist in higher education. The table below identifies the primary levels that influence faculty work.

Specific to the tenure process, the levels of disciplinary and institutional culture are quite significant. Assuming that you received substantial disciplinary socialization as part of your doctoral experience, I focus my discussion here on institutional culture.

Faculty culture operates within the broader organizational culture of the institution. The influences of culture from the national, disciplinary, or individual level also occur within the context of your college or university. The culture of the institution derives from how the college communicates its mission and the meaning behind it, as well as how members of the campus community interpret the mission (Eckel, 2008; Hartley, 2002; Morphew & Hartley, 2006). Of course, various well-known institutional attributes mediate how this communication and interpretation occurs, including an institution's size, public versus private control, religious orientation, and other factors (Harris, 2013). The mission, leadership,



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values, and symbols that give your institution its identity also influence the daily work of faculty before, during, and after tenure (Platter, 1995).

TABLE 1.1 Faculty Cultures

Faculty Culture Level	Characteristic
National culture	Varies by country & society
Professional culture	Varies by occupation
Disciplinary culture	Varies by area of study
Institutional culture	Varies by institution (type, size, location, private vs. public, etc.)
Individual cultural differences	Varies by personal quality

(Tierney & Rhoads, 1994)

As a pre-tenure faculty member, one of your challenges occurs when cultures conflict with one another. In fact, one of the most effective ways to identify culture is when it conflicts or overlaps with another. Faculty members are on the front lines of negotiating these conflicts and attempting to come to a resolution, while at the same time retaining to some degree, the values and beliefs of the institution, school, department, and their colleagues. Sometimes, these challenges may be solved by a simple compromise, while others may lead you to a different institution.

One of the most common examples of how levels of faculty culture can conflict in light of tenure are concepts referred to in the literature as *cosmopolitan* and *local faculty* (Baker & Zey-Ferrell, 1984; Berger & Grimes, 1973; Fuller, Hester, Barnett, & Relyea, 2006). “Cosmopolitan” faculty have low levels of loyalty to their home institution and have high levels of commitment to their discipline, holding values and beliefs tied to their disciplines even if these are not shared at their institution. “Local faculty,” in contrast, have great loyalty to and affinity with their campus and relatively lower levels of commitment to the discipline. Frequently, this juxtaposition arises where faculty receive their graduate training compared to where they establish their faculty careers. Most faculty are trained in research universities and receive socialization into that culture. Yet, many faculty are employed in institutions where research is not the primary mission. Despite the



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different mission of their new institutions, recently hired assistant professors often seek to bring the culture and norms of their graduate institutions to their new academic homes (Austin, 2002). This mismatch can create conflict and cause problems in the tenure process for pre-tenure faculty.

The Ritual of Tenure

If socialization and culture provide the context for faculty work, the tenure and promotion process serves as the ritual rite of passage for new faculty. While everyone understands the outcome of a ritual such as tenure (you are either granted tenure or not), the ritual's process is more opaque. Upon arriving on campus, pre-tenure faculty begin receiving information, feedback, and cultural cues regarding the tenure ritual of that institution. Pre-tenure faculty may receive contradictory advice or guidance—not as a result of malicious intent, but because the process is opaque even to those institutional actors involved in the decisionmaking process. The tenure ritual, then, is embedded within the broader culture of the institution and the discipline. Thus, tenure rituals can prove beneficial to organizations as the process allows new or novice members to move into a place of higher status and experience.

Cultural Analysis

Given the notions of socialization, culture, and ritual described here, how should pre-tenure faculty attempt to analyze and identify these elements at their own institution? Some analysis can, and ideally should, be done during the job search process, but other elements can only be fully understood once you have become a member of the community. Edgar Schein (2010), a prominent scholar of organizational studies, developed a framework for analyzing an organization's culture that may prove useful to assistant professors as you begin to understand the culture of your new institution. His model refers to three levels of culture: artifacts, espoused values, and assumption. Schein's seminal work suggests that an observer can identify specific cultural markers and phenomena that foster understanding of the culture of an organization.

Artifacts constitute the most superficial level of culture and include tangible elements that can be identified by individuals outside the organization. Dress codes, imagery, slogans, and commonly used terminology may be considered



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artifacts. Next, espoused values encompass the stated values and behaviors identified as foundational by organizational members. These value statements shared by both the organization and its individual members describe the key priorities of the organization. Mission statements, vision statements, tenure policies, annual reports, and speeches may all be examples of espoused values. As you can tell from these examples, both artifacts and espoused values may be at least partially identified by an outsider. If you did not identify these during your job search process, you should begin to do so as quickly as possible, ideally before you arrive on campus.

The final level of culture in Schein's work are underlying assumptions. This level captures the deeply held, possibly unstated beliefs maintained by the organization. Often, this level of culture is difficult to fully capture and articulate even among members of the organization, since these are often unspoken or unwritten beliefs. An often-cited analogy, for example, is how would a fish describe water? It exists at such a fundamental level that a fish cannot imagine life without it. The underlying assumption here proves the same for organizations, whose members can be so well integrated and ingrained in their culture that it can be hard for them to recognize or articulate their cultural beliefs. While you may have picked up on some elements of these during the campus visit as part of your job search, you likely will be unable to fully identify these until you arrive on campus.

According to Schein (2010), at times, the only way you may be able to identify an underlying assumption is when you do something to violate the norms it has established. Cultures and ritual processes pressure organizational members, pretenure faculty in this case, to either conform or leave the institution. Violating a norm built on an underlying assumption may not be fatal to a tenure case, yet repeated violations will likely prove detrimental. The ritual of tenure provides an institutional mechanism to encourage conformity and compliance, so much so that critics of tenure may consider this tendency a negative aspect of the process that overemphasizes compliance and exacerbates homogeneity.

As a new assistant professor on campus, you should keenly observe your campus culture, including the culture of your school and department. When you meet people, attend events, and have discussions with colleagues, keep an eye out for elements of culture that can help you identify the values and beliefs of your institution. Your tenure process will be influenced by these cultural components; thus, the sooner you can identify them, the better to contextualize your unique



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process (which will differ in large and small ways from colleagues across campus or across the country). By developing this cultural awareness, you will be in a position to apply the advice provided later in this book. I have noted differences where they are obvious, but in various ways your individual circumstances will require adjustments from what I have outlined here. A cultural analysis along the lines of what I have discussed in this section will provide a critical vantage point from which you can adjust the advice and tenure strategies you read here and receive from mentors, senior colleagues, and others during your pre-tenure years.

PAUSE AND REFLECT

Take a moment to identify the elements of your institution's culture and norms around faculty work using Schein's levels of culture.

Artifacts:

Espoused values:

Assumptions:

Considering all 3 levels, describe your institution's culture in a sentence or two:

FACULTY LOAD

When considering the expectations for tenure, one of the key variables in the mix is the typical teaching load for your institution. Your teaching load will have a direct impact on the other expectations of the tenure process. In discussing teaching loads, you will often hear answers such as, "I teach a 1-2," or, "I teach a 4-4." Faculty teaching loads for full-time, tenure eligible faculty are described



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using X–Y phrasing, where X equals the number of courses you regularly teach in the fall while Y equals the number of courses you teach in the spring. For example, “I teach a 1–2” means that you teach one course in the fall and two in the spring. Most full-time faculty contracts are for the 9-month academic year, thus we typically refer to the fall and spring semesters. In unusual cases, a summer class or class taught during a short term (i.e., January term) may count for load, but these are typically considered above the normal load and you might receive extra compensation for teaching them. Faculty loads are often the same across fall and spring semesters, although you will certainly find examples where the load varies. In the examples below describing how teaching load may impact the other expectations of tenure, I use an equal load across semesters. However, if your load is different you can adjust the expectations up or down accordingly.

4–4

For a faculty member on a 4–4 load, there are rarely formal expectations regarding research, and it is even possible that you will see lower expectations for service responsibilities as well. A 4–4 teaching load is typically the highest teaching load you will find in a four-year college or university. Community college faculty may teach a 5–5 load, but if you are in a four-year institution, teaching 3-credit hour classes, then four courses per term is about the highest teaching load you will find. A 4–4 load usually means that you are on an exclusively teaching assignment, as is most often the case for instructors, lecturers, professors of practice, and other non-tenure eligible faculty positions.

3–3

Faculty employed at small private colleges and regional comprehensive universities will often teach a 3–3 load. As a result, the expectations for research productivity tend to be lower. For example, while some evidence of scholarly publication may be expected for earning tenure, the primary focus will be on teaching. Unlike faculty on a 4–4 load, faculty with a 3–3 will often have significant service responsibilities. If you are at a striving university (Gonzales, Martinez, & Ordu, 2014), your expectations could be even more demanding. Striving institutions are those that have historically focused more on teaching, but seek to become stronger research universities. On such a campus, faculty will often



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retain a 3–3 teaching load and experience high service demands, but also have greater research expectations. Faculty in striving universities face significant pressures to meet research expectations comparable to those at research universities, yet also continue meeting the long-standing demands of teaching universities (Gardner & Veliz, 2014; Gonzales et al., 2014).

2–2

At research universities, tenure track faculty most frequently teach a 2–2 load. Whether the courses are undergraduate or graduate level, they often count the same in terms of the teaching load. For tenure, faculty on a 2–2 load are expected to have a high level of research activity in addition to significant levels of institutional and professional service. When we commonly discuss tenure in higher education, an assistant professor serving at a research university on a 2–2 is stereotypical. On a 2–2 load, pre-tenure faculty have a mix of teaching, research, and service obligations that must be met in order to meet the expectations for tenure.

Less than a 2–2

While at most research universities you will find a 2–2 load, you may witness situations in which a pre-tenure faculty member teaches fewer than two courses per semester. While it is possible the university may have a lower teaching expectation, it is more likely a faculty member will be released from teaching a course because of grant activity or administrative work. If you have heard of a faculty member who is “bought out of teaching,” for instance, this means that a grant pays the part of their salary that would have been paid for by teaching a class. This enables the faculty member to spend more time on the grant project and on their scholarship. Although unusual for pre-tenure faculty, some faculty receive teaching releases for administrative work. As an example, department chairs frequently have a lower teaching load to compensate for the time they spend on administrative duties.

PROBATIONARY PERIOD

Thanks to the widespread adoption of the principles laid out by the AAUP



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statement on tenure (Euben, 2002), most higher education institutions follow a relatively similar process regarding the time pre-tenure faculty will spend prior to going up for tenure, also called the probationary period. Generally, assistant professors will spend no more than seven years on the tenure clock, at which time a decision will be made regarding tenure. This decision is colloquially called “up or out” or simply “going up” for tenure. Since the tenure review process typically takes as much as a year, it will often begin at the beginning of the sixth year in order to yield a final decision by the start of the seventh year.

The seven-year timeframe was established to provide sufficient time for pretenure faculty to demonstrate their productivity and ability without proving so long as to be unsustainable. Generally, in the contract letter appointing an assistant professor a member of the faculty, a date will be included by which a decision will be made regarding tenure. Most commonly, the time on the tenure clock starts as soon as you become an assistant professor at the institution. Few institutions will give credit for time spent prior to receiving a doctorate or during years served as a postdoc researcher. The idea is that a professor will spend six years as a pre-tenure faculty member before the tenure decision is made.

If you are just beginning as a new, pre-tenure faculty member, six or seven years can seem like an awfully long time to keep the pace necessary to successfully receive tenure. Admittedly, six years is a long time and can be frustrating and draining. However, when you think about the institutional investment noted earlier, six years of productivity with the return of 30 or 40 years of permanent employment appears a little more reasonable. Moreover, given the realities of academic publishing, the time before tenure is more compressed than even six years.

A common question regarding the tenure clock is what happens when a pre-tenure faculty member moves institutions during the probationary period. There are typically two outcomes, determined largely by the views of the dean at the new institution. The first is that the new hire negotiates time credit served at another institution as part of their new tenure contract. For example, if you served two years as an assistant professor at Institution A, then you may negotiate for Institution B to let you start in your third year on the tenure track there. The second is that the new hire starts the tenure clock over at the new institution. Some deans have a philosophical belief that you should spend the full tenure clock at their institution. This point is negotiated during the search process so that



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the contract can indicate when you need to go up for tenure.

Even if your hiring dean is amenable to bringing in time from another institution, there are a few reasons why you may not want to do this. The most common reason may be that your productivity was insufficient during the years in question and you would be better off starting over. Another common reason may be that the tenure expectations at the new institution are quite different from the previous one and you need to spend your time differently. Finally, even if the new dean agrees to let you bring in time, it is common that you will be expected to serve at least one year prior to being considered for tenure. This is often true if you have not received tenure at your previous institution; the new institution will want to take you out for a test drive, so to speak, and ensure that you meet their expectations as a faculty member and colleague prior to granting tenure. As a final note, there are always exceptions granted for various reasons, so you may find that your particular situation differs from those described here.

Pausing the Tenure Clock

Once the tenure clock starts, it is not typical to stop it. A decision to pause the tenure clock is guided by the policies and procedures of the institution. But, regardless of the reason for a pause, any stoppage will typically last at least one year. Because of the amount of time that it takes to conduct a tenure review, it simply is not possible to handle off-cycle reviews. So, while you may only want to pause your clock for a month or two, in the vast majority of cases you will be required to either stay on time or delay for at least a year. The most common reason that pre-tenure faculty pause their tenure clock is due to a major change in life circumstances such as medical or parental leave (Manchester, Leslie, & Kramer, 2013). Institutions have progressed somewhat in offering leave as part of supporting work-life balance among faculty; nevertheless, these policies can vary substantially and you should investigate what your institution offers to new parents or caregivers (Thornton, 2005; Ward & Wolf-Wendel, 2004).

Whether you are considering pausing your tenure clock due to a new child or a medical issue, you should take into account the politics involved in a decision to pause the clock. If the institution has a policy, for example, of granting a one-year pause for new parents, then you absolutely have the right to avail yourself of it. Unfortunately, however, such a decision may not be straightforward. If there are faculty in your department who decided not to take a leave, might taking one put



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you at a disadvantage? In other circumstances, leave can even prove advantageous. I knew a colleague once who decided to take a family leave, at least in part, to allow more time to get manuscripts published. Leave for this reason is quite problematic and takes advantage of a policy, which can cause problems for your case, as well as for those of other pre-tenure colleagues who may legitimately seek to take a leave.

All this to say, issues regarding the decision to stop the tenure clock can prove more complicated than they may first appear. Prior to making any decisions regarding the tenure clock, I strongly suggest you discuss questions or concerns and try to get a sense of the institutional and departmental norms from the dean, department chair, senior colleagues, and mentors. I want to reiterate that everyone should feel permitted to take advantage of the policies that the institution provides to support faculty's professional and personal lives. However, I also want you to be fully informed, and understand the nuances that may be involved, including those which may not appear on the surface, before making a decision. At the end of the day, the tenure clock exists to protect both pre-tenure faculty and the institution, and I advise you to consider all the possibilities before making any decisions altering the tenure clock.

INTERIM CONTRACTS

Related to the idea of the tenure clock, pre-tenure faculty may receive shorter-term contracts prior to the institution's decision regarding tenure. These contracts may vary, depending on institution, from a series of one-year contracts to two medium-term contracts (i.e., two three-year contracts). Although there may be technical provisions that allow a dean to not renew a contract because of poor performance, generally speaking these contracts automatically renew at their conclusion. The most significant exception to this rule is the conclusion of the mid-tenure review. Typically, and occurring during the third or fourth year on the tenure track, the mid-tenure review allows colleagues and decision-makers to comprehensively review the current state of the tenure case, provide critique and feedback of activities thus far, and make a preliminary decision regarding the likelihood of an assistant professor successfully receiving tenure.

If those reviewing the case at the mid-tenure review believe that a faculty member has zero chance of receiving tenure for whatever reason, he or she may be counseled to consider other opportunities or, most dramatically, may not have their



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contract renewed. However, the mid-tenure review is not designed to replace the “up or out” decision that comes at the end of the probationary period. It is obviously more humane and collegial to let someone know if their tenure chances are remote, as well as to provide an appropriate process for providing substantial review. Except in the most egregious cases, pre-tenure faculty continue to have opportunities to build the case for tenure and to be considered at the end of the tenure clock.

BE A SCHOLAR OF THE TENURE PROCESS

During graduate school, students are well-trained in the theories, methods, and research approaches in their disciplines. While there may have been some professional seminars that provided information and socialization regarding tenure, I would guess that very few assistant professors have received significant exposure to how to successfully navigate the tenure and promotion process. At best, faculty understand research and teaching, but have little exposure to all the elements involved in getting tenure.

My goal with this book is to help you become a scholar of the tenure process. I encourage you to approach tenure in similar ways as you would address problems in your field. Obviously, your first focus will be on your primary research, teaching, and service work, but your tenure case will also benefit from an intellectual curiosity regarding how tenure works. It is worth some investment in time and energy to understand the background of tenure, the key components and considerations, and how the process works at your institution. If your institution or discipline offers workshops for pre-tenure faculty, attend as many of these as possible. Schedule meetings with mentors and senior colleagues to seek their advice and counsel regarding tenure. Additionally, identify and regularly discuss your tenure case with the tenured faculty in your department.

One of the challenges in learning about the tenure process is that pre-tenure faculty will often receive contradictory, or even completely wrong, information or advice. You still need to communicate with senior faculty in the department and school, even if you cannot take all the advice at face value. Reading books such as this one, reading *The Chronicle of Higher Education* and *InsideHigherEd.com*, and seeking other sources of information about tenure can provide a framework to understand and excel in your pursuit of tenure. As with any research question you may have, making use of the research literature and multiple sources of data and



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evidence will improve your knowledge and answer your questions. Becoming a scholar of tenure will help you navigate the challenges that come with the process and ensure that you are doing all you can to receive a letter at the end of the tenure probationary period that says, “Congratulations, you will receive tenure and be promoted to the rank of associate professor.”