

2014

Full-year Sabbatical Award 2014-2015: Furthering liberal arts in Indonesian higher education

Judith Puncochar

Northern Michigan University, jpuncoch@nmu.edu

Follow this and additional works at: http://commons.nmu.edu/facwork_awards

 Part of the [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), [Educational Psychology Commons](#), [Higher Education Commons](#), [International and Comparative Education Commons](#), and the [Liberal Studies Commons](#)

Recommended Citation

Puncochar, J. (2014). Full-year sabbatical award 2014-2015: Furthering liberal arts in Indonesian higher education. Northern Michigan University, Marquette, MI.

This Award is brought to you for free and open access by The Commons. It has been accepted for inclusion in Awards by an authorized administrator of The Commons. For more information, please contact kclumpne@nmu.edu, kmcdonou@nmu.edu, mburgmei@nmu.edu, bsarjean@nmu.edu.

APPLICATION FOR SABBATICAL LEAVE
For Fall Semester 2014 and Winter Semester 2015
Submitted Fall Semester 2013

Judith Puncochar, PhD
School of Education, Leadership & Public Service
College of Professional Studies

Purpose (Contract 8.1.1)

My sabbatical request is for one year to engage in activities to enhance my professional growth as a researcher and my pedagogical effectiveness as a faculty member at Northern Michigan University.

Eligibility (Contract 8.1.2.1)

My appointment to the NMU faculty started August 25, 2004, at the rank of Assistant Professor in the School of Education. I was granted tenure and promotion to the rank of Associate Professor in August 2007. I have not taken any leave or time off since my initial appointment.

Evaluation Criterion (Contract 8.1.3.2.)

My sabbatical request is for a “Research, Scholarship and Creative Works Sabbatical” to enable my contributions to my disciplines of teaching and honing skills for critical thinking. I will prepare three artifacts: a proposal and two books that address three of the four forms of scholarship (*Section 5.5.6.b – b.2 The scholarship of integration involves using knowledge found within and across disciplines to create an original understanding or insight that reveals larger intellectual patterns. b.3 The scholarship of application involves bringing knowledge to bear in addressing a significant issue or problem by using existing research or creative activities to influence current or future conditions. b.4 The scholarship of teaching involves proposing and empirically testing a pedagogical procedure that transforms or improves teaching practices*). These creative works, the proposal and two books, will be co-authored in English with Dr. Chaedar Alwasilah of the Universitas Pendidikan Indonesia (UPI) in Bandung, Indonesia. Dr. Alwasilah concurrently will write an Indonesian language translation of both the proposal and the books.

For the proposal, I will assist Dr. Chaedar Alwasilah, who is head of the task force on the Indonesian Liberal Studies Initiative, in the design and writing of a detailed and implementation-ready proposal to the Indonesian National Ministry of Education for a Liberal Studies curriculum to be implemented in all undergraduate universities throughout Indonesia’s national undergraduate curriculum. Several types of academic institutions exist in Indonesia, including public and private universities, all of which are recognized by the Ministry of National Education. The Ministry of National Education, through the Directorate General of Higher Education, exercises authority over all state and private institutions. An [Indonesian undergraduate education](#) consists of 144–160 credits, of which 14-credit hours are of general education courses, but these hours lack the mission of Liberal Studies.

The purpose of [Liberal Studies](#) /General Education is to provide undergraduates with multidisciplinary preparation in the Humanities, Natural Sciences, Social Sciences, and the Arts. Undergraduates with a Liberal Studies / General Education background should be able to communicate effectively in both oral and written communiques, develop critical thinking skills, and be highly skilled in problem solving and decision making. A Liberal Studies / General Education program should empower and prepare students to deal with complexity, diversity, and change. Students should receive a broad knowledge base on which to launch evidence-based decision-making in the wider world of science, culture, and society, as well as in-depth studies in specific areas of interest. An expected outcome of a Liberal Studies / General Education is to help students develop a sense of social responsibility, hone intellectual and practical skills of communication, analytical thinking, and problem-solving in real-world settings.

I will co-authored two books with Dr. Alwasilah. He will be first author on our first book, and I will be first author on our second book. The first book is a practical book for Indonesian and English-speaking faculty instructors and directors of Liberal Studies undergraduate programs and courses. We will set a context for why obtaining a Liberal Studies education is important to Indonesian undergraduates and to the entire country of Indonesia, and we will offer a series of skills-based chapters to maximize the benefits of a Liberal Studies education through effective pedagogies. The book will provide a rationale to support the implementation of Liberal Studies programs within the Indonesian national system of education. In addition, since the book will be available in English as well as Indonesian, the book would be applicable to Liberal Studies programs in all English-speaking countries as well as in Indonesia.

Our first proposed book will educate managers and lecturers of general studies courses on how to maximize the function of the undergraduate Liberal Studies program and course(s). We will describe the Liberal Studies program in general, discuss the history/philosophy of Liberal Studies / General Education, discuss the need for building a new generation more sensitive to human capacities and international Global Village needs, and discuss the problems and challenges in delivering Liberal Studies programs and courses to students. The book also includes chapters on how to teach undergraduates the skills of critical thinking, discussion, constructive controversies, resolving conflicts, functioning effectively within cooperative groups, goal setting, and effective problem-solving and decision-making. I have a long academic history of conducting workshops and facilitating peer-reviewed conference presentations on these pedagogies. I have authored and amassed a series of handouts and conference papers on asking effective questions, conducting student peer-review processes, engaging students in constructive controversies and discussions, teaching with problem solving and decision-making strategies, engaging students in “groupwork that works”, and honing students’ critical thinking skills. I thirst for an opportunity to include these strategies in one volume for instructors of Liberal Studies / General Education courses.

Our second proposed book is for Indonesian and English-speaking undergraduates who enroll in Liberal Studies / General Education courses. The book will address the value of engaging in a Liberal Studies / General Education program and will provide strategies for honing critical thinking skills, engaging in effective and productive groupwork, and participating in group discussions, constructive controversies, and effective problem solving and decision-making. The two proposed books will have similar themes and chapters, but the audiences will differ (i.e., Book 1 is for instructors and managers; Book 2 is for undergraduates).

My activities in writing the proposal and two books fall under heading (1) in the list of scholarship and/or professional development in all departments (Contract 5.5.6).

Overview of Sabbatical Projects

I am pursuing several publishing companies in the USA (e.g., [Brown & Benchmark Publishers](#), [Houghton Mifflin](#), [HarperCollins](#), [Prentice-Hall](#), [W. W. Norton](#), [Dushkin Publishing](#), [Little Brown](#), [Harcourt Brace and Jovanovich](#), [Worth Publishers, Inc.](#), and [McGraw-Hill](#)). I already have exchanged phone calls and emails with [McGraw-Hill](#) and [Sage](#). I have completed a Professional Development and Training course at the American Educational Research Association in 2010 called *Textbook Writing: A First Course*. This sabbatical application marks my readiness to complete my goal of publishing a textbook of pedagogical strategies for instructors of courses in Liberal Studies / General Education programs to hone their students' critical thinking, problem solving, and decision-making skills within a Liberal Studies and/or General Education program. I am excited to write a second book for an undergraduate audience and provide skill-based strategies to hone undergraduate critical thinking skills and promote their skills for productive engagement in Liberal Studies / General Education courses.

Using a Liberal Studies / General Education context, both of our proposed books will have two main sections. The first section will consist of a context and philosophy of Liberal Studies applied to a diverse culture. The second section will consist of a series of chapters on strategies for increasing critical thinking strategies in students who enroll in Liberal Studies / General Education classrooms. Dr. Alwasilah will set a context for why obtaining a Liberal Studies education is important. I will write a series of skills-based chapters in Book 1 for postsecondary instructors who teach in Liberal Studies / General Education classrooms on pedagogies to hone students' critical thinking skills within diverse classrooms and diverse international societies. In Book 2, I will write a series of chapters for undergraduate students enrolled in Liberal Studies / General Education courses on strategies for students to hone critical thinking skills and engage in productive problem solving and decision-making, effective discussions, and constructive controversies.

Nature and Relevance of the Projects

To predict the global impact of books not yet published is difficult. However, I would note that the book for instructors and managers of Liberal Studies / General Education programs and classes have no competitors in Indonesia. The last noteworthy book on a liberal education was published by Mark Van Doren in 1956 and titled *LIBERAL EDUCATION* (Henry Holt & Company). The book is in need of an update, which Dr. Alwasilah and I have discussed as a future project (possibly a Fulbright). My judgment is that interest in Liberal Studies / General Education studies has always been high and hotly disputed and that a growing need for Liberal Studies / General Education exists within our own country and in international countries. According to a 2013 survey conducted by Hart Research Associates on behalf of Association of American Colleges and Universities, 74% of employers would recommend a Liberal Studies educational approach to college-bound students. For a full report on the survey and its complete findings, see www.aacu.org/leap. My judgment is that our proposed books will have a solid niche in contemporary academe and will make a reasonable contribution to the field.

Type of leave (in accord with Contract Sec. 8.1.6)

I request a leave of one year with no reduction in pay (Contract 8.1.6) for Fall Semester 2014 and Winter Semester 2015.

How activity will satisfy evaluation Criterion (in accord with Contract Sec. 8.1.3)

My request is for a research, scholarship, and creative works sabbatical (Contract 8.1.3.2). The contract states that this type of sabbatical is intended “to enable a faculty member to contribute to the faculty member’s discipline through activities which will lead to publication of a paper or monograph or which will result in the production of a creative work consistent with the four (4) forms of scholarship listed in Article V, Section 5.5.6.b” (Contract 8.1.3.2). I will produce three creative works: (1) A detailed, implementation-ready proposal (Alwasilah & Puncochar, December 2014) to the Indonesian National Ministry of Education for a Liberal Studies curriculum for all undergraduate universities throughout Indonesia, which has the potential for significant global impact. (2) A co-authored book (Alwasilah & Puncochar, January 2015) to set a context for the importance of obtaining a Liberal Studies education to the country of Indonesia and to offer a series of skills-based chapters for Liberal Studies / General Education instructors and managers to maximize benefits of engaging students in critical thinking within a Liberal Studies / General Education program. (3) A co-authored book (Puncochar & Alwasilah, July 2015) for undergraduates on *learning with critical thinking* skills in Liberal Studies / General Education courses.

Description of personal qualifications

My professional background is in K-12 science education and post-secondary educational psychology research and teaching. Educational psychology includes background in such topics as measurement, evaluation, assessment, statistics, research, social and cognitive psychology, and grant writing. I have an earned doctorate from the University of Minnesota (UMN) Department of Educational Psychology, which ranked first in the nation in graduate schools of Educational Psychology during the time (1987–2004) I studied and served at UMN. I served for 12 years (1992–2004) as Director of the UMN Human Relations Program. I taught graduate-level courses problem solving and decision-making and graduate-level courses in groupwork in diverse classrooms. I am a recipient of UMN teaching, leadership, and research awards.

During the next three academic years of fall 2004 through winter 2007 at Northern Michigan University (NMU), I worked as a full-time tenure-earning faculty member at the rank of Assistant Professor. I was granted tenure and promotion in August 2007. During the next 5 ½ academic years (2007–2013) at NMU, I worked as a full-time tenured faculty member at the rank of Associate Professor. I am a recipient of NMU service and technology awards.

In addition, I earned a teaching certification from the University of California at Irvine (1975) and a Bachelor of Science in Chemistry and Zoology from the University of California at Davis (1973). I held Standard Teaching Certificates in Nebraska (K-12) and California (7-12), and I taught in K-12 classrooms as a full-time classroom teacher for three academic years.

My experience of teaching and research in Liberal Studies / General Education is within undergraduate and graduate institutions (e.g., Northern Michigan University, University of St. Thomas, Macalester University, University of Minnesota, and Hamline University). These institutions have prepared me well to cover my responsibilities in this sabbatical proposal. In particular, my service experiences as Director of the UMN Human Relations Program and positions as chair of the NMU Teaching & Learning Advisory Council, NMU Ethnic & Cultural Diversity Committee, and NMU UNITED Conference Planning Committee have prepared me for the leadership responsibilities inherent in this sabbatical proposal.

I have co-authored a juried paper (in print) in *Research & Practice in Assessment* on the assessment of undergraduates' learning of science in Liberal Studies science laboratory classes. A reviewer's comments are as follows:

R2	<p><u>Summary:</u> I highly recommend moving forward with publication. It is a much needed example of how to summarize some general studies assessment work which can be generalized to other outcomes. It demonstrates good use of resources from the scientific community, good sampling strategy and application, good rater reliability checks, excellent summary and continuous improvement thinking. I wished I were an author because this one will be cited frequently.</p>
----	---

My up-to-date *curriculum vitae* (September, 2013) is in Appendix A.

A description of my colleague is important to set the context of my sabbatical project. Dr. Alwasilah is an Indonesian educator with more than 30 years of teaching experience at the university level. He obtained his doctorate from Indiana University, a leading research and teaching institution. He is currently a Fulbright Scholar who will spend two months studying the implementation of Liberal Studies programs at Cornell University (a Liberal Studies campus), followed by two months at Indiana University (another Liberal Studies campus). He will be at Northern for one week to speak at the UNITED conference and to study Northern's Liberal Studies Program and philosophy. The General Education Council is scheduled to meet with Dr. Alwasilah during the UNITED 2013 Conference.

I see Dr. Alwasilah as the Paulo Freire of Indonesia. He is a prolific writer who sees an urgency of liberal education for Indonesia, but Liberal Studies as a discipline is not yet developed in Indonesia. He is poised to make a seminal and influential contribution to the future of the world's fourth largest nation and largest population of Muslims of any country in the world. He leads the Liberal Studies Task Force Committee for the Indonesian Board of Higher Education and he is secretary of the National Ministry of Education and Culture. His research is in the areas of education and Liberal Studies education.

Dr. Alwasilah posits that carefully designed Liberal Studies programs are urgently needed in undergraduate education to increase critical thinking within precise frameworks of knowledge representation. He sees Liberal Studies as a means to improve democracy in multicultural Indonesia and extend mutual understanding and respect in the Global Village. I will collaborate with Dr. Alwasilah in Indonesia on the important work of the Task Force to design and construct a detailed and implementation-ready proposal to the National Ministry of Education for a Liberal Studies Curriculum within the existing national system of education in all undergraduate universities throughout Indonesia.

Dr. Alwasilah's newest book applies a Liberal Studies education perspective to Indonesian educational issues. He argues a Liberal Studies education offers potential solutions to several issues in his nation:

- Indonesia is a multicultural country, yet the education system does not really promote multiculturalism, multicultural competence, social competence, and/or personal competence in multicultural settings.
- In general, Indonesian intellectuals and students lack writing skills.
- Inter-ethnic conflict is a recurring issue within the country.

- Corruption and nepotism are widespread, even among the academic community.
- Religion as a faith system has been in the curriculum from elementary through college, but the approach has been theoretical and ritual. Students memorize dos and don'ts, rather than develop empathy and positive attitudes toward inter-religious understanding.
- In general, Indonesian education does not recognize what the US refers to as "The Great Books", which he posits as a source of loss of student respect toward their own culture.

His book will be available for an international audience in November 2013. I am one of three authors writing the forward of the book.

Dr. Alwasilah's *curriculum vitae* (July, 2013) is in Appendix B.

Resources needed

I require no additional resources from NMU nor the School of Education, Leadership & Public Service, beyond travel expenses to Indonesia using normally available professional travel funds, use of my computer, and Olson Library access. My letters of invitation from the Universitas Pendidikan Indonesia (UPI) and Dr. Alwasilah are in Appendix C.

Projected timetable

I expect to accomplish three artifacts:

1. I expect to work in Indonesia during fall 2014 to co-produce an English version of the final manuscript of a proposal with Dr. Alwasilah to the Indonesian Ministry of National Education for a Liberal Studies curriculum for all undergraduate universities throughout Indonesia.
2. I expect to put to test selected elements on *teaching for learning with critical thinking* skills of the first proposed book *and* place a final draft of the first proposed book for instructors and managers of Liberal Studies / General Education programs in the hands of the publisher by January 2015.
3. I expect to work in the USA during winter and summer 2015, put to test selected elements on *learning with critical thinking* skills of the second proposed book, *and* place a final draft of the second proposed book for undergraduates in the hands of the publisher by July 2015.

These creative works will be available to the Northern Michigan University General Education Council, with appreciation for their interest in the project, as shown in Appendix D.