

Strategies for Promoting Teaching at Land Grant Universities



Joe Broder, Associate Dean for Academic Affairs, The University of Georgia
George Hopper, Agricultural Experiment Station Director, Mississippi State University

**SOUTHERN REGION ACADEMIC PROGRAMS AND
EXPERIMENT STATION DIRECTORS JOINT MEETING
SEPTEMBER 10 – 11, 2014
ATLANTA, GA**

Objectives



The evolution of the modern research university

The provincial nature of teaching

Trends in higher education

Developing a checklist of best practices

Evolution of Research Universities



- **Established with public support with a tripartite mission of research, teaching and Extension**
- **Clientele were largely small farmers and households**
- **The public goods nature of early land grant universities was the rationale for public support**
- **With corporate agriculture, the public goods nature of universities has diminished along with public support**

Evolution of Research Universities



- Increased reliance on other sources of revenue
- Impact of faculty roles and rewards
- Impact of promotion and tenure
- The post-tenure university

Trends in Higher Education



- Teaching as private property
- Lack of measures to document teaching quality
- Expanded measures of scholarship
- AAHE Peer Review Project
- Establishing centers for teaching and learning
- The formation of Teaching Academies

Documenting Teaching Quality



- Student evaluations of teaching are necessary but not sufficient for promotion and tenure
- The need for multiple measure of teaching quality
- Impact assessment
- Learning from researchers
- Teaching and Research are asymmetrical but cumulative

Strategies to Promote Teaching



- **Avoid the second-class syndrome**
- **Comparative advantage of research universities**
- **Research informed instruction**
- **Engage students in the research enterprise**
- **Create advocates for food and ag research**

Best Practices



Develop plans for documenting teaching excellence
In graduate school
As early career faculty

Build assessment tools into teaching and learning activities

Provide pedagogical training for early career teachers

Engage in teaching activities that benefit the larger college and profession

Make teaching community property and responsibility

Role of Academic Deans



Seek and expect a balance of teaching and research

Don't leave the P&T process to chance

Personally engage early career teaching faculty

Acknowledge teaching as intellectual development

**Encourage faculty to develop teaching networks
beyond their departments and college**