



LOUISIANA STATE UNIVERSITY

ELRC 7890: Land-Grant Universities
Summer 2020
Course meets July 6 – 27, 2020

Monday & Wednesday, 4:30 – 8:30 p.m.
7 virtual class sessions: July 6, 8, 13, 15, 20, 22, & 27

Instructor

Ashley B. Clayton, Ph.D.
Assistant Professor, Higher Education
School of Education
Email: aclayton@lsu.edu
Office Hours: Tuesdays noon-1:00 p.m.
lsu.zoom.us/j/2414150460

Guest Instructor

Amanda L. Martin, Ph.D.
Assistant Dean
College of Agriculture
E-mail: amartin2@lsu.edu
Office hours: Mondays noon-1:00 p.m.
lsu.zoom.us/j/8062385367

Course Description

This course provides an overview of land-grant universities and their place in the American higher education system. Special attention is paid to issues surrounding the evolving nature of the land-grant mission in twenty-first-century America, as well as how higher education leaders are reconfiguring our nation's preeminent public institutions to meet the needs of the communities they were designed to serve.

Course Objectives

Upon completion of the course students will:

- Understand the historical underpinnings of 1862, 1890, and 1994 land-grant universities
- Examine the ways stakeholders contribute to and are impacted by the land-grant mission
- Recognize the various ways land-grant institutions develop quality university-community partnerships through service, extension, and engagement
- Demonstrate the mission of the land-grant institution through service and reflection
- Evaluate present strategies that land-grant university leaders are undertaking to meet the needs of diverse communities and achieve the mission of the land-grant model

Course Website

The course website is located on Moodle: <http://moodle3.lsu.edu/>. The course website includes the syllabus, course materials, and assignments. You will submit all assignments via Moodle, except when directed to do otherwise. For help with Moodle, contact the ITS Help Desk at 225-578-3375 or helpdesk@lsu.edu.

Required Texts

Gavazzi, S. M., & Gee, E. G. (2018). *Land-grant universities for the future: Higher education for the public good*. Johns Hopkins University Press.

Sternberg, R. J. (2014). *The modern land-grant university*. Purdue University Press.

Supplemental Texts

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

LSU E-Textbooks Initiative

“At the heart of LSU Libraries' mission is the goal of providing access to resources essential for teaching and learning. To that end, the e-textbook initiative provides students with quick access to course materials available for free through LSU Libraries. It also provides instructors with an easy-to-use search tool to identify e-books that the Libraries either already owns or can purchase for use in courses.” **Required textbooks for this course are available in e-textbook format and can be easily accessed through the Moodle site or at <http://www.lib.lsu.edu/ebooks>.**

Online Resources

Several online resources are useful for class discussions and assignments:

- Association of Public and Land-Grant Universities (APLU)
<https://www.aplu.org/>
- Carnegie Community Engagement Classification
<https://www.brown.edu/swearer/carnegie>
- Engagement Scholarship Consortium
<https://engagementscholarship.org/>
- Land-Grab
<https://www.landgrabu.org/>
- Louisiana State University AgCenter
<https://www.lsuagcenter.com/>
- Minorities in Agriculture, Natural Resources and Related Sciences
<https://www.manrrs.org/>
- Southern University AgCenter
<http://www.suagcenter.com/>
- U.S. Department of Agriculture
<https://nifa.usda.gov/land-grant-colleges-and-universities>
- USDA National Institute of Food and Agriculture: Land-Grant University Directory
<https://nifa.usda.gov/land-grant-colleges-and-universities-partner-website-directory>
- 4-H
<https://4-h.org/>

LSU Code of Student Conduct and Commitment to Community

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

Students with Disabilities

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact Disability Services in 115 Johnston Hall, 225-578-5919 or www.lsu.edu/disability.

Attendance Policy

As a courtesy to others, please arrive on time for class and let me know if you need to leave early or will be absent for any reason (e.g., illness, personal or family issue, or attendance at a professional conference). **If you miss more than one class, you will lose all 10 participation points (5% of your final grade).**

Expectations for Written Assignments

All written work should adhere to APA style as described in the Publication Manual of the American Psychological Association (7th Ed.). Use title pages in accordance with APA format. Assignments should be double-spaced, use 12-point Times New Roman font, have 1-inch margins on all sides, and be carefully edited prior to submission. All papers and journal entries should include appropriate running head, page numbers, title page, and reference page. Please submit all written assignments in a Word doc format (PDFs are not accepted).

Late Work

Late work will receive 10% off per day beyond the due date (one letter grade). Late work will not be accepted three days past the due date. Note: Weekly Reading Journal entries will not be accepted late. Exception: *one* weekly reading journal or assessment can be submitted up to 48 hours after the deadline without penalty.

Course Evaluation

Course assignments and their weight toward your final grade are below:

Assignment	Percentage
1. Participation & Professionalism	5%
2. Weekly Reading Journal (5 total)	20%
3. Weekly Assessments (4 total)	20%
4. Service-Learning/Experiment Station Assignment	15%
5. State Land-Grant Case Study	15%
6. Capstone Assignment	25%
Totals	100%

Assignments

Unless otherwise noted, all assignments are due on Monday or Wednesday before class (4:30 p.m.) on the date specified. Submit all assignments on Moodle.

1. Participation and Professionalism (5%)

Participation and professionalism points are determined through individual class attendance, participation, active listening, preparation, and contribution. Our class will function best when everyone contributes to the conversation. Professionals in higher education value collaboration, civility, mutual assistance, and appreciation of differences, and students are expected to exhibit these characteristics. This includes paying attention when others are speaking or presenting, giving (& receiving) honest and appropriate feedback, and maintaining a positive attitude. To foster a meaningful learning environment and to develop habits that lead to success in the professional world of higher education administration, all students must engage in professional behavior. Please view this course as an opportunity to exercise and hone these skills and dispositions. **If you miss more than one class, you will lose all 10 participation points (5% of your final grade).**

2. Weekly Reading Journal (20%)

Due: Weekly (5 journal entries, 4 points each)

To facilitate richer classroom discussions and encourage students to read, you will submit a short summary of the readings each week. In your summary, you will discuss ALL of the readings and summarize key points of interest. You should also share your own thoughts about the readings (e.g. agree, disagree, like, dislike, etc.) and provide support and/or evidence for your arguments. There are 7 opportunities to submit a journal entry, but only 5 are required. The entries should be approximately 2–2.5 pages in length.

3. Weekly Assessments (20%)

Due: Weekly (4 assessments, 5 points each)

You will be asked to work on several short assessments related to land-grant institutions. These assignments will help you have a better understanding of the history and current issues facing land-grant universities. These assessments will include webinars, reflections, short reports, and quizzes. All 4 assessments are required.

4. Service-Learning/Experiment Station Project (15%)

Due: July 24

Option 1: Service-Learning

“Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves” (Eyler & Giles, 1999, p. 7). If our goal is to better understand the “servant-university,” it is important that we engage and serve our communities.

To meet the service-learning requirement, students are required to:

1. Connect with service site and email documentation to instructor
2. Serve a *minimum* of 4 hours
3. Share your service experiences throughout the class
4. Complete a 2-4 page reflection paper connecting the service-learning experience to course objectives and *at least* 2 readings.

A well-developed reflection paper should include the following components/sections:

1. **Introduction to Service-Learning Activities** (1 page)
2. **Connection to Course Readings** (1-2 pages)
3. **Conclusion** (.5 page)

Option 2: Experiment Station Paper

Students will prepare a 5-7 page paper focused on agricultural experiment stations. You will research two land-grant research/experiment stations in Louisiana (or the state you selected for the State Land-Grant Case Study). At least 6 references are required, 4 of which must be journal articles or book chapters from class.

A well-developed paper should include the following components/section:

1. **Introduction**
 - a. Provide an overview of the Hatch Act
 - b. Explain the research/station model at one land-grant university
2. **Research/Experiment Station 1** (1-1.5 pages)
3. **Research/Experiment Station 2** (1-1.5 pages)
4. **Connection to Course Readings** (1.5-2 pages)
 - a. Connect your overview of the 2 stations to at least 4 course readings
5. **Conclusion** (.5-1 page)

5. State Land-Grant Case Study (15%)

Due: On July 13, 15, 20, 22, or 27

You will enrich your understanding of the land-grant model by exploring the diversity of these institutions and sharing your findings. Students will choose one of 17 states and research both the 1862 and 1890 institutions. You will complete a Google doc sheet on each institution and a 10-minute presentation. Your 12-slide presentation should include:

- Slide 1: Title page
- Slides 2-5: An overview of the land-grant institutions in your state (history, location, mission statements, motto, ranked programs, student and faculty demographics, etc.)
- Slides 6-7: Leadership overview (e.g. president's background)
- Slides 8-9: Extension model and leadership structure
- Slides 10-11: Description of a specific and current strategy, practice, program, or policy tied to the land-grant mission
- Slide 12: Most unique finding from your research on the land-grants in your state

6. Capstone Paper (25%)

Due: July 31 by midnight

Each of you enrolled in this course because of a particular connection to the topic through your work experience and/or a genuine desire to learn more about land-grant institutions. You may choose between two options for your capstone assignment: a reflective essay or research proposal. Both options require *at least* 10 references. By July 13, you must decide which capstone paper you intend to complete. Prior to class on that day, you can submit an *optional* one-page overview of the topic and will receive feedback to assist you with your capstone paper.

Option 1: Land-Grant Reflective Essay

Students will work independently or in small groups (up to three students) on a paper that can result in a peer-reviewed journal article. The goal of this assignment is prepare a manuscript to submit to the [Journal of Higher Education Outreach and Engagement](#) (see reflective essay option). The goal of the reflective essay is to examine current issues related to university-community engagement that are anchored in the literature. You can consider focusing on one of the seven themes that Gavazzi & Gee discussed from the SWOT analysis of land-grant institutions or another topic related to land-grant outreach and engagement. The manuscript should be 15 – 20 pages (including references) or 4,000 – 5,000 words.

Option 2: Research Proposal

This capstone option will be completed *individually* and is ideal for students who are close to the dissertation stage. Students will prepare research proposal designed to address a land-grant topic. This is a great opportunity for doctoral students to gain experience in developing a research project. You will not collect data for this project. However, this is an opportunity to design a research study that could lead to publication, grant funding, or a dissertation proposal. The proposal should be 10-12 pages (excluding references).

A well-developed research proposal will include the following components:

1. Introduction (research problem, purpose of the study, research questions, etc.)
2. Literature Review (synthesis of the literature around the topic)
3. Methods (research design, data collection, data analysis, etc.)

Grading Scale

A+	97-100%
A	93-96.99%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D	65-69.99%
F	below 65%
IN	incomplete

Grading Rubric

Each assignment will be given a letter grade and an associated point value in accordance with the quality it reflects:

- A+** Outstanding. Work at this level is extraordinary and exceeds expectations for the assignment. **Work is without error.**
- A** Excellent. Impressive work for a graduate student. Work at this level is thorough, well-reasoned, and creative. Work is of exceptional quality and has minimal errors.
- A-** Very Good. Strong work for a graduate student that shows signs of creativity and is generally thorough and well-reasoned, but evidences a few errors and/or minor conceptual weaknesses.
- B+** Good. Sound work for a graduate student that meets the basic objectives of the assignment and demonstrates a general understanding of and application of concepts. Work has some errors and/or conceptual weaknesses.
- B** Adequate. Competent work for a graduate student even though some weaknesses are evident. Demonstrates most of the basic objectives of the assignment, but indicates that understanding of some concepts is less than complete. Work evidences strengths in some areas, but these are offset by errors or conceptual weaknesses in other areas.
- B-** Borderline. Weak work for a graduate student. Work meets the minimal expectations for the assignment, but understanding of salient concepts is somewhat incomplete and work evidences errors in several areas.
- C** Inadequate. Work does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important concepts.

Anticipated Course Schedule

The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

Week	Dates	Topic	Assignments Due
1	July 6	Course Introduction	APA Template Journal 1 Assessment 1 (Webinar) – Due 6/15
	July 8	History and Mission	Journal 2 Assessment 2 (Land-Grab)
2	July 13	Leadership	Journal 3 Assessment 3 (Quiz) <i>1-page Optional Capstone Overview</i> Case Study Presentations
	July 15	Research and Teaching	Journal 4 Assessment 4 (1994 Institutions) Case Study Presentations
3	July 20	Service, Extension, and Engagement	Journal 5 Case Study Presentations
	July 22	Student Enrollment and Experiences	Journal 6 Service/Experiment Project Case Study Presentations
4	July 27	Future of the Land-Grant University	Journal 7 Case Study Presentations
	<i>July 31</i>	<i>No Class – Exam Week</i>	Capstone Paper due July 31 st at midnight

Detailed Course Schedule

Schedule Key: **Gavazzi & Gee** – *Land-grant universities for the future*
Modern Land-Grant – *The modern land-grant university*

June 15 **Pre-Course Assignments**
Due:

- Pre-Course Assessment
- State Land-Grant Case Study Sign-Up
- APA Template (not graded)
- Assessment 1 (Webinar)

Week 1 – Introduction

July 6 **Introduction to Land-Grant Universities**
Module 1 Required readings:

- Gavazzi & Gee – Introduction
- Gavazzi & Gee – Chapters 1 & 2

Due:

- Journal 1

July 8 **The History and Mission of the Land-Grant Universities**
Module 2 Required readings:

- Modern Land-Grant – Chapter 1 (History & Mission)
- Association of Public and Land-Grant Universities (2012). *The land-grant tradition*. <https://www.aplu.org/library/the-land-grant-tradition/file>

Due:

- Journal 2
- Assessment 2 (Land-Grab) – due July 10 at 11:55 p.m.

Week 2

July 13
Module 3

Leadership

Guest Speaker: Ray Trapp, Director of External Affairs, NC A&T

Required readings:

- Gavazzi & Gee – Chapters 3 & 4
- Sandmann, L. R., & Plater, W. M. (2009). Leading the engaged institution. *New Directions for Higher Education*, 2009(147), 13-24.

Due:

- Journal 3
- Case Study Presentations
- Assessment 3 (Quiz)

July 15
Module 4

Research and Teaching

Required readings:

- Gavazzi & Gee – Chapter 5
- Modern Land-Grant – Chapters 2 & 3

Due:

- Journal 4
- Case Study Presentations
- Assessment 4 (1994 Institutions) - due July 17 at 11:55 p.m.

Week 3

July 20
Module 5

Service, Extension, and Engagement

Guest Speakers:

**Dr. William B. Richardson, Dean, LSU College of Agriculture /
Vice President for Agriculture, LSU AgCenter**

**Dr. Orlando F. McMeans, Dean, SU College of Agricultural, Family and
Consumer Sciences / Chancellor, SU Ag Center**

Required readings:

- Modern Land-Grant – Chapter 4
- Fitzgerald, H. E., Bruns, K., Sonka, S., Furco, A., & Swanson, L. (2012). The centrality of engagement in higher education. *Journal of Higher Education Outreach and Engagement*, 16(3), 7-28.
- Stoecker, R. (2014). Extension and higher education service-learning: toward a community development service-learning model. *Journal of Higher Education Outreach and Engagement*, 18(1), 15-42.

Due:

- Journal 5
- Case Study Presentations

July 22
Module 6

Student Enrollment and Experiences

Guest Speaker: Dr. Stephen Gavazzi, Professor at Ohio State University

Required readings:

- Gavazzi & Gee – Chapter 6
- Modern Land-Grant – Chapter 6
- Worsham, R. E., Clayton, A. B., & Gayles, J.G. (2020). Exploring rural engineering students' college-going process at two land-grant institutions.

Due:

- Journal 6
- Case Study Presentations
- Service-Learning / Experiment St. Project – due July 24 at 11:55 p.m.

Week 4

July 27
Module 7

Future of the Land-Grant University

Guest Speaker: Irene Lewis, Past National Undergrad President, MANRRS

Required readings:

- Gavazzi & Gee – Chapter 7
- Modern Land-Grant – Chapters 5 & 13

Due:

- Journal 7
- Case Study Presentations

July 31

No Class - Final Exam Week

Due Friday, July 31st at midnight:

- Capstone Paper