NEW PD TRAINING, OR LAND-GRANT 101

FALCON 2013 Conference
November 3, 2013
OUTLINE OF WORKSHOP

- Overview of 1994 land-grant
- Types of 1994 institutional implementations
- Emerging Issues
- The land-grant planning process
- Developing your land-grant plan
- Questions & discussion
OVERVIEW OF LAND-GRANT PROGRAMS:

BACKGROUND

• “Land-grant” is a designation by Congress that establishes a relationship between the federal government (USDA) and a college/university to support educational activities (teaching, extension, research) related to the agricultural and family sciences.

• There are 50 state land-grant universities (called 1862s), 18 Historically Black land-grant colleges/universities (called 1890s), and 7 insular land-grants.

• 34 listed TCUs are designated land-grant under the Equity in Educational Land Grant Status Act of 1994 (32 now eligible).

• USDA’s lead agency for land-grant programs is the National Institute of Food and Agriculture (NIFA).
WHY DO I CARE?

• Vast network of resources, expertise and partners
• Represents a major funding source, now and in the future
  ✓ USDA is 3rd largest total source of Fed $ to 1994s
  ✓ USDA administers about +$1.1 Billion to Higher Ed. each year
  ✓ Shrinking Fed discretionary $ means looking for new sources of funding
• Potential to build institutional capacity in faculty, curricula, facilities, finances, community outreach, research, etc.
• Ultimately, to better serve tribal communities.
THE ORGANIZATIONAL LANDSCAPE

Tribal Communities

- 1994s
- AI HEC
- APLU
- Land-grant System
- President
- Congress

FALCON

USDA/ AI HEC Leadership Group

USDA
THE PROGRAMMATIC LANDSCAPE

1994 LEGISLATIVE AUTHORITIES, APPROPRIATIONS, & MOUs

USDA NIFA (National Institute of Food and Agriculture)
- Equity/Endowment (T. Grosser)
  - Extension (T. Grosser)
  - Research (T. Grosser)

USDA Rural Development
- Community Facilities (State RD Office)

USDA Office of Advocacy and Outreach
- 1994 Program Director (L. Shorty)
- 1994 East Regional Liaison (S. Koziski)
- 1994 Central Regional Liaison (L. Yellow)
- 1994 Program Manager (L. Panizo)
1994 Land-Grant Programs

- **Equity**
  - For-credit instruction, curriculum, faculty development, equipment/materials, student programs, etc.
  - $3.081 M in FY 2013

- **Extension**
  - Research-based non-formal education, community development, demonstrations, professional development, etc.
  - $3.984 M in FY 2013

- **Research**
  - Applied, undergraduate students, participatory, in partnership with an 1862/1890
  - $1.664 M in FY 2013

- **Endowment**
  - Supports all of the above in the broadest sense
  - Distribution based on formula: 40% even split; 60% by ISC
  - $10.997 M to corpus (about $160 M); about $5.0 M latest interest yield (in 2013)

- **Community Facilities Program**
  - Supports community facilities: libraries, day care centers, campus improvements, etc.
  - Authorized in Farm Security and Rural Investment Act of 2002 (Farm Bill)
  - $3.197 M in FY 2013
INTER-AGENCY OPPORTUNITIES

- STEM: NSF, NASA
- Diet, Health & Nutrition: HHS, NIH, CDC
- Student Success: Dept. of Education
- Research Capacity: DOD, DOE, NASA
- Environment: EPA
- Climate Change: NOAA, USGS, NASA
- International: USAID, NMAI
FALCON: FIRST AMERICANS LAND-GRANT CONSORTIUM
MISSION, ORGANIZATIONAL STRUCTURE

- **Mission:** To foster communication, cooperation and professionalism among Tribal College Land Grant educators.

- **Board and Officers:**
  - Benita Litson (Diné), President
  - Gary Halvorson (SBC), Vice-President
  - Carrie Sue Schumacher (FPCC), Treasurer
  - Brain Kowalkowski (CMN), Secretary
  - Virgil Dupuis (SKC), Ex Offico
  - John Phillips (AIHEC/FALCON), Executive Director

- **Membership:**
  - All 1994 administrators, faculty and staff welcomed
  - One voting member per 1994, designated by TCU President
## Emerging Issues

### FY 2014 Appropriations

<table>
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<tr>
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<th>FY 2012 Enacted</th>
<th>FY 2013 CR Final*</th>
<th>FY 2014 APLU</th>
<th>FY 2014 President</th>
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<td>$4.321</td>
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<td>1994 Research Program¹</td>
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Table 1. Funding (in millions) for 1994 Land Grant Institutions’ USDA programs, FY 2012-2014

¹ FY 2013 numbers include 7.6 percent sequestration mandated cuts.

¹ Represented in a single budget priority as "Extension and Research Services at 1994 Institutions" with a total of $6.113 million requested.

² USDA Rural Development program. It is important to note that this account total is shared by all 32 tribal college land grant institutions.
EMERGING ISSUES
1994 FUNDING HISTORY THROUGH FY 2013

[Graph showing funding history with various categories such as Extension, Equity, Research, Endowment, and Rural Development from FY 1996 to FY 2013.]
EMERGING ISSUES
FARM BILL REAUTHORIZATION

March 2012 CBO Baseline of Mandatory Outlays for Farm Bill Titles
(10-year budget outlays FY2013-FY2022 in billions of dollars by farm bill title)
$993 billion total
1994 Institutional Implementation Types

- Land-Grant Department/Institute
  - Director manages all 1994 program activities, in coordination with top administration.
  - Department responsible for program planning, funding, staffing, budgeting, administration, evaluation, reporting...

- Top-level Administration
  - Top administrator has responsibility for all 1994 programs.
  - Individual units (extension, teaching, research) coordinate activities, with varying levels of responsibility.

- Individual Programming
  - 1994 programs embedded in separate mainline college departments and units.
  - Individual faculty or staff operate with relatively little program coordination.
INDIVIDUAL INSTITUTIONAL TYPE

TCU President (Endowment)

VPs, Deans, Executive Teams

Department Head, Director, etc.

Instructor (Equity)

Extension Agent (Extension)

Facilities (Rural Development)

Department Head, Director, etc.

Researcher (Research)
TOP-LEVEL INSTITUTIONAL TYPE

TCU President

Top Administrator (Endowment)

Instructor (Equity)  Extension Director (Extension)  Researcher (Research)

Facilities (Rural Development)
LAND-GRANT DEPARTMENT INSTITUTIONAL TYPE

TCU President

Land-grant Director

Teaching, Extension & Research faculty, educators and staff (Endowment, Equity, Extension, Research, Rural Development)
LAND-GRA NT STRATEGIC ALIGNMENT

Administrative buy-in, support

Program Efficiency, leveraging

Community support

Tribal College
(Strategic Plan, Mission)

Land-grant
(Land-grant Plan, Mission)

Tribal Community
(Needs, Priorities)
LAND-GRANT STRATEGIC ALIGNMENT

- Administrative conflict, concerns, apathy
- Program inefficiency, isolation
- Lack of community support, awareness

Tribal College
(Strategic Plan, Mission)

Land-grant
(Land-grant Plan, Mission)

Tribal Community
(Needs, Priorities)
QUESTIONS AND DISCUSSION
LAND-GRA NT PLANNING PROCESS

1. What does “land-grant” mean to your TCU and community?
   - Develop your own individual definition of a “tribal” land-grant institution.
   - Will require discussions on your campus and in your community.
   - What steps need to be taken to develop a land-grant definition for your TCU and community?

2. What land-grant programs are you currently administering?
   - What are their focus areas?
   - What USDA (and other) programs support them?
   - Where are they in their program lifecycles?
LAND-GRAnt PLANNING PROCESS

3. Review the TCU’s strategic plan--its strategies, goals, and objectives for compatibility with your current and potential land grant programming.
   - How closely aligned is your land-grant programming with the TCU’s strategic plan?
   - Where is it aligned and where is it not?

4. Gather Stakeholder input.
   - Identify your stakeholder groups.
   - Identify ways to include these groups in the planning process.
   - How does land-grant programming fit with your TCU’s strategic plan?
5. Conduct a Situational Analysis.
   - Various methods (needs assessments, asset mapping, SWOT analysis, etc.)
   - Identify the data that need to be gathered and what methods to use.
   - What data are already available?
   - What questions need to be asked and how will you ask those questions?

6. Set your priorities by determining which issues are most appropriate to your TCU’s strategic goals, land-grant scope, available resources, and your capacities.
   - What are the top priorities among the various concerns and needs that were identified during the situational analysis?
   - Which of these top priorities match with our TCU’s mission and strategic plan?
   - Which of these top priorities are within our scope of land grant programming?
LAND-GRANT PLANNING PROCESS

7. Develop program impact statements from your top priority issues.
   • Using a logic model can help to simplify and clarify a process that can be confusing and complex.
   • You may find it easier to design your program starting with impacts and then working backward toward your resources and inputs.
   • Impacts are your high-level, long-term, ultimate goals.

8. Develop program outcome (objective) statements from your impact statements.
   • Develop your short- and long-term outcome statements, which are also referred to as objectives.
   • Outcomes are more specific and near-term than impacts, and will present measurable and meaningful statements of what you want the program to accomplish.
LAND-GRANT PLANNING PROCESS

9. Develop program outputs that would lead to your program outcomes.
   - Program outputs represent the tangible evidence that your program has produced something.
   - They are the “raw material” that helps you achieve your outcomes or objectives.
   - They can include products such as curricula, reports and manuals, crops and livestock, or marketable items.
   - They also include numbers of participants involved in the program.

10. Develop program activities that would lead to your program outputs.
    - Activities are the actual things that your program does.

11. Identify resources, or inputs, that are necessary for your program activities.
    - These resources can include grant funding, staffing, classroom space, partnerships, etc. that are necessary to conduct program activities.
LAND-GRANT PLANNING EXERCISE

Step 1: What does “land-grant” mean to your TCU and community?

Review the Visioning and Goal Setting Worksheet, and discuss.
LAND-GRANT PLANNING EXERCISE

Steps 2-6:

2. What land-grant programs are you currently administering?
3. Review the TCU’s strategic plan.
4. Gather Stakeholder input.
5. Conduct a Situational Analysis.
6. Set your priorities (at least top 3).

Review steps individually, and then discuss in groups.
LAND-GRANT PLANNING EXERCISE

Steps 7-11:
7. Develop program impact statements.
8. Develop program outcome (objective) statements.
9. Develop program outputs.
10. Develop program activities.
11. Identify resources, or inputs.

Review the logic model worksheet, and then discuss.
LAND-GRANT PLANNING EXERCISE

Putting it all together:

Prepare a 30-second “elevator speech” and a two-minute “pitch” on your land-grant programs.
QUESTIONS AND DISCUSSION
THANKS!

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