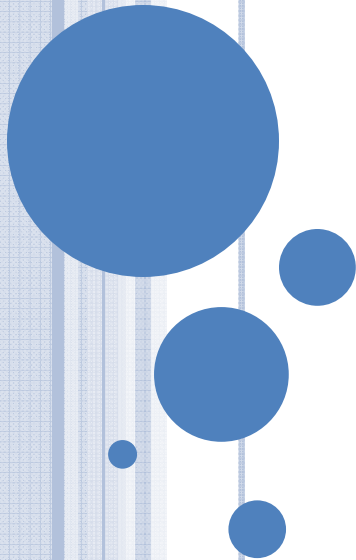


LAND-GRANT STRATEGIC PLANNING



OUTLINE OF WORKSHOP



- Overview of 1994 “land-grant”
- Types of 1994 institutional implementations
- The land-grant strategic planning process
- 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.
- The founding principles of “land-grant” are:
 1. Access to higher education for the “industrial classes”,
 2. Promotion of “practical education”, and
 3. A federal government role in higher education.
- Historically “land-grant” has included the 3-pronged focus of teaching (for-credit, classroom), extension (community ed.), and research.

OVERVIEW OF LAND-GRANT PROGRAMS: BACKGROUND



- There are 50 state land-grant universities (called 1862s), 18 Historically Black land-grant colleges/universities (called 1890s), and 7 insular land-grants (US Territories).
- 34 listed TCUs are designated land-grant under the Equity in Educational Land Grant Status Act of 1994 (34 now eligible).
- USDA's lead agency for land-grant programs is the National Institute of Food and Agriculture (NIFA).



1994 LAND-GRANT PROGRAMS



○ Equity

- For-credit instruction, curriculum, faculty development, equipment/materials, student programs, etc.
- \$3.439 M in FY 2014, by formula

○ Extension

- Research-based non-formal education, community development, demonstrations, professional development, etc.
- \$4.446 M in FY 2014, Base scored competitively among 1994s by merit, Special Emphasis competitive among 1994s

○ Research

- Applied, undergraduate students, participatory, in partnership with an 1862/1890
- \$1.801 M in FY 2014, competitive among 1994s

○ 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)

○ Rural Development 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, scored competitively by merit

ELIGIBLE PROGRAMMING



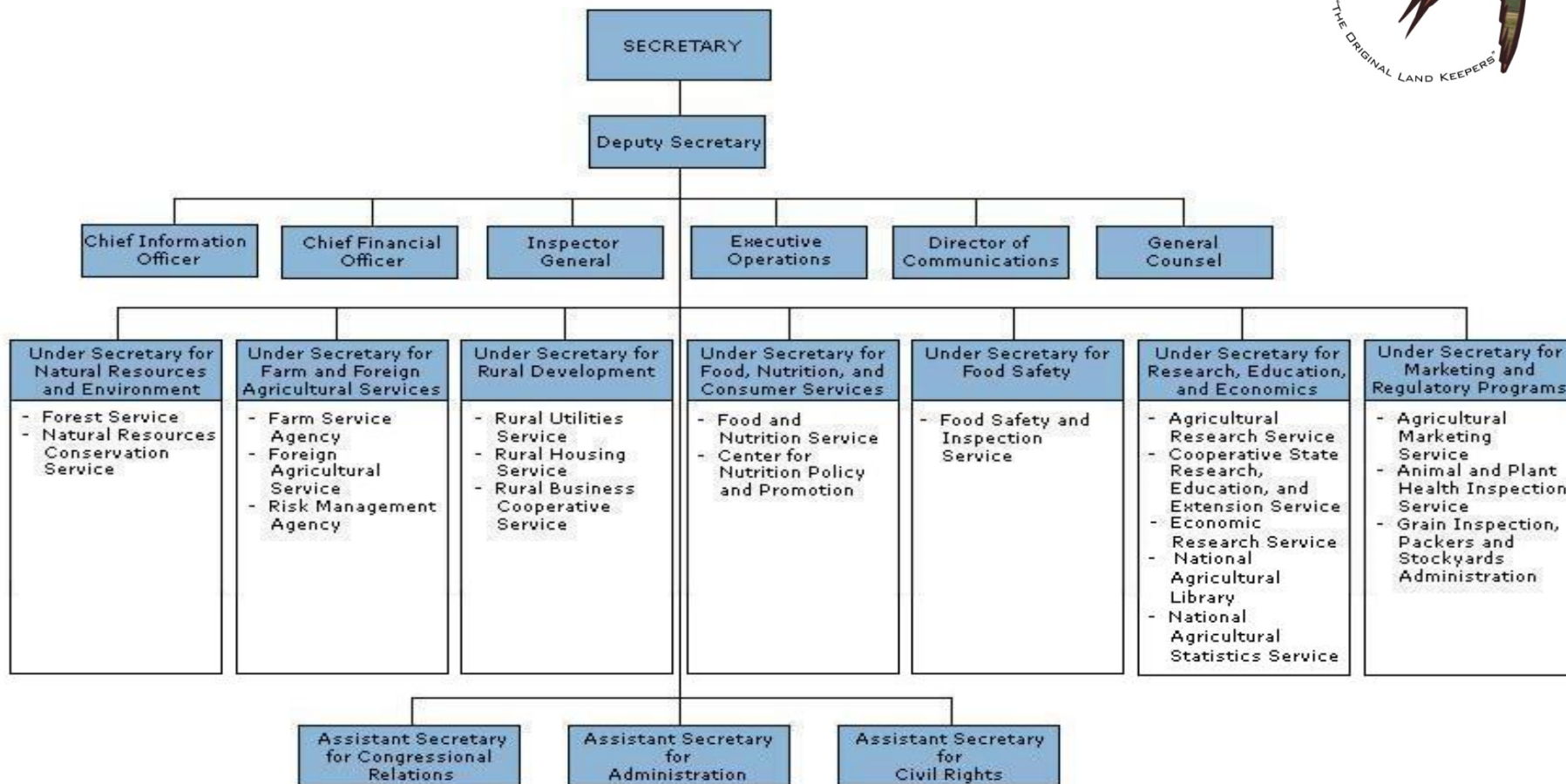
○ Agriculture—Broadly defined (7 CFR 3430)

Food and agricultural sciences means basic, applied, and developmental research, extension, and teaching activities in food and fiber, agricultural, renewable energy and natural resources, forestry, and physical and social sciences, including activities relating to the following:

- (1) Animal health, production, and well-being.
- (2) Plant health and production.
- (3) Animal and plant germ plasm collection and preservation.
- (4) Aquaculture.
- (5) Food safety.
- (6) Soil, water, and related resource conservation and improvement.
- (7) Forestry, horticulture, and range management.
- (8) Nutritional sciences and promotion.
- (9) Farm enhancement, including financial management, input efficiency, and profitability.
- (10) Home economics.
- (11) Rural human ecology.
- (12) Youth development and agricultural education, including 4–H clubs.
- (13) Expansion of domestic and international markets for agricultural commodities and products, including agricultural trade barrier identification and analysis.
- (14) Information management and technology transfer related to agriculture.
- (15) Biotechnology related to agriculture.
- (16) The processing, distributing, marketing, and utilization of food and agricultural products.



USDA (MORE THAN COWS & PLOWS)



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



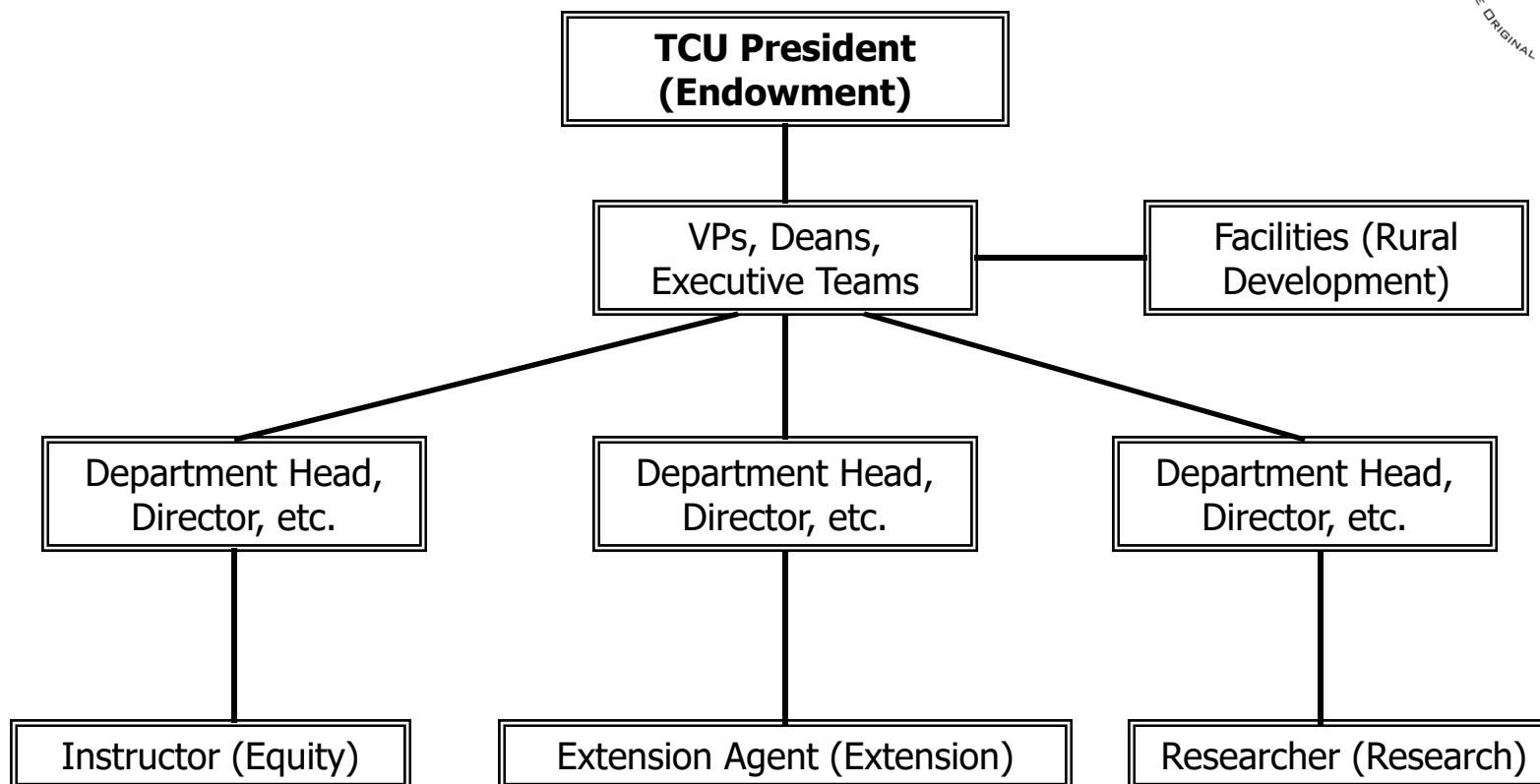
1994 INSTITUTIONAL IMPLEMENTATION TYPES



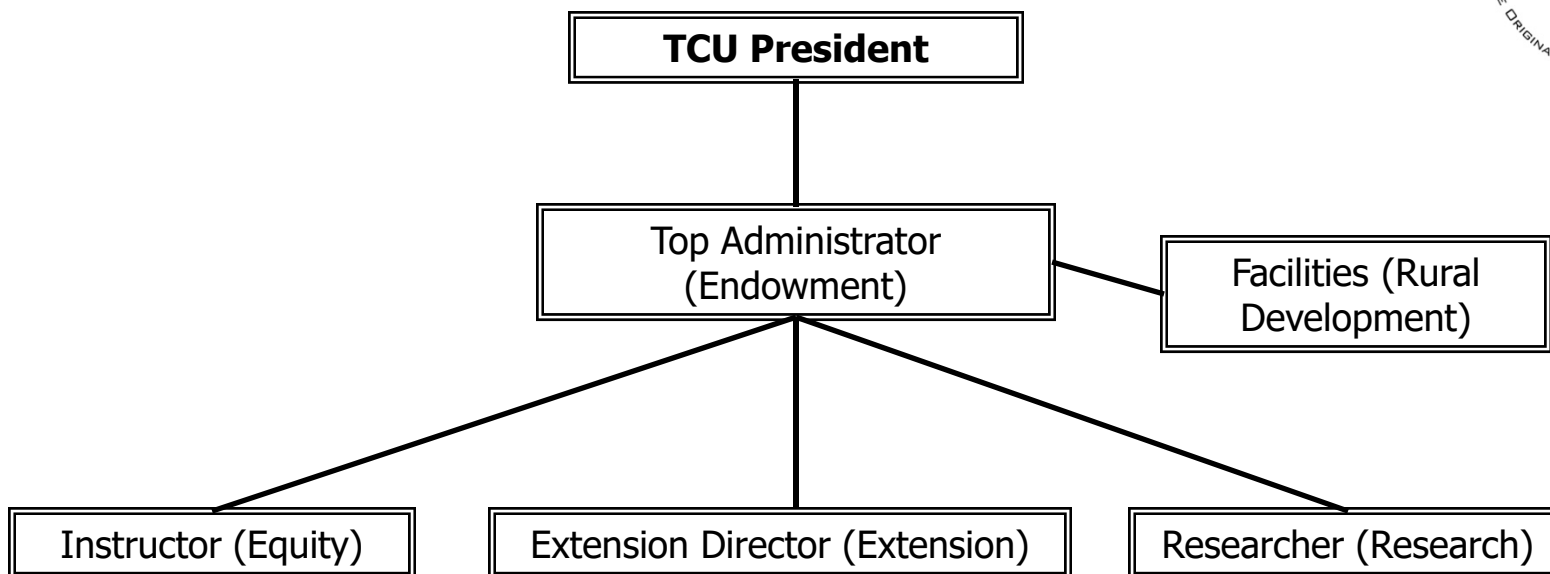
- Land-Grant Department/Institute
 - Director manages all 1994 program activities, in coordination with top administration.
 - Department responsible for program planning, funding, staffing, budgeting, administration, evaluation, reporting...
- Top-level Administration
 - Top administrator has responsibility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



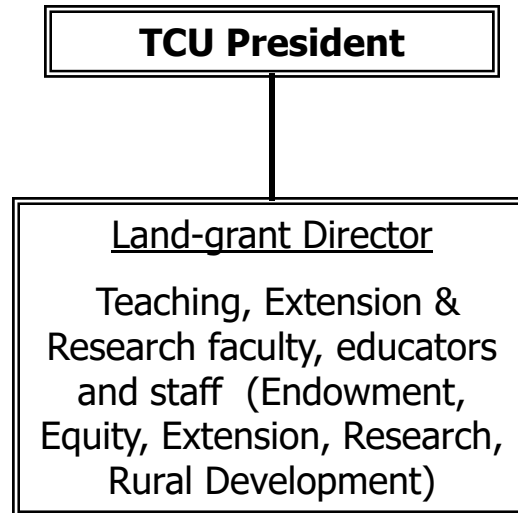
INDIVIDUAL INSTITUTIONAL TYPE



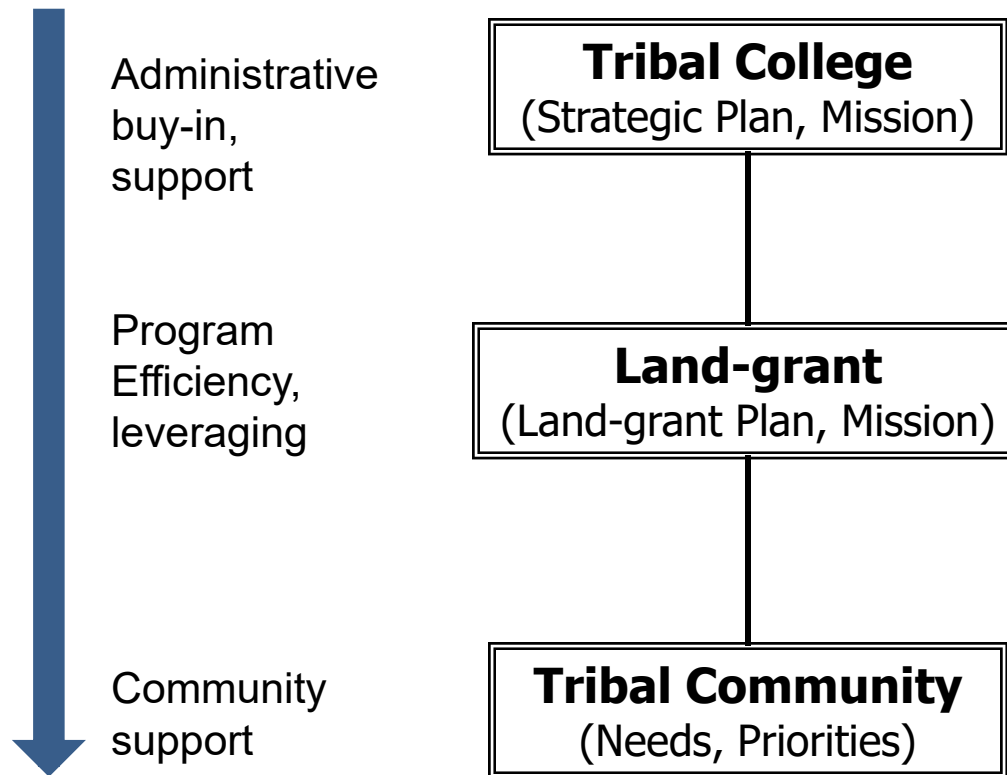
TOP-LEVEL INSTITUTIONAL TYPE



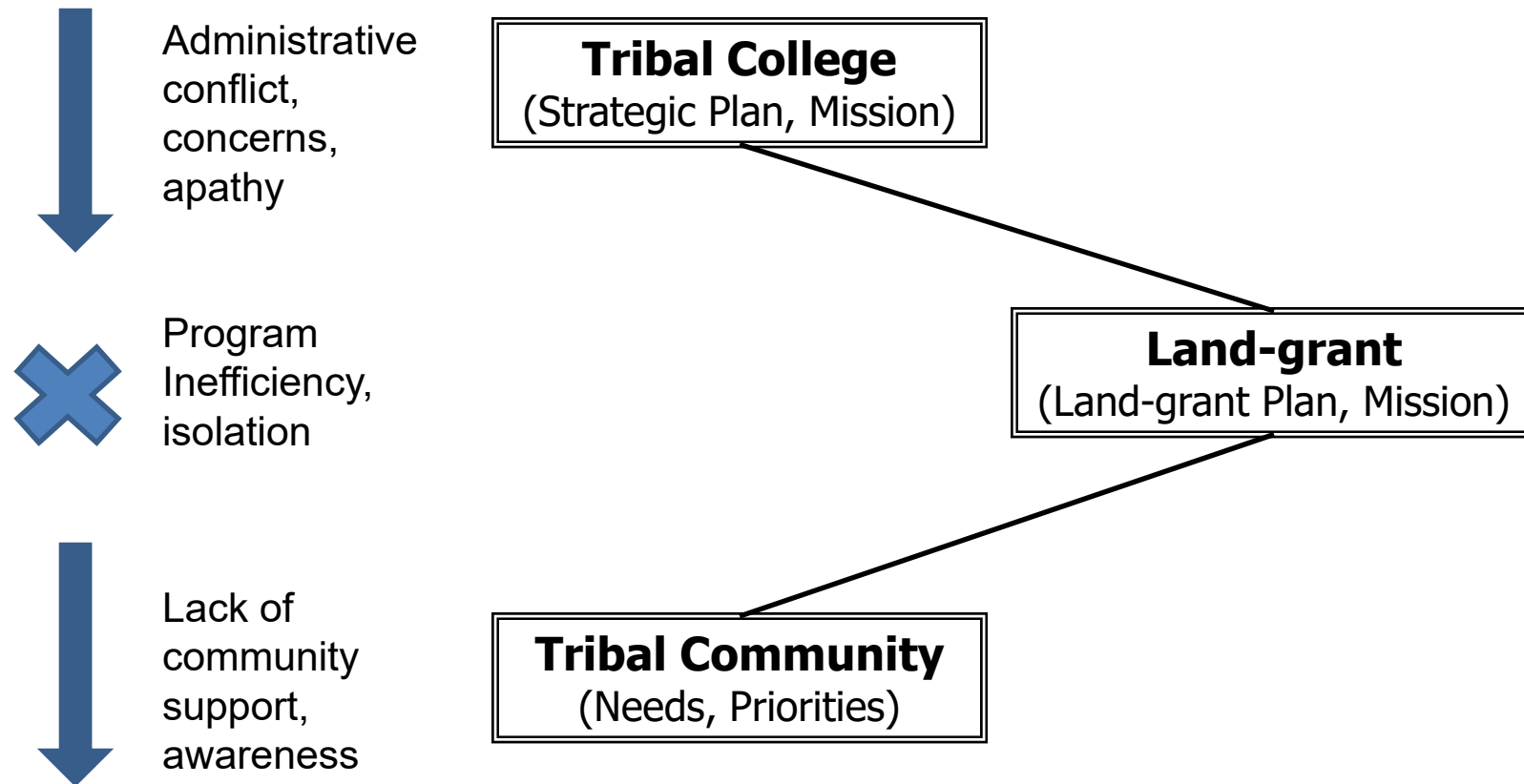
LAND-GRANT DEPARTMENT INSTITUTIONAL TYPE



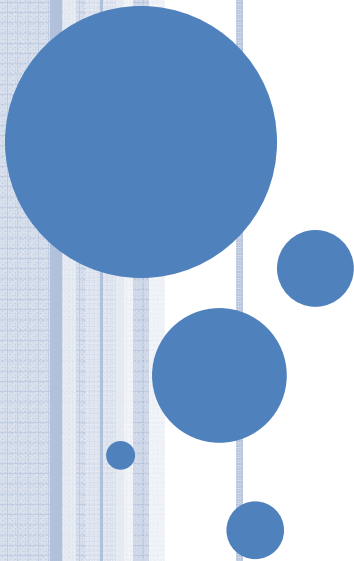
LAND-GRANT STRATEGIC ALIGNMENT



LAND-GRANT STRATEGIC ALIGNMENT



QUESTIONS AND DISCUSSION



LAND-GRANT 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?



LAND-GRANT PLANNING PROCESS



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

Steps 1-6:

1. **What does “land-grant” mean to your TCU and community?**
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 and discuss in groups.

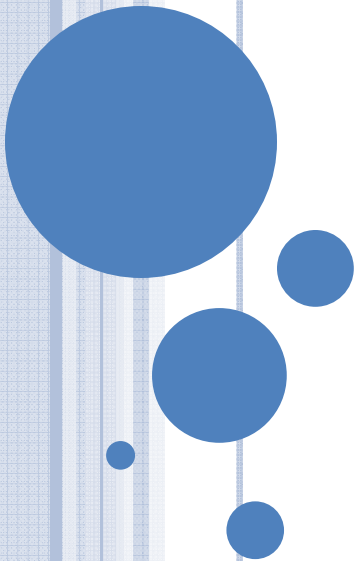
LAND-GRANT PLANNING EXERCISE

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 and then discuss.

QUESTIONS AND DISCUSSION





THANKS!

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