



# West Virginia State University: A Land Grant University




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# LAND-GRANT SYSTEM

The land-grant system is a term used to describe the set of U.S. state and territorial institutions of higher learning which receive federal support for integrated programs of agricultural teaching, research and extension in agriculture, food and environmental systems.

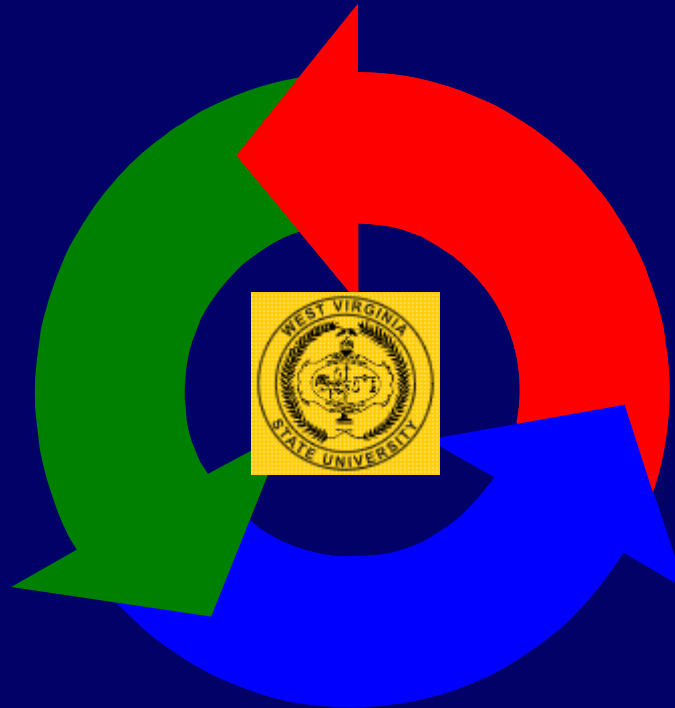


# West Virginia State University: A Land Grant University

Extension  
(Engagement)

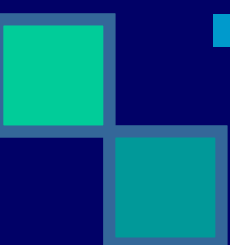

Research  
(Discovery)

Teaching  
(Learning)



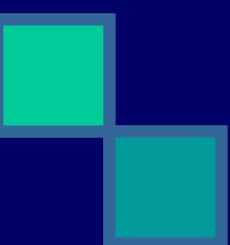



# LAND-GRANT SYSTEM

- Morrill Act of 1862 - provided grants of federal lands to states and territories agreeing to establish a public institution for teaching of agriculture and the mechanical arts.
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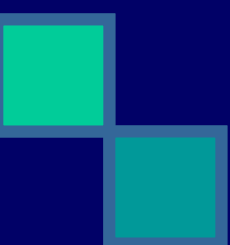



# The Morrill Act of 1862

- Established a public, federally assisted system of higher education
  - Congress chose not to use federal funds, but rather LAND (via the Homestead Act), to encourage states to participate
  - Congress was cash short!
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# Morrill Act of 1862

- A bold new experiment – a Profound innovation
  - The first social contract between this nation and her citizens
  - Created the belief that American social and economic development was best served if higher education was made broadly available to all, hence - the “Peoples Colleges”
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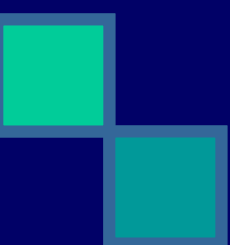


# Higher Education prior to 1862


- Elitist with a focus on Law, Theology, Medicine and Philosophy
  - Available only to the “landed gentry”
  - Education was a “state’s right” issue, not a federal matter
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## Second Morrill Act *(August 30, 1890)*

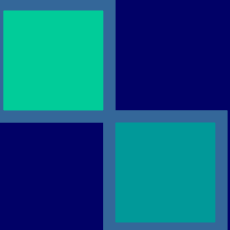


" To apply a portion of the proceeds of public lands to the more complete endowment and support of the colleges for the benefit of agriculture and mechanic arts established under the provisions of the act of July 2, 1862 . . . "





## Second Morrill Act *(August 30, 1890)*



" . . . That no money shall be paid out under this act to any State or territory for the support and maintenance of a college where a distinction of race or color is made in the admission of students, but the establishment and maintenance of such schools separately for white and colored students shall be held to be in compliance with provision of this act if the funds received be equitably divided .




"

. . .



# Mission: 1890 Programs

“ . . . Generate new knowledge which assists rural underprivileged people and small farmers, sustainable agriculture, rural economic development, human nutrition, rural health, and youth and elderly . . . ”




*Public Law 95-113*



# Our Mission (1890)

To produce graduates who are leaders in and contribute to their communities, the nation, and the world

To provide teaching, research and extension and outreach through collaborative efforts, which improve the standard of living and quality of life of diverse populations, including limited-resource persons (and low wealth communities)






## The eighteen 1890 land grant institutions



-founded between 1866 and 1912 –

proudly continue our bold work of  
extending educational access and  
opportunity to a wide range of students.





# Statistical Portrait of the 1890s

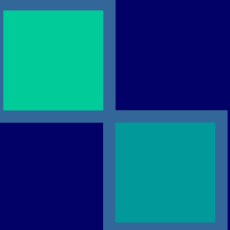
Total enrollment of ~100,000, 70% of  
which is African American

On average, we graduate ~16,000  
students per year


Faculty-student ratio is 1:20



# Statistical Portrait of the 1890s

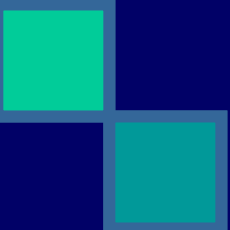


We assume greater responsibility for economic development as the environment in which our institutions function intensifies in terms of poverty, unemployment, youth-at-risk, illiteracy, and the absence of economic opportunities






## The 1890s are committed to:



Innovative research & Extension programs that provide effective and efficient solutions to quality of life problems affecting individuals, families and communities

Development of society-ready graduates who are uniquely trained and in demand to tackle the diverse issues impacting the global community





## The 1890s are committed to:



Enhancement of the socioeconomic conditions of individuals, families and communities in targeted regions

Addressing the needs and challenges facing rural and urban communities and limited resource persons (farmers)





# Council of 1890 Universities



Strategically Approaching the Future . . .

1890 Land Grant System

A Strategic Plan

(June 2000)






# Strategically Approaching the Future: Four Imperatives

- Resource Development
  - Infrastructure and Technology Development
  - Institutional Program Development
  - Leadership Development
- 



# Strategically Approaching the Future: Three Core Values

- Inclusion (access and opportunity)
  - Innovation (creativity and competence)
  - Investment (parity and representation)
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# Challenges (Research)

Still building capacities....did not get funding until the late 1900s, unlike the 1862s who have been funded since the late 1800s; need strong and continued support for formula funds, capacity building grants and facilities funds

Acquiring non-federal matches is extremely difficult; the new wave of funding is predominantly competitive, and may require a match.....i.e. thermochemical conversion grants require a 60% non-federal match

Make the 1890s Centers of Excellence as the name implies!



# Challenges for 1890s (Academics)

No funding for aggressive recruiting

Very few graduate assistantships and scholarships


The gap between the “haves” and the “have-nots” is widening in areas such as genomics, biofuels, biosecurity and other emerging needs

Flat budgets while science never stands still






# LAND-GRANT SYSTEM

- Hatch Act of 1887 - authorized federal support for agricultural research at the state and territorial level and the establishment of Ag Experiment Stations at each land-grant institution.
  - Divested and shared the research and discovery efforts with the states and their newly formed colleges
- 




# Hatch Act of 1887

- Created a research and experimentation effort focused in the public interest
  - A key facet of the land grant model is the development of research programs in collaboration with stakeholders
  - Established the role of government in stimulating local or regional economic growth and development
- 




# Hatch Act of 1887

- The advancement of agricultural, food and environmental sciences is a direct result of the programmatic efforts to identify problems, conceptualize methods of investigation, find solutions, and continually adapt those solutions to the end-users
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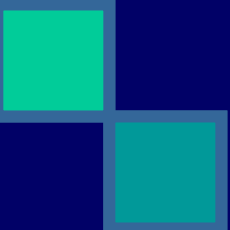



# LAND-GRANT SYSTEM

- Smith-Lever Act of 1914 - authorized federal support for extension services at state and territorial level and establishment of a Cooperative Extension Service at each land-grant university.
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# Smith Lever Act of 1914

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- Created out of a need to disseminate knowledge for the public good (*putting knowledge to work*)
  - Congress created a new funding mechanism that established a three-way partnership
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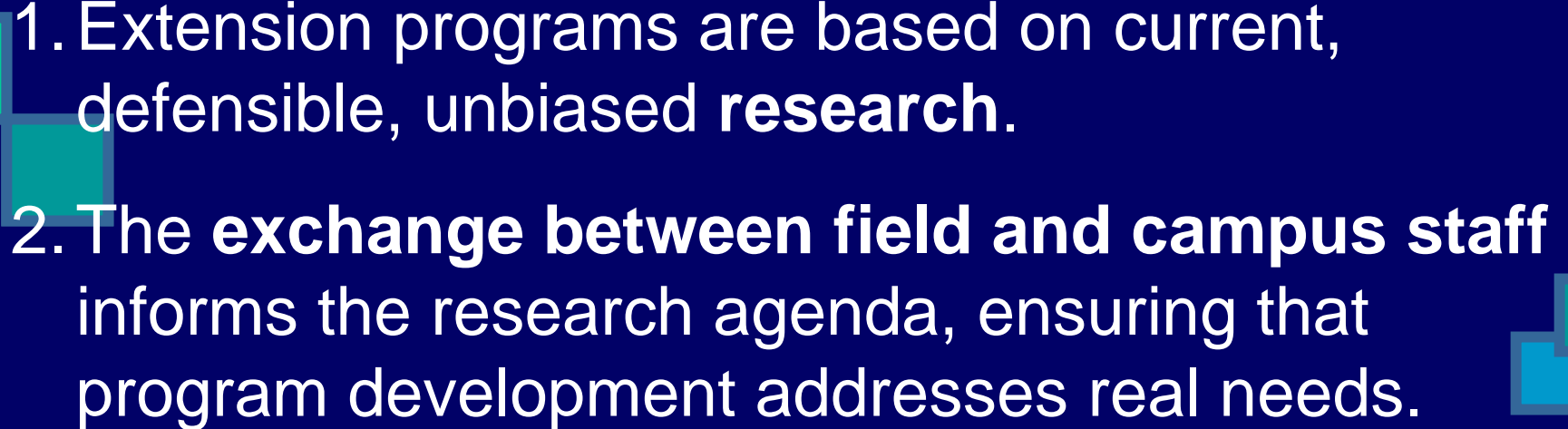


# LAND-GRANT SYSTEM

- Smith-Lever Act of 1914 - Cooperative Extension was designed to link the colleges' academic and research programs to societal needs through a public service function that includes extended education and technology transfer
  - The discovery (research enterprise) of new knowledge has no impact if it does not move off the research center or out of the laboratory
- 



# Extension Matters

1. Extension programs are based on current, defensible, unbiased **research**.
  2. The **exchange between field and campus staff** informs the research agenda, ensuring that program development addresses real needs.
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# Extension Matters

3. Extension field staff are highly trained educators, who deliver programs using appropriate and effective teaching methods.
4. Extension program teams **collaborate** with other public, private, and nonprofit service providers to ensure efficiency & prevent duplication of effort.
5. Extension is the best organization in the world at scholarly engagement and the application of knowledge in service to society. Integration and application of knowledge of what Extension does. Scholarly engagement is how Extension get the job done. (McGrath, et al, Journal of Extension, April 2007)

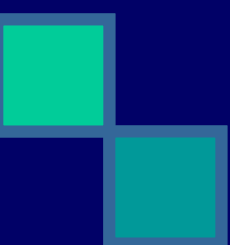



# LAND-GRANT SYSTEM

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- Equity in Educational Land-Grant Status Act of 1994 - authorized land-grant status to 33 tribal colleges.
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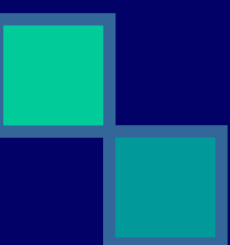



# The Ever-Changing Mission

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- What is our comparative advantage? Are we using it?
  - With our network and outreach capacity, we have an unfair advantage, but do we use it effectively?
  - How do we use it for determining priorities?
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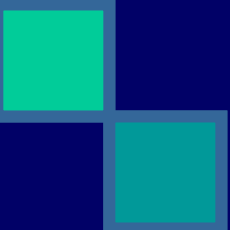



# The Ever-Changing Mission

- 
- An operationalization change, not a mission change
  - Change is inevitable
  - We can either be the architects of change or the victims of its outcomes
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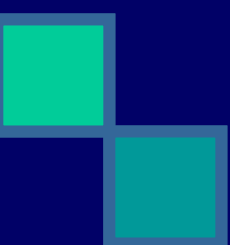



# The Central Theme

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- LGU's – integration of teaching, research and Extension is our hallmark
  - Accessibility, research and discovery in the public interest, and engagement with stakeholder's is also our hallmark
  - It's what makes us different!
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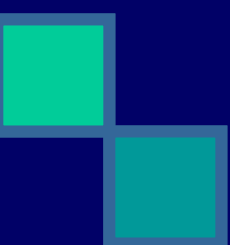



# The Bottom Line

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- Are we addressing important stakeholder identified needs?
  - Are we successful in developing programs for new and/or nontraditional audiences?
  - Are we accountable to stakeholders?
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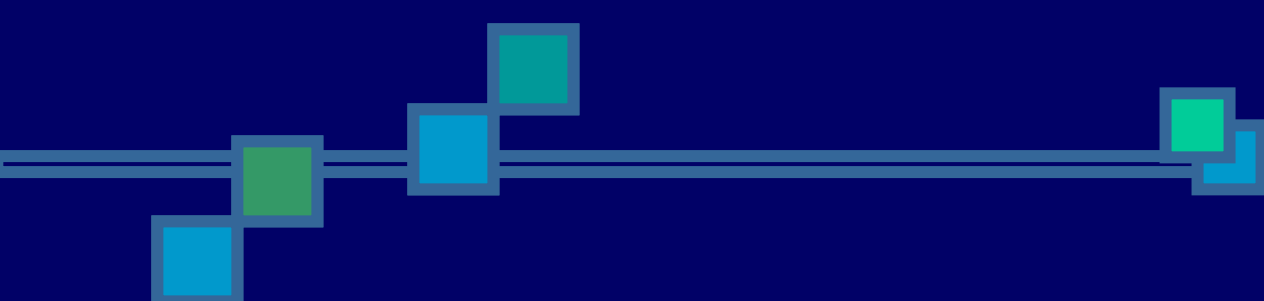


# The Bottom Line


- 
- Are we achieving outcomes that are well-defined and specific to priority audiences?
  - And most importantly..., Are we communicating the above effectively?
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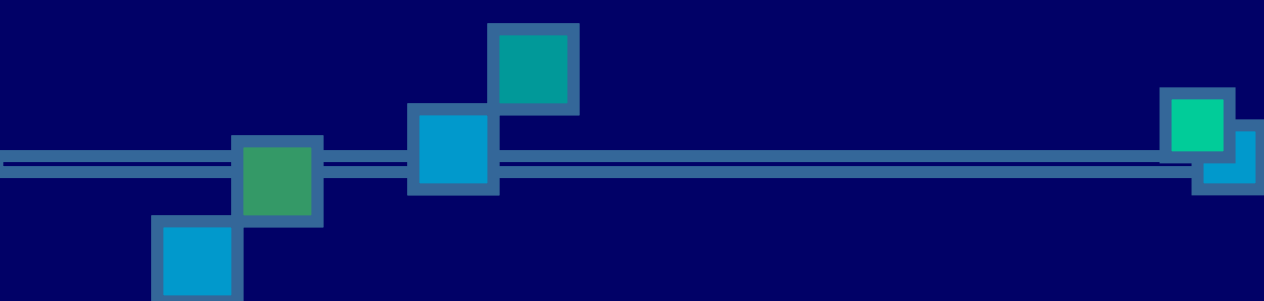


# Enterprise Integration: Learning, Discovery and Engagement




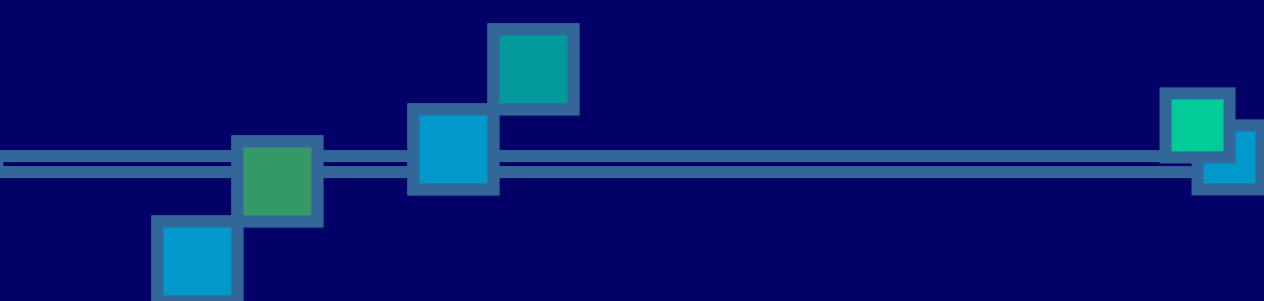
# Why are integrated activities so important?

- Resource efficiencies
  - Organizational efficiencies
  - Added Value
- 




# Why are integrated activities so important?

- Synergies
  - Expanded Access and Relevancy
  - Responsiveness to the people (and stakeholders), state goals and USDA goals
- 




# Why are integrated activities so important?

- In my opinion, integrating research into the educational and outreach/Extension programs in most instances, but not all, is the best way to assure that our investments in research are truly “applied” and have the impacts desired.
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# Institutional/University Values

- Culture of Collaboration
    - Tangible recognition of interdisciplinary work
  - Borderless administrative units
  - Research as inquiry-based collaborative learning
  - Extension as an academic, scholarly pursuit (issues-based education)
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# College/School Values

- Borderless administrative units
    - Association with degree granting college
  - All faculty serve as major professors
  - Balanced academic loads
  - Diversified funding
    - Reduce dependence on formula funds
    - Competitive grants
    - Fee for service
  - Focus on programs, outcomes and impacts
  - Departmental Outreach Plans
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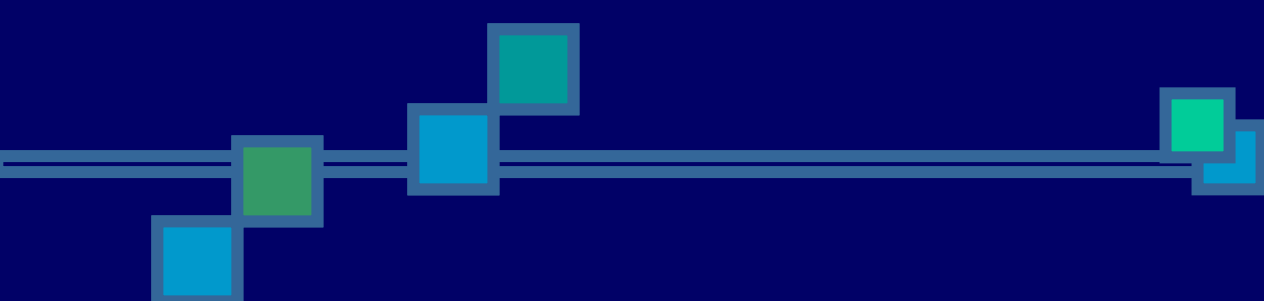
# Faculty Values

- Clear identification of the problem
  - Identification of the audience
  - Capacity to translate academic knowledge into real-world solutions
  - Learn the cultural environment
    - Go to the right meetings
    - Get dirty, roll up your sleeves
  - Network (*who in the research community might address the problem that I'm trying to solve*)
- 



# A&T/SAES Vision

- “. . . Is a learned-centered community that develops and preserves intellectual capital through interdisciplinary learning, discovery, engagement and operational excellence.”
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- “Almost all of the problems of contemporary America require interdisciplinary solutions”

*Returning to Our Roots: The Engaged Institution (Kellogg Commission, 1999)*





## School - Wide Summits (N=3)

- “to determine ways for instruction, research and Extension to function more cooperatively, and
  - to create quality interdisciplinary and integrated programs focusing on six major program initiatives”
  - Faculty and staff
  - “Imposed” Change is “Opposed” Change
- 




# SAES Program Initiatives

- 
- Agromedicine, Nutrition and Food Safety
  - Biotechnology/Biodiversity
  - Small Scale Agriculture
  - Soil and Water Quality
  - International Trade and Development
  - Human and Community Development
- 

*All Interdisciplinary!*




# Leadership Practices

- Asset Allocation Matrix
  - Development of Concept Papers
  - Business Plans
  - Aligning SAES's programs with University, national and state goals
  - Recognizing the shift from a "culture of entitlement" to a "culture of accountability"
  - Who Moved My Cheese? – Spencer Johnson
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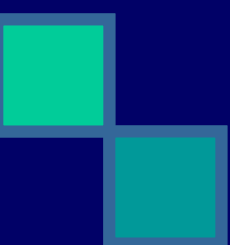



# Leadership Practices

- Joint appointments/meetings
  - Faculty rank; promotion and tenure for research and Extension faculties
  - Developing a reward system – interdisciplinary & collaborative research
  - Engagement of students on research teams and in Extension programs
- 




# SAES Pedagogies (teaching)

- 
- Interdisciplinary Learning
  - Collaborative, Inquiry-based Learning
  - Experiential Learning
  - Integrative Learning
  - Service Learning
- 




# Leadership Practices

- Commitment to integrating the functions as a seamless way to reach a common goal: *“Sharing knowledge, conveying skills, and helping people (students) to grow in their capacity to learn & improving the lives of our citizens”*
    - Not a flavor of the month
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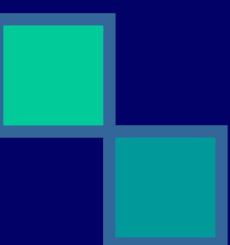



# Innovative Grants

- New Recipes – Not just cooking
  - Designed to encourage new ideas and new approaches to advance the SAES's major program initiatives
  - Designed to promote collaborative, innovative and creative thinking, as well as doing things that lead to the development of exemplary programs and outcomes
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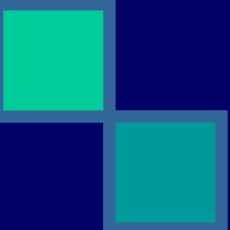



# Innovative Grants

- 
- Best Practices for Collaboration between Academic Programs, Agricultural Research and Cooperative Extension
  - Provide the learning, discovery and engagement enterprises an opportunity to address real problems or issues that will benefit small farmers, small businesses and/or rural communities
  - Generate clearly definable impacts
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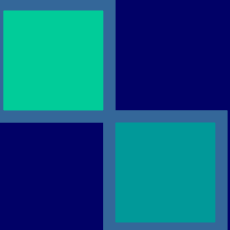



# Leadership Practices

- 
- Develop innovative grants programs to support the SAES major program initiatives (developed a RFP)
  - Combined Ag Research/Extension resources to jointly fund integrated teaching, research and Extension projects
  - Privileging proposals with highest potential for integration
- 



# Leadership Practices

- 
- Rollout Sessions
  - Peer Evaluations
  - Mid-term progress
  - Written report and formal presentation to University faculty
  - Affirming team members frequently and sincerely of leadership's belief and appreciation
  - SAES Collaboration Award (SAES Curriculum Committee)
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# Challenges

- Territoriality
- Ontological differences between extension specialists and agricultural researchers
- Distribution of (scarce) project funds
- Annual evaluation (reward system)



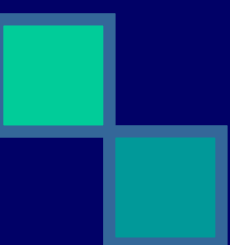

# Challenges

- Collaboration takes considerable time and energy
- “What do we give up in doing the new things?”
- “Can you turn down collaboration?”
- Maintaining momentum
  - Need to move along more quickly



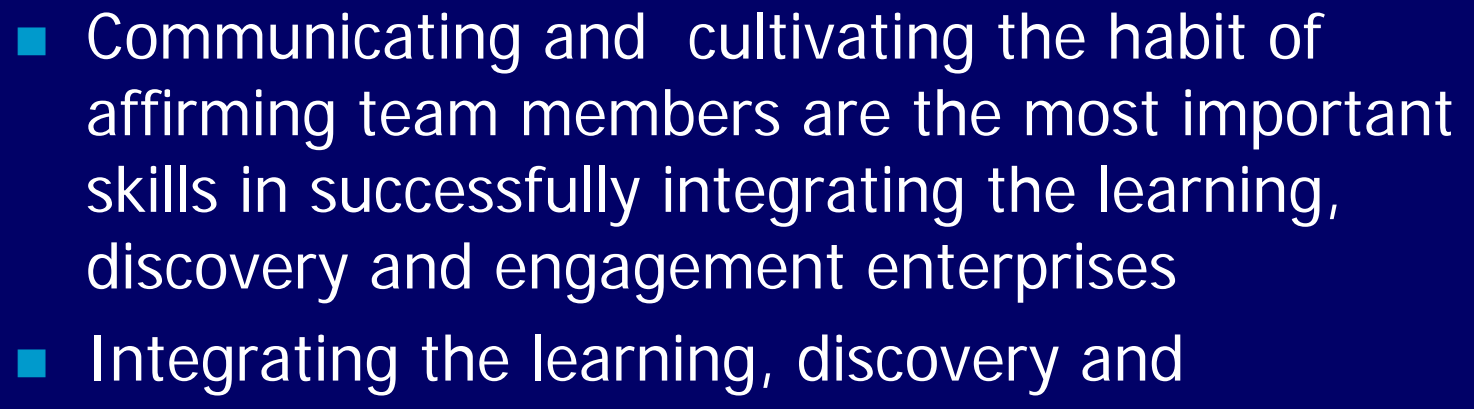


# Take Home Messages

- Function as interdisciplinary teams within and between schools and colleges and divisions and institutes
  - WVSU must be involved in collaborative projects that connect its intellectual and technical resources with the problems surrounding the communities (*“scholarship of engagement”*)
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# Take Home Messages


- Communicating and cultivating the habit of affirming team members are the most important skills in successfully integrating the learning, discovery and engagement enterprises
  - Integrating the learning, discovery and engagement enterprises often entails special challenges because of high networking costs: colleagues with different priorities, different time lines, and difficult cultures
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# Take Home Messages



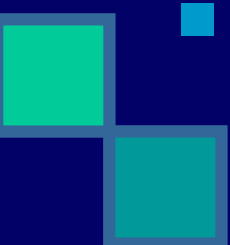

- Integrated Activities

- Can not be legislated
  - Require parity between individuals
  - Is based on mutual goals
  - Depends on shared responsibility for participating in decision making
  - Share resources/resource efficiency
  - Share accountability for outcomes
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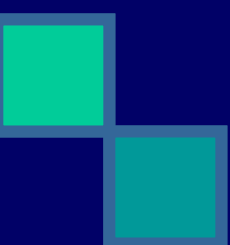

# Take Home Messages

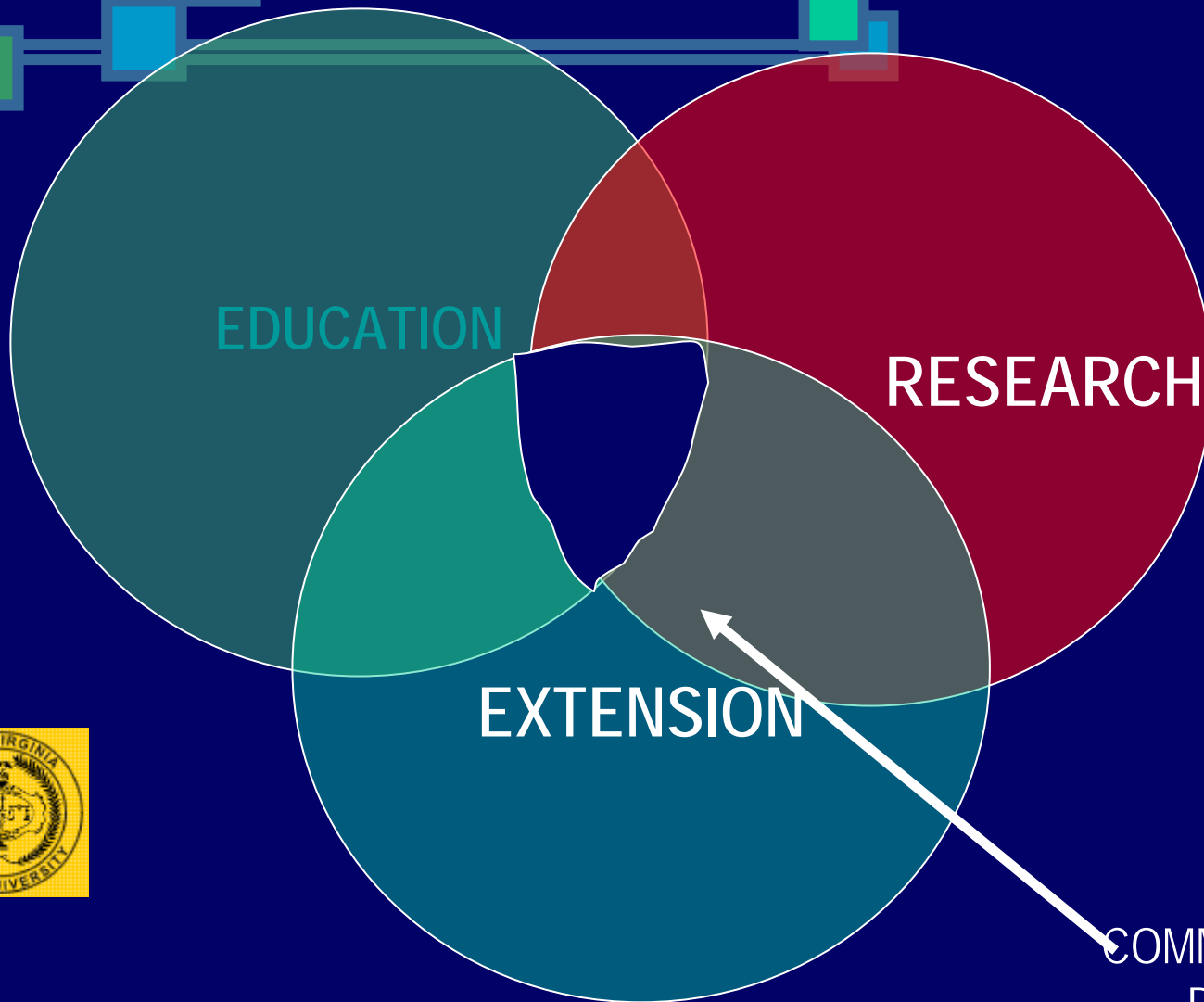
- Integrated Activities

- Critically necessary to solve emerging problems too complex for one component of the land grant system to solve alone
  - Based on good communication and cooperation in an atmosphere of trust and respect
  - Takes a tremendous amount of time and energy
  - Building relationships is fundamental
    - Effective collaborations are characterized by building “win-win-win” relationships
- 
- 



# Take Home Messages

- 
- Find more opportunities to partner
  - Let our constituents drive our programs
  - Be a leader in the communities that we serve
  - Identify champions
  - Look “IN as well as OUT” for opportunities
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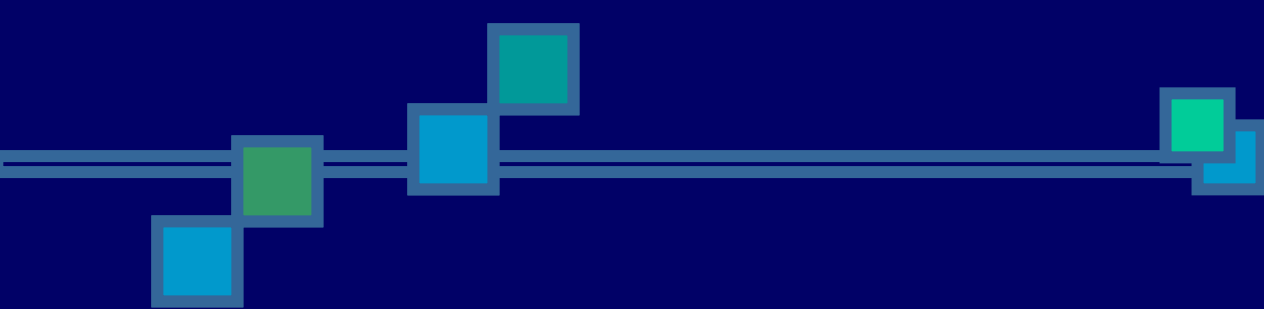
**An Improved Model Concept**

Joining Forces Enhancing Effectiveness



# So, is WVSU Relevant?

- Of course you are!
  - Is WVSU what it should be – Not yet
  - Is WVSU willing to move forward – YES
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*Thank you for giving me time this Saturday morning to Learn & Engage with you.*

