




The Land Grant Mission






The Land Grant Mission Is It Obsolete?

- Do we still meet 21st Century Needs?
 - Have we become too Elitist?
 - Do we still place value on investments in public education?
 - And, a little history!
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Morrill Act of 1862




- A bold new experiment – a Profound innovation
 - The result was a “quiet revolution”
 - The first social contract between this nation and her citizens
 - Creation of “Peoples Colleges”
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“The Tipping Point – How Little Things Can Make a Big Difference” – Malcolm Gladwell




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
 - Morrill Act – Created in the belief that American social and economic development was best served if higher education was made broadly available to all
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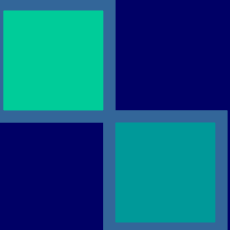



The Morrill Act

- 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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Hatch Act of 1887

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- Created a research and experimentation effort focused in the public interest
 - Divested and shared the research and discovery efforts with the states and their newly formed colleges
 - Established the role of government in stimulating local or regional economic growth and development
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Land Grant Acts of 1890 and 1994

- Land Grant Act of 1890 provided funding for the 17 historically black land grant institutions
 - Land Grant Act of 1994 conferred Land Grant status on the 29 Native American colleges as a provision of the Elementary and Secondary Education Reauthorization Act and authorizes the establishment of an endowment
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Smith Lever Acts of 1914

- Created out of a need to disseminate information for the public good
 - Congress created a new funding mechanism that established a three-way partnership
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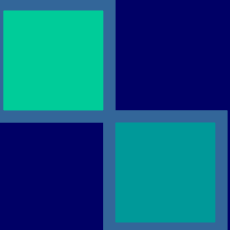



The Central Theme

- LGU's have always broken with tradition and pursued the non-traditional
 - Accessibility, research and discovery in the public interest, and engagement with stakeholder's is our hallmark
 - It's what makes us different!
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Challenges of the 21st Century

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- The LGU's will remain a critical part of the educational landscape
 - Can we recognize the challenges?
 - Funding
 - Mission creep
 - Inaccessibility
 - Accountability
 - Insufficient flexibility to respond rapidly to timely issues of the day
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We're really not a System!

- We do not make unified decisions
 - Our Chancellors and Presidents really do not work together
 - We've become stratified – The elite, elitism and the rest!
 - And, we focus too much on rankings.
YES, I said ***RANKINGS!***
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Nor are we a partnership!

- What is a Partner?
 - One of a pair or team
 - Associated with one another in a common activity
 - Implies equality of activity. A relationship in which each person (association) has equal status and yet a certain independence
 - An ally in a common cause
 - How do we define the state / federal relationship and is it really a partnership?
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Have we lost sight of our fundamental social responsibilities?

- Are we still interested in measuring the impacts of meaningful social change?
- Are rankings more important than social change?
- Have we lost sight of the needs of the learner?

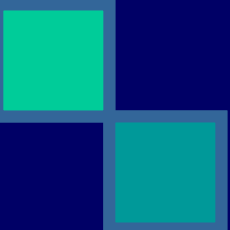



Public Good versus Private Benefits

- This issue lies at the heart of the problem, e.g., those providing funds no longer look at or understand the concept of “public goods”.
 - The contributions of the LGU are no longer viewed as impacting the public good.
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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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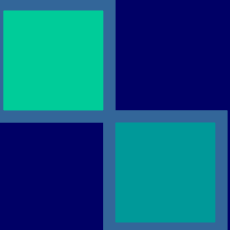



Rediscovering our Comparative Advantage

- What can we do best in light of 21st Century realities?
 - How do we create partnerships and collaborative arrangements to maximize efficiency? More multi-state partnerships.
 - Does our traditional partnership still function?
 - How do we persuade the general public that investments in higher education will result in payoffs that are worth accruing? That benefit society?
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The Bottom Line

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- Are we addressing important stakeholder identified needs?
 - Are we successful in the development of programs for new and / or nontraditional audiences?
 - Are we accountable to stakeholders?
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The Bottom Line

- Can we document attitudinal, knowledge or behavioral change in targeted audiences?
 - Are we building effective teams with collaborators on and off campus?
 - Are we targeting niches where cooperative extension and the college can make unique contributions to problem solving?
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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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If we are to succeed Recommendations

- Find more opportunities to partner
 - Let our constituents drive our programs
 - Be a leader in the communities that we serve
 - Identify more champions
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Recommendations, cont.

- Model and communicate successful examples of collaboration
 - Nothing builds success like showcasing the positives
 - Reorganize so we can better serve our stakeholders
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So, Are We Relevant?

- Of course we are!
 - Have we lost our way, to a degree – YES
 - Can we adapt – YES
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So, What is Our Next Challenge?

- We must reemphasize the need to be non-traditional, but in a 21st Century context
 - Reaffirm our principles of
 - Accessibility
 - A practical as well as classical education
 - Research and discovery in the public interest
 - Connectedness with the public
 - And, learn to “Think outside the box”
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Commitment

- Commitment from all levels of leadership
 - To excellence
 - To community development
 - To access
 - To social responsiveness
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Selected Readings

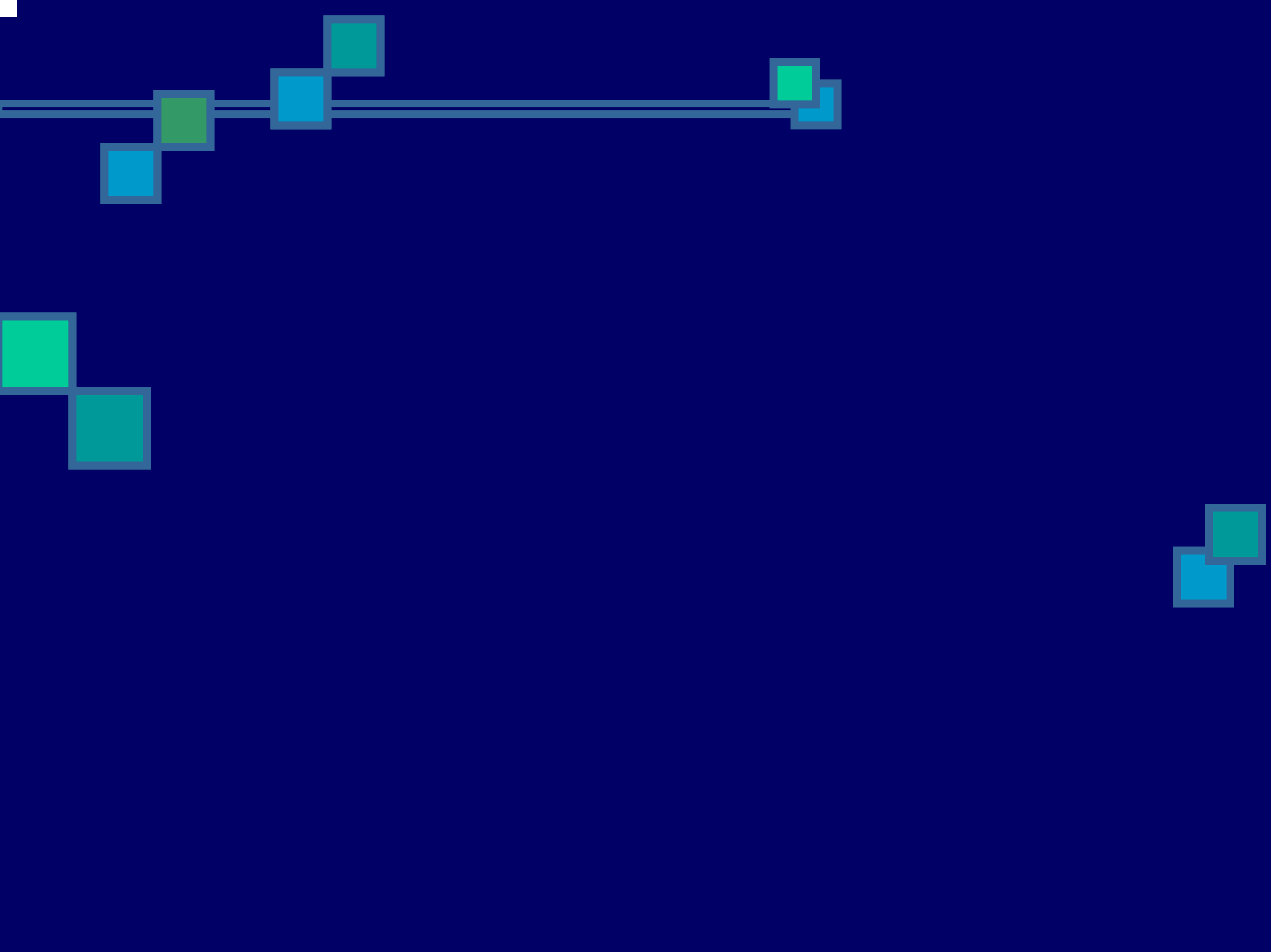
- Reports of the *Kellogg Commission on the Future of State and Land-Grant Universities*
 - The Engaged Institution (3rd Rept)
 - A Learning Society (4th Rept)
 - Renewing the Covenant (6th Rept)
 - The Land Grant Tradition – A NASULGC Report November 2000
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THANK YOU


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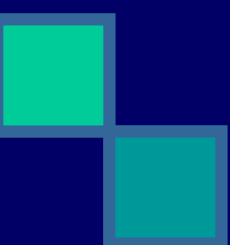



The President's '07 Budget

- Hatch funding would be reduced by 35% in FY 07 and further reduced to 55% of the base by FY 2011
 - McIntire-Stennis (forestry) funding would be reduced by 59% in FY 07 and funds placed in a competitive portfolio
 - Animal Health and Disease (Section 1344) would be eliminated in FY 07
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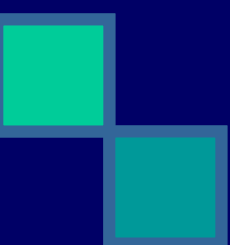


FY 07 Impacts

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- Loss of several hundred research programs and projects
 - Potential loss of numerous multidisciplinary teams and efforts
 - Loss of infrastructure, e.g., farms and field stations
 - Reductions in operational funds
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FY 07 Impacts

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- State matches could be at risk
 - Significant losses in current faculty and staff research capacity
 - Program reductions and eliminations
 - Significant losses in graduate student support
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