

**NC LAND GRANT SUMMER MEETING  
JULY 13, 2005**

**MORNING SESSIONS**

**Extension Discussion Notes on Developing Resources**

Extension discussion was on five broad themes:

1. County Council/Board development and sustained support.
2. Budget disclosure to the public and supporters---including grants, contracts (state, local, federal).
3. Marketing through great programming, emphasis on impacts.
4. Find and communicate common interests among supporters.
5. One mission and one message - SPEAK AS A SYSTEM.

Full list in order of presentation (not organized)

- \*Develop county extension council – include new faces.
- \*Connect local political capital with state political capital and with national political capital.
- \*Have great programs.
- \*Communicate relevance of programs.
- \*Training modules for councils/boards.
- \*Think long term and short term.
- \*Build support for all public education.
- \*Budget disclosure to the public and to supporters.
- \*Be involved in local legislative “breakfasts” or other events.
- \*Find and communicate the common interests among supporters.
- \*Communicate—tell the story.
- \*Have a focused message—appropriate for the individual.
- \*Diversify local/state councils –use term limits.
- \*Have county extension annual meetings and involve many people in them.
- \*Invite supportive group leadership to extension conference.
- \*Provide awards for supportive organizations and their leadership.
- \*Involve farm labor supplying families in extension councils.
- \*Implement changes at the federal level to develop support.
- \*Partner with or serve other federal agencies.
- \*Report what extension is doing with other federal agencies (EPA, HHS, DOE, DOD,...)
- \*Convince OMB and USDA/CSREES that formula funds are needed.
- \*Be ON Mission and ON message.
- \*Have a clear message on 4-H.
- \*Have a clear message on CES.
- \*Show values/costs of programs.
- \*Show how programs are linked and that programs benefit many.
- \*Get supporters involved politically to provide local leadership.

- \*Develop and support volunteers.
- \*Organize a state “CARET” group.
- \*Expand extension/outreach beyond traditional programs and use all university resources.
- \*Market—sell—spend the money that is needed to reach more people with the message.
- \*Budget for advertising.
- \*Ask extension council members to be advocates.
- \*Be a resource for local and state elected officials.
- \*Communicate the need for added resources—not replacement resources.
- \*Communicate leverage and match concepts.

### **Teaching Discussion Notes on Developing Resources**

1. Enrollment drives tuition income
  - a. Will the public continue to accept increases in tuition
2. Fees for college courses
  - a. Specific courses (equine, lab)
  - b. All courses (MU)
3. Need to be nimble and agile to compete with community colleges
  - a. How do we convince the public to differentiate between types of institutions in value of higher ed (LGU’s are more expensive than most other public institutions).
  - b. What makes our degrees value-added?
4. Need to partner with community colleges rather than compete (articulation).
5. MU was rewarded by central administration for having high retention rates and sharing ideas about retention with other colleges.
6. OSU academic funding is performance-based (formula – enrollment driven).
  - a. Need to position ourselves to benefit optimally from the formula.
7. How do we make distance education cost effective?
  - a. Collaboration between states.
  - b. Targeted courses and audiences.
  - c. GPIDEA
8. Grant funding
  - a. Teaching grants
  - b. Add undergrad (or high school) research or training component to research grants.
9. Industry support of
  - a. Students (scholarship/internships/undergrad research)
  - b. Courses and programs
  - c. One example in which industry paid tuition differential between LGU and community college for the LGU to teach courses to urban audience off campus.
10. Private funding
  - a. Endowed chair for teaching
  - b. Faculty development
  - c. Endowed awards
    - i. Teaching

- ii. Advising
- iii. Innovation
- iv. Entrepreneurism

New academic programs

Renewable energy – biofuels

Homeland security

## **Research Discussion Notes on Developing Resources**

We need to take a fresh look at all sources of funding: federal formula funds, competitive grants, state appropriations, industry collaborations, foundations, private donors. The talks earlier in the morning provided a good starting point.

### Federal Formula Funds

#### **Must be preserved. Why are they important?**

- Mix of competitive and formula funds are needed to achieve our mission
- FF permits used to respond to local needs better than competitive grants
- Allows for support of applied research projects
- Challenges state agencies to provide matching funds

#### **Actions**

- We need to “ask effectively” at federal level – BAC is working on this
- Expand awareness and understanding internally and externally
- Demonstrate impact and show accountability
- Awareness of non-USDA Formula Fund context – “Big Picture”
- Formula funding guarantee buy-in for agriculture from legislators – politics in the lad
- Consider giving federal formula funds a new name (formula funds taskforce recommendation is "Foundational Funds")
- We need to be more aggressive in our reporting – communicate our impacts to USDA/CSREES
- Integrate Research and Extension reporting
- Demand that CSREES be an “honest broker” and report all impacts achieved by use of formula funds; this clearly did not happen during the last session of congress
- We need to make sure that OMB and partner agency fully understand the use and impact of formula funds as well as competitive funds.
- We need to make sure that partner agencies understand that a great deal of our formula funds are distributed through a competitive process within our institutions.

### Impact Assessment and Reporting

- Critically important to sustaining our funding at every level
- We, at the SAES Director level, need to provide the resources to measure our best programs

- We need to get serious about impact assessment and reporting (3-4 major programs per year)
- Communication with outside audience needs “big effort” – how are we serving the general public? This needs to be communicated to congress, etc. How are their lives being impacted and/or made better?
- We need to communicate an understanding of the “Public Good” we are producing.
- Emerging issues and drivers – how do we make the “next big thing” happen and communicate what it is?

### State Appropriations

- We also need to concentrate on the state side. While our federal funding may have increased, many of our states’ funding has decreased.
- Be more assertive, both on-campus and off, in making food, agriculture, natural resources, and community development a top priority in the funding of our universities
- We need to work on our overall communication at local, state, and federal levels; the Michigan State model is a good one to emulate
- Do we need to reconsider the way stakeholders think about programs in “agriculture” and help them see more (i.e., food, natural resources, community development) in the term?

### Private Sector Interaction

- Better management of Intellectual Property issues is central to a more productive relationship with industry.
- We’ve got to expand our interactions with the private sector. How do we “bridge the development gap” from university technology to a “pre-commercial level” that will be of interest to industry partners?
- “Path to Market” – how do we make better use of the technology developed by our universities?
- We need to have employees and resources that work at bridging the gap.
- Expand the capacity to facilitate faculty in making disclosures and protecting Intellectual Property. Our experiment stations need to take this on directly, not try to delegate to other offices on campus that have limited resources and understanding of our issues.
- We have to consider technology commercialization – how does technology serve the “greater good”?
- We have to be careful about selecting relationships with our stakeholders. We need true partnerships that benefit all stakeholders.

## **AFTERNOON SESSIONS**

### **GENERAL GROUP 1**

1. Constituents and staff development and training.
  - Existence or development of personal relationships was also mentioned as crucial.
2. Recruiting candidates and getting them elected to champion higher education at both the state and federal level.
3. Commodity groups and other groups to go on record as supporting the land grant system.
4. Building relationships with USDA leadership.
5. Having our universities do a good job of having numerous interns in state and federal government.
6. Make higher education one of the top priorities for the state legislature.
7. Having an exit strategy, if we have no more public funding (work on this but do not communicate it).
8. Know the rules of engagement as far as getting money from the legislature.
9. Align our strengths to the political agenda.
  - Be proactive rather than reactive.
10. Increase regional cooperation to improve efficiency among universities and share the results of that cooperation with decision makers.

### **GENERAL GROUP 2**

1. Improve legislators' understanding of the original mission of land grants.
2. Develop a strategy for fee generation for some services and to have a development strategy.
3. Seek non-USDA federal monies
  - Develop guidelines from those who have been successful already.
  - Be system based rather than just one entity at a time.
4. Actively promote individuals at local, state, and federal levels for key leadership positions.
5. Explain the elements of formula monies.
  - Change the name to something else?
  - Target legislators and make it more meaningful for their district.
  - Formulas are distributed on a peer review system
  - Formula monies provide the structure to deal with emergencies.
  - Work on the executive budget.
  - Develop a strategy to mitigate the negative impact of OMB.
6. Seek private sector and other resources.
  - Sponsored research.
  - Development activities.
  - Intellectual properties and sharing of royalties.
  - How to hold tuition down, involve the private sector (scholarships?).
  - Increase cooperation between commodity groups and the university.

### **GENERAL GROUP 3**

1. Grassroots partners must be well organized.
2. Representatives from ESCOP, ECOP, and ACOP on NCYFAR.
3. Have to articulate our impacts and view our funding that causes those impacts to happen as an investment.
  - Have to articulate what it means to the general public, not only some specific group.
  - Need better and more reports in general.
  - Ask ESCOP and ACOP to model the economic analysis of a program, like ECOP did.
  - Develop a historic timeline of what the impacts have meant.
4. Identify and build champions in congress and our universities.
  - Proposed seminars the BRT has suggested – do them with congressmen locally or in D.C.
  - Presidents and provosts should view us a part of the team and a part of their campus programs that they need to be supportive of.
5. Federal agencies as sources of funding.
  - We need to articulate what we bring to the table and why they want to partner with us.
  - DOE work is a good model.
6. We would select strategic program areas and ask for formula funds and be willing to reallocate some of our current funds to those programs.
  - Can we review how we are doing things now and find a better way?
7. Work with K-12 programs and leverage our programs.
  - Build diversity.
8. In partnership with farm groups, we should convert farm program dollars to research dollars.
9. The public will value education and research.

### **GENERAL GROUP 4**

1. To develop an integrated approach to advocacy groups all the way from the county to state to nationally focused groups.
2. At the federal level, acknowledge the fact we have three types of funding – formula, competitive, and congressionally mandated.
3. Be deliberate and professional in marketing what we do.
  - a. Articulate the message that resonates at the time.
  - b. Articulate what is new and exciting with the system.
  - c. Heed your administrators – use their selected message first and then maybe others.
  - d. Be specific – we need more funding in order to do “this”.
4. The way we carry out our mission influences whether people feel we should receive more funding.
  - Faculty should understand the land grant mission and conduct themselves accordingly in their work and with the public (one example, if you are approaching someone new for money, you will also have to show them you are putting money towards the project).

- Need to retool faculty for new initiatives, like multi-state initiatives (if we have specialized educators out there who communicate with researchers, the growers don't care where the research came from, as long as it is helping them out).
  - Need a great deal of scholarship around community building and leadership.
5. Develop more private sources of funding.
- Help staff with grant writing skills.
  - Hire grant writers.

Do we ever complete projects?

Do we ever turn over projects to others and move on to other things?

Change project numbers, names, objectives, etc. after 5 years.

MINUTES – Summer Meeting  
North Central Academic Programs Section  
North Central Land-Grant Meeting  
Kansas State University  
July 14, 2005

**Attendees**

David Acker, Iowa State University  
Kirby Barrick, University of Illinois  
Don Boggs, Kansas State University  
Larry Erpelding, Kansas State University  
Don Marshall, South Dakota State University  
Paul Vaughn, University of Missouri  
Jim Venette, North Dakota State University  
Steve Waller (Chair), University of Nebraska-Lincoln

Dale Whittaker (Secretary), Purdue University, attended the previous day's sessions, but could not attend the July 14 meeting.

**Call to Order**

Meeting was called to order by Chair Steve Waller at 8:15 AM and introductions were made. Dave Acker (ISU) and Don Boggs (KSU) are serving in their first year as Academic Program Directors/Associate Deans. Chair Waller distributed handouts including an agenda and minutes of previous meetings of NC APS, national Joint APS/AASCARR, and ACOP. Don Marshall agreed to record notes for meeting minutes in the absence of Secretary Dale Whittaker.

**Minutes of November 15, 2004**

Minutes for the previous NC APS meeting in San Diego were approved.

**State Reports**

Written and oral reports were presented for each institution represented at the meeting. Steve Waller distributed the Purdue University written report on behalf of Dale Whittaker. Steve Waller developed a new standard format for written state reports.

**2005 NC Teaching Workshop**

Larry Erpelding reported on the 2005 North Central Teaching Workshop on student-centered learning held at KSU in May. Several directors indicated that the workshop was very favorably received by participants from their respective institutions.

**2006 NC Teaching Workshop**

The 2006 North Central Teaching Workshop will be held in late May at Purdue University. A time length of one and a half days was recommended. Workshop topics will focus on academic leadership, and are anticipated to be of value and interest to academic programs administrative support staff (e.g., coordinators of recruiting, diversity, globalization, career services, etc.).

### **Academic Summit Planning**

The dates for the Academic Summit to be held in Washington, D.C. have been changed to October 3-5, 2006. The urgent need to recommend potential sponsors (financial supporters) of the summit was reinforced.

### **Teaching Awards**

Discussion of the USDA teaching award program suggested there was some confusion about the notification process used to let awardees and nominators know who will and won't receive awards. It is important to notify people well in advance so arrangements can be made for travel, substitute teachers, etc. There was also discussion regarding the processes used by various institutions to determine nominees for NACTA teaching awards. There was general support to develop a new teacher recognition program for the North Central Region, although no specific plans were made.

### **North Central Region APS Web Site Development**

Steve Waller indicated that UNL would be willing to host an NC APS website on which institutions could post announcements and share information of mutual interest. Examples could include annual state reports, meeting minutes, distance education course announcements, and study abroad opportunities. Please send to Steve your suggestions regarding website content.

### **Impact Statements**

The importance of developing impact statements for academic programs was duly noted and briefly discussed.

### **Meeting Adjourned 11:15 AM**

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### **Future Meetings (Informational)**

NASULGC 118<sup>th</sup> Annual Meeting, Washington, D.C., November 13-15, 2005

APS/AASCARR Winter Meeting, Washington, D.C., ??, 2006

North Central Region Teaching Workshop, Purdue University, May ??, 2006

Academic Summit, Washington D.C., October 3-5, 2006