

National Webinar – November 18th 2021

Networks and systems that support success for educators, students, and researchers at Native American, Historically Black, and Hispanic-Serving Higher Education Institutions

Sponsored by:

MSU Center for Regional Food Systems

Racial Equity in the Food Systems Workgroup



MICHIGAN STATE UNIVERSITY

Center for Regional Food Systems

Why this webinar?

- A majority of our audience (previous webinars) are from white-led institutions such as 1862 land grants, non-profit organizations, and other organizations who share they want to learn more about and engage staff and students at HBCUs, Tribal Colleges and Hispanic Serving Institutions*
- In order to build more trust-based partnerships with these institutions, it is critical to understand how they define and operationalize strategies for success for their staff and students

* Hispanic-Serving Institutions (HSIs) are defined in Title V of the Higher Education Act as not-for-profit institutions of higher learning with a full-time equivalent (FTE) undergraduate student enrollment that is at least 25 percent Hispanic. The federal definition can be found here: www2.ed.gov/print/programs/dueshsi/definition.html.

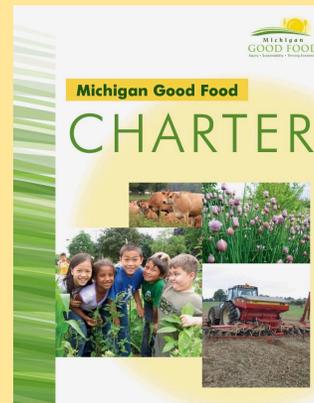
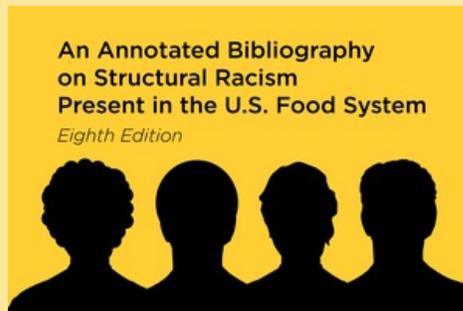


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Specialists in these Content Areas – Working in Michigan, the USA and the world

- MI Good Food Charter – state food system plan
- Racial Equity - food systems
- Farm to Early Care Education (ECE)
- Farm to School & Farm to Institution
- Food procurement – hospital systems
- Food hubs
- Workforce development
- Food policy (councils)
- Entrepreneurial Tech Assistance - Healthy Food Financing
- Healthy food access
- Small farm financial management
- Food systems networks
- Organic systems/Beginning Farmers

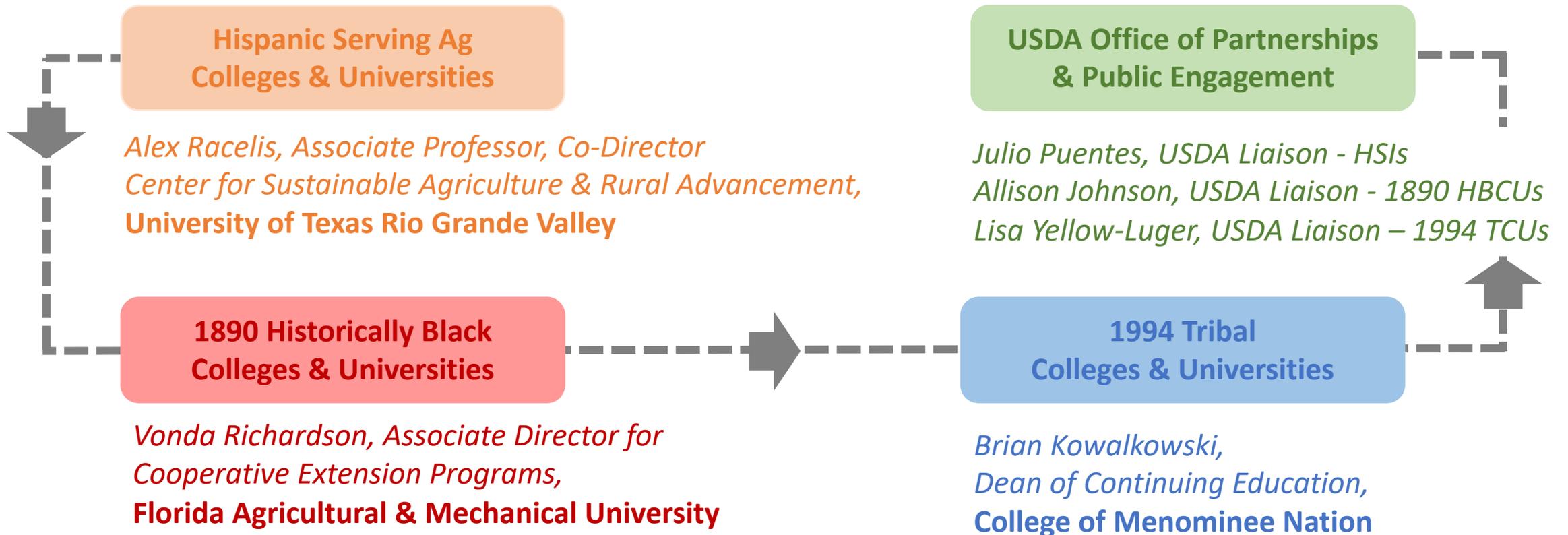




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What would a diversified REFS membership that is designed to foster development of pluralistic relationships look like?



Poll Question #1

What is your understanding of the networks of Tribal, Historically Black, and Hispanic Serving Institutions that support success of students, educators and researchers at these institutions?

- I work/study or have previously worked/studied at one of these institutions
- Little to no understanding
- Some level of understanding
- High level of understanding

Poll Question # 2

What kind of engagement have you had with Tribal, Historically Black, and Hispanic Serving Institutions?

- I work/study or have previously worked/studied at one of these institutions
- I've collaborated on a grant project with one of these institutions
- I've co-presented with one of these institutions in a training, workshop, or discussion panel
- I've participated in a student exchange or fellowship program with one of these institutions
- Other

PANELISTS

John Phillips – Executive Director, First Americans Land Grant Consortium (FALCON)
Director for land grant programs/policy – American Indian Higher Education Consortium (AIHEC)



Vonda Richardson - Director, Cooperative Extension Program,
College of Agriculture and Food Sciences, Florida A&M University; and
Chair - Association of Extension Administrators – 1890 Land Grant Institutions



Richard Montez - Executive Director of Member Services
Hispanic Association of Colleges and Universities (HACU)



Networks and Systems That Support Tribal Colleges and Universities
John Phillips



The Stories We Tell

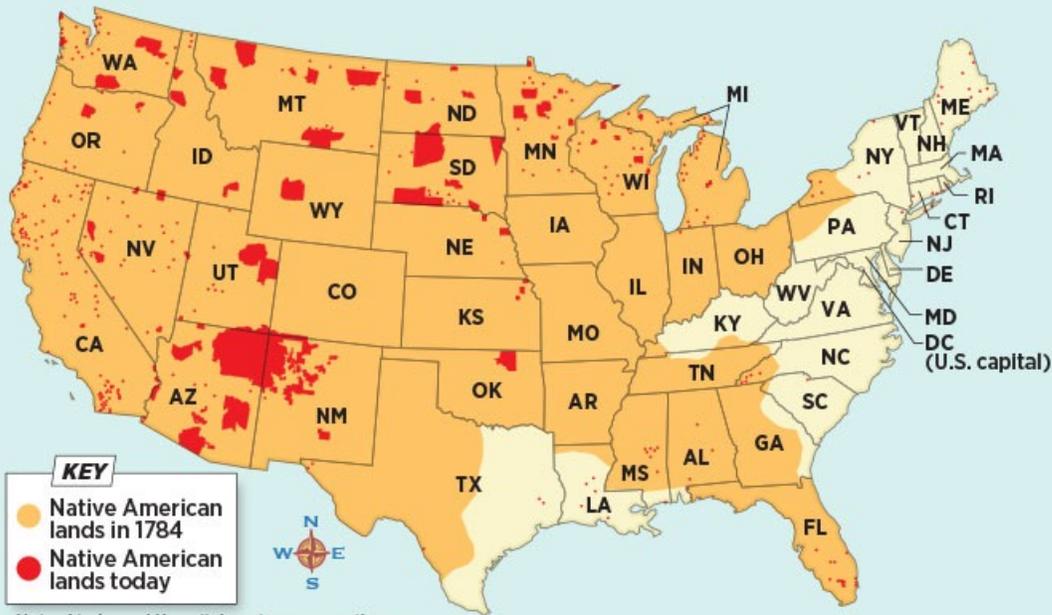


The First Thanksgiving, 1621 - Jean Leon Gerome Ferris

A Historical Foundation to Understanding

America: Then and Now

Native American groups once lived throughout what is now the United States. As colonists arrived on the East Coast, they began forcing these groups off their lands. This map shows the amount of land Native people lived on in 1784, soon after the U.S. officially became a country. It also shows the amount of land they have now.



- ▶ Land was and is central to Tribal Sovereignty
- ▶ Taken lands, broken treaties & cultural genocide
- ▶ Tribal Self-Determination & Nation building
- ▶ The Tribal College Movement





What are the TCUs?

- ▶ 37 institutions across 16 states
- ▶ Almost all reservation-based
- ▶ Core Identity:
 - Grounded in culture & community
 - Open access
 - Student driven
- ▶ Serve about 28,000 full- or part-time students annually



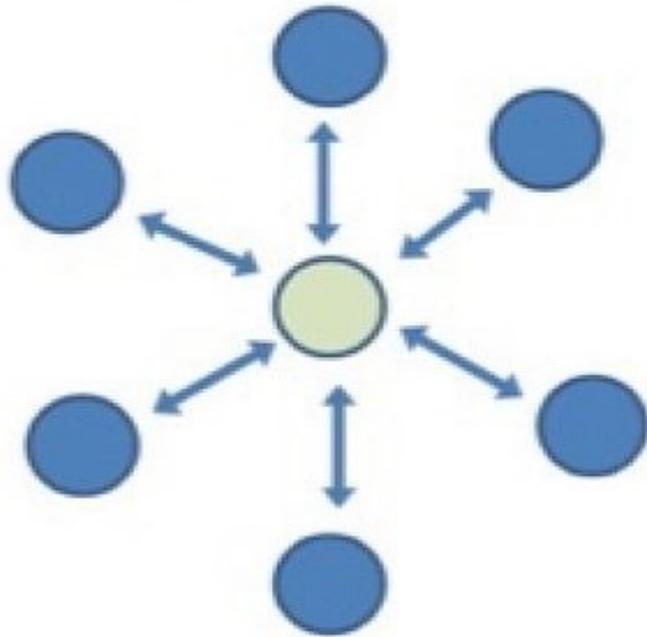
TCU Communities

- ▶ Rural & remote
- ▶ Low SES & related outcomes
- ▶ High “bonding” Social Capital; less “bridging”
- ▶ Strong cultural identity
- ▶ Strong land / natural resource conservation ethic

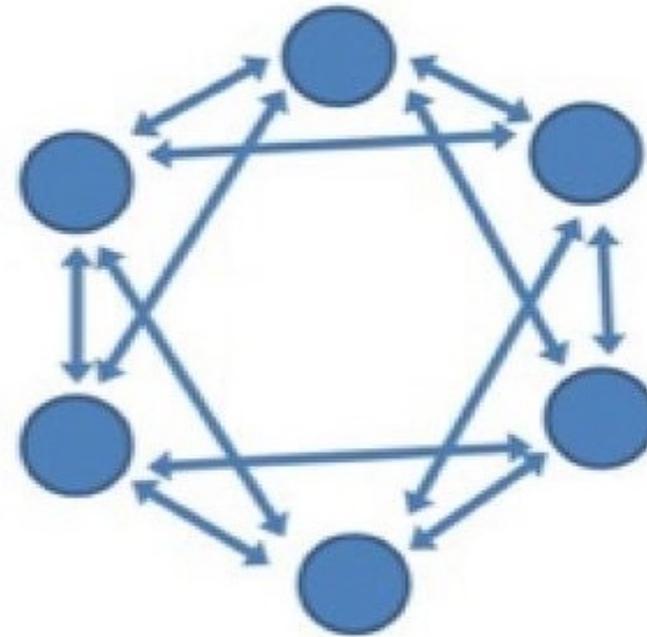


TCU Networking & Systems

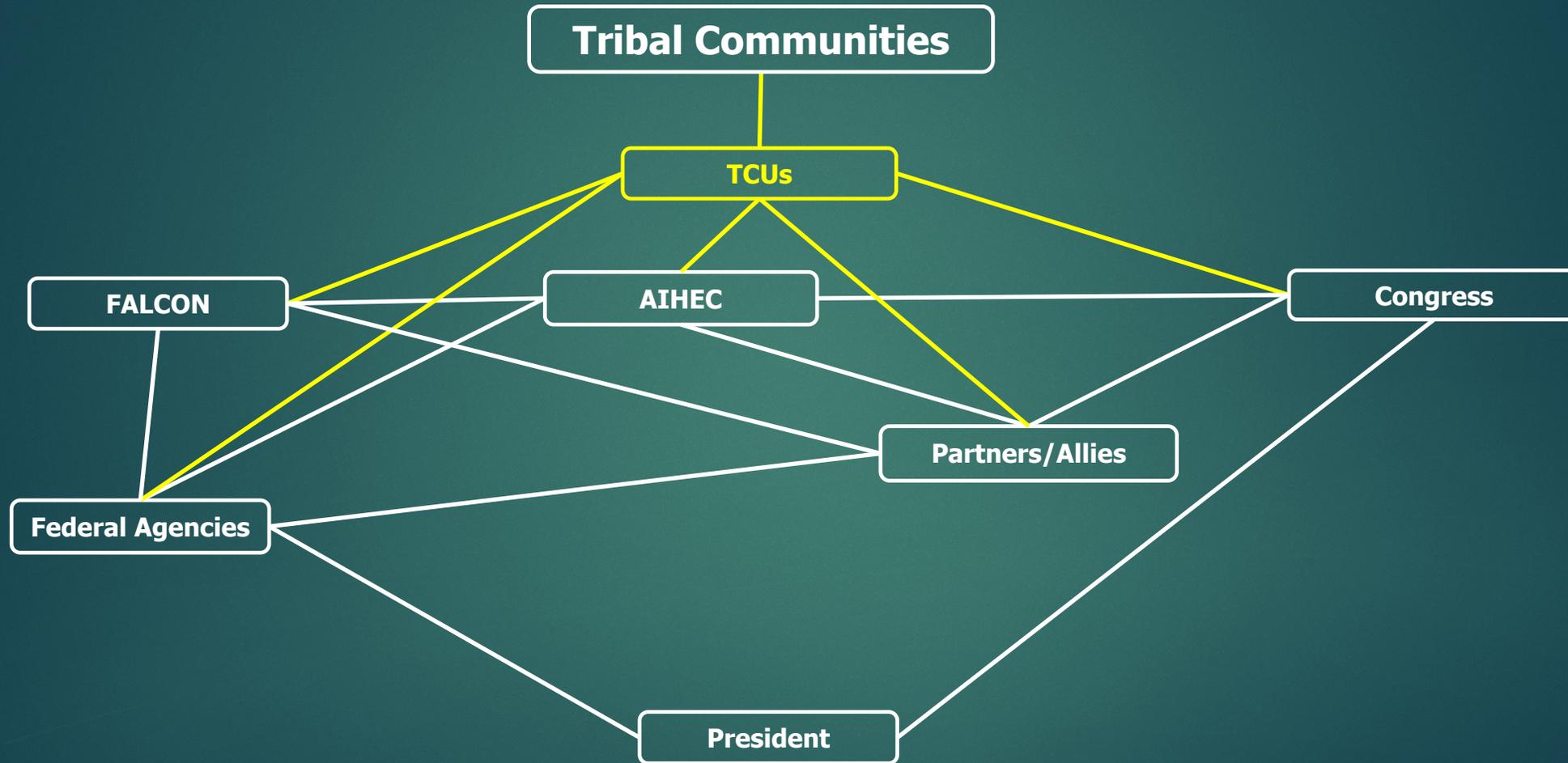
It's All About You: *Hub & Spoke Network*



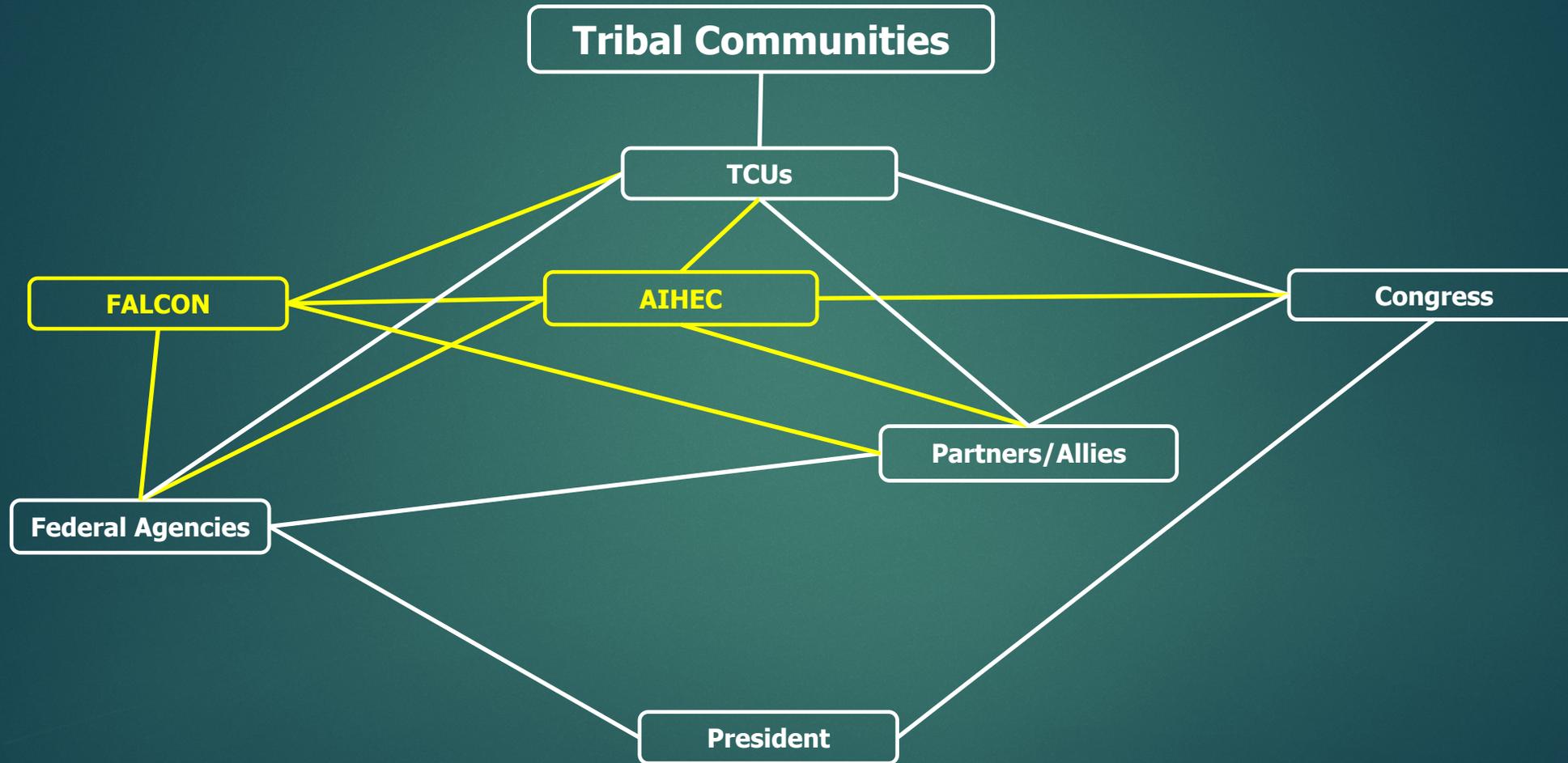
Everybody Holding Hands: *Cohesive Clique*



THE LANDSCAPE



THE LANDSCAPE



AIHEC (American Indian Higher Education Consortium)



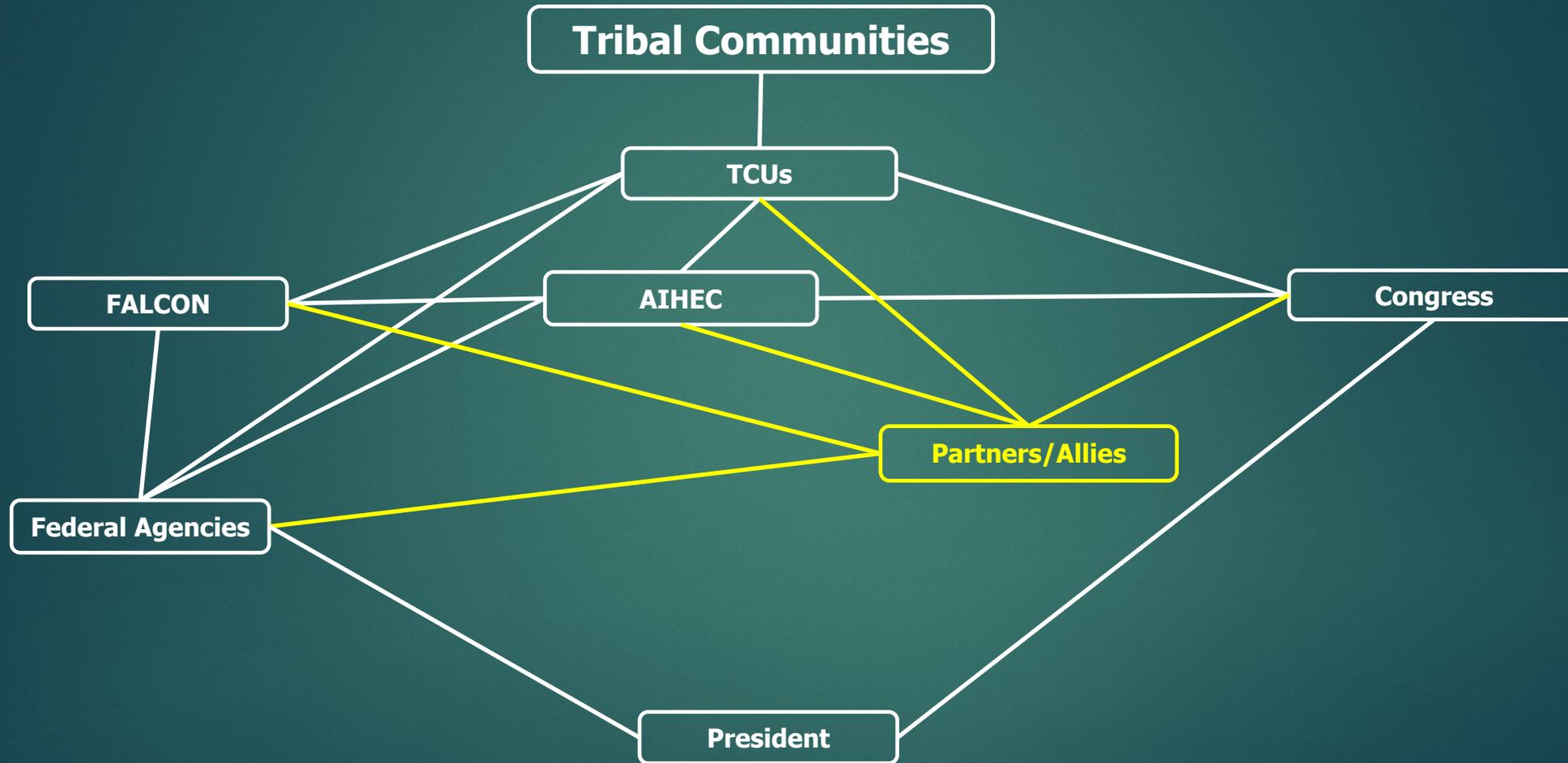
- ▶ Membership association of all TCUs.
- ▶ President-driven—all TCU Presidents serve on Board of Directors.
- ▶ Advocates on behalf of TCUs: Federal funding; policy development; partnerships & alliances; some programming.
- ▶ Small, nimble staff in Washington, DC.

FALCON (First Americans Land-grant Consortium)

- ▶ Professional association of 1994 land-grant administrators, faculty, extension educators & staff.
- ▶ Focused on collaboration, communication, technical assistance, and professional development.
- ▶ Works at the program & partnership level—not policy.



THE LANDSCAPE



Partners & Allies

- ▶ Professional associations & consortia (e.g., APLU, AACCC, etc.)
- ▶ Minority-serving Institutions (HBCUs, HSIs, NAFEO, HACU, etc.)
- ▶ “Mainstream” institutions of higher education
- ▶ Federal agencies
- ▶ Foundations & NGOs (policy & issue based)
- ▶ Corporations & for-profits
- ▶ Tribal governments & community-based orgs.



Collaboration best practices

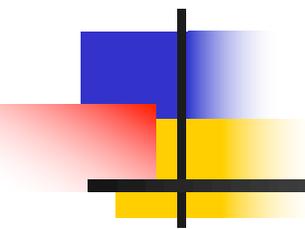
What Works	What Does Not
Awareness of context: history, culture, politics, economics, and geography	Lack of attention/awareness to context slows development of trust; perpetuates or creates “baggage.”
Genuine desire to collaborate for mutual benefit	Collaboration based only on self-interest , without shared commitment to mutual goals
Individuals are key , with cross-cultural competence, open-mindedness, flexibility, persistence, honesty.	Lack of committed individuals and/or who have dysfunctional characteristics.
Flexible organizations that allow autonomy, are supportive, reward collaboration, are stable, and have streamlined structures.	Highly bureaucratic or unstable organizations; lack of incentives or support, or recognition for collaboration.
Providing access, being responsive, showing respect , sharing resources, integrating/coordinating efforts.	Monopolization of power & decision-making; lack of empowerment philosophy.

Nichols, T. J. and D. Kayongo-Male. (2003). The Dynamics of Tribal College-State University Collaboration. *Journal of American Indian Education*, 42(3):1-24.

Thanksgiving Reimagined

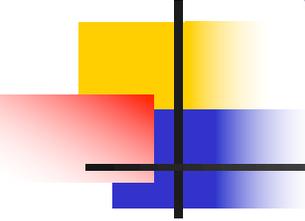


Football Game. Ernest Spybuck, Shawnee artist



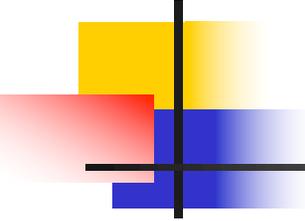
**Networks and systems that support success for
educators, students, and researchers at Native
American, Historically Black, and Hispanic-
Serving Higher Education Institutions**

Vonda Richardson
Extension Director – Florida A&M
University/AEA - Chair
November 18, 2021



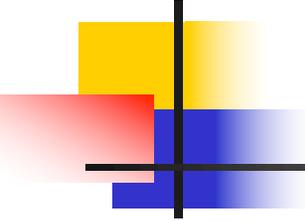
WHAT IS A LAND-GRANT COLLEGE OR UNIVERSITY?

- An institution that has been designated by its state legislature or Congress to receive the benefits of the Morrill Acts of 1862 and 1890.
- Congress created the land-grant system of colleges and universities to make practical higher education accessible to working families.
- The land-grant system took shape through four pieces of landmark legislation, that endowed these institutions with three missions: ***teaching, performing agriculture-related research and providing extension services to farmers.***



FIRST MORRILL ACT (1862)

- Reflected a growing demand for agricultural and technical education in the U.S.
- Although a number of institutions had begun to expand upon the classical curriculum, higher education was still widely unavailable to many agricultural and industrial workers.
- The First Morrill Act was intended to provide a broad segment of the population with a practical, applied education.
- Seventy (70) “land-grant” colleges were established.

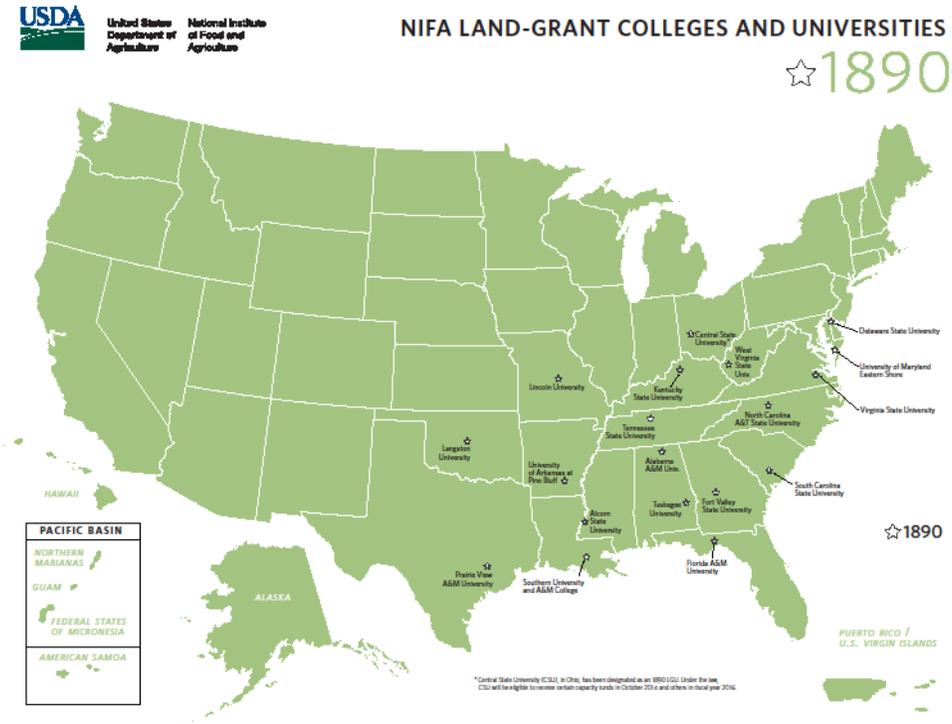


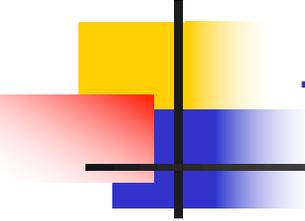
Black Schools Established Under the First Morrill Act of 1862

- **Alcorn State University** - Mississippi
- **Clafin University** - South Carolina
- **Hampton University** - Virginia
- **Kentucky State University** - Kentucky

Second Morrill Act of 1890

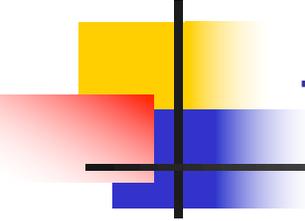
- At the time the grants were established, there was separation of races - Blacks were not allowed to attend the original land-grant institutions.
- 19 states eventually supported institutions that became known as the 1890 colleges.





The Beginning of Cooperative Extension

- What is now Cooperative Extension work in the United States came into existence prior to 1850.
- Agricultural societies in many Eastern states were instrumental in providing public lectures on agricultural topics.
- Farmers' Institutes were held in some states as early as 1863.
- By 1899, at least 47 states and territories were holding such institutes, using staff members of agricultural colleges and successful farmers as speakers.



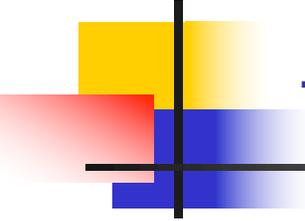
The Beginning of Cooperative Extension

- The first cooperative extension program in the U.S. emerged at Tuskegee Institute in the 1890's.
- In the early years of Tuskegee Institute, Booker T. Washington & George Washington Carver visited farmers and families in AL to an effort to help them help themselves.
- They soon realized a need for someone full-time to take the message of self-help to the people.

The Beginning of Cooperative Extension

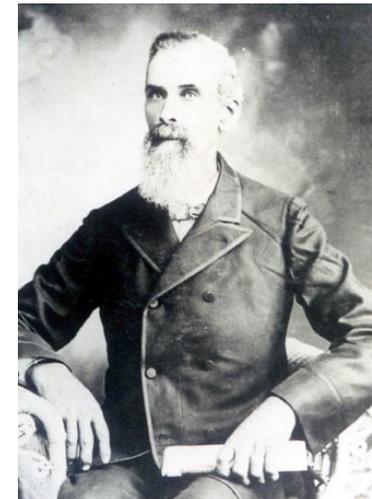
- In 1899, George Washington Carver developed a plan of a mule drawn wagon that would carry farm machinery, seeds, dairy equipment and other material to demonstrate improved methods to farmers.
- The first formalized mobile Extension Service was established at Tuskegee Institute, May 24, 1906.
- George Bridgeforth was the first operator of the Farmer's College on Wheels, also called Jessup Wagon and Knapp Agricultural Truck.

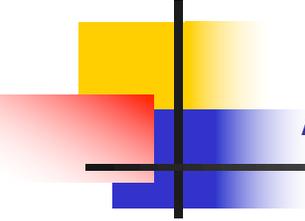




The Beginning of Cooperative Extension

- Thomas Moore Campbell was the first extension agent employed in a Cooperative Extension Program, November 12, 1906.
- On the same day, W. C. Stallings was employed as the first county agent to serve in a single county (Smith County, Texas).





Association of Extension Administrators (AEA)

- Official representative body of Cooperative Extension administrators of the nineteen (19), historically black land-grant universities that constitute the 1890 land-grant system.
- AEA is considered one of the five regions of the national land-grant university system's Cooperative Extension System.
- AEA represents the interests of Extension administrators at 1890 institutions in their collective dealings with the national Cooperative Extension Section/Extension Committee on Organization and Policy (ECOP), Board on Agriculture Assembly (BAA), APLU, USDA-National Institute for Food and Agriculture (NIFA) and other federal agencies and organizations.

Ms. Vonda Richardson, Chair
Florida A&M University

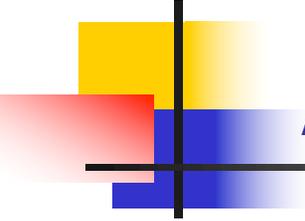
Dr. Carolyn Williams, Immediate Past Chair
Prairie View A&M University

Dr. Allen Malone, Vice Chair
Alabama A&M University

Dr. Mark Latimore, Treasurer
Fort Valley State University

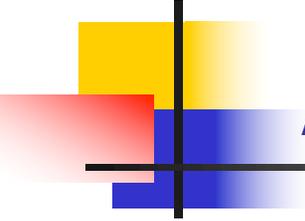
Dr. Courtney Owens, Secretary
Kentucky State University

Dr. Albert E. Essel, Executive Administrator



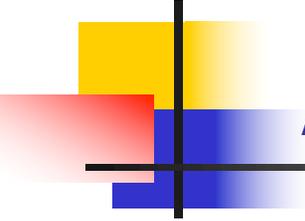
Association of Extension Administrators (AEA)

- **MISSION:** The 1890 Cooperative Extension System assists diverse audiences, with emphasis on those who have limited social and economic resources, to improve the quality of life and vitality of individuals and communities through transformational engagement and outreach education.
- **VISION:** The 1890 Extension System is the premier provider of transformational university engagement and outreach education to underserved and diverse audiences, which promote sustainable economies, environments, communities and families.
- The 1890 Extension programs focus on five core themes:
 - Nutrition, Health and Wellness of Individuals, Families and Communities
 - Economic Prosperity and Well-Being of Rural and Urban Underserved Communities
 - Community, Youth and Family Resilience/Sustainability
 - Environment, Natural Resources and Renewable Energy
 - Agricultural Profitability and Sustainability of Small-Scale Farms



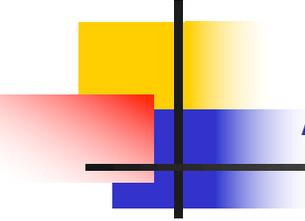
Additional Legislation

- **Morrill Acts of 1862 & 1890** established the “On-Campus” Teaching component of the land-grant mission.
- **Hatch Act of 1887** operationalized the Research component.
- **Smith-Lever Act of 1914** extended teaching and research activities into the community, thereby establishing Cooperative Extension.
- **Sections 1444 and 1445** of the National Agricultural Research, Extension, and Teaching Policy Act of 1977 established funding for **1890 Extension and Evans-Allen Research**, respectively.



Additional Programs

- **McIntyre-Stennis** - increase forestry research in the production, utilization, and protection of forestland; to train future forestry scientists; and to involve other disciplines in forestry research.
- **Expanded Food & Nutrition Education (EFNEP)** - nation's first nutrition education program for low-income populations
- **Renewable Resources Extension Act (RREA)** - assist states in carrying out an extension program designed to assist forest and range landowners and managers in making resource management decisions based on research findings.



Additional Programs

- **1890 Centers of Excellence (4)** – harnesses the cumulative disciplinary strengths of the 19-member universities while enhancing the competitiveness of each member contributes to the 1890 Universities System.

Student Success and Workforce Development

Health Wellness and Quality of Life

Farming System Rural Prosperity and Economic Sustainability

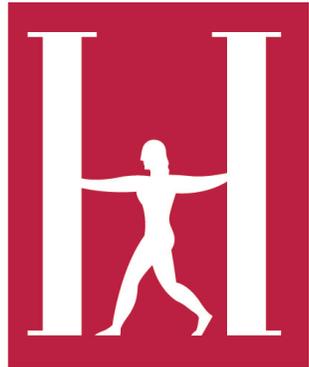
Global Food Security & Defense

Natural Resources, Energy and Environment

Emerging Technologies

- **1890 Facilities Program** - acquisition and improvement of agricultural and food sciences facilities and equipment so that the 1890s may participate fully in the development of human capital in the food and agricultural sciences.
- **1890 Capacity Building Program** - strengthen teaching, research and extension programs in the food and agricultural sciences by building the institutional capacities of the 1890s
- **1890 Scholarship Program** - support recruiting, engaging, retaining, mentoring, and training of undergraduate students at the 1890 land-grant institutions; encourage pursuit and completion of baccalaureate degrees in the food and agricultural sciences and related fields that would lead to a highly skilled food and agricultural systems workforce.

Networks and Systems That Support Students, Educators, and Researchers at Hispanic Serving Institutions



HACU

H I S P A N I C
A S S O C I A T I O N
O F C O L L E G E S &
U N I V E R S I T I E S

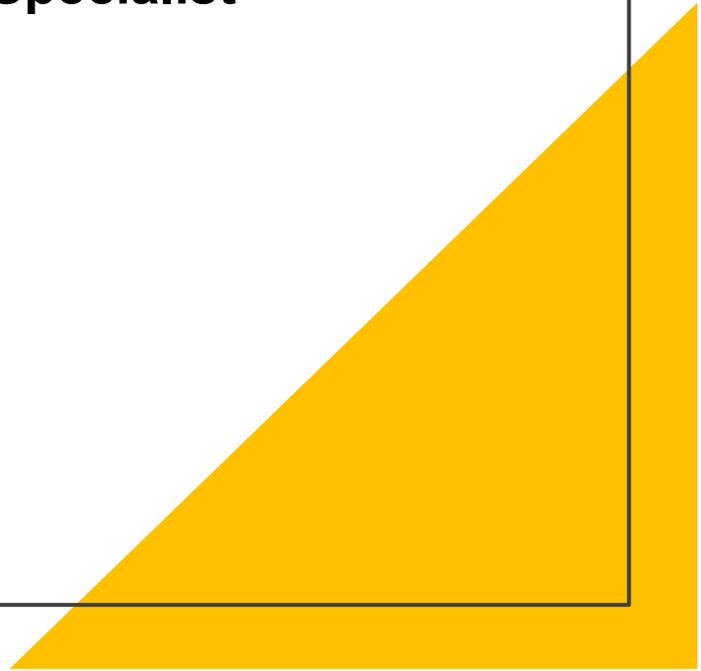


Richard Montez - Executive Director of Member Services
Hispanic Association of Colleges and Universities (HACU)

DISCUSSION and Q&A

Kolia Souza – MSU CRFS Food System Equity and Advocacy Specialist

MODERATOR



Thank you for joining us today!!

- **Webinar recording (and slides) will be available to all registrants by November 29**
- **Recordings of previous webinars and CRFS/REFS resources on racial equity in the food system ([link](#))**
- **Opportunity join EQUITYFOOD list serv**
- **Webinar is funded in part by the W.K. Kellogg Foundation**