



## The AEA/ARD Land Grant Conference June 8 – 11, 2008

### OUTCOMES:

The 1890 Land-Grant Conference was held in Memphis, Tennessee on June 8-11, 2008, hosted by the Association of Extension Administrators (AEA) and the Association of Research Directors (ARD), in cooperation with the 1890 Land Grant System. More than 600 participants attended the conference from all areas of the 1890 land-grant universities.

- The conference's theme was **"The 1890 Land Grant System - Addressing Universal Issues through Science and Engagement."**

#### Objectives

- To facilitate communication and interaction among 1890 scientists, faculty, extension specialists, program leaders, educators, and students in order to initiate and/or strengthen programming partnerships
- To enhance integrative approaches to planning, implementing and delivering relevant research and Extension initiatives responsive to the 1890 legislative mandate and consequently, bolster funding opportunities that will result in broader and stronger impacts

#### Purpose

- The purpose of the conference was to provide a forum for interactions and subsequent partnership commitments within the 1890 Land Grant System in four areas of national priority:
  - **obesity and wellness**
  - **youth development**
  - **renewable energy**
  - **food safety**

**The Keynote speaker was Dr. James H. Johnson, Jr.,** Distinguished Professor and Director of the Urban Investment Strategies Center, University of North Carolina at Chapel Hill.

Other notable conference speakers were:

- The Honorable A.C. Wharton, Mayor of Shelby County, TN
- Mr. Peter Young, Director of the National Agricultural Library
- Mr. Ron Hicks, Chief Operating Officer of the Food Safety and Inspection Service
- Dr. Ardyth Gillespie, from Cornell University's Food Decision-making Program
- Mr. Calvin Holloway, President, Monsanto's Animal Agriculture Division
- Dr. Colien Hefferan, Administrator, CSREES
- Dr. George Cooper, Deputy Administrator, CSREES
- Dr. Joseph Dunn, Special Advisor to the Under Secretary, REE, USDA

The conference participants also had an opportunity to participate in eight concurrent sessions that focused on funding and partnership. The agencies represented were:

- Sustainable Agriculture Research and Agriculture (SARE) –Dr. Jeff Jordan and Mr. James Hill
- National Science Foundation – Dr. Henry L. Gholz
- Risk Management Agency – Mr. William Buchanan and Ms Tamara Marshall-Jones
- Center for Disease Control – Ms Yvonne Reed
- Competitive Programs, CSREES – Dr. Mark Poth
- Rural Development Agency, USDA – Ms LeAnn Oliver
- White House Initiative on HBCUs – Dr. Leonard Haynes, III
- Science and Engineering Alliance, Inc. (SEA) – Dr. Robert Shepard

There were 11 external exhibits to include:

- The National 4-H Council
- The Ohio State University Agricultural Research and Development Center
- Southern Region Sustainable Agriculture Research and Extension program
- Michigan State University Diversity Program
- Food and Agriculture Information System (FAEIS)
- Several USDA agencies

Thirty papers from a pool of 110 papers submitted were selected for oral presentations at the conference at concurrent sessions. All presentations were related to the four topic areas of the conference. There were also 80 integrated program exhibits from each of the 1890 institutions. Oral paper presenters were recognized with plaques or certificates for the following:

## FOOD SAFETY

Antimicrobial Effect of Pomegranate Fruit Extract Against Foodborne Pathogens in Liquid Medium. *Bor, T.\* and S. A. Ibrahim, North Carolina A&T State University.*

Disinfection of Egg Shell Using Catfish Gelatin Coating Containing Origanum Essential Oil. *Min, Bungjin\* and Jun-Hyun Oh, Tuskegee University.*

Persistence of Viruses in Oyster (*Crassostrea virginica*) Hemocytes. *Provost, Keleigh\*<sup>1</sup>, Gulnihal Ozbay<sup>1</sup>, and David Kingsley<sup>2</sup>, <sup>1</sup>Delaware State University and <sup>2</sup>USDA.*

Accumulation of Heavy Metals in Edible Plants Following Land Application of Municipal Sewage Sludge. *Antonious, George F.\*<sup>1</sup>, John C. Snyder<sup>2</sup>, and Robert L. Jarret<sup>3</sup>, <sup>1</sup>Kentucky State University, University of Kentucky, <sup>3</sup>USDA/CRS, Griffin, GA.*

Food Safety in Seafood through Strain Differentiation. *Perschbacher, Peter W.\* and Makuba A. Lihono, University of Arkansas at Pine Bluff.*

Microbial Quality of Raw Aquacultured Fish Fillets Procured from Internet and Local Retail Markets. *Pao, S.\*, M. R. Ettinger, M. F. Khalid, A. O. Reid, and B. L. Nerrie, Virginia State University.*

Good Agricultural and Handling Practices for Socially Disadvantaged Farmers. *Baldwin, Keith R.\*<sup>1</sup>, Jimo Ibrahim<sup>1</sup>, Ipek Gotkepe<sup>1</sup>, and Annette Dunlap<sup>2</sup>, <sup>1</sup>North Carolina A&T State University and <sup>2</sup>North Carolina State University.*

Molecular Typing and Antimicrobial Testing of Multi-antibiotic Resistant *Staphylococcus aureus* and *Salmonella* isolated from Rabbit and Poultry Processing Plants in Southern United States. *Williams, Leonard L.\*<sup>1</sup>, Cornelius Howard<sup>2</sup>, Jacqueline Johnson<sup>1</sup>, and Max Runge<sup>3</sup>, <sup>1</sup>Alabama A&M University, <sup>2</sup>North Alabama*

Center for Educational Excellence, and <sup>3</sup> Auburn University.

## OBESITY and WELLNESS

An Analysis of Factors Influencing Obesity Rates in Louisiana. *McLean-Meyinsse, Patricia and Janet V. Gager, Southern University and A&M College.*

Evaluating the Impact and Safety of Foods Gleaned and Distributed through a Summer Food Recovery Program. *Godwin, Sandria L. <sup>\*1</sup>, Fur-chi Chen<sup>1</sup>, Debra Collins-Biggs<sup>1</sup>, Sean Siple<sup>2</sup> and Bhargavi Sheshachala<sup>1</sup>, <sup>1</sup>Tennessee State University and <sup>2</sup>Good Food for Good People, Nashville, TN.*

Obesity and Other Health-Related Behaviors' Relationship to Employment Status in North Carolina. *Bernard, Marcus <sup>\*</sup>, Osei Yeboah, Terrence Thomas, and Paula Faulkner, North Carolina A&T State University.*

An Integrated Approach to Prevention of Obesity in High Risk Families. *Idris, Rafida <sup>\*</sup>, South Carolina State University.*

Assessment of Parents' and Head Start Caregivers' Nutritional Knowledge and Food Behavior Impact on Preschoolers' Health Outcome (Overweight and Childhood Obesity) in Alabama. *Bonsi, Eunice <sup>\*1</sup>, Elica Moss<sup>2</sup>, and Kathleen Tajeu<sup>3</sup>, <sup>1</sup>Tuskegee University, <sup>2</sup>Alabama A&M University, and <sup>3</sup> Auburn University.*

Nutritional Assessment and Physical Education of Preadolescents Participating in the National Youth Sports Program. *Wang, Changzheng<sup>\*</sup>, Lingyu Huang, Jo Sloan, and William Graham, Jr., Kentucky State University.*

## RENEWABLE ENERGY

Turning Duckweed into Biofuels. *Shahbazi, Ghasem <sup>\*</sup>, James Croonenberghs, and Shuangning Xiu, North Carolina A&T State University.*

Integrated Natural and Human Systems for African American Farmers: A Pilot Case Study of The Black Belt Region of Alabama. *Zabawa, Robert <sup>\*</sup>, Vaughn, Barrett <sup>\*</sup>, Eunice Bonsi, , Errol Rhoden, and Janette Bartlet, Tuskegee University.*

Low-input Biofuel Crops for Sustainable Renewable Energy Production on Small Farms. *Bomford, M.K. <sup>\*1</sup>, J.C. Bradford<sup>2</sup>, J. Darley<sup>2</sup>, C. Hanson<sup>2</sup>, J. Puckett<sup>2</sup>, J.A. Rodgers<sup>1</sup>, and A.F. Silvermail<sup>1</sup>, <sup>1</sup>Kentucky State University and <sup>2</sup>Post Carbon Institute.*

Tennessee's Minority and Limited Resource Forest Owners: A Look at Ownership Objectives and Management Actions. *Appleton, Nathaniel S. <sup>\*</sup>, Stephen H. Kolison, Jr., Carter Catlin, and Joshua O. Idassi, Tennessee State University.*

Assessing Potential of Oilseed Crops as Biodiesel Feedstocks Based on their Fatty Acids. *Bhardwaj, Harbans L. <sup>\*</sup> and Anwar A. Hamama, Virginia State University.*

Pretreatment of Canola Residue with Strains of White-Rot Fungi by Solid-State Fermentation for Lignocellulosic Conversion to Ethanol. *Robinson, Brandy<sup>\*1</sup>, O.S. Isikhuemhen<sup>2</sup>, E. Cebert<sup>1</sup>, and Z.N. Senwo<sup>1</sup>, <sup>1</sup>Alabama A&M University and <sup>2</sup>North Carolina A&T State University.*

Assessment of the Marsh Fern, Asparagus Fern and Ryegrass for their Potential in the Phytoremediation of Arsenic-contaminated Soils. *Anderson, LaShunda*<sup>\*1</sup> and *Maud Walsh*<sup>2</sup>, <sup>1</sup>*Southern University Agricultural Research and Extension Center* and <sup>2</sup>*Louisiana State University*.

Mobile Biodiesel Processing Unit Launched in Alabama: A Biodiesel Classroom on Wheels. *Cebert, Ernst*<sup>\*</sup>, *Alabama A&M University*.

## YOUTH DEVELOPMENT

Cooperative Learning through the Case Study and Group Discussion in Understanding of Biological and Environmental Factors for Obesity among Youth. *Sriharan, S.*<sup>\*1</sup>, *D. Sutphin*<sup>2</sup>, *V. Thomas*<sup>3</sup>, *S.V. Bloem*<sup>4</sup>, *A.Khan*<sup>5</sup>, *A. Valentein*<sup>6</sup>, *J. H. Everitt*<sup>7</sup> and *R. Fletcher*<sup>7</sup> <sup>1</sup>*Virginia State University*, <sup>2</sup>*Virginia Polytechnic Institute and State University*, <sup>3</sup>*Florida A & M University*, <sup>4</sup>*Elizabeth City State University*, *Universidad de Puerto Rico Mayagüez*, <sup>6</sup>*Cape Institute of Agricultural Training (South Africa)*, <sup>7</sup>*USDA-ARS*.

Food Security and Agrisecurity: Tracking of Food Distribution by the Use of Geographic Information System and Global Information Systems. *Ozbay, Gulnihal*, <sup>\*1</sup>*Shobha Sriharan*, <sup>2</sup>*Debbie Jones*<sup>\*2</sup>, *Dean Sutphin*<sup>3</sup>, *Verian Thomas*<sup>4</sup>, and *Ali Khan*<sup>5</sup>, *Delaware State University*<sup>1</sup> *Virginia State University*<sup>2</sup>, *Virginia Polytechnic Institute and State University*<sup>3</sup>, *Florida A&M University*<sup>4</sup>, *Elizabeth City State University*<sup>5</sup>.

Assessment of the Agricultural Careers Research and Exploration Summer Institute Program at the University of Arkansas at Pine Bluff. *Adamu, Usman*<sup>\*</sup>, *Tracy Dunbar*, *Shadrach Okiror*, and *Dennis Balogu*, *University of Arkansas at Pine Bluff*.

An Impact Study of the Relationship Between Healthy Eating/Healthy Lifestyles and Cognitive/Academic Development in Adolescence in Rural South Carolina. *Adams-Heggins, Martha Jean*<sup>\*1</sup>, *Necati Engec*<sup>2</sup>, *Monica A. Fields*<sup>2</sup>, and *Robin J. Glenn*<sup>2</sup>, *South Carolina State University Family Life Center*<sup>1</sup>, *South Carolina State University*<sup>2</sup>.

Innovative Technologies (Video Based Online and Podcasting) for Delivering STEM Subjects to Diverse Student Populations. *Tidwell, James*<sup>\*</sup>, *Tod Porter*, *Nathan Cochran*, and *Charles Weibel*, *Kentucky State University*.

Promoting Youth Development through Renewable Natural Resource Education and Outreach. *Ning, Zhu*<sup>\*</sup>, *Kamran Abdollahi*, *Andra Johnson* and *Daniel Collins*, *Southern University Agricultural Research and Extension Center*.

Development of Biotechnology Courses to Enhance Aquaculture and Biology Programs and Recruit STEM Students to Kentucky State University. *Pomper, Kirk W.*<sup>\*</sup>, *Li Lu*, *Karan Kaul*, *Narayanan Rajendran*, and *James Tidwell*, *Kentucky State University*.

Murder, Mayhem, and Mastery – Teaching Science Inquiry to Minority Youth through the Forensics Summer Institute. *Taylor, Gina*<sup>\*</sup>, *West Virginia State University*.

**One of the most important initiatives of the conference was to allow the participants to attend facilitated break-out sessions to network and to answer some important questions that would guide future multi-state, multi-disciplinary and integrated 1890 programs in the**

four topic areas. Responses to questions from the sessions are found below:

## Responses from the Food Safety Facilitated Sessions

### 1. *What are the challenges or opportunities that could be addressed by 1890 integrated and/or multi-state programming?*

- Education throughout the food chain
- Consumer perception regarding irradiation to eliminate microbial contamination
- Food allergens and chemical compounds
- Hygienic practices - all populations
- Insecurity throughout the food chain
- Rapid detection methods
- Increased knowledge and skills for stakeholders throughout the supply chain
- Improvement of inspection and compliance of existing food safety regulations
- Food safety of internet marketed and value added foods
- Research on organic production methodology as it affects food safety
- Education on appropriate organic production techniques to minimize possibility for contamination
- Sanitation (SSOP- sanitation standard operating procedures)
- Pre-biotic and pro-biotic usage
- Collaboration within and between 1890 universities
- Research on the behavior of microorganisms in ready-to-eat foods
- Teaching youth hand washing, fruits and vegetable washing - k-12
- Collaborative education - parents, community, teachers, etc.
- Sustainable agriculture, organic production, livestock, waste products
- Stages of education - growers, transportation, packers and cleaners, vendors, consumers
- Consumer education on handling, cooking, keeping produce

### 2. *What can be done to address these challenges/ opportunities ?*

- Develop new and rapid detection methods for microorganisms
- Collaborate with other 1890 universities, the USDA, food industries and other Institutions
- Use students as messengers (interns)
- Integrate research, extension and education
- Maximize use of Media (broadcast, print, electronic)
- Develop user friendly educational programs
- Train throughout the food chain
- Good agricultural practices (GAPs) - farm production, handling for animals and plants; animal safety and security; educational and research programs; small farm processing standards especially for animals, public policy issues.
- Attitude change - Food handling, chemical, etc.
- Point of source food safety events at various levels focusing on particular areas of immediate need
- Cafeteria - train workers on food handling and storage

### *3. What inputs are needed for the activities to take place?*

- Check available materials for grant writing, include the media and publicize results
- Communicate using the appropriate media
- Potential collaborators and funding sources (Niche to reach the small scale farmers via educational training)
- Public e.g. FSIS, CSREES, small farm program, 2501, etc.
- Private e.g. Kellogg, Wal-Mart, Farm Bureau.
- Check available materials for grant writing, include the media and publicize results
- k-12 using 4-H to involve students in communications
- Potential funding sources – Homeland security, FAZD center, FSIS, CSREES, small farm programs, 2501, etc.
- Include model farmers in grant writing using the “train the trainer” approach
- Involve the food chain from start to finish, including environment, and provide recommendations
- Find a niche for target; consider food safety and internet sales
- Stakeholders’ needs must be considered; best practices should be identified to enhance the process

### *4. What would be the outputs?*

- Usable educational program and information
- New Information and scientific data
- Publications
- New detection devices
- Providing information to ATTRA and other user groups
- Other media outlets
- Decontamination methods (also goes into inputs)
- Student training and knowledge in graduate area
- Transfer technology workshops, field days, seminars
- A tracking system utilizing appropriate technology
- Patents
- Small farmers need to be reached using most appropriate medium that is cost effective and affordable
- Consumers at large should also be educated
- Training programs should target restaurants especially family-owned
- Teaching k-12 about yard gardens to grow their own fruits and vegetables
- News media involvement through each stage of the food chain
- Reaching the community and all stakeholders in the education process
- Education for state, county, food safety inspectors, for restaurants and food production
- Fish production groups should contract with livestock producers at farmers’ markets
- Custom slaughters
- A tracking system created from farmer to consumer and introducing the barcode idea
- Identify responsibilities along the food chain, from farmers to consumers

### *5. What are the desired outcomes?*

- Increased education and awareness and improved quality of life for all stakeholders
- Less recall and reduction of food born illness

- Safer fruits and vegetables
- Less spoilage
- Greater market shares for processors, producers etc.
- Improved consumer confidence
- Increased knowledge and skills for stakeholders throughout the supply chain
- New and emerging technologies and patent (s)
- Increased collaboration among research, extension and education personnel
- Increased collaboration among and within 1890 universities as well as other institutions/agencies
- New Federal, state, and local policies
- Decreased contamination of foods (fish, vegetable, etc)
- More involved stakeholders/food industries
- Educated workforce for the food service industry
- Politicians involved to lend support
- Monitoring our outcome to measure progress made in food safety
- More attention to water contamination and fish contamination; chemical and pesticide residues
- Implementing procedures and protocols and buying into policies

**6. *What are collective goals, strengths and challenges that are critical to developing integrated, multi-campus programs among the 1890s?***

- Improve the quality of life of the small scale farmer
- Increase and improve collaboration efforts among and across the universities
- Different approaches can be used to answer questions. A real approach is needed in the 1890 system to collectively work together to solve the problems

Challenges:

- Unwillingness to work together to help our clients (lack of partnering between research and extension, etc.)
- Responsibilities and credits need to be put on the table from the onset of grant writing
- Tying everyone into the system from the beginning at all times. Succinct policies in the beginning are very helpful
- Funding agencies should spell out the responsibilities and credits – fair share of all resources
- Identify high priority areas significant to the nation and globally. Individual campuses should develop programs to identify the different entities' needs. Consortia should be established
- Research, extension and education must work collectively to identify a need and work as a team in harmony
- Utilize the resources to obtain the maximum outcome

**7. *What infrastructural things are needed to progress from brainstorming/discussions to planning and implementing within the next 6 months?***

- Email session discussion to participants
- Time, morale, and financial support of institutional leaders and administrators
- Put together a work team after the session
- Develop a task force of the food safety team and identify key players
- Find an opportunity to bring participants back together as a follow up to session
- We have developed the problem, next step is to identify interested persons and form a committee to communicate within the next six months and build on thoughts generated



8. *What are incentives to cause campuses/individuals to want to work as integrative and multi-campus teams?*

- Shared expertise
- Greater probability of success
- Shared credit
- More tangible incentives
- Time
- More monetary incentives
- Enhanced communication and collaboration
- Increased publication and presentation
- Tenure and promotion
- Develop patented technology
- Multi-faceted approach to problem solving
- Efficiency
- Better use of resources
- Develop and synthesize individual expertise to accomplish task successfully
- Promote 1890
- Fulfill our mission and help our stakeholders

9. *Can any of the activities identified be done without new money? Which ones?*

- Yes. A demographic study can be done. But, is it going to be a significant improvement on what we currently in place?
- Identify and target a specific area and possibly build an 1890 database
- Online curriculum that can be downloaded for free can lead to behavior modification
- Seafood safety – make the public aware of contamination issues on imports. Using demographics to show the importance to the public
- Streamline information delivery system – target identified audience e.g. catfish for Blacks, and goat meat for Hispanics
- Use existing instruments
- Best management practices in research
- Regulatory approach at the national level to train trading partner countries to improve food safety conditions
- Modify some of the curriculum to include food safety
- Utilize appropriate expertise among 1890 institutions
- Increase the use of library faculty and library resources

### **Responses from the Obesity and Wellness Facilitated Session**

1. *What are the challenges or opportunities that could be addressed by 1890 integrated and/or multi-state programming?*

- Work with the public school system to include physical education as a required course/activity



- Sustain efforts and initiatives implemented, including taking ownership of programs/activities as well as monitoring, follow-up, and evaluation
- Examine the obesity and wellness problem from a holistic inter-generational perspective that includes genealogy, sociology, economics, political, environmental, parental, and faith-based factors.
- Identify obesity and wellness as a national priority and develop new or utilize existing exemplary programs that can be implemented/reinstated/expanded in the community (i.e. home, church, school, etc.) and obtain community and state leaders' support
- Use technology as a means of promoting health and wellness
- Clearly communicate to at risk populations that obesity has reached an epidemic level
- Identify appropriate sampling strategies to insure inclusiveness of the populations to be served
- Establish an infrastructure (i.e. Center of Excellence) to address and support obesity and wellness initiatives from a holistic approach
- Increase educational opportunities
- Training and development of student researchers
- ENVIRONMENT: access to food, planting of food, air, health problems due to environment, lack of playgrounds and exercise sites
- Program priority- Exemplary programs in the community (i.e. home, church and community) and leadership in the community, state
- Reduce video game competition from computer technology; use technology as a means of promoting health and wellness (an opportunity)

## 2. *What can be done to address these challenges/opportunities?*

- Coordinated efforts with school health personnel to make physical activity a priority for students. Then review existing models such as the Oklahoma Institute or those developed by the Office of Minority Health and adopt them
- Put physical education in time slot for physical activity and or expand after-school physical activities
- Obtain stakeholder input for proposed initiatives
- Integrate obesity and wellness into reading and other parts of the curriculum
- Seek, and secure resources (to include money and materials-information) from different agencies to support and sustain efforts.
- Collaborate within (extension, schools and related agencies) and share resources appropriately. Re-prioritize existing programs to emphasize childhood and adult obesity and wellness such as EPNEP
- Develop long term objectives for initiatives and disseminate the information to appropriate groups to incorporate with their efforts
- Expand the obesity initiative to after school programs, summer school programs, 4-H, Head Start, etc.
- Develop mentoring programs- child to child, or other combinations.
- Utilize a reward system.
- Educate participants on the pitfalls that may accompany aggressive health and wellness programs (i.e. anorexia or bulimia)
- Start early with sustainable weight management emphasizing wellness.
- Educate and inform local and state leaders so they can share initiatives/priorities within their respective public arenas.
- Engage the community in the fight against obesity to include creation of advisory boards/councils of stakeholders that will review and examine program priorities

- Develop computer projects/games with consoles that will increase the user's knowledge
- Provide programs such as Urban gardening, demonstrations, school gardens, school tours, community gardens, home food processing and preservation workshops, health food cooking shows, food co-op models, farmers market, food banks
- Strengthen sampling strategies that include soil testing for gardens, diverse subjects, identify community groups, perform stratified sampling, provide training on sampling techniques
- Communication: increase communication ( inter/intra- agencies), provide clear relevant information in a timely manner, identify specific dissemination information, communicate clear follow-up to 1890 USDA Task Force
- Opportunity to serve underserved populations
- Target low-income zip codes
- 1890s have skills to address under-served populations
- Aging populations
- To garner more funding: Seek competitive grants, offer workshop for funding information (NIH), partner with private agencies, medical services, banks, insurance companies, faith-based organizations, etc., inter-institutional collaborations, administrative support
- For long term sustainability: Administrative support, follow-ups, train the trainer approach, commitment beyond research, participatory research, input from stakeholders, publications, identification of new at-risk populations, offer educational opportunities for faculty in the form of workshops, sabbatical leave, use of technology, funding

### *3. What inputs are needed for the activities to take place?*

- Expert knowledge
- State legislators' support
- Human resources, i.e. faculty, extension educators, etc.
- Corporate sponsorships, i.e., foundations, insurance companies, etc.
- Time to conduct identified activities
- Parental involvement
- Community involvement
- Institutional commitment
- Seed money
- Community champions
- Build relationships with advisory boards, stakeholders and interested community partners
- Facilities- use of building to implement program such as community center, school, university facilities
- Corporate support
- Statisticians and demographers
- Incentives for participants
- For urban gardening
  - Tools
  - Planting materials
  - Suitable land and location
  - Motivating stakeholders
  - Volunteer leaders
  - Time
  - Specific goals, measurable objectives, quantifiable outcomes

- Clear Communication
  - Disseminate written communication
  - Regularly scheduled meetings
  - Use of electronic communication
- Opportunity to serve underserved populations
  - Knowledge to adapt recipes to existing populations
  - Focus groups
  - Disparity in healthcare
- Lack of adequate funding
  - Identify current and new funding sources
  - Share information of funding sources
  - MORE-Minority opportunities in research
  - Multiple year funding
  - Sustainability plans with research initiative
- Lack of educational opportunities
  - Training for faculty
- Need to include all stakeholders
  - Collection of opinions
  - Impacts to community
- Opportunity to use technology
  - Updated computers/labs
- ARD/AEA support
  - Resources
  - Infrastructure
  - Capacity building
- Training and development of student researchers
  - Administrative support, time, technical support and assistants
  - Age appropriate involvement

#### *4. What would be the outputs?*

- Wellness program within the schools
- More physical education classes
- Political support
- Curricula written to emphasize health and wellness within the minority community
- Summer workshops, classes, etc. to address nutrition
- Stronger programs in 4-H
- Increase publications in health and wellness
- Conferences, workshops, seminars
- Collaborative publications
- Student participation in internships
- Work with a captive audience (i.e. students at the university in nutrition courses, Extension program participants) with health and wellness as a focus. Offer professional development for paraprofessionals as well as professionals (workshops, conferences, certifications, etc.)
- Service learning activities
- Media exposure/publicity: Local newspaper articles, local news cables, radio stations and publications; websites

- Collaborate to write a book
- Wellness initiatives that use technology as a teaching tool (games)
- More urban gardening with affiliated produce, markets and savings on groceries
- Opportunity to serve underserved populations

5. *What are the desired outcomes?*

- Healthier children and families
- Increased physical activity
- Weight loss
- Increased nutritional knowledge
- Enhanced self esteem
- Increased stakeholder support
- Decreased medical expenses and conditions
- Lowered BMI
- Increased longevity
- Increased participation
- Increased school, parent/family, and community involvement and collaboration
- Sustainable healthy communities; lifestyles aligned with healthy practices
- Self accountability for health and wellness
- More information and access to publications and materials to improve and sustain healthy living
- Opportunity to serve underserved populations
- Lifestyles aligned with healthy practices (economic, physical, environmental, and social)
- Publications and fact sheets
- Access to technology
- Increased collaborations with community agencies and policy makers
- Improved policies
- Institutional commitment
- Research, Extension, & Teaching working together and the establishment of a feedback loop among them
- Active and involved community stakeholders
- Effective evaluation procedures
- Marketing outcomes
- Reframing student preparations
- Sustainable healthy communities
- Continuously acquired funding
- Valid and reliable research equipment and instruments
- Updated technology and laboratories

6. *What are the collective goals, strengths and challenges that are critical to developing integrated, multi-campus programs among the 1890s?*

- Willingness to work together/ Establishing network(s) with different institutions and stakeholders
- Ability to go after larger pools of funds
- Utilize existing resources at 1890s through collaboration
- Having more critical mass of expertise to be competitive and enhance capacity
- Able to diversify funding sources beyond USDA

- More publications for researchers
- Extension/Research appointments increased
- Joint POW developed across mission areas
- Acquiring support for 1890 programming at the national level
- Sharing existing knowledge

#### Strengths

- administrative support
- regional and national impact

#### Challenges

- Determining leadership for collaboration
- Accountability and defining and measuring success
- Willingness to share – no territorial boundaries
- Added workload
- Inadequate resources (human and financial)
- Time management
- Keeping focus continuous across campuses
- Funding and acquiring matching funds/ Securing funding from public and private sectors

#### 7. *What infrastructural things are needed to progress from brainstorming/discussions to planning and implementing within the next 6 months?*

- Long-term sustainability
- Purchase suitable, relevant laboratory equipment and the training of faculty/staff of its use
- Hire faculty and staff if possible
- Meeting with administrators to discuss conference decisions
- Establishment of advisory boards
- Establishment of focus groups
- Establish clear protocol for inter-institutional collaboration
- Define available expertise (campus and community)
- Integrate previous work with this program
- Opportunity to serve underserved populations\
- Identify underserved populations
- Identify a demographer
- Develop a seamless coordination between research, extension, and teaching
- Facilities and space
- Actively involve stakeholders/participants in research
- Establish a true sense of belonging and team spirit

#### 8. *What are incentives to cause campuses/individuals to want to work as integrative and multi-campus teams?*

- Opportunity to serve underserved populations
- Address a broader population of underserved people
- No one institution has all the resources and expertise to address the issues
- Seed money by institution for collaborative consortia
- Improve chances of getting funding
- Impacting a larger group of people

- Promotion and Tenure of faculty
- Improve faculty performance evaluations and increase salaries
- Release time for faculty and staff
- Student involvement in research, extension, and teaching
- Time and resources to support inter-institutional activities with colleagues
- More opportunities for publications and presentations
- Providing the opportunity for multi-disciplinary and multi-institutional collaboration
- Recognition/awards at AEA-ARD conferences
- Long-term sustainability
- Recognition to the institutions involved
- Increased research across campuses
- Impact on the target population
- Personal satisfaction
- Add to the knowledge base
- Increase cost effectiveness of resources
- Building Centers of Excellence

## Responses from the Renewable Energy Facilitated Session

### 1. *What are the challenges or opportunities that could be addressed by 1890 integrated and/or multi-state programming?*

#### Challenges

- High energy costs/cost of inputs
- Unfavorable ratio of inputs vs. outputs
- Regulations and policy issues
- Food security issues and sustainability (soil water and biodiversity conservation)
- Losing land that is under conservation (environmental and wildlife conservations)
- Intellectual property concerns

#### Opportunities

- Examining various sources to produce biofuels and cheaper technologies, including processing animal wastes and feedstock identification
- Studies to optimize small scale vs. large scale production systems
- Genetic manipulation to enhance crops for biofuel production
- Opportunity to create partnerships with industry, including forestry
- Opportunity to create more sustainable energy sources for farms, with appropriate production scale
- Collaborate for organized systems approach
- Develop energy science education programs
- Knowledge inventory and dissemination – listserv, website, etc
- Stakeholder involvement
- Networking/sharing niches of each 1890's research
- Garnering funding (multiple sources)
- Each state/institution should do needs assessment (will be different)
- Getting on same page with terminology

- Building 1890 capacity (plugging in to existing work, can't start from scratch)/consortium

## 2. *What can be done to address these challenges/ opportunities?*

- Formalize a consortium to pursue external funding and/or develop multi-state project(s) with existing funds
- Review existing renewable energy research/technologies
- Identify and prioritize needs and potential partners
- Conduct research after identifying existing gaps and find regional niches
- Develop integrated systems that include sustainability
- Develop and test new technologies
- Develop new academic and extension programs or integrate into existing programs
- Use new resource soil bases that can be used for biofuel energy
- Evaluate new/native plants
- Put major emphasis on involving small farm/limited resource producers
- Use trees that were previously being used for paper
- Form biofuel cooperatives and new markets
- Take research to biofuel companies in order to get more funding
- Pursue multiple funding sources
- Develop multi-state biofuel project for 1890's (using existing dollars), then can apply for larger funds
- Address gaps in existing research regarding socio-economic factors & sustainability
- Focus on bioenergy, not just biofuels (i.e. waste utilization), learn from other countries/international opportunities
- Include initiatives on conservation of energy/fuel sources

## 3. *What inputs are needed for the activities to take place?*

- Identification of regions/specific germplasm (species, cultures)
- Need scientists/researchers and coordination of activities
- Need costs, subsidies and types of government support available
- Farmers' participation; seek stakeholder/clientele input
- Offer energy/fuel saving techniques at high school level
- Need strategic goals/plans, milestones
- Test technology and research before involving farmer
- Form partnerships with others who have more expertise
- Discuss short and long term needs
- Find out what's taking place at individual institutions
- Government, industry and private foundation support
- Administrative support
- Consortium leadership
- Staff, students
- Facilities and equipment
- Create subsidies for small farmers
- Build a consortium
- Identify expertise in target areas
- Time, commitment, buy-in from administration



- Identify lead institution to organize consortium
- Facilities/equipment/technologies identified
- Pursue multiple funding sources
- Seed money for multi-state project
- Create a 501c3 to apply for private foundation money (or use AEA?)
- International contacts/UN/FAO
- Conduct a survey focused on SE feedstock possibilities

#### *4. What would be the outputs?*

- White paper/review articles relevant to area
- Regional Center of Excellence/formalized consortium
- Survey results of needs assessments from stakeholders
- Extension/research publications and patents
- Websites, blogs, popular media, videos, factsheets, workshops, field days, co-ops and associations
- Curricula containing renewable energy for undergraduate/graduate students
- Listservs for communities of interest
- Plan proposals/linkages with industry
- New technologies
- Form interdisciplinary working groups within all of the 1890 universities/online forums
- Integrated approach/closer working relationships between extension/research to get information to the farmers
- Buy in from farmers; develop advisory committees
- 1890 website (clearinghouse of information)
- Common courses/course material
- Sustainable funding sources

#### *5. What are the desired outcomes?*

- Availability, awareness and use of environmentally and economically feasible small-scale bioenergy technology
- Biofuel production/use by small farmers in the 1890 regions
- Enhanced capacity for 1890 research/extension in biofuels
- Prosperity of small farm communities
- Energy conservation/greater energy independence
- Reduced environmental impact through reductions in fossil fuel use and domestic/foreign oil
- Usable information for clientele, e.g., energy independence for producers
- Small scale producers adoption of renewable energy technologies
- Available databases
- Adopt energy conservation programs on own campuses
- Achieve a paradigm shift
- K-12 and college students will have increased knowledge of renewable energy
- Non-negative impact on food prices
- Positive impact (cleaner) on environment
- Product from the consortium that gives us a competitive edge
- Awareness and availability of environmentally and economically feasible small-scale bioenergy technology for farmers

- Biofuel production by small farmers in the south/U.S
- BIG proposal/relevant proposals: integrated, multi-state
- Enhanced capability for research/extension in biofuels (dissemination)
- Regional center/core facility(ies)
- Reduce fuel costs to limited-resource farmers & families
- Practice of bioenergy production and prosperity of small farm communities
- Connecting farmers with market for feedstocks

**6. *Can any of the activities identified be done without new money? Which ones?***

- All activities require some resources
  - Reallocation from existing programs
  - Re-prioritization
  - Mobilization of under-utilized resources
  - New money
- Incorporate renewable energy into existing curriculum
- Conduct workshops/seminars
- Collaborate with federal/state partners to develop and conduct programs
- Expand resource sharing using the Internet
- Integrate this research into existing academic programs/be creative

**7. *What are the collective goals, strengths and challenges that are critical to developing integrated, multi-campus programs among the 1890s?***

**GOALS**

- Enhanced effective communication among the 1890s
- Capitalize on existing consortia and partnerships among the 1890s
- Form joint committees for specific focus areas
- Utilize existing resources (personnel, etc.) on campuses
- Capitalize on 1890 lobbying/partnerships in Washington, D.C.
- Capitalize on relationships between 1890 and 1862 institutions
- To enhance capacity
- To deliver sustainable solutions to our clientele and expand clientele
- To diversify funding beyond the USDA

**STRENGTHS**

- Willingness to work together
- Collective expertise
- Ability to go after larger pools of funds
- Availability of core facilities with equipment and technology needed
- Critical mass to be competitive
- To enhance capacity
- To deliver sustainable solutions to our clientele and expand clientele

**CHALLENGES**

- Trust

- Getting the right people involved
- Institutional and individual commitment
- Competing selfish/institutional interest
- Finding new resources
- Leadership and collaboration
- Red tape with funds across states
- Defining and achieving success (measures)
- Clarity of purpose
- Identifying niche research areas for each institution

**8. What are some specific results we need to achieve in year one, year two, and year three before we can consider ourselves successful in moving forth in building consortia or multi-state programs in the desired areas?**

- Establish/review baseline information
- Establish 1890 network base (human capital)
- Have buy-in from legislative officials
- Each university establish a point/lead person
- Prioritize and identify potential biofuels research
- Create awareness

**Year One:**

- Identify and formalize focus areas
- Formalize the consortium & identify lead institution
- Identify capacity at each institution
- Develop website for consortium
- Develop proposals
- Identify funding sources, seed money
- Plan advertising campaign and designate responsibility
- Develop a universal evaluation instrument

**Year Two:**

- Additional proposals submitted
- Evaluate success of previous year
- Use research from year one funded projects to leverage additional funds
- Make adjustments to procedures and methodology - Lessons learned/ongoing evaluation

**Year Three:**

- Conduct joint workshops, symposium, etc
- Obtain additional funds
- Continued implementation
- Measure impact

**9. What infrastructural things are needed to progress from brainstorming/discussions to planning and implementing within the next 6 months?**

- Form joint committees/communication networks
- Make renewable energy a top priority
- Develop a plan of work
- Share existing knowledge

- Driving focus areas between and within institutions
- Keep the ball rolling
- Formalizing the consortium
- Institutions need to designate campus organizers/representatives
- Mechanism for engaging administrators
- Develop framework for lead institution
- Use existing informal organization (Atlanta group)
- Identify niche areas of collaboration

**10. What are incentives to cause campuses/individuals to want to work as integrative and multi-campus teams?**

- Money (resources, travel, salary, etc.)
- Be looked at as role models in renewable energy
- Developing joint publications
- Evidence of helping clients/documentation of accomplishments
- Recognition
- Encouragement of multi-institutional discipline approach
- Potential for creating institutional/corporation collaboration
- Sharing of intellectual property
- Administrative support
- Our ability to compete collectively (power of consortium)

**Responses from the Youth Development Facilitated Session**

**1. What are the challenges or opportunities that could be addressed by 1890 integrated and/or multi-state programming?**

- Changing demographics - minority and poor communities do not have adequate education available; large percentage of professionals will be retiring without sufficient people to replace them
- Ongoing training and development of youth educators
- Getting into the schools due to No Child Left Behind (NCLB), etc.
- Health concerns in rural communities - sexually transmitted diseases (STDs), substance abuse, and adolescent pregnancy - need strategies to work with faith-based organizations to solve the problems
- Funding opportunities - getting low-income youth involved in activities that cost (camp fees, etc)
- Training on fundraising and endowments
- Entrepreneurship education
- Working with new delivery methods - MP3, cell phone, etc.
- More emphasis on textiles, clothing design, fashion merchandising, etc.
- How to compete with rap culture and what it teaches our children
- Financial literacy - currently in bad economic times in the United States
- Increase use of volunteers due to decreasing budgets - need for better training for volunteers
- Delivery methods outside of school as well as in school
- Tying content standards to educational programs
- Increasing parental involvement
- Partnering with vocational schools, trade unions, etc.

- Low numbers of minorities in SET fields
- Getting young people excited about SET, regardless of academic ability
- Increase 4-H in urban areas; change perception (rural vs. urban)
- Collaborate across disciplines and throughout the entire 1890 System
- Adequate funding
- Publicizing and marketing efforts of youth development work
- Pregnancy prevention/ teen issues
- Extracurricular activities
- School system collaboration w/eXtension
- Marketing 4-H more toward youth development in urban areas
- Think outside of box; not restricted to traditional areas
- Involving more family oriented programming in youth development
- Keep children in school through youth development programs
- Increase diversity of participation; expand audience
- Increase funding for other programs via 4-H
- Collaborate with other youth orgs. in community
- Address challenges youth face
- Professional Development around technology and new delivery methods

## *2. What can be done to address these challenges/opportunities?*

- Civic engagement - youth in governance program - Engaging Youth Serving Community
- Summer program encouraging youth to take part in gaining college credits before they begin college (FCS-based). If the youth matriculate at their campus and major in an FCS field, they will receive a \$1500 scholarship
- After school programs in rural communities
- Entrepreneurship class with the NEFE curriculum for GED students
- Wellness day on campus, partnering with outside agencies
- Youth expo involving demonstrations, speaking contests, etc.
- Community gardens
- Youth nutrition day camps
- Teens and Tweeners conference involving physical fitness, career exploration, etc.
- Partner with BET to conduct weeklong obesity camps for young women
- Abstinence program to address STDs and teen pregnancy - myth busters about sex
- Ag Days of Summer for rural youth
- Program for 8<sup>th</sup> grade students - teen summit on health topics
- Digital media group where youth utilize You Tube, Blog Spot, etc. Youth produced videos on financial
- literacy, agriculture, etc. 4-H Focus
- Summer Transportation Institute - six week experience about modes of transportation
- Hip Hop Boot Camp - workforce development camp based on the four elements of Hip Hop
- Parenting classes for young men and women who are incarcerated
- Summer Math and Science Institutes with lab experiences, interaction with faculty - NASA Day - rocket building, visitors from NASA
- Research and Extension Apprenticeship Program (REAP)
- Partnership with Parks and Recreation where P&R committed to train one employee at each site to be a 4-H volunteer

- Fatherhood Initiative Programs for previously incarcerated individuals and men that want to enhance their parenting skills
- Assess what is available i.e. libraries/IT
- Teach youth to invent, entrepreneurship
- Working with families to cultivate future leaders
- Help parents find funding for school – financial aid workshops
- Build on youth interest
- Marketing program - target and recruit urban residents
- Make program appealing to young people (cool, edgy)
- Collaborate w/ university & industry (Sony, etc.) to incorporate video technology (handheld games)
- Identify role models (past and present to assist with implementation)
- Include youth (middle /high school, gangs) in planning
- Address current issues such as Stay in School programs
- Incorporate story telling
- Creating clubs
- Workforce prep programs
- Develop signature programs in each discipline
- Teach technology by using technology
- Teach science behind technology
- Expert teachers (paid, volunteers)
- Use familiar language/terminology to reach youth
- Share program successes throughout 1890 community

### *3. What inputs are needed for the activities to take place?*

- Commitment of everyone involved to do the programs needed
- Trained and screened volunteers
- Partnerships with external organizations, agencies, faith-based organizations, etc.
- Internal partnerships within university departments (students and faculty)
- Collaborations with fraternities and sororities
- Effective tracking of students once they age out of the programs
- Partnering with the business community
- Partnering with federal partners
- Community donors
- Federal funding
- National Association of Extension 4-H Agents (NAE4-HA) membership
- Partnerships with school districts
- Transportation
- Big industry partners (Monsanto, ConAgra, Tyson, etc.)
- Support of local government, municipalities
- Funding opportunities through groups like the National Science Foundation (NSF) and Kellogg
- Contributions from celebrities
- Collaboration of scientists, business, stakeholders, sports, universities (release time for professionals to become involved)
- Incorporate college students into effort
- Create POW across mission areas (research, teaching, extension)
- Solicit retired experts as consultants

- Solicit support from private sector
- Marketing work of Extension to internal, external audiences
- Start educating children in elementary school
- Train young people to train younger students
- Service learning opportunities
- Provide Internships

#### 4. What would be the outputs?

- More creative use of technology (You Tube, websites, MP3, etc.)
- Increase in youth leadership through training
- List of effective programs
- Network of extension professional in the 1890 4-H Youth Development programs
- Increase in community-based programs
- Internet site where 4-H youth can promote themselves in a safe environment (Access 4-H)
- Increased numbers of youth involved in SET programs
- Retention of current 4-H members beyond elementary school
- Tracking tool and process for members who have aged out
- List of best practices of culturally-relevant programs
- Programs that address Latino youth
- Long-term advocates for youth (former 4-H member network)
- Publications that are developed by youth
- Method of communicating and sharing resources among institutions
- Better partnerships with 1862s
- Listserv of 4-H youth development professionals to share programs that work
- Co-op between urban rural programs
- New programs appealing to urban youth
- Collaboration with external partners (other youth-serving organizations)
- Promotional and educational programs
  - Handheld games
  - Podcasts
  - Use of IT
  - More young people going into SET careers
  - Online presence that embodies SET programs (eXtension?)

#### 5. What are the desired outcomes?

- Increase in youth leadership development
- Increased number of students enrolling in baccalaureate programs relevant to extension/research careers
- Increased involvement by alumni (contributing whatever they have to offer)
- Increase in computer literacy by youth
- Increased overall participation in youth programs and self-esteem
- Increase in number of students selecting SET careers
- Increased number of youth practicing healthy lifestyles
- Increase in the academic achievement of students
- Increase in technology literacy by 4-H professionals
- Improved environmental stewardship



- Lifestyle changes in economic awareness
- Improved economic stability
- Enhanced parent-child interactions (caregiver-child interactions)
- Expanded volunteerism
- Increased self-sufficiency
- More stable communities
- Decrease in teen pregnancy
- Decrease in substance abuse
- Decrease in STDs
- Increase in teen/pre-teen interaction (mentoring)
- Increased competitive youth in SET areas
- Increased skills in trades
- Increased relevancy of programs for older teens resulting in retention
- Greater appreciation of the gifts of youth by adults
- Increased career awareness
- Increase in long-term partnerships with faith-based organizations
- Increased number of urban youth participating
- Youth entering workforce
- Youth mentoring younger children
- Application of knowledge gained
- Higher rate of graduation
- Reduced incarceration rate of teens
- Productive citizenship
- Improved family units
- Reduced rate of pregnancy among teens
- Improved SAT scores; increased rate of college matriculation
- Increased employment opportunities (partner with corporations)
- Youth are more globally competitive

6. Can any of the activities identified be done without new money?

- With better assessment of programs, less-effective programs can be eliminated in favor of using funding to support more-effective programs
- Don't recreate the wheel. Stop being selfish with each other and share ideas, programs, and curricula
- Look outward for support (extramural funding such as donations, grants, etc.)
- Focus on what is there and determine whether or not a program can be sustained
- Some programs currently being done are being done without new money.
- Tap into bigger donors and create endowments to support ongoing and new programs.
- Look to foundations to find help in funding programs.
- We can strengthen partnership and connections on campus without new money. Time must be the greatest investment.
- In partnerships, does it matter who has the money? Partner with other organizations that have money or can get money for which we are ineligible.
- Be creative with limited budgets.
- Take time to stop and think about how to conduct programs with limited resources through creative thinking. Take the leadership role and realize that we are the change agents.

**7. *What are the collective goals, strengths and challenges that are critical to developing integrated, multi-campus programs among the 1890s?***

**Goals**

- Better use of limited resources (human and financial)
- Obtain outside funding through strengthened partnerships
- Improve the lives of our constituents throughout the region
- Develop programs that are broad in scope, but still sensitive to the local culture and environment
- Greater synergy
- Greater accountability to our partners and ourselves
- Improved quality of life
- Establishing joint appointments (Extension/research, research/teaching, etc)
- Regional and national impact
- Joint POW across mission areas

**Strengths**

- The coming together and sharing of knowledge from different areas that occurs within the region
- Staff and co-workers and their passion for their jobs
- The national agenda
- Resources that we are able to draw from through extension
- History of collaboration within the region that has led to a higher level of trust among 1890s
- Credibility of the land-grant university system
- Ability to do more with less
- Vast knowledge and resource base
- Ability to share our failures for continuous improvement and share successes
- Research-based knowledge that we provide
- Integration of research, education, and extension to be able to come up with solutions to problems
- Effective programs that we provide
- Ability to sell our programs to external audiences

**Challenges**

- Distance between universities
- Organization (being organized)
- Funding
- Occasional incompatibility of policies between universities
- Territory issues
- Lack of credibility in certain arenas
- Communication
- Lack of knowledge about land-grant institutions – what we are
- Administrative support
- Negative connotation of agriculture
- Workload v. human capital
- Resistance to change/complacency
- Relationship between university and extension
- Relationship between 1890 and 1862 institutions
- Value of what we bring to the table among 1890s – we can be our own worst enemies. We can treat each other badly
- Inability to get our stories out there.

- Inability to market ourselves.
- Under-utilization of our strengths
- Lack of focus
- Relationships between different levels of extension educators (i.e. relationship between county agents and specialists)
- Being able to incorporate evaluation/assessment strategies
- Willingness to share areas - no territorial boundaries
- Adequate resources (human and financial)
- Time management
- Keeping focus continuous across campuses
- Duplication of 1862 programs/efforts
- Competition from 1862's for similar resources/similar audiences

**8. *What are some specific results we need to achieve in year one, year two, and year three before we can consider ourselves successful in moving forth in building consortia or multi-state programs in the desired areas?***

**Year 1 – June 10, 2008-June 10, 2009**

- Create a directory of 1890 professionals and specializations
- Create an 1890 website (intranet) and share best practices
- Create 1890 SET Plan
- Finalize a system-wide focus area
- Increased representation of 1890 professionals at regional and national venues
- Determine baseline participation of youth in 4-H programs (ES-237)
- Recognize what level of participation is considered true participation
- Increase the participation of youth in 4-H programs by 5% by year 1
- Review the 1890 Logic Model
- Establish forum to **finally** put to rest the issue of 4-H v. Youth Development branding that involves all stakeholders (administrators, agents, specialists, partners, etc.)
- Develop evaluation system using established best practices currently in place for evaluating 4-H programs
- Institute a marketing/advertising campaign

**Year 2**

- Develop a tool to use for review of our own programs for relevance
- Branding with Youth Development with 4-H logo on the cover
- Establishment of collaborations among universities
- Increase the participation of youth in 4-H programs by 5%
- Development of universal evaluation instrument

**Year 3**

- Increase the participation of youth in 4-H programs by 5%
- Establish best practices
- Each state is part of a multi-state and/or systemic collaborative program
- Each state is involved in a multi-state and/or systemic relationship with a major funding partner
- Measure impacts
- Adjustments of procedures

- Lessons learned/ongoing evaluation

9. *What are incentives to cause campuses/individuals to want to work as integrative and multi-campus teams?*

- Increased student enrollment on campus
- Leveraging resources
- Increased funding for 1890s without being under 1862s
- Award structure for success in programming
- Greater ability to receive funding through the strength of collaborative partnerships
- Internal grant structure for in-reach and collaboration
- Shared credit within the partnership
- Better programs for the youth
- Improved quality of life, productivity, and civic engagement for the youth
- Increased money and resources to support technology access
- Increased ability for youth to compete as adults in a global workforce environment
- Enhance faculty promotion and tenure opportunities (a.k.a. that old service requirement)
- Opportunity to interact and positive affect another's life
- Money- funding
- Student recruitment/retention
- Access to larger pool of professional resources
- Career development opportunities
- System wide recognition (AEA/ARD)
- University recognition
- Individual recognition
- Cost sharing
- Because it is the right thing to do

**Below are additional edited and merged comments received when the participants from all the focus area sessions were asked this question “This facilitated session will be successful and worthwhile if we....**

- Goals are clear and we stay focused
- We are committed to partnerships
- We produce a timetable to implement initiative(s)
- There is active participation from the audience
- There is something tangible to work with after the session
- We keep the communication stream open
- We stay positive, be mindful and respectful of varying opinions
- We include the three land grant functions: teaching, research, extension
- We come up with practical initiatives that can be applied in the field
- Use systems approach
- Have continuous follow-ups
- Identify individuals/institutions with areas of expertise
- Identify strategies that are unique to particular areas
- Think of starting activities on our own campuses

- Seek administrative support for these initiatives
- Plan to engage in diverse research methods
- Move toward with more inter-institutional collaborations

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