



## Equity for All of America's Land-Grant Colleges and Universities

The African American, Native American, Hispanic, and U.S. territorial communities have been grossly underserved by America's land-grant system, which integrates agriculture and natural resources research, teaching and extension. While this situation has several root causes, the primary problem is a never-ending shortage of federal funding. This chronic shortfall must end.

Why must funding for the minority-serving institutions be increased? Consider these Ph.D. statistics from 2000:

- Of 662 doctoral degrees awarded in agricultural sciences, 16 went to African Americans, 9 to Hispanics, and none to Native Americans.
- Of 346 doctoral degrees awarded in conservation and renewable natural resources, 4 went to African Americans, 4 to Hispanics, and 2 to Native Americans.

The federal government has long played a leading and meaningful role in bringing social and economic equity to America's minority communities. It has an opportunity to extend that role in an area that offers enormous possibility to minority scientists, farmers and food production experts.

### Facilities Improvements for the 1890 Institutions

America's land-grant system was established by the Morrill Act of 1862 and expanded by the Morrill Act of 1890 to include black land-grant colleges and Tuskegee University (the 1890 institutions). With additional federal support, the 1890s can enhance the teaching, research and extension facilities they urgently deserve and need. These needs include upgrades to laboratories, classrooms and information systems. Without such improvements, the 1890s will continue to lack the facilities to fully serve the next generation of minority agriculture scientists and students.

### Capacity Building at the 1890 Institutions

In addition to major improvements in facilities and equipment, the 1890s need a substantial influx of funding to broaden their research and teaching capabilities. This can best be achieved through expansion of the 1890s capacity building program as a recent GAO study noted.

Since the capacity building program began in FY 1990, funding has remained far below the authorized level, thereby dramatically limiting the number of research and teaching grants that could be awarded.

Research in this program focuses on biotechnology, nutrition, aquaculture, and plant and animal science. Included in teaching projects are agribusiness, management and marketing, regulatory sciences, plant and soil sciences, and veterinary sciences.

### Other Minority-Serving Institutions Also Need Attention

The situation at the 1890s institutions is the most egregious and long-standing. However, other minority-serving land-grant colleges and universities have been terribly underfunded as well. Native American land-grant colleges (the 1994 institutions), land-grant universities in the U.S. territories, and Hispanic-serving programs all deserve greater financial commitments.

#### \*NASULGC's Priority Requests for FY 2005:

- 1890s facilities..... \$24.5 m
- 1890s capacity building grants..... \$24.5 m
- 1994s research ..... \$3.0 m
- 1994s extension ..... \$5.0 m
- Hispanic education partnership..... \$5.1 m
- U.S. territories programs ..... \$1.0 m

\*NASULGC's Council of 1890 Presidents/Chancellors also supports major increases for 1890 research (\$56.3m) and 1890 extension (\$47.6 m) and other CSREES programs. For more information about this fact sheet, visit [www.nasulgc-bac.com](http://www.nasulgc-bac.com) or call Fred Hutchison at 202.551.1440.