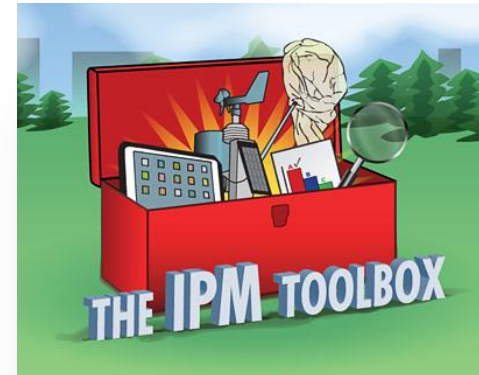
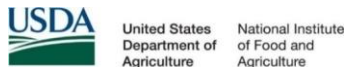


Extension in Indigenous Communities: Experiences of Educators

Katie Hartmann, PhD

Agricultural Education and Studies
College of Agriculture and Life Sciences
Iowa State University



**Northeastern
IPM
Center**

November 8, 2022

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Webinar Presenter

Dr. Katie Hartmann
Agricultural Education and Studies
College of Agriculture and Life Sciences
Iowa State University



Some Questions for You



Extension in Indigenous Communities: Experiences of Educators

Katie Hartmann, PhD
Agricultural Education and Studies
College of Agriculture and Life Sciences
Iowa State University

Iowa State University aspires to be the best land-grant university at creating a welcoming and inclusive environment where diverse individuals can succeed and thrive. As a land-grant institution, we are committed to the caretaking of this land and would like to begin this event by acknowledging those who have previously taken care of the land on which we gather. Before this site became Iowa State University, it was the ancestral lands and territory of the Baxoje (bah-kho-dzhe), or Ioway Nation. The United States obtained the land from the Meskwaki and Sauk nations in the Treaty of 1842. We wish to recognize our obligations to this land and to the people who took care of it, as well as to the 17,000 Native people who live in Iowa today.

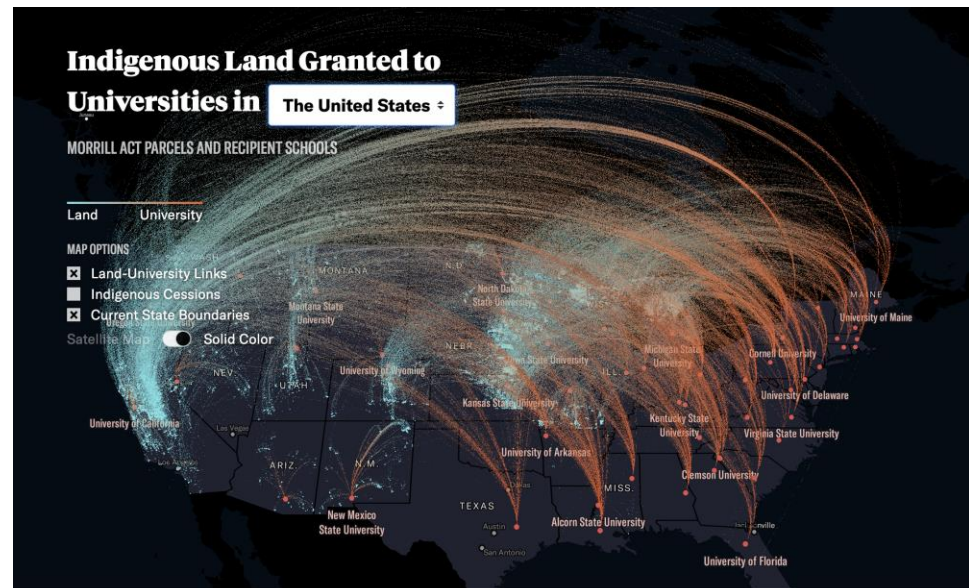
Who Am I?

- Faculty and Extension Specialist
- This is my 2nd year at ISU. Before that, I was in Colorado.
- Study equity and access in formal and informal agricultural education settings
 - Inclusive and decolonizing pedagogies, community development through culturally responsive programming, assisting educators and institutions build collaborations
- Extension's collaborations with Indigenous communities and the sociohistorical context of the Land Grant System



History of the Land Grant System

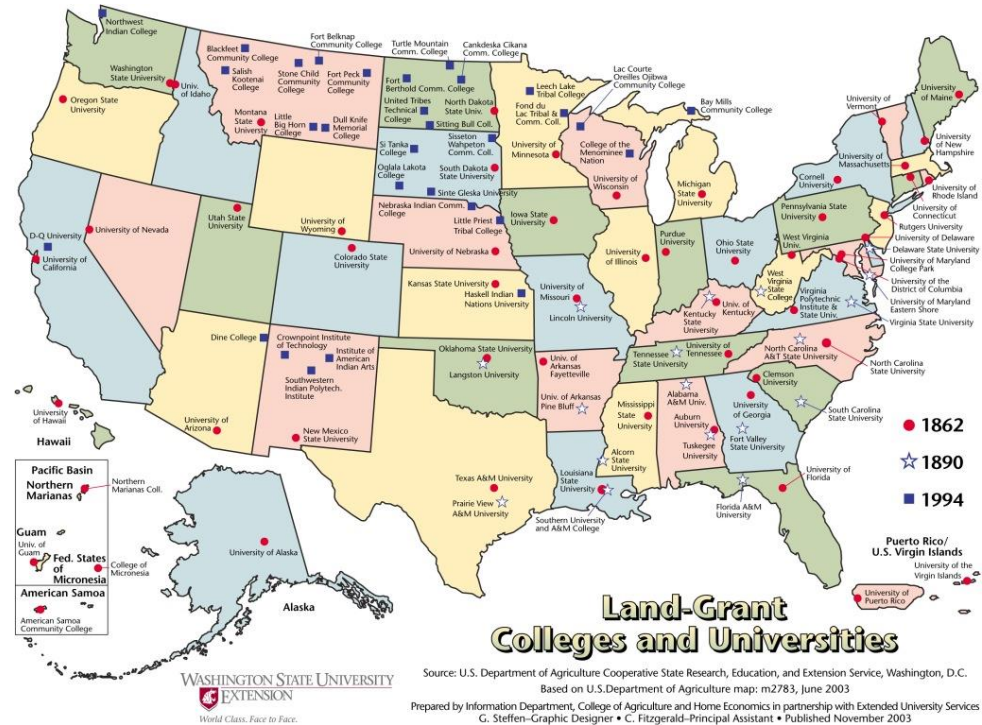
- In 1862, Abraham Lincoln signed the 1st Morrill Act, which distributed public lands to raise funds for colleges.
- Represents a massive transfer of wealth- turned land expropriated from tribal nations into seed money for higher education.
 - Redistributed 11 million acres, broken up into 80,000 parcels of land, scattered mostly across 24 Western states.



Land Grab Universities: <https://www.landgrabu.org/>

History of the Land Grant System

- 2nd Morrill Act, 1890: Required each state to show that race was not an admissions criterion OR to designate a separate LGI for persons of color.
 - Includes several of today's **Historically Black Colleges and Universities (HBCUs)**.
- 3rd Morrill Act (Equity in Educational Land-Grant Status Act), 1994: gave land grant status to **Tribal Colleges and Universities (TCUs)**.
 - Gave the same legal standing as 1862 LGIs, but they were granted cash instead of land.



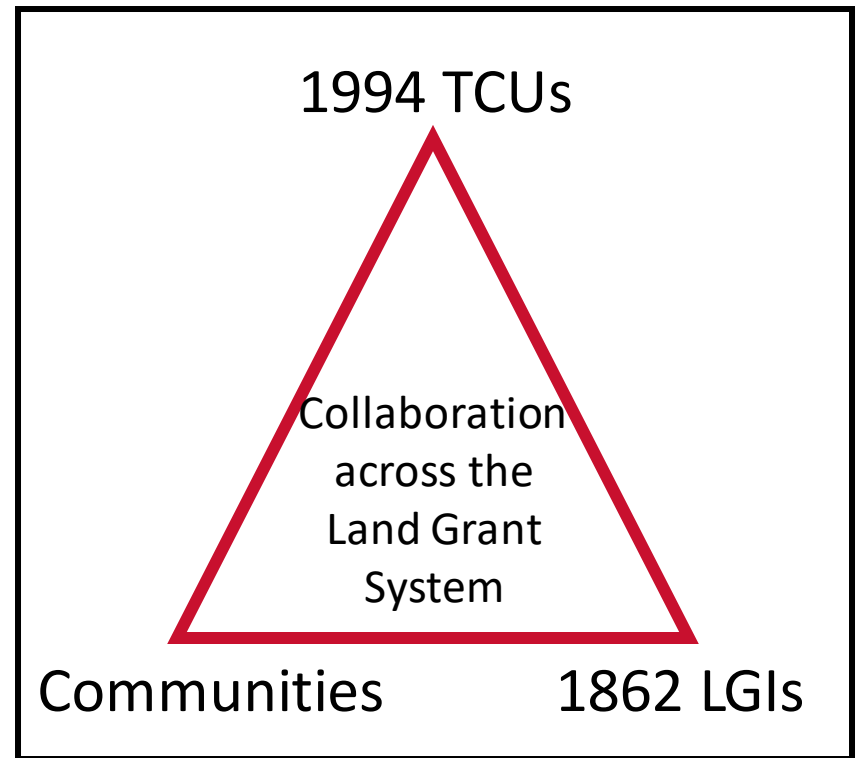
The Problem

- The mission of Land Grant Institutions (LGIs) and Extension has always included educational access.
- Extension has not served all communities equitably, in both their access to educational resources and in the kinds of programs that they provide
- Educators across the Land Grant System can **collaborate** to share expertise, engage students, and serve communities.

Purpose

Understand the context of Extension educators working in Indigenous communities and their collaborations across the Land Grant System

- What makes them successful, the barriers they encounter, and the support structures they need



Extension in Indigenous Communities

- 1994 TCU Extension
 - **1994 Extension- 9.5mil**
 - 1994 Equity- 5.5mil; 1994 Research- 4.5mil; New Beginning for Tribal Students- 5.0mil
- 1862 LGI Extension
 - USDA-NIFA Federally Recognized Tribal Extension Program (FRTEP)
 - 1890 LGIs also eligible. Eligibility added for 1994 TCUs beginning with the most recent cycle
 - Funded at \$3.5mil
 - In collaboration with 1994 TCUs and Indigenous communities
- Drastically different funding structure: Competitive
 - For reference: Smith-Lever 3(b) and (c)- \$315mil; Hatch- \$329mil; Extension Services at 1890 Institutions- \$62mil

Discussion Today

Successful Educators and Programs

1. Characteristics
2. Examples
3. Barriers
4. Recommendations for Educators

Participants

State/ US Territory	Number of Responses	Response Rate	Do you currently or have you ever served Indigenous peoples or communities?		
			Current	Past	Never
Alaska	0	NA			
American Samoa	0	NA			
Arizona	13	2.56%	8	2	3
California	78	3.13%	22	18	358
Colorado	19	3.41%	4	7	8
Guam	1	1.29%	1	0	0
Hawaii	16	14.81%	13	2	1
Idaho	50	35.71%	19	8	23
Micronesia	1	3.03%	1	0	0
Montana	9	2.21%	7	1	1
Nevada	32	12.75%	9	9	14
New Mexico	10	30.30%	8	2	0
Northern Mariana Islands	0	NA			
Oregon	29	4.04%	18	5	6
Utah	42	28.00%	18	3	21
Washington	0	NA			
Wyoming	7	6.42%	3	0	4
Western Region	307	5.50%	131	57	119

Table 1
Survey Responses by State



Figure 2
Interviews by State

Who's Collaborating?

- 20 interview participants:
 - 4 had collaborations with 1994 TCU
- 307 survey respondents:
 - 188 had current or past collaborations
 - 126 had never worked with a 1994 TCU
 - 2 used to work for a 1994 TCU
 - 13 were unsure
 - 34 left the question blank
 - **13 (<7%) had experience with a 1994 TCU (9 current/4 past)**

Characteristics of Successful Educators

Build Trusting Relationships

- Takes a long time

Academic Understanding

- Context, history, culture

Willing to Learn

- You are not the expert on their community

Allyship

It's more important to be an ally and a partner than it is to be a leader, because what our ultimate goal should be, whether we're tribal or non-tribal, is fostering ownership and leadership, you know? That's our ultimate goal. So I guess just keeping that in mind, you know? You're an ally, you're a partner. -Carrie

Characteristics of Successful Programs

Centering the Goals of the Community

- Community first

Insider Collaboration

- Someone on your side

Culturally Relevant Programming and Pedagogy

- Place matters

As we got a little more enlightened, we would go in and say, "Hi, I'm from the university, and we're here to help." But we never asked them what they wanted... And so, in countries where they finally wised up and said, "We're from the university, what do you need help with?" And that took, you know, a century (laughs) to get to that point.

- Karen

Example: Centering the Goals of the Community

Hannah and Danielle: project to bring bison to the reservation they serve.

- Idea originated with an advisory group at the reservation and a 1994 TCU faculty member reached out to the 1862 Extension to assist.
- Training students from the 1994 TCU to facilitate interviews and focus groups, and work in the community.

There's a lot of meaning shown in the buffalo, not only spiritual health, but nutritional health and history and all these things.

- Danielle

Example: Culturally Relevant Programming

Frank includes 1994 TCUs on some of his grant projects.

- He included a TCU from another state.
- He found commonalities in the agricultural context so that they could tackle similar issues together.
- He planned to travel to the TCU to include students.

I look at trying to help tribes figure out how to provide heat at a cost efficient basis, not only for the home, but also for food growing. We tied in [Tribal College] because they have some of the same climatic conditions. I was to go teach the students at the Tribal College how to build thermal mass heaters, basically extending the season with heat.

- Frank

QUESTIONS?



Barriers to Successful Collaborations

Logistics

- Funding, research, rural issues, language barriers

Educators Not Prepared

- Time, spread too thin
- Lack of knowledge and relationships

Distrust of government and universities

- Different worldviews and histories, bad past experiences, sovereignty

Racism

You have this White community that's trying to maintain its Whiteness. It can get very ugly there. I think that's one of the reasons why Randall is so adept at working with the Native community, he's been pretty much shunned by the White community, and Randall's White. They want to maintain the White culture at any cost.

-Diane

Barriers

- Time
- Funding
- Institutional priorities
 - Teaching vs research responsibilities, promotion and tenure procedures, research and publication priorities

Trying to get faculty where they could be recognized for engaging in those [collaborations], which is tricky. If they're trying to get tenure, they don't lend themselves very well to that. You have to have some way to integrate that. These are vital programs.

-Kent

Which Barriers Were Prohibitive?

Lack of...

- ***Academic understanding***
- ***Relationships*** and Insider collaborations
- ***Funding***
- ***Systemic support***

Expertise, relationships, funds, FTEs, supportive administrators. – Survey Respondent

Recommendations for Educators: Collaborate

On projects that will be mutually beneficial and center the goals of the community (Hartmann & Martin, 2021).

- Culturally relevant programming and pedagogy
- Can include opportunities for students from both the 1862 and 1994 LGI.
- Give everyone ample time to plan and work together, understanding different goals and constraints.

Recommendations for Educators: Engage

With other educators

- Educational and cultural experts

Across campus

Across the Land Grant System

- Decolonize LGIs
- Grants, conferences, opportunities for faculty and students

A community of practice within Extension would help to streamline statewide and regional efforts. Most importantly, maintaining a network of Extension folks working with indigenous communities would improve our ability to collaborate to address these communities' priorities.

-Survey Respondent

Recommendations for Educators: Shift Paradigms

What does it mean to collaborate?

1862 LGI educators should be mindful of how they approach collaborations.

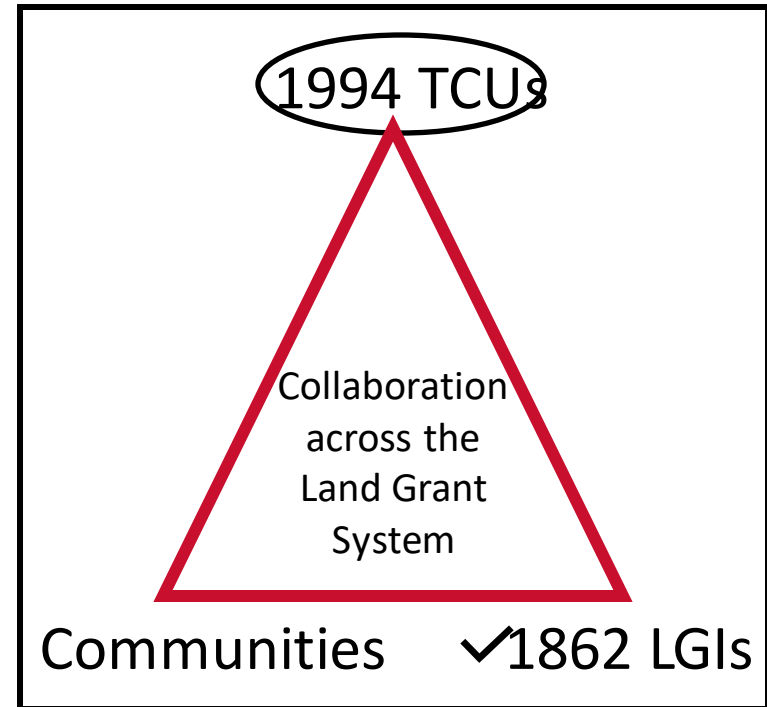
1862 Institutions need to ASK what they can do to help...The difficulty is when you are approached by an 1862 Extension Agent with a pre-formed program that they want to “check the Native box” on. That isn't collaboration. Instead, that adds extra burdens on the Tribal College extension professionals to help the 1862 achieve their goal.

- Survey Respondent

What's Next?

I am starting a parallel study to look at the same kinds of research questions, but with a focus on Extension educators that work at 1994 TCUs.

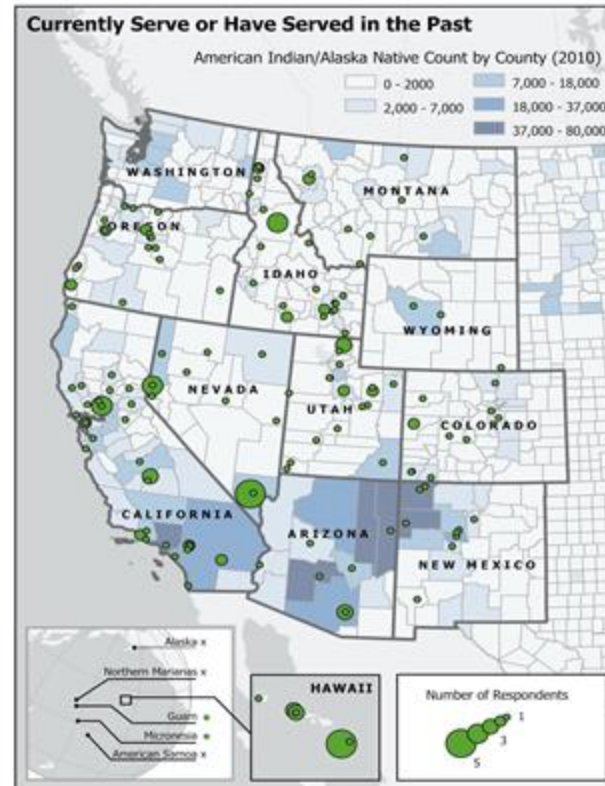
(Investigating the perspectives of Indigenous community members that collaborate with Extension, either with 1862s, 1994s, or both, is an important next step.)



Questions

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Participants – Survey



Participants – Survey



Some Questions for You



Non-traditional Areas for IPM Careers and the Associated Challenges for 2SLGBTQIA+ Individuals in Pursuing Them

December 7, 2022, 11:00 a.m. – 12:30 p.m.

Presenter: Ryan Gott – Longwood Gardens, Kennett Square, Pennsylvania

Language Justice

December 14, 2022, 11:00 a.m. – 12:30 p.m.

Presenters: Adriana Adriana Pericchi Domínguez, Apertura LLC & Ethan Grunberg, Cornell Cooperative Extension, Ulster County

LGBTQ in IPM in Northeast Round Table Discussion

June 2022, 2:00 p.m. – 12:30 p.m.

Facilitators: Mary Centrella, Cornell Cooperative Extension Pesticide Safety Education Program & Kim Skyrn, Chief Apiary Inspector, Massachusetts Department of Agricultural Resources

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You can watch as often as you like.

Land Acknowledgment

The Northeastern IPM Center is based at Cornell University in Ithaca, New York.

Cornell University is located on the traditional homelands of the Gayogohó:nq' (the Cayuga Nation). The Gayogohó:nq' are members of the Haudenosaunee Confederacy, an alliance of six sovereign Nations with a historic and contemporary presence on this land. The Confederacy precedes the establishment of Cornell University, New York state, and the United States of America. We acknowledge the painful history of Gayogohó:nq' dispossession, and honor the ongoing connection of Gayogohó:nq' people, past and present, to these lands and waters.

This land acknowledgment has been reviewed and approved by the traditional Gayogohó:nq' leadership.



Northeastern IPM Center

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