



College of Food,
Agricultural, and
Environmental
Sciences



Join Us
on Our Journey
to the Future



We're preparing to better serve our clientele in the years ahead.

Join Us on Our Journey to the Future

As a land-grant institution, we have a proud and distinguished heritage, one of service and opportunity based on the three-fold mission of teaching, research, and public service. But in a global society and a world of rapid change, will yesterday's efforts be enough to meet tomorrow's needs and challenges? Not likely. We recognized that we needed to have a bold new plan of action if we were to be prepared to enter the 21 Century.

Dear Friends of the College:

We have spent the past eight years developing and implementing a series of plans and programs that will enable us to be better prepared for the challenges ahead. We must be prepared to:

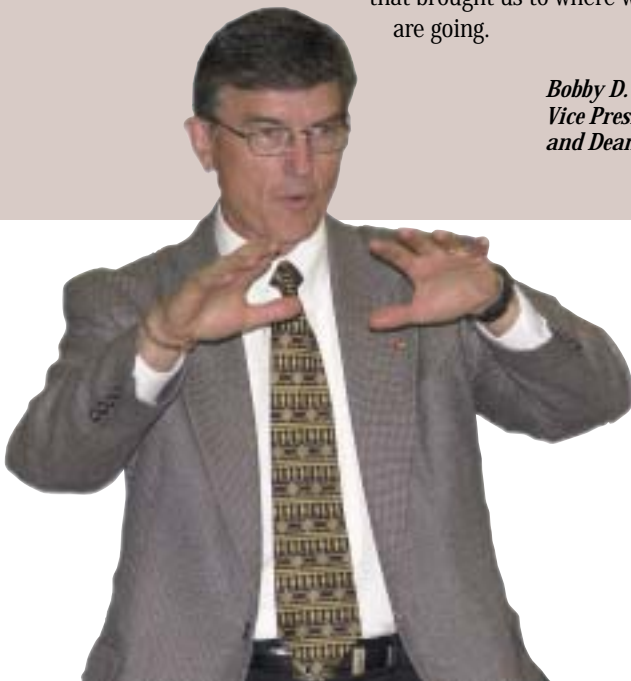
- ▲ Serve those who come to us for help and information.
- ▲ Create authentic partnerships with our external partners.
- ▲ Listen and respond to the diversity of societal needs presented by a changing world.
- ▲ Provide the highest levels of quality in all units, programs, and services.

With this in mind, our faculty and staff have worked with our external partners to identify future goals and design the structures and relationships that will enable us to achieve those goals.

What have we accomplished during this time? And what have we learned? We think, quite a bit.

Join us now as we review our accomplishments. We'll look at the steps that brought us to where we are today. And we'll peek at where we are going.

Bobby D. Moser
Vice President for Agricultural Administration
and Dean



Our Plan for the Future Takes Shape

1993

We Identify Priorities

No organization has the resources to be all things to all people at all times. So setting priorities became an immediate need.

We identified five areas of emphasis that shape our teaching and outreach education, research, and international programs. These areas represent a balance between the basic economic, social, and environmental needs of Ohio citizens and the existing and potential expertise of our college faculty.

These priorities demand not only strength within our academic disciplines, but more importantly, the ability to work across disciplines. They have served as benchmarks in providing research-based knowledge and education to Ohio citizens in the classroom, in the workplace, in communities, on farms, and in Ohio homes.

- ▲ **Managing and Using Production Resources**
Food and fiber generation depend on the efficient use of soil, solar energy, water, and air.
- ▲ **Developing Food and Other Agricultural Products**
College programs teach Ohio's citizens how technology is used to increase the market value of raw materials, be they food or fiber products.
- ▲ **Enhancing Environmental Quality**
The college seeks to improve management and the conservation of regional and global air, water, and land systems — including agriculture — that affect human welfare, through education, research, and service activities.
- ▲ **Assessing Social and Economic Changes**
College programs consider the effects of present and future agricultural and natural resources research, education, and public policy on Ohio citizens and their communities.
- ▲ **Developing Human Resources**
The college is a public resource whose ultimate goal is to improve the quality of life — including socioeconomic status, self-esteem, health, and leadership abilities — for Ohio citizens.

1994

We Restructure

To help meet these priorities and in response to a University-wide call for restructuring and realignment, our college made several organizational changes to provide us with a departmental structure that would:

- ▲ Broaden our student and clientele base.
- ▲ Address public dissatisfaction with a production agriculture paradigm.
- ▲ Foster diversity within departmental units.
- ▲ Provide an administrative structure for more effective leadership.

1993 / Priority areas are established.



1994 / College restructuring takes place.



1994 / The name of the college is changed to more accurately describe the breadth of our programming.



1994 / Project Reinvent grant is received from the W. K. Kellogg Foundation.



1994 / Continuous Quality Improvement (CQI) Program is introduced and teamwork begins.



1995 / Organizational values are identified.



Changes made during restructuring:

- ▲ Realigned from 11 units to eight units.
- ▲ Combined soils faculty with the School of Natural Resources.
- ▲ Combined agronomic crops faculty and horticulture faculty.
- ▲ Merged the animal, dairy, and poultry science departments into one department.
- ▲ Realigned rural sociology to combine with agricultural education.

We Change Our Name

Now we needed a new name that more accurately described the breadth of our programming and the diversity of our clientele. So we became the College of Food, Agricultural, and Environmental Sciences on July 1, 1994, which aligned us with the changes made during restructuring.

We Receive Funding from the W. K. Kellogg Foundation

The college received a grant of \$133,000 from the W. K. Kellogg Foundation to conduct a process that would create:

- ▲ A new vision for food systems education, with implications for changes in land-grant universities and higher education across the country.
- ▲ New structures for engaging citizens in vision building, decision making, and agenda setting.
- ▲ New models for educational responsiveness to constituent needs.

We Learn About Quality — and How to Improve Customer Service

We were one of four OSU colleges invited to participate in a partnership with the Ford Motor Company to explore and implement Total Quality Management/Continuous Quality Improvement principles and processes.

As a result, nearly 50 CQI teams were formed across departments and support units within the academic departments, OSU Extension, OARDC, and ATI. These teams worked to address customer concerns and implement solutions for improved service.

We Identify Our Organizational Values

1995

In order to pursue change that aligned with our mission, goals, and operating philosophies, it became important to identify those values held by faculty and staff in our college. An organizational “values study” revealed these value sets as critical markers in our future development:

- ▲ Responsiveness
- ▲ Excellence
- ▲ Quality Scholarship
- ▲ Visionary Leadership
- ▲ High Ethical Standards
- ▲ Supportive Work Environment

1996

We Adopt a Vision Statement

After two years of work that involved more than 650 faculty, staff, students, and external partners, we adopted a vision statement that would drive our decisions for the next several years.

We Receive Funding for Our Implementation Plans

We developed a plan to implement our new vision and received a \$1.5 million, five-year implementation grant from the W. K. Kellogg Foundation. Key components of this plan included:

■ Changing the System. Teams were formed to address changes needed in:

- ▲ Organizational Structure
- ▲ Reward System
- ▲ Programmatic Focus
- ▲ Communication and Marketing

■ Seeding New Programs. Six projects were initiated to implement new ideas and address new priorities:

- ▲ Student-Centered Learning Initiative
- ▲ Interactive Communication Technology Initiative
- ▲ OSU CARES
- ▲ Curriculum Reform
- ▲ International Programming
- ▲ Interdisciplinary Issue Impact Teams

OARDC Launches a New Strategic Plan

A team was formed to create a strategic plan for OARDC, encompassing the Columbus and Wooster campuses and the 10 branch stations. Key components of this plan are to foster and finance innovative multidisciplinary research; increase responsiveness to traditional audiences and new stakeholder needs; and facilitate more effective working relationships between the Columbus and Wooster campus communities.

Our Journey Is Underway

We Adopt a More Comprehensive Agenda

In order for a comprehensive food, agricultural, and environmental sciences program to thrive, attention must be given to the environment and society as well as to yields and the bottom line. With 11 million Ohioans and with food and agriculture systems the No. 1 industry in the state, rural and urban interests brush up against one another in many ways - some resulting in friction.

Our college takes these issues seriously. To respond to the complexity of needs and demands of Ohio's resources and Ohio's population, we adopted an integrated systems approach to shape the development of our programs, curriculum, and research. This approach works to include and balance the perspectives and realities of four equally important goals:

- ▲ Production efficiency
- ▲ Economic viability
- ▲ Environmental compatibility
- ▲ Social responsibility.

1996 / We adopt a vision statement to drive our decisions.

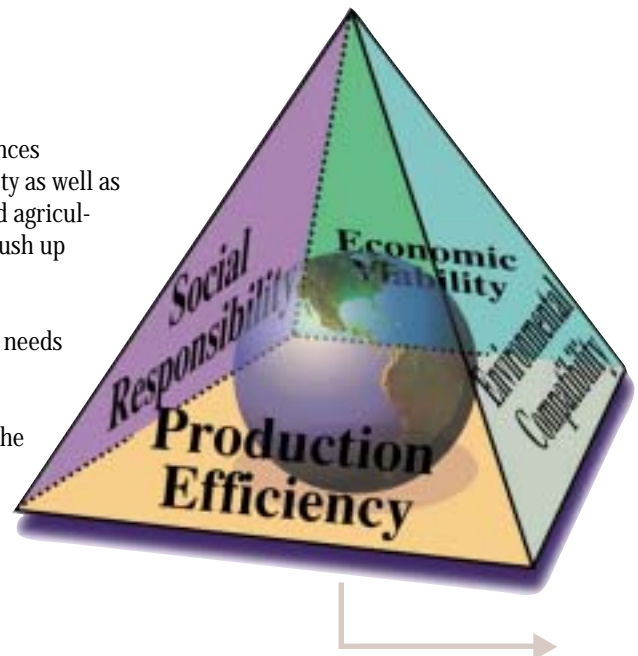


1996 / The Kellogg Foundation funds our implementation plans.

1996 / OARDC launches a strategic planning effort.



1996 / We adopt a more comprehensive agenda.



1996 / We embrace a culture of experimentation.



The college pledges responsibility to inform students, both in the classroom and throughout the state, of the relationship between production, economic, environmental, and social issues.

The acceptance of this new paradigm is reflected in our undergraduate curriculum, in the design of our research programs, and in our outreach instruction. It is continually gaining acceptance by our external constituencies — it is the future of our industry — in Ohio, the nation, and the world.

We Embrace a Culture of Experimentation

A key component of genuine organizational change emerged in a “culture of experimentation.” This culture demands a dramatic shift in the way we interact with each other. Territorial walls give way to collaborative problem solving. Partnerships and new connections become essential.

Traditional power structures (formal system) relax their hold on decisions and enable more informal (shadow structure) groups to try new ideas. These new ideas are based on three guiding principles:

- ▲ Questions are more compelling than answers.
- ▲ Learning is more a function of critical thinking than being right.
- ▲ Purposeful experimentation is more effective than predictive planning.

As this culture evolves, leadership and decision making is expanded, extending the sources of power and demonstration of leadership. Both power and leadership develop more from learning and less from entitlement. Over time, changes brought about by this learning become part of a new, different kind of organization.

New Working Strategies and Flexibility Emerge

We Learn to Work in Teams

Organizational learning continues through the development and accomplishments of 30 interdisciplinary teams involving OSU Extension faculty from four colleges. These teams work to address the complex, current, and emerging issues facing diverse clientele groups.

We Launch and Evaluate Prototypes

Collaboration between the Vice President’s Administrative Cabinet, Department Chairs, and School Directors resulted in the development of a number of college-wide and departmental funding experiments that increase budget flexibility and explore new management and funding structures for two departments. These experiments are evaluated periodically, and the goal is to extend these prototypes to other units.

We Revise the Curriculum

Revising the curriculum for the Bachelor of Science in Agriculture included the following changes:

- ▲ An internship (3-5 credit hours) requirement for all students.
- ▲ Revision of key courses throughout the curriculum to incorporate the tenets of the integrated systems approach.

1996 / New working strategies emerge — along with a new flexibility.



1996 / The curriculum is revised.

We Shift Our Emphasis from Teaching to Learning

Fifty-seven faculty from our college and the Lima, Mansfield, and Marion regional campuses have participated in a five-year experiment to transform the way they engage their students in their learning process. New approaches have been developed that:

- ▲ Place students front and center and actively engage them in directing their own learning process.
- ▲ Challenge students to inquire for themselves to discover relevant materials rather than passively record subject matter given orally by a professor.
- ▲ Change the faculty role to one of facilitator and guide, where students discover information by their own effort and more independently develop understanding and insight which they then communicate to other students and faculty members as evidence of their learning.

We Create OSU CARES — and Commit to Partnerships for Outreach

OSU CARES serves as a catalyst that activates teams of professionals across the breadth of Ohio State University to address current and predicted needs of Ohioans. OSU CARES has funded 26 teams since 1997 through seed grants to engage the university in new ways with Ohioans.

A stronger understanding of university outreach/engagement has been fostered through OSU CARES' co-sponsorship of outreach/engagement roundtables. In addition, OSU CARES has partnered OSU Extension with other university units in new ways. Through OSU CARES, Extension has worked with 15 of the university's 19 colleges, three of the four regional campuses, and more than 45 departments, centers, or units.

1997 We Expand Our Research Partnership Opportunities

New opportunities for research funding targeted in the OARDC strategic plan were put into play with the creation of the OARDC Competitive Grants Program. Some \$1.5 million was made available through three new OARDC grant competitions, focusing on partnerships with private industry and other stakeholders, the development of interdisciplinary teams, and undergraduate student research.

As the program continues to grow, more than 150 projects have been funded, totaling close to \$5.5 million.

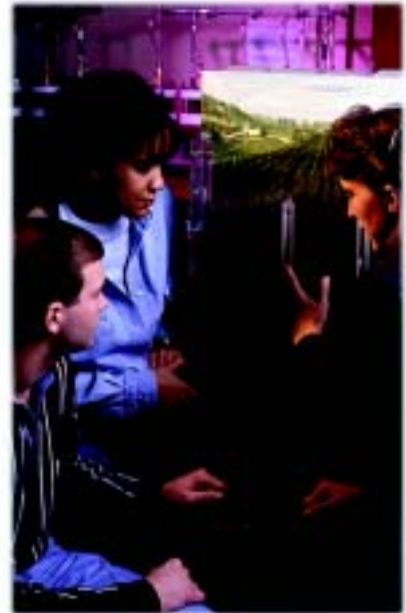
We Focus on Excellence in Teaching

An academy of faculty across the college, who have won either university or college awards for outstanding teaching, was formed in 1997 to "make a real difference in the enhancement of teaching in the college." This group of 16 faculty has joined forces to institute a requirement that all new faculty hires must demonstrate their teaching competence during the interview process; develop a master plan for the systematic upgrade of classroom technology; develop a system for peer review of instruction; and mentor new faculty.

We Form a Vice President's Advisory Council

A group of college and community leaders was formed in early 1997 to serve as a sounding board for Vice President Moser on issues that have widespread impact

1996 / Our emphasis shifts from teaching to learning.



1997 / We create OSU CARES — and commit to responsiveness.



1997 / Research partnership opportunities are expanded.



1997 / Excellence in teaching becomes the focus.

1997 / The Vice President's Advisory Council is formed.

1997/ An endowed chair for Agroecosystems Management is created



1998 / A Guiding Coalition is formed to shape and monitor change efforts.

1998 / The College Staff Advisory Council is created.

1998 / An Endowed Chair for Rural-Urban Interface is created.



1998 / Kellogg Foundation funds our effort to develop leadership capacity.

and implications for the college, its many units, and our full spectrum of audiences. Twenty-five members from a cross-section of external constituencies join 10 faculty and staff leaders to share their diverse perspectives with Moser, but also to learn from each other and gain new insight and understanding by tackling specific issues in a collaborative way. This group has been instrumental in a number of college change efforts and in strengthening communication and collaboration efforts between the college and its constituents.

We Create an Endowed Chair for Agroecosystems Management

Agroecosystems Management - an ecological approach to agriculture with a focus on whole systems at the farm, community, and landscape levels and which links social, biological, and engineering sciences to provide a foundation for innovative processes and projects - became a programmatic reality in the College through the first endowed university chair to be funded through a W. K. Kellogg Foundation grant. 1999/ Dr. Ben Stinner, Professor of Entomology, was selected as the first Kellogg Professor of Agroecosystems Management and will lead program efforts in this area.



We Form a Guiding Coalition for Change

In early 1998, 63 faculty, staff, and administrators were brought together to be the voice for Project Reinvent and related change efforts in the college. Since its inception, this Guiding Coalition for the Future of the College has strengthened communication of change efforts and guided project decisions, identifying key areas of focus and developing ideas for numerous projects to move the college toward its vision.

We Create a College Staff Advisory Council

Upon the recommendation of the Guiding Coalition, the College Staff Advisory Council was formed in the fall of 1998 to serve as the staff voice/liaison to the Vice President for Agricultural Administration and Dean. The Council provides a formal vehicle for increasing staff participation in the business of the college and enhancing communication.

We Create an Endowed Chair for the Rural-Urban Interface

Competition for resources at the rural-urban interface presents continuing public policy challenges. The need to better understand the economic, environmental, legal, and human issues that affect rural-urban communities is particularly significant in the state of Ohio, where large urban centers are interspersed with the resource base of its largest industry, agriculture.

To address these needs, the Ohio Farm Bureau Federation and Nationwide Insurance created an endowed position within the college. In 1998, Dr. Lawrence W. Libby was selected as the first chair holder to lead efforts in analysis, research, and the development of public forums on this topic.

We Receive a Kellogg Foundation Grant to Develop Leadership Capacity

Funding has been made available from the W. K. Kellogg Foundation to develop leadership capacity within the college and throughout the university — the kind of leadership needed for future success within land-grant institutions. Seed money has been used to develop a leadership learning community across OSU involving 36

faculty, staff, students, and administrators to build collaborative leadership within departments and colleges across the Ohio State campus and with the citizens of Ohio.

Three learning community workshops have focused on becoming a learning organization, organizational change, and models of collective leadership. A number of “dine and dialogue” sessions were held, focusing on the reading and study of books dealing with contemporary leadership issues. Five mini-grants were awarded to grassroots groups across the University to build leadership capacity.

We Expand Our International Opportunities for Students

The college’s commitment to preparing its students for success as professionals in a global society continues to expand with the addition of two new study abroad programs. A Summer Quarter study-abroad program to Mexico was initiated in 1998 and a Spring Quarter program to Myerscough College in England was initiated in 1999, bringing the total programs available through CFAES to five.

Student participation continues to increase, and student enthusiasm for the value of the experience has grown exponentially.

1998 / International opportunities for students are expanded.



We Fund Prototypes for Faculty Development

1999

The issue of post-tenure review emerged consistently throughout the visioning phase of Project Reinvent. In response, the Reinvent Team on Reward requested and received funding in 1999 for a faculty development experiment.

Two departments have received four-year grants of \$120,000 each to:

- ▲ Define a systematic process for the implementation of faculty development programs.
- ▲ Create a process of peer review for all departmental faculty.
- ▲ Stimulate faculty members to define new directions and goals.
- ▲ Foster communication and improved understanding of individual faculty programs within the department.
- ▲ Encourage and facilitate sabbatical leaves and short-term development assignments.

1999 / Faculty development prototypes are funded.

We Enhance Cross-College Collaboration

Increased cooperation and collaboration between the four colleges funded through OSU Extension and OARDC budgetary line items are the goals of the recently created Vice President’s Executive Council. This effort brings together college and departmental administrators from the Colleges of Biological Sciences; Food, Agricultural, and Environmental Sciences; Human Ecology; and Veterinary Medicine.

Semi-annual meetings provide a forum for discussion of common issues and identification of multi-college projects.

1999 / Cross-college collaboration is enhanced through the creation of the Vice President’s Executive Council.

We Establish the Payne Agricultural Ecosystems Research Endowment

An endowment in honor of Dr. Thomas Payne, former director of the Ohio Agricultural Research and Development Center, was created in 1999 to support research and related activities focused on agricultural ecosystems for growing, processing, and providing renewable resources and for the management of social, economic, and ecological resources.

1999 / Payne Agricultural Ecosystems Research Endowment is established.

1999 / Stakeholder-in-Residence program brings the expertise of our external partners to the campus.

1999 / Alpha Zeta Partners builds student leadership skills.



2000 / Kellogg Foundation continues its commitment.

2000 / The college adopts new faculty reward guidelines.

This endowment has grown to a value of \$4.3 million, with the first round of awards scheduled to be made in January 2001.

We Bring the Expertise of Our External Partners to the Campus

During a Project Reinvent retreat held in the spring of 1999, a group of enthusiastic external partners, faculty, and staff created an idea for a Stakeholder in Residence program. The purposes of this program are to:

- ▲ Facilitate stakeholder input in and understanding of college programs.
- ▲ Incorporate stakeholder experience and understanding into college decisions and programs.
- ▲ Strengthen college understanding of and responsiveness to stakeholder concerns.

This idea became a reality when two awards were made in the first round of funding. Each of the funded proposals actively involves one or more stakeholders in the development of an undergraduate course and in-service workshops for faculty. A second round of funding is currently in process.

We Develop Student Leadership Skills

The need for strong leadership skills among undergraduate students has led to the creation of an innovative program in the college that provides students with the opportunity to participate in a two-year, hands-on experience. Alpha Zeta Partners, funded by a USDA Higher Education Challenge Grant, is designed to cultivate student leadership skills and insights most valued by prospective employers.

AZP students enroll in an undergraduate course, "Fundamentals of Leadership," participate in four leadership and organizational change seminars; partner with an industry sponsor/mentor to develop and implement an individual innovation project; and participate in an international study experience.

Where We Are /Where We Are Going

Kellogg Foundation Continues Its Commitment

Ohio State was awarded a \$265,000 Phase II FSPE Leadership Development for Institutional Change grant. The grant focuses on Institutional Change through Outreach and Engagement. This coming year, more than \$100,000 will be awarded in grants to the university community to seed outreach and engagement initiatives that foster institutional change. Dialogue through the institution, in conjunction with community partners, will also be a focus of this next year's activities, including a university-wide conference on outreach/engagement and regular roundtable discussions.

We Adopt New Faculty Reward Guidelines

Through the efforts of the Project Reinvent Team on Reward, new faculty reward guidelines were approved by the University Office of Academic Affairs in February 2000 for adoption by the college. These new guidelines respond to many critical change issues identified during the visioning phase of Project Reinvent and are designed to:

- ▲ Articulate college values with regard to faculty reward.
- ▲ Expand the definition of scholarly performance.
- ▲ Emphasize the quality of individual effort in interdisciplinary and team-based work.

- ▲ Clarify the role of performance expectations and assessment in the determination of both annual compensation and promotion/tenure.
- ▲ Articulate performance standards for teaching, research, outreach, and service.
- ▲ Articulate an expectation for excellence.
- ▲ Provide a framework for a flexible system that acknowledges and rewards a diversity of scholarly efforts.

We Use High-Tech Links to Connect Campus and Communities

The basis for partnership developed through OSU CARES has led to the development of the OSU Learning Centers. Through a \$254,687 grant from the Ohio Board of Regents, three OSU Extension offices have been equipped with distance-learning technology. These centers are serving as a means of engaging the university with the community in new ways. Opened in October 2000, these centers are serving as sites for credit and noncredit courses as well as information technology training, and as a vehicle to engage students and faculty in the community.

2000 / Learning Centers create high-tech links from the campus to communities.



We Plan the College's 'Look of the Future'

A master-planning effort is underway in the college to shape and direct the use of our land and facilities for the future. Funding from state budget appropriations has been allocated to conduct a study of the 12,000 acres, 363 building, and 14 locations occupied by the college and its programs. This 18-month study is slated for completion late in 2001, at which time efforts will be initiated to obtain additional capital funding to carry out the recommendations.

2000 / Master planning effort examines the college's "Look of the Future."

We Renew Our Commitments as We Revise Our Vision

In keeping with the college's commitment to "continuously renew" itself, a new vision statement has been created and adopted to guide the college through its next stage of organizational change. This statement was drafted by a group of faculty, staff, and students.

Specific action plans are being shaped with input from college faculty and staff. Implementation begins in March 2001.



We Exceed Our Fund-Raising Goals

The college has successfully completed the five-year development campaign. A total of \$78.2 million had been given for college programs, exceeding our goal of \$75 million. The effort was part of the University's "Affirm Thy Friendship" Development Campaign.

The campaign, begun in 1995, was supported by nearly 300 campaign volunteers and countless faculty, staff, and administrators in the college.

More than 80,000 individual gifts were made to the college over the campaign period. Building endowment funds was a major focus of the campaign. Over the campaign period, 132 endowments were established, including three endowed chairs, 90 new scholarships or fellowships, and 39 research or program funds.

2000 / We renew our commitment as we revise our vision.

2000 / College exceeds fund-raising goals in university's "Affirm Thy Friendship" campaign.

Five structures were additional priorities, including the Food Science and Technology Building, Sandefur Wetland Pavilion, and Olentangy River Wetland Research Building on the Columbus campus, and the Center for Education and Economic Development (CEED) and the Equine Center on the Wooster campus.

Welcome 2001 ▶

2001 / We look to the future.

The past is prologue, and we are not finished; the journey we have begun will never be finished. There is always new learning to achieve, new challenges and opportunities to tackle. We have come a long way in a relatively short time, and we have done it in such a way that we'll be able to continue to build on our new foundations and accomplishments. As a result, we believe we are in a better position to serve our clientele and to meet the rapidly changing needs of a changing world.

Our vision provides our direction for the future.

College of Food, Agricultural, and Environmental Sciences **The Ohio State University**

■ Vision

Our Purpose

We bring knowledge to life.

Our Core Values

Discovery
Life-long learning
Science-based knowledge
Academic freedom
Civility and Professionalism
Diversity

Our Goal

To be the standard of excellence for colleges of agricultural and environmental sciences.

Our Indicators of Success

We will know progress is being made toward our goal when:

- ▲ Integrated teaching, research, and extension focus on economic, environmental, social, and production issues.
- ▲ Faculty, staff, students, and external partners operate as co-learners.
- ▲ Diversity is evident throughout the College.
- ▲ We open the world to our students, stakeholders, staff, and faculty.
- ▲ The best faculty, staff, and students seek to work and learn here.
- ▲ Employers actively seek our graduates.
- ▲ Our alumni are leaders and recognized professionals.
- ▲ Each unit within the College is among the best in the nation.
- ▲ We make high impact discoveries.
- ▲ Faculty, staff, and students work and learn in state-of-the-art facilities.
- ▲ We are the model for extending to people the latest research-based information.
- ▲ The citizens of Ohio provide personal and financial support for the College.



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