Strategic Plan 2010-2014

Department of Agricultural Communication, Education, and Leadership
College of Food, Agricultural, and Environmental Sciences

2012 Update
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INTRODUCTION

Departmental History – Change and Transition

The Department of Agricultural Communication, Education, and Leadership (ACEL) had its beginning at The Ohio State University on July 1, 1917 as the Department of Agricultural Education within the College of Agriculture. In 1994, the department name was changed to Human and Community Resource Development (HCRD). In January, 2012 the current name of the department was approved by the OSU Board of Trustees. Over the past 94 years, the Department has undergone a number of modifications in its faculty structure and content areas:

- In 1954, the Department of Agricultural Education merged with the Department of Agricultural Extension.
- In 1983, the Agricultural Communication program in the College of Agriculture was assigned to and became a part of the Department of Agricultural Education.
- In 1994, the Rural Sociology program moved from the Department of Agricultural Economics to become a part of the Department of Agricultural Education. Following the merger the department changed its name to the Department of Human and Community Resource Development on February 6, 1998.
- During 2008, conversations began for the Rural Sociology program to move from HCRD to the School of Environment and Natural Resources, once again changing the face of HCRD. The five Rural Sociology faculty transferred to SENR during the summer of 2010.
- In 2009, in order to reinforce the historical connection between the department and OSU Extension and to help build programmatic capacity, four faculty from the Department of Extension joined the department. These transitions strengthened the long standing emphasis on Extension education, particularly at the graduate level. Additionally, they provided the department with the resources needed to reassert its national preeminence as a valued resource, especially providing doctoral education for Extension professionals who aspire to move into Extension administration across the nation and around the world.

A “New” Department is Conceived

With the departure of the Rural Sociology program faculty and the arrival of new faculty from the Department of Extension, HCRD seized upon this opportunity to establish a “new” department in 2009-2010 – a department committed to more completely addressing the needs of its constituents, achieving higher visibility within the college, the university, and among peer institutions, and attaining the financial sustainability necessary for continued success and growth.

The work to create this “new” department began early in 2009 with the appointment by Dean Bobby Moser of a “select committee”. Over the next several months this committee developed a “Framework for the ‘New’ Department”, a foundational piece on which to build the department’s future (see Appendix A).
**Vision**
Our community of scholars is recognized worldwide for excellence in the integration of learning, discovery and practice in education, outreach and engagement, communication, and leadership. Our students and graduates are leaders in the food, agricultural, and environmental sciences, known for developing and adapting new knowledge to address issues and solve problems facing a changing world.

**Mission**
To prepare educators, communicators, and leaders in the food, agricultural, and environmental sciences to integrate research-based information through learning, practice, and engagement, in ways that will advance positive changes that strengthen individuals, families, and communities.

**Guiding Principles**
- Reflect the standard of excellence in higher education through the integration of teaching, research, and outreach.
- Create and maintain a collegial work environment where faculty, staff, and students function as a team to support and engage colleagues in our research, teaching, and engagement efforts.
- Pursue important and relevant issues in our communities, state, nation, and the world.
- Function as an innovative department from which the next generation of students, research, policy impacts, and educational methodology emerge.
- Provide leadership for collaboration in developing trans-institutional relationships and projects involving peers in our college, university, and around the world.
- Be proactive in the pursuit of diversity in our thoughts, ideas, and human capital portfolio.
- Demonstrate excellence in our teaching.

The vision, mission, and guiding principles of this department align with university and college priorities. The “new” department’s areas of expertise (teaching/learning, communication, leadership, outreach and engagement, and research/evaluation) position it well to make unique contributions to those priorities.

This strategic plan sets the departmental focus on activities that address President Gee’s priorities to (a) put students first, (b) focus on faculty success, (c) recast our research agenda, and (d) commit to communities. Within CFAES, the value added to the college signature areas is best found in partnership with other departments and their faculty. Department faculty are willing to collaborate with others in the college, integrating principles of education, communication, leadership, and research design and analysis to enhance the quality of research and the extension of knowledge and learning to the public who need it. Future Extension educators, agri-science teachers, and agricultural communicators will have the necessary coursework aligned with the signature areas to enable them to transmit this knowledge to the audiences they serve.
**Early Accomplishments**

Recent accomplishments and works in progress have already begun to move the strategic plan from words to action:

1. A minor in agricultural communication was approved in 2009.
2. An interdisciplinary minor in leadership studies was approved in 2011.
3. An undergraduate interdisciplinary youth development minor was also approved in 2011.
4. A graduate specialization in international development was approved by departmental faculty in January 2012.
5. In 2010 the OSU Leadership Center was transferred into the department for a three-year experimental period. This action further augments the department’s strength in leadership.
6. Following approval of the strategic plan, faculty in the department proposed the name, Agricultural Communication, Education, and Leadership to better capture the substantive emphasis of the “new” department. The department name change was approved in December, 2011.

**Additional Actions Needed**

*What to Stop Doing* – In order for the department to continue to achieve the ambitious accomplishments presented in this plan, it has been essential that the faculty thoughtfully examine what they have been doing, how they have been doing it, and make some tough choices. In response to the University’s decision to move from quarters to semesters, the department faculty underwent a total undergraduate and graduate curriculum review. Decisions were made to discontinue some courses, and others were reconfigured and consolidated to strengthen the new focus of the department under the semester system.

*Business Operations* – The “Shared Business Center” experiment originated in 2009 continues to be a work in progress. Employees handling business, fiscal, and human relation operations are shared with the Department of Agricultural Administration.

*Continuing Leadership* – Fundamental to sustained progress is the appointment of a chair who understands the vision which has evolved, the strategy which has been set and the culture which is being created. This person must be able to further shape a positive, lean, results-oriented culture that nurtures collegial synergy while also accommodating individual strengths and promoting diversity. After an extensive search, Dr. Gary Straquadine from Utah State University was selected and began his position as the new ACEL department chair on July 1, 2012.

**ACADEMIC PROGRAMS**

The department’s academic programs have traditionally been a central strength of the department. Moving forward, the new department will continue to give high priority to the preparation of future teachers for the public schools, teacher educators for universities, Extension educators, administrators, and professors, agricultural communication professionals, and food, agricultural, and environmental science leaders. Currently, the department has over 3,100 alumni in 51 U.S. states and territories and 34 foreign countries.
The student-centered culture within the department advocates the University and College goal of “Put Students First”. Current student numbers include 120 undergraduates pursuing B.S. degrees in two majors: Agricultural Communication and Agricultural and Extension Education. Through the Agricultural and Extension Education major, students graduate in one of three options: Extension Education, Leadership, or Teacher Education.

The departmental faculty and staff provide academic and career counseling to the majors listed above as well as 14 minors in Agricultural Education and Agricultural Communication (approved in 2009). The department has a full-time student services coordinator working with the faculty to increase undergraduate enrollment and provide an even broader scope of student services and experiences.

The department graduate programs include Master of Education, Master of Science and Doctor of Philosophy degrees in Agricultural and Extension Education as well as a Master’s specialization in Agricultural Communication. Currently the department and its faculty support 36 graduate students (19 M.S.; 17 Ph.D.)

The following strategies emphasize the building and strengthening of academic programs that are taking place as the "new" department further implements the plan

**STRATEGY 1: Strengthen the quality of academic programs in the department.**

**ACTION STEPS**

1. Change the names of the department, majors, and options to reflect forward-thinking about our profession.
   
a. The department name, Department of Agricultural Communication, Education, and Leadership, was officially approved in December, 2011. The Agricultural and Extension Education undergraduate major was reconfigured and changed to Agriscience Education (teacher education) and Community Leadership (with specializations in Community and Extension Education and Leadership). These name changes were approved in Spring 2011 and will be implemented with the transition to semesters in Summer, 2012.

2. During the University transition to semesters, the departmental curriculum was reviewed and revised to prepare graduates for careers related to education, communications, and leadership. Talent and expertise of faculty have been aligned to course offerings. Faculty continue to pursue additional professional development in order to meet the changing needs of learners and curriculum.
   
a. Define CORE courses and degree programs which build around the department's value-added strengths.
   
   a. Four CORE courses were identified in the undergraduate program which will be required of all majors within the department.
      i. Introduction to Agricultural Communication, Education, and Leadership
      ii. Foundations of Personal and Professional Development
      iii. Toward Cultural Proficiency
      iv. Advanced Agricultural Communication Technology

   b. Design service courses which fulfill learner needs across the broader University community.
i. Meet with each department in CFAES to discuss course content that meets the needs of employers across disciplines.

ii. A one-page talking points item will be developed. Key topics in the document will be the case for why the content is important for 21st century employment. In each departmental discussion individual courses will be addressed such that these department advisors will be exposed to the content of the courses.

3. Offer a consistent series of courses via distance education (Rhoades and Kulka).

   a. Offer courses through Ag*Idea in agricultural communication, cultural competency, leadership, and undergraduate and graduate research.

   b. Explore opportunities to promote distance education coursework through the Ohio Learning Network.

   c. Develop a rolling two-year calendar of on-line course offerings.

4. Explore the potential and feasibility of an on-line master's program in Agricultural and Extension Education.

   a. A TELR grant was obtained to support the development of an on-line masters.

   b. On-line masters planning meetings were conducted in 2010-11.

   c. A needs assessment of Extension and teaching professionals was completed in 2010 and the results helped to frame the subsequent development of the on-line master's program.

   d. Funding was secured from Dr. Linda Martin, Associate Dean for Academic Affairs, to support the creation of an on-line master's program (thesis and non-thesis options).

   e. Dr. Matt Baker from Texas Tech has been hired as a consultant to work with Dr. Graham Cochran to lead the development of this program. In addition, funds were secured to pay for the technical support needed to transform current course material into on-line delivery modules.

   f. An on-line masters proposal, complete with curriculum, courses, and supporting resources was submitted to the Provost in November 2011. A plan for marketing the program through print and the web was developed. The program has been approved and is scheduled to launch its first cohort of students in Autumn Semester, 2012.

5. Develop and restructure academic minors in the department. (Chair of teaching committee [Whittington], chair of graduate studies [Birkenholz])

   a. Undergraduate

      i. Complete the process for approval of the Leadership Studies Minor.

      ii. Approved by the University in (get date); resubmitting to Arts and Sciences for approval in 2012.

      iii. Complete the process for approval of the OSU Interdisciplinary Youth Development Minor.

      iv. Approved by the University and Arts and Sciences in (get date).

      v. Explore and restructure the current Ag. Education Minor.

      vi. The current minor became the Community Outreach Education minor in (get date).

      vii. Maintain the minor in teacher education (Agriscience Education).
b. Graduate
   i. Promote and increase the number of students enrolled in the Research Methods Minor. Formalize the process for tracking students pursuing this minor. Have not pursued this, as courses in the minor are being taught by emeriti faculty until new hires can be approved.
   ii. Explore options for graduate minors/specializations in agricultural communication, leadership, outreach and engagement, and international development.
      a. An international development graduate specialization has been developed and was approved by the faculty in January 2012.

6. Explore potential for an undergraduate major in Agricultural Leadership Education.
  a. This was accomplished by the leadership specialization in the new Community Leadership major.

7. Create a departmental exhibit focusing on teaching and faculty contributions to student development.

8. Continue to build new and strengthen existing relationships with stakeholders and alumni. (Wickham)
   a. Invite potential employers to associate with undergraduate student organizations. (No action to date.)
   b. Interact with educator organizations.
      i. Coordinated participation in fall district agricultural teachers meetings; displayed information at OAAE annual meeting and all Extension Conference.
   c. Continue relations with department advisory committee. No action taken; the advisory council has not been active for a number of years.

10. Increase student recognition in department, college, university, and national awards. (All advisors)
    a. This is being done; our students shine in getting awards for college, university and national recognition programs. [Consider creating a metric to track students recognitions and award annually.]

11. Develop a plan for periodically collecting placement information on departmental graduates. (Gliem)
    a. The college does a one-time follow-up for undergraduates six months after graduation. The alumni association also follows up on a regular basis. Integrate any additional follow-up to coincide with the five-year assessment plan created through the quarter to semester transition process.

Undergraduate

12. Increase participation in undergraduate research.
    a. Drs. Whittington and Rhoades will host an informal “Undergrad Research” night to share previous student projects, examine ideas, and collect interest to divide among faculty. A topic will also be added to the COMLDR 1100 class for the fall of 2012. Twice annually during faculty meetings faculty will share updates on progress of their students undergraduate students conducting research.
    b. Design and offer an undergraduate research course for honors and non-honors students conducting research projects, Metro High School students, and students in advanced placement programs.
c. Increase the number of students participating in the CFAES and Denman Undergraduate Student Research Forums.

**Graduate**

13. Implement recommendations from the Doctoral Program Assessment (conducted by the Graduate School in 2008) pertaining to program quality.
   a. Time to degree
   b. Percent of students completing degree
   c. Placement of graduates

The recommendations from the Doctoral Program Assessment are being implemented and measured annually.

14. Appoint a Director of Research and Graduate Studies.
   a. Dr. Bob Birkenholz was appointed as Director of Graduate Studies in July, 2009.

15. Explore a Master’s degree/licensure combined program and develop promotional strategies.
   a. Discussion was held between Birkenholz (graduate studies chair), Cano, and Whittington. May be more feasible as the on-line master’s program is established.

   a. Larry Miller researched various models across the country and recommended that no change be made.

17. Increase opportunities for scholarly discussions among faculty and graduate students.
   (Birkenholz)
   a. Occasional brown bag seminars are held.

**METRICS – BY 2014**

1. Establish minors and specializations
   a. **Undergraduate:** Leadership Studies (2010) and OSU Interdisciplinary Youth Development (2011)
   b. **Graduate:** Agricultural Communication, Leadership, Outreach and Engagement, and International Development

2. Investigate potential for an undergraduate major in Agricultural Leadership Education and make decision whether or not to pursue by June, 2011.
   a. Was created as a specialization in Leadership as part of the Community Leadership major.

3. Achieve stated goals related to curriculum revisions and implementation of minors.
   Curriculum revision completed; implementation of minors completed with exception of graduate minor in international development, which is in process.

4. Recognize faculty for excellence in teaching and learning, advising and mentoring, and involvement in study abroad, undergraduate research, or student-centered co-curricular activities. The goals have been determined and met; effort is ongoing.

5. Increase the number of courses delivered via distance by two each year.
   *Current: 2; Goal: 10 over five years.* With the online master’s program, this goal will be met.
Undergraduate Program

6. Increase the number of students in the department participating in the CFAES Undergraduate Research Forum each year.
   
   Current: 2; Goal: 10 over five years
   
   Met goal in 2010; faculty to continue to work on building participation.

7. Maintain a minimum of 90% placement rate of B.S. graduates (measured six months after graduation).
   
   Current: 97.6%; Goal: >90% Met goal in 2010; will update for 2011 when data is available.

Graduate Program

8. If decision is made to pursue an on-line master’s program in Agricultural and Extension Education, complete program development and have ready to initiate Fall Semester, 2012.
   
   a. On target.

9. Decide if the current model for general exams, theses, and dissertations will be revised.
   
   Decision was made to not revise; continue with current model.

Doctoral Program Assessment Metrics – Measured annually.

10. Maintain the average “time to degree” for graduate students.
   
   M.S. full time – Current: 1.7 years; Goal: maintain current
   
   M.S. part-time – Current: 3 years; Goal: maintain current
   
   Ph.D. full time – Current: 2.8 years; Goal: maintain current
   
   Ph.D. part-time – Current: 7 years; Goal: maximum of 4 years post-candidacy

11. Maintain completion rates (within time to degree) for M.S. and Ph.D. degrees.
   
   M.S. – Current: Current data unavailable; Goal: 90%
   
   Ph.D. – Current: Current data unavailable; Goal: 90%

12. Maintain placement rates for M.S. and Ph.D. degrees
   
   M.S. - Current: 86%; Goal: 100%
   
   Ph.D. – Current: 100%; Goal: 100%

STRATEGY 2: Intensify recruitment and retention of high-ability, diverse undergraduate and graduate students.

ACTION STEPS

1. Increase participation in university and college-wide recruitment activities.
   
   a. Department now participates in every CFAES event with departmental displays; participation in University events as recommended by CFAES central administration.

2. Strengthen the relationship between the department, ATI, OSU regional campuses, and other Ohio universities by increasing interaction through visits, targeted student organization events, and social media.
a. Visit ATI Pre-AEE and Pre-Agricultural Communication classes; arrange for ATI students to participate in an appropriate student organization event, such as Agricultural Education Society, Agricultural Communicators of Tomorrow, or Collegiate 4-H.
   i. Faculty visited ATI in October, 2011. Visits have been made to FAES 1000, Ag. Comm. 200 and AEE 230 annually to meet students and share introductory program information.

b. Build or strengthen relationships with other two-year institutions (OCAGE or others) to encourage transfers to the department.
   i. No progress to date; CFAES is in the process reconnecting with two-year institutions to develop new transition plans for the change to semesters across Ohio.

3. Create a welcoming environment for prospective and current students through social events, departmental displays, and student newsletters.

   a. Create new and update existing displays in the department.
      i. A new departmental display is in the hall outside 208 AA.

   b. Host a welcome social at the beginning of fall quarter.
      i. A welcome social for incoming undergraduate and graduate students are held each fall

   c. Provide incentives for new students to get involved in student organizations.
      i. Instructors in our introductory courses (200 and 230) promote the advantages of becoming involved.

   d. Create an HTML newsletter for students.
      i. A newsletter was developed in a blog format for undergraduate students and was "published" in winter and spring 2010. It has since been dropped; faculty preferred using an e-mail listserv to communicate with students.

4. Create a departmental undergraduate student ambassador program to enhance recruitment efforts and to provide additional experiences for student involvement in the life of the department.

   a. An ambassador program was initiated in early 2010, with more than 20 students participating. After evaluation, the program was adapted by creating Outreach Representatives in both AES and ACT to begin in the 2011-12 academic year. (Status of this effort???) - Emily indicated that this has not been accomplished in ACT.

5. Promote undergraduate and graduate minors in the department.

6. Intensify recruitment of U.S. minority and international students.

   a. Increase collaboration with faculty from 1890, 1994, and Hispanic-serving institutions.
      i. Nothing formally; informal relationship has been developed with Central State University. Solross State University (HBI); Cano jointly worked on grant.

   b. Provide recruitment materials for faculty to use to attract students when on international study programs.

   c. Take advantage of available funding sources to recruit students from under-represented populations.
d. Build stronger relationships with selected Ohio agriculture teachers who have high minority enrollment in their high school agriculture program to identify and potentially visit prospective students and their families. Visits were made to Wauseon High School and an application was prepared.

e. Visit selected agriculture programs in urban areas (primary Animal Care and Horticulture programs) to identify prospective minority students.

f. Offer to facilitate workshop at GenerAsian NeXt Youth Leadership Conference held in Columbus (and has been held in Ag Admin the last couple years!)

g. Work with Extension Educators in urban communities to become involved as a speaker and/or volunteer with urban 4-H programs.

h. Provide seminar to Metro High School students on topic of professional presentations.

i. Contact all 1890 institutions annually to recruit U.S. born minority graduate student prospects.

j. The department will pursue opportunities presented through the SROP program.

k. As department faculty partner with 1890 institutions via faculty exchanges, the AEE faculty working on the 1890 campus will actively recruit prospective students.

l. As the department participates in symposia described below, special sessions will be offered for Master’s students from 1890 institutions.

m. The department will host an annual lecture series, presented by distinguished minority graduates, which addresses challenges and opportunities facing agricultural and Extension education, communication, and leadership programs. This will create important visibility for the department, result in new collaborations, and identify prospective graduate students.

7. Implement recommendations from the Doctoral Program Assessment (conducted by the Graduate School in 2008) related to recruitment.
   a. Completed and tracked each year
   b. Undergraduate GPA of matriculated students
   c. GRE scores
   d. Percent of applicants admitted
   e. Percent of admitted students who matriculate
   f. Number of American-born minority students
   g. Number of International students

METRICS – BY 2014

Undergraduate Students

1. Increase the number of undergraduate majors in the department.
   Columbus campus: Current (AU 2011): 120; Goal: 160 in 2014
   ATI: Current: (AU 2011) 33; Goal: 45 in 2014

2. Increase the number of students pursuing undergraduate minors in the department.
   Overall: Current (AU 2011): 40; Goal: 350 in 2014
   • Youth Development – Current: (AU 2011): approved in 2011 – Enrollment: 0 (in development); Goal: 50 in 2014
   • Agricultural Education (teacher education)
     Current: Information (AU 2011 – 6); Goal: 25 in 2014
   • Community Outreach Education – Current: Approved AU 2011 – Enrollment: 0 Goal: 25
   • Agricultural Communication – Current: (AU 2011 - 20) (approved 2009); Goal: 50
3. Increase the number of undergraduate student credit hours taught.
   *Current: (2010) 4,708 quarter hours; Goal: 8,600 quarter hours*

4. Institute departmental student ambassador program by winter 2010.

5. Increase the number of U.S. minority and international undergraduate students.
   *Current: (AU 2011 – 0); Goal: 8 total by 2014*

**Graduate Students**

6. Increase graduate enrollment. *Current: (AU 2011 – 32) 30; Goal: 60 in 2014*

7. Increase graduate credit hours taught.
   *Current: 2,148 quarter hours; Goal: 2,400 quarter hours in 2014*

8. Increase the number of students enrolled in the departmental graduate minors.
   - Research Methods – *Current: 10; Goal: 30 in 2014*
   - Outreach and Engagement – *(in development); Goal: 30 in 2014*

**Doctoral Program Assessment Metrics**

9. Increase the undergraduate GPA for matriculated students.
   *Current: Current Au 2011 – 3.485; Goal: 3.5 by 2014*

10. Increase the average GRE score for matriculated students.
    *Current: Au 2011 - 1122; Goal: 1050 by 2014*

11. Percentage of applicants who are admitted.
    - M.S. – *Current: AU 2011 - 100%; Goal: 80% by 2014*
    - Ph.D. – *Current: AI 2011 – 100%; Goal: 80% by 2014*

12. Increase the percentage of students admitted who matriculate.
    - M.S. – *Current: AU 2011 - 67%; Goal: 90% by 2014*
    - Ph.D. – *Current: AU 2011 – 100%; Goal: 90% by 2014*

13. Increase the number of American- born minority students.
    *Current: (AU2011 – 0); Goal: 1/year for a total of 5 by 2014*

14. Increase the number of international students.
    *Current: (Au 2011 – 0) o; Goal: 1/year for a total of 3 by 2012; 15 total by 2014*
STRATEGY 3: Strengthen cultural awareness in the academic programs.

ACTION STEPS

1. Increase student participation in study abroad programs.
   a. Establish department-sponsored study abroad program to Egypt.
   b. The Egypt program is being abandoned due to the continued political unrest. A study abroad program to the Dominican Republic has been approved and an agricultural communication study abroad program to England and Scotland has also been approved in 2012.

2. Explore the establishment of an endowment to support undergraduate student participation in department-sponsored study abroad programs.

3. Increase collaboration with faculty from 1890, 1994, and Hispanic-serving institutions.
   a. Drs. Cano, Rhoades, and Whittington have begun working closely with Central State University in 2010 and 2011.

4. Create a cultural competency certification program.
   a. First annual cultural competency course was taught in 2010. The cultural proficiency course was approved as a General Education Course to be offered in semesters beginning in 2012-13.

5. Utilize the existing resources available in CFAES and at OSU to increase cultural awareness and its impact on academic quality.
   a. Implement the department and FAES diversity plans.

METRICS – BY 2014

1. Increase the percentage of B.S. graduates who have participated in study abroad during their undergraduate program. Current: 16.7%; Goal: 50%

2. Establish endowment to support student participation in department-sponsored study abroad programs

3. Establish cultural competency certification program.
   Goal: Pilot in 2010(completed); hold annually thereafter (scheduled). A course, Community Leadership 3535, was approved as a university general education course in 2012.

4. Visit or host one minority-serving institution each year.
   Current: None; Goal: 5 total by 2014 (Relationship with Central State University)

STRATEGY 4: Create a culture that puts students first.

ACTION STEPS

1. Strengthen the department’s student-centered focus and faculty/student interaction by promoting and encouraging faculty involvement in student activities conducted outside the classroom.
2. Increase the number of departmental faculty nominations submitted for teaching and student service awards at the college, university, regional, national, and international levels.

3. Maintain a departmental average SEI score above the CFAES average.

4. Conduct advising orientation workshops for department faculty.

5. Maintain the practice of faculty advising students.

METRICS – BY 2014

1. Increase the percentage of faculty involved in supporting student organizations, events, and development activities.
   
   Current: (2009 50%; (2010 – 90%) Goal: 100%

2. Maintain an average SEI score for the department that is above the college average.
   

3. Maintain the standard that every student in the department is advised by a faculty member. 20120 - 100%; 2011 – 100% Goal: 100%

4. Achieve and maintain departmental advising scores that are above the college average.
   
   Current: (2006 CFAES data)  
   Undergraduate majors
   Graduate majors
   Undergraduate student organizations
   
   HCRD | CFAES | ACEL | CFAES
   Undergraduate majors | 3.65 | 3.75 |  
   Graduate majors | 4.30 | 4.21 |  
   Undergraduate student organizations | 4.28 | 4.33 |  

STRATEGY 5: Provide leadership for teaching and learning improvement in the department and the college.

ACTION STEPS

1. Provide college-wide workshops for faculty and TA’s.
   
   a. Develop a series of professional development opportunities.
   
   b. Offer an assistant professor development series on teaching (i.e., creating a syllabus, identifying learning objectives, assessing learning, and constructing tests.

2. Offer one-on-one teaching support to faculty (i.e., peer reviews of teaching).

3. Host regular discussions on the scholarship of teaching and learning.

4. Explore cross-college opportunities for delivery of specialty programs.
METRICS – BY 2014

1. Increase the number of faculty teaching-based recognitions received each year at the college, university, regional, national, or international level.  
   Current: 3; Goal: 2 per year

2. Increase the number of faculty “service to students/student organization recognitions” received each year at the college, university, regional, national, or international level.  
   Current: 2010-4; 2011-???? Goal: 2 per year (data will be retrieved from OSU Pro)

3. Conduct two college-wide professional development sessions per year.  
   Current: 2010–None; 2011–None  Goal: 10 total by 2014

4. All faculty pursuing promotion in rank will be peer reviewed each year. (Completed annually)

RESEARCH AND SCHOLARSHIP

Discovery of new information and synthesis of new with existing knowledge are hallmarks of a great university. Historically, the department has enjoyed a national and international reputation for the graduate education series on research methods and data analysis. Departmental faculty are also engaged in a broad range of research projects, primarily addressing topics with disciplinary applications. Renewed emphasis is needed on research and scholarship to solidify the role of the department as a key partner in collaborative and interdisciplinary research that addresses important and significant problems facing Ohio, the nation, and world.

A significant part of the transformation to a “new” department involves the rebirth of a robust research agenda and the alignment of faculty research strengths with College priorities to address state, national, and global issues. The following subject matter content areas developed by the Select Committee describe the basis for our disciplinary knowledge:

1. teaching and learning
2. program planning and management
3. leadership, administration, supervision and volunteerism
4. youth organizations and development
5. research and evaluation methods
6. communications
7. partnerships, outreach, and engagement
8. international development

Applying the theoretical foundation of these areas contributes to the “transdisciplinary” nature of departmental research. Extending faculty research capacity through interdisciplinary collaborations will contribute to problem-solving and policy development in the context of complex issues facing the world.

All faculty are expected to contribute individually and collectively to the scholarship of the department. The department embraces the four dimensions of scholarship outlined by Boyer (1990) including: discovery, integration, application, and teaching. Common elements undergirding each form of scholarship include aspects of purposeful focus, self-reflection and improvement, peer review, and the communication of results.

Within the context of the strategic direction of the department, each member of the faculty will be responsible for defining and advancing their particular research interests and strengths. Publicizing faculty research capacity is essential to achieve the goal of increasing
participation in interdisciplinary research at the college, university, national, or international levels.

**STRATEGY 1: Develop and advance disciplinary focus areas that define departmental research and more effectively address CFAES signature areas and state, national and international issues.**

**ACTION STEPS**

1. Define research interests and strengths among all faculty of the new department. (Newcomb)

2. Systematically reallocate a portion of OARDC funding to research programs that support one or more of the CFAES signature areas or other college-wide priorities (e.g., TIE, Centers of Excellence, Centers of Innovation, etc.) (Newcomb & Birkenholz)

3. Develop 3-5 self-populated research interest groups (SPRIGs) to promote networking and collaboration. (Birkenholz) Three SPRIGs have been formulated within the department: (1) Teaching and Learning, headed by Susie Whittington, (2) Leadership, led by Bob Birkenholz, and (3) Youth Development, led by Scott Scheer.
   a. Align SPRIGs with CFAES signature areas or other college-wide priorities.
   b. Conduct brown bag research seminars for faculty, staff, and graduate students organized by SPRIGs (one per SPRIG each quarter).
   c. Develop a research agenda in collaboration with Price and Gist chairs to advance mutual research priorities.

4. Publicize the SPRIGs focus areas and faculty research capacity (e.g., departmental newsletter, website, annual report) (Trefz)

5. Have SPRIGs

**METRICS – BY 2014**

1. Proportion of OARDC allocation supports CFAES signature areas or other college priorities.
   *Current: 2009 – 0%; 2010 – 0%; 0%; 2011 – 0%  Goal: 25%*

2. Highlight faculty research interests and strengths on department website.
   *Current: ~50%; Goal: 100% Progress??*

3. Annual report each SPRIG submits will document external funding and peer reviewed publications.
   *Current: SPRIGs yet to be established; Goal: 100%  SPRIGs will contribute to 2011 annual report to the college – due April 15*
**STRATEGY 2: Increase scholarly productivity to address Ohio, national, and global issues from a multidisciplinary perspective.**

**ACTION STEPS**

1. Develop a grant preparation strategy to increase faculty submission of externally-funded grant and contract proposals.
   
   a. Conduct annual workshop on OSU grant submission resources, policies, practices (e.g., ePA-005 forms regarding Award and Expenditure Credit).
   
   b. Support faculty participation in external grant proposal workshops. (department chair)
   
   c. Maintain an electronic repository of successful grant proposals for faculty and graduate student access.

2. Expand faculty participation in interdisciplinary grant proposals that involve expertise in transforming scientific information to useful knowledge.
   
   a. Increase faculty participation in interdisciplinary projects.
   
   b. Increase reward and recognition for faculty participation in interdisciplinary projects.
   
   c. Publicize faculty participation in interdisciplinary research projects through departmental newsletter and web site.
      
      i. Doing that through the electronic newsletter; will expand efforts when new website is developed.

3. Develop a plan to increase the number of peer-reviewed research publications produced by department faculty, staff, and graduate students.
   
   a. Conduct an annual workshop for faculty and graduate students on writing for scholarly publication (including peer review process). Look for offerings from other departments.
   
   b. Promote manuscript co-authorship between and among faculty and graduate students. Progress is being made.
   
   c. Promote manuscript co-authorship with Extension personnel.

4. Support recruitment of outstanding and diverse graduate students from state, national, and international populations.
   
   a. Submit training grants that provide support for graduate fellowships and/or associateships.
   
   b. Submit nominations for OSU Graduate School and OARDC fellowships.

5. Annual faculty expectations (developed in conjunction with department chair) will delineate contributions to a rigorous portfolio of scholarly productivity for the department.

6.
METRICS BY 2014

1. Increase the proportion of faculty submitting proposals for external funding each year.
   - **Goal:** 75% by 2014

2. Increase the number of active, grant-funded projects each year (new awards and continued funding).
   - **Current:** 3 per year; **Goal:** 6 per year Data will be collected as department annual report is compiled.

3. Significantly increase the amount of direct and F&A expenditures each year.
   - **Direct expenditures:**
     - Current: (2009) $87,964; 2010 - $177,049; 2011: $237,872
     - **Goal:** $65,000 by 2014
   - **F&A expenditures:**
     - Current: (2009): $6,617; 2010 - $3,672; 2011: $21,914
     - **Goal:** $6,500 by 2014

4. Publish two or more peer reviewed journal articles per faculty FTE in the department each year.
   - Current (2009: .72/FTE  2010: 1.0/FTE;  2011: 2.14/FTE
   - **Goal:** 2.3/FTE by 2014

5. Increase the number of graduate degrees awarded each year.
   - a) Master's degree: **Current:** 2009: 6; 2010: 6; 2011: 8
   - **Goal:** 15 per year by 2014

   - **Goal:** 10 per year by 2014

7. Develop proposals for graduate student training grants (e.g., USDA National Needs, NSF, etc.)
   - Current: 200): 0; 2010: 1; 2011: 0
   - **Goal:** Total of 2 by 2014

EXTENSION/OUTREACH AND ENGAGEMENT

In the CFAES strategic plan, OSU Extension (OSUE) identified four strategies to support the signature areas of CFAES.

- Strategy 1 – Enhance Ohio’s food security and food production by establishing and implementing local and regional foods initiatives and by providing educational instruction to increase crop and livestock production
- Strategy 2 – Enhance human health by expanding and implementing nutrition and physical activity education programs.
- Strategy 3 – Prepare youth for academic success related to STEM for careers in environmental and human health.
- Strategy 4 – Provide opportunities to stakeholders for advancing bio-energy and bio-based products and technologies.

In the OSU Extension Strategic plan, six performance goals are identified.

- Goal 1 – Helping to build Ohio’s future
- Goal 2 – Defining OSUE as the nation’s leading Extension program
- Goal 3 – Positioning Extension as the education and research resource for Ohio citizens
- Goal 4 – Developing and sustaining world-class Extension professionals
- Goal 5 – Creating a more diverse and inclusive Extension community
• Goal 6 – Improving the quality of teaching and learning engagements.

The department is well equipped to provide major contributions through its Extension/Outreach and Engagement work that supports the strategic plans of CFAES and OSUE. The Department has done much to support the CFAES strategic plan. In addition, the department’s efforts are facilitating the successful achievement of OSUE’s strategic plan.

**STRATEGY 1: Develop an Extension/Outreach and Engagement portfolio of educational activities that utilizes departmental strengths and targets the needs of Extension and other audiences across Ohio, the nation, and the world.**

**ACTION STEPS**

1. A three-year MOU was signed January 1, 2010, with Extension to provide additional FTE support of four Extension faculty for a period of three years.
2. Periodically survey faculty members in the new department to determine content areas in which they would be willing to develop and deliver educational programs. First survey was conducted and a content area list was generated in 2010. It is planned to conduct an update in 2013.
3. Provide educational opportunities on topics such as leadership, communication technology, teaching/learning, research, data analysis, and youth development to improve the quality of teaching and learning engagements.
   a. Work with Extension HR to assess needs, design, and deliver professional development activities for Extension personnel. Completed in 2010. (Would Graham provide an update?)
   b. Offer targeted educational activities, based on needs, to groups other than Extension employees. Completed in 2010.
      i. Link with schools, businesses, government, and non-profit organizations to deliver educational programming of mutual interest.
      ii. Partner with Agricultural Education Society, Agricultural Communicators of Tomorrow, FFA, 4-H, and other organizations when possible.
   c. Deliver international Extension/outreach and engagement related efforts to extend knowledge and to promote OSUE and CFAES as world leaders in education, outreach and engagement, communications, and leadership. These efforts would include local activities with international organizations.
4. Align courses to specifically support OSUE’s Competency Model for developing and sustaining world-class Extension professionals.
   a. Work with OSU Extension HR to design and deliver educational experiences that meet the objectives of the OSUE Competency Model.
   b. Develop and deliver conference sessions at regional, national, or international meetings related to competency model content. (Has this been done – we don’t have numbers.
5. Design credit and non-credit on-line educational opportunities.
a. In year one, assess the market for distance learning offerings. Based on the findings, develop technology delivered credit and non-credit courses to be offered through Ag*IDEA, OSU Extension, and the Department.
b. In tandem with the department’s development of an on-line Masters program, create on-line courses to provide professional development opportunities for OSUE and other educational organizations.

METRICS BY 2014

1. Increase the number of educational activities created and delivered for Extension employees each year. 
   - 2009 – 6; 2010 - 
   - Goal = increase each year, to achieve a goal of 40 per year by 2014.
2. Develop and deliver educational activities that support 70% (by 2014) of the competencies listed in the OSUE Competency Model. 
   - Current: Model being adopted; Goal: 70% of competencies addressed by 2014. 
   - Progress: 61% in 2010; 68% in 2011.
3. Increase the annual number of educational activities delivered to groups other than Extension employees. 
   - Current: Not previously measured; Goal: 100. Progress: 69 in 2010.
4. Increase international educational activities and presentations. 
   - Current: 2; Goal: 3 per year; gradually increasing to a total of 15 per year by 2014. Progress: 2010: 6.
5. Increase the number of on-line educational opportunities for OSUE professionals and CFAES clientele (internal & external). 
   - Current: 2 per year; Goal: 10 per year by 2014.
6. Currently offer two on-line courses. An on-line master’s program is in development and awaiting university approval to begin admitting students in autumn 2012.

STRATEGY 2: Increase the development of teaching resources and materials focused on the preparation of youth for academic and life success.

ACTION STEPS

1. Develop/support curriculum and other teaching, learning, and evaluation materials to support state and county efforts in STEM, environment, leadership, and other priority areas. Offer to collaborate with 4-H Staff.
2. . (Scheer and Wickham)
   a. One was completed in 2011, Connect to College, (http://www.ohio4h.org/youth/cloverbud/documents/Connect%20College%20online.pdf).
   b. METRICS - IN 2014

1. Develop modules, curriculum, or materials supported/developed in College Awareness, STEM, Environment, Leadership & others"
2. In partnership with OSU Extension and others, develop and/or provide new college awareness materials to help increase college participation in Ohio. 
   Current = 0, Goal = 2 completed by 2014.
   - 2011 – Two college awareness displays were created for use at the annual Extension conference and the Agricultural Communication conference. (Wickham)
   - 2011 – Eleven teaching modules were developed focusing on financial management for youth related to leadership.

STRATEGY 3: **Intensify efforts to advance the scholarship and study of Extension/outreach and engagement.**

**ACTION STEPS**

1. Actively interfaces with OSUE/outreach and engagement conferences, meetings, and activities to showcase of the new department as a primary contact for subject matter content and resources. Faculty will be added to the Extension Communique’ listserv to keep informed on potential conferences they could attend. Completed and ongoing.

2. Communicate to Extension professionals and other audiences the availability of faculty to serve as a resource for designing, conducting, analyzing, evaluating, and disseminating research.

3. Increase the number of departmental faculty nominations submitted for Extension/outreach and engagement awards at the university, regional, national, and international levels.

**METRICS by 2014**

1. Increase the number of grant applications submitted to support Extension, outreach and engagement, and training. Current: 2; Goal: Total of 5

2. Increase the number of partnerships/consultations with Extension and other professionals on applied research projects.
   - Current partnerships: Not currently measured: Goal: 10/year
   - Current consultations/year: 35/year; Goal: 40/year

3. Double the number of faculty members in the new department who participate in OSU Extension/Outreach and Engagement state, national, and international conferences and events. Current: 5; Goal: 10 by 2014

4. Increase the recognition of faculty in Extension/outreach and engagement at university, state, national and international levels.
   - Current: 3; Goal: Minimum of 2 per year
The Department of Human and Community Resource Development has historically been a highly globalized department with strong interests in international activities. However, these activities have not been emphasized or documented by the department faculty members. Over the next five years the department will increasingly include partnering with others to strengthen our efforts and provide us with an opportunity to further propel OSU as the land-grant university to the world.

NOTE: Much of the international work in the department is conducted by Drs. Robert Agunga and Larry Miller. Since Dr. Miller’s retirement in 2011, and the subsequent reduction in faculty to complete the work of the department, much of the international effort has been directed toward establishing study abroad experiences for undergraduate students.

STRATEGY 1: Enhance the internationalization of the teaching and learning experience of faculty members and students.

ACTION STEPS

1. Develop policy documents that clearly communicate visitation opportunities for international visitors (funded, and unfunded). Describe the working relationship with OIE and related visa requirements. Encourage visiting scholars and professors to come to the Department to share their academic, research, and outreach/engagement ideas with faculty and students and have new learning experiences.

2. Develop an “International Specialization” that could serve as a “minor/cognate” area for graduate students in the department or from other departments. Revise existing courses or develop new courses to enable the specialization. Completed in Spring 2012.

3. Create study abroad opportunities for undergraduate and graduate students that emphasize sustainable development and education/communications and, simultaneously, enable the internationalization of faculty members. Work to alter OSU policy so that the department can garner the enrollment credits and money for teaching the courses offered during study abroad programs. Focus the study abroad programs on geographic areas of faculty interest and experience as well as their technical areas of specialization (agricultural education in the public schools, extension education or agricultural communication, or leadership).
      a. This program is no longer in active consideration due to national situation; we now have two new study abroad efforts that have been approved by the college:
   b. Dominic Republic focusing on agriscience education and
   c. England and Scotland, focusing on agricultural communication

4. Explore the potential of creating short-term study abroad options for graduate students, agriculture teachers, and Extension county educators, and market those experiences across the college.
5. The department should consider supporting at least one international student on a GA appointment per year.

6. Actively recruit international graduate students for the specialization areas of the department. Include funding for GA's in all appropriate projects/grants/contracts. Ongoing.


**METRICS – BY 2014**

1. Attract one visiting scholar/professor yearly, beginning in 2012.
   
   Current: one every three years; 2011 – 1 Goal: 3 total by 2014.

2. Revise existing courses and develop new courses to go through the approval process to offer the international specialization by 2014.

3. Offer one study abroad program annually, beginning in 2010.
   
   Current: none; Goal: one/year; 5 total by 2014

4. Support at least one international student on a GA appointment per year.
   
   Current: none; 2011: 2 Goal: one/year; 5 total by 2014

5. Recruit international graduate students on the following schedule:
   
   Current: 0 in 2008-09; Goal: 3 in 2011, 3 in 2012, 4 in 2013, and 5 in 2014

6. Revise course syllabi in the department to include documentable evidence of internationalization.

7. Revise 50% of existing courses to encompass international content by 2014.

**STRATEGY 2: Enrich the research activities of faculty members and graduate students through global networking.**

**ACTION STEPS**

1. Encourage and support faculty member and graduate student attendance at conferences of international associations.

2. Encourage and support faculty members and graduate students to present papers, refereed or invited, at conferences of international associations.

3. Secure at least one internationally focused grant by 2014.

**METRICS BY 2014**

1. Allow for the attendance each year of at least three faculty members and/or graduate students to conferences of international associations.
   
   Current: 3 faculty in 2008; Goal: 5 per year

2. Within the department, have at least one research-related presentation per year accepted at conferences of international associations.
   
   Current: 3 in 2008; Goal: 5 total by 2014.
3. Form ad hoc international development teams to secure at least one internationally focused grant by 2014.

**STRATEGY 3: Enhance the internationalization of outreach and engagement activities by faculty members and graduate students in the Department.**

**ACTION STEPS**

1. Encourage faculty members and graduate students to host international professional groups. (All)

2. Promote global awareness through participation in international associations, conferences, cultural events, and trade fairs. (All)

3. Encourage faculty members and graduate students to participate in international activities as instructors, facilitators, and coordinators. (All)

**METRICS – BY 2014**

1. Host one international group each year.  
   
   **Current:** 0; **Goal:** 5

2. Each year have at least 10 faculty members and graduate students participate in activities promoting global awareness.  
   
   **Current:** New measure; **Goal:** 40

3. Serve at least 1000 international people annually through participation (instructor, facilitator, or coordinator) in international activities.  
   
   **Current:** 1000; **Goal:** 5000 total by 2014

**STRATEGY 4: Provide international professional development opportunities for faculty members.**

**ACTION STEPS**

1. Cultivate relationships with international agencies/foundations interested in education extension, communication, and outreach and engagement for development. (All)

2. Encourage experienced faculty members to engage other faculty members in international opportunities. (All)

3. Create international sabbatical opportunities for faculty members. (All)

4. Explore opportunities for faculty members to participate in interdisciplinary research teams. (All)

5. Strengthen faculty members’ skills through participation in international activities. (All)

6. Encourage the sharing of experiences from faculty members who have participated in an international leave of absence. (All)

**METRICS – BY 2014**
1. One faculty member completes an international professional leave at least every two years. \textit{Goal: 2}

2. At least one experienced faculty member collaborates with another faculty member each year on an international activity. \textit{Current: 0; 2011 - 2Goal: 5 total by 2014}

3. Each year engage an international organization in a collaborative activity. \textit{Current: 0; Goal 5 total by 2014}

4. Sponsor at least one international symposium every two years on education, extension, communication and outreach and engagement. \textit{Goal: 2 total by 2014}

5. At least two faculty members participate in international activities per year. \textit{Current: 0; Goal: 2 per year}

6. One dissemination activity from each faculty member returning from an international leave of absence. \textit{Current: 0; Goal: 2 total by 2014}

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**BUSINESS PLAN**

**Talent Plan**

The “new” department has 10 faculty with 8.0 FTE support from a combination of general funds, OARDC funds, OSUE funds and endowment support. There are four staff members/lecturers.

Faculty distribution by rank is six associate professors and four professors. Based on age and years of service it is estimated that there may be one retirements over the next five years. There are two vacant faculty positions scheduled to be filled over the next two years (2012-13).

The department is challenged to increase research productivity and student enrollment sufficiently to justify the current levels of resources allocated. Any future growth will only come once productivity sufficiently exceeds costs to justify a request for new positions. Any future request for new positions will be aligned with the emerging thrusts of the new department and will be deferred until a new chair is appointed.

In recruiting two faculty for the open positions, the department will proactively survey the new talent available and strategically recruit the very best talent in the market, with specific attention paid to locating minority faculty whose preparation fit departmental needs. Retention of faculty will be a key necessity if this emerging new department is to be successful. Periods of stress and change, such as the one this department is now in, create challenges for retention. The department and the college must exert extra effort to affirm and recognize the best faculty. The options for doing so beyond personal and authentic nurturing and affirmation are limited due to scarce resources.

The department embraces family-centered practices and works with each individual to accommodate unique needs. It will be sensitive to female and minority faculty issues.
**Diversity Plan**

Of the ten faculty and one lecturer in the department, two (18%) are female and two (18%) are male ethnic minorities. The remaining (60%) are white male. Of the 10 departmental staff (full and part time, all are white and eight (80%) are female. Current undergraduate majors are 72% female and 28% male; <1% are ethnic minorities. Graduate majors in the department are 78% female and 22% male. There are no ethnic minorities among our current graduate students. We should consider working with Women’s Studies and Cultural Studies to recruit our students.

The department will aggressively pursue increasing the diversity of undergraduate and graduate students through recruitment. Specific actions to be taken in this regard are:

**Undergraduate Students**

- Build stronger relationships with selected Ohio agriculture teachers who have high minority enrollment in their high school agriculture program to identify and potentially visit prospective students and their families.
  - Spoke with Green County Career Center superintendent about possible partnerships in the future between their students and our department. (2011)
- Visit selected agriculture programs in urban areas (primary Animal Care and Horticulture programs) to identify prospective minority students
  - Visited the Hilltop YMCA to promote our Community Leadership major with their “Young Leaders” group. (2011)
- Offer to facilitate a workshop at the GenerAsian NeXt Youth Leadership Conference.
- Work with Extension Educators in urban communities to become involved as a speaker and/or volunteer with urban 4-H clubs.
- Provide seminar to Metro High School students on the topic of professional presentations.

**Graduate Students**

- The College will provide 50% of the stipend for U.S. born ethnic minority graduate students.
- The Graduate Studies Chair will contact all 1890 institutions annually to recruit U.S. born minority graduate student prospects.
- The department will pursue opportunities presented through the SROP (what is this?) program.
- As department faculty partner with 1890 institutions via faculty exchanges, the AEE faculty working on the 1890 campus will actively recruit prospective students.
- As the department participates in the symposia described below, special sessions will be offered for Master’s students from 1890 institutions.

The department will host an annual lecture series, presented by distinguished minority graduates, which addresses challenges and opportunities facing agricultural and Extension education, communication, and leadership programs. This will create important visibility for the department, result in new collaborations, and identify prospective graduate students. Nothing has been done on this goal.
The department will also continue to work on improving the climate for nurturing diversity. Results of the college survey will be used, when they are available, to formulate specific action steps. Nothing has been done to date on this goal.

This department has a storied history of providing post graduate education for minorities, particularly African Americans. It likewise has a rich history of providing post graduate education for international students. The international committee section of this plan details how the department will increase efforts to attract and serve international students. The department will launch efforts to reconnect with the 1890 institutions. Under the program led by Steve Slack (OARDC), the department will have a faculty exchange with an 1890 institution at least every other year. No faculty exchange has taken place over the past two years.

Dr. Cano will prepare a grant to allow him and a collaborator at an HSI to develop materials for Agricultural and Extension Education programs in the U.S. to address the needs of Latinos in planning and offering new programs. This effort will also result in this department making this knowledge available to AgIdea. This project is in data collection and development stages. One master’s thesis has been written from data collected, with another master’s thesis in progress.

Dr. Whittington has developed a course on cultural proficiency. The course has been taught for two years as a group study in the quarter system. The course is will now be offered as a three-hour semester course and has been approved to fulfill the University’s general education “Culture and Ideas” requirement.

**Facility Plan**

The faculty, staff, and students in the department are housed in the Agricultural Administration Building. Most space is located on the second floor. There are three offices on the third floor.

The conditions of the building are poor. Window replacements were completed in 2011 and new window air conditioners were installed in every office. Otherwise the university has not announced plans for additional upgrades. The building is slated for a new roof within the next five years.

There are numerous issues of plaster buckling on walls. Existing asbestos floor tile limits flooring upgrades due to hazards involved in removing glued carpet.

A conference/small meeting room was created in 214 Ag. Admin. (the room previously used as a faculty office.)

So, while the amount of assigned space is adequate for this five year planning horizon, the quality of the space is substandard. However, unless the university or college allocates funds for painting, carpeting, HVAC, and furnishings, the department will have the status quo, as there will not be departmental funds for maintenance or upgrades.
Technology issues for the department will be met via an “Information Technology Support Service Level Agreement” with the Section of Communications and Technology. ACEL will provide annual financial support and Communications and Technology will handle technology issues.

Faculty computers are replaced on a four-year replacement schedule. The College has recently provided technology upgrades to departmental assigned instructional areas.

In winter 2009, Agricultural Administration Room 206 was updated with new technology for use in agricultural communication and education courses. The lab expanded to provide 18 student stations plus an instructor station. Up-to-date print, web, and video production software were purchased to provide students with cutting-edge learning experiences. In 2010-11 the room was renovated with help from the college office. New carpet and furniture was installed. In 2011 a better wiring system for the computers was installed. Lastly, in 2012 a key card locking system was put on the main door. In the summer of 2012 all operating systems and software was updated.

Looking ahead, it will be necessary to periodically update the lab hardware (iMacs, scanner, and printer) as new technology is released and as computers age. Computers and software will be updated through funding from federal grants and industry support. It is the goal to keep the newest version of the Adobe Suite in the lab. It is also in the plans to install better quality video editing software in the next year.

- During 2011, equipment upgrades were made in Ag. Administration 205 classroom with the replacement of the LCD projector and the computer. Periodic updates will be needed as technology continues to advance.
- In 2011, video conferencing equipment was installed in Room 207 conference room.

The department is embarking on a major distance education initiative and plans to be a major contributor to the college partnership with Ag*Idea. Plans are to develop at least two on-line courses per year in the Agricultural Education and Agricultural Communication programs, for a total of ten courses at the end of five years. In addition to Ag*Idea, the department recently received a TELR Planning Grant to start planning an online Masters' Degree in Agricultural and Extension Education. Needs assessment research is currently underway. The on-line master's program was launched Autumn Semester, 2012.
**Development Plan**

The Department of Agricultural Communication, Education, and Leadership has endowed funds totaling $1,417,539. They currently generate $81,278 expendable annual income. Of the $1,417,539, $1,120,040 ($65,132 annually) is for support of student scholarships. There is also $297,499 ($16,146 annually) available for discretionary and other student program uses. The College’s development program is centralized and has been set. While the department’s needs are not explicitly represented in the College’s current plan, the department nevertheless has development priorities it will pursue as allowed. These priorities are:

- **Support for Students (Scholarship and Program Support)** $10.0 million
  - Undergraduate scholarships - $3.5 million
  - Graduate student support - $1.5 million
  - Leadership - $5 million

- **Support for Faculty Development** $1.0 million

**Resource Plan**

To be developed later. This cannot be completed due to lack of financial information currently available for this department.

**STRATEGIC PLANNING PROCESS**

The work of the Select Committee early in 2009, as mentioned earlier in this document, provided the foundation for the development of this strategic plan. Work on the strategic plan was completed during Autumn Quarter 2009. Four faculty committees were formed in early September and charged with creating strategies, action steps, and metrics for the following program areas: teaching, research and scholarship, Extension/outreach and engagement, and international. All “new department” faculty members served as members of one or more of the committees.

A one-day strategic planning kick-off conference was held on September 18th, at which time L.H. Newcomb, Interim Chair, presented trend data on enrollments, credit hours generated, research expenditures, etc. A preliminary list of goals for each of the four program areas was discussed and a five year target for each goal was established. Follow-up department strategic planning meetings were held on October 2, 9, 30, November 6, 13, 20, and December 11. The four committees (in rotation) presented their plans multiple times, with open discussion to clarify questions, raise new ideas, and provide feedback.

Faculty committees continued to meet weekly or bi-weekly throughout the months of October and November to draft and revise strategies, action steps, and five-year goals, incorporating modifications identified in the departmental planning meetings.

Drafts of the plan introduction and Business plan were created by Newcomb and Marilyn Trefz, Special Assistant to the Chair. Faculty members received the drafts and were asked periodically to respond with comments and changes.
Dr. Newcomb met with the following groups during the first week of December to share the draft plan and get feedback: (a) Agricultural and Extension Education Advisory Committee, (b) Agricultural Education Society and Agricultural Communicators of Tomorrow officer teams, and (c) members of the HCRD Graduate Student Association. Suggestions and comments from these meetings have been shared with the appropriate planning committees and discussed at the December 11th strategic planning meeting. Revisions have been made in the strategic plan to accommodate a number of the suggestions.

Departmental faculty met on December 11th and unanimously approved the strategic plan and its submission to the CFAES Administrative Cabinet for approval.

During the year that Dr. Ken Martin was interim chair, the strategic plan was updated in the summer of 2011 and again in the spring of 2012.
APPENDIX A
FRAMEWORK FOR THE “NEW DEPARTMENT”

Content Areas
1. Teaching and Learning
2. Program Planning and Management
3. Leadership, Administration and Supervision and Volunteerism
4. Youth Organizations and Development
5. Research and Evaluation
6. Communications
7. Partnerships and Outreach and Engagement
8. International Development

Themes
1. Education
2. Outreach and Engagement
3. Communications and
4. Leadership
5. Youth Development

Audiences to be Served
1. Agricultural educators in public schools - Includes undergraduate students seeking certification, practicing teachers and advanced graduate students interested in becoming professors or administrators/leaders in education.

2. Agricultural communicators - Includes undergraduate students majoring or minoring in agricultural communications; graduate students pursuing a Masters in agricultural communications.

3. Extension professionals in Ohio and nationally and internationally - Includes undergraduate students interested in a career in Extension; students seeking a Masters in Extension education and advanced graduate students who aspire to become professors or administrators/leaders in Extension, community leaders and workers such as youth development professionals and educators.

4. Undergraduate and graduate students at OSU and beyond (via distance learning) - Includes OSU students (or via distance learning students at other universities or just interested learners anywhere in the world) not majoring or minoring in the department; this includes undergraduate and graduate service courses and free electives

5. International development workers - Includes students at OSU and elsewhere seeking coursework to better prepare them for professional roles in international development. Also includes non-credit fee-based learning.

6. Units throughout campus seeking content related to outreach and engagement - Includes students interested in coursework as well as academic units and offices seeking knowledge/training in this area.

7. Non-profit groups such as NGO’s as well as agricultural industries and organizations.
8. **CFAES Departments** - Includes contributions the department can lead related to improving teaching (credit-based or non-credit based, i.e., college classroom and Extension instruction); educational related topics such as planning, program evaluation, administration and supervision, etc.

9. **Local government professionals**

**Mission of the “New Department”**

Our purpose is to develop the capacity of lifelong learners to use research-based information to solve problems and address issues in the context of food, agricultural, and environmental sciences. We are committed to excellence with an emphasis on integrating learning, practice, and engagement. We prepare educators, communicators, and leaders in the food, agricultural and environmental sciences to advance positive changes through partnerships that strengthen individuals, families, and communities.

**Vision for the “New Department”**

We are a community of scholars recognized worldwide for excellence in the integration of learning and practice in Education, Outreach and Engagement, Communication, and Leadership. We value a diverse, engaging, innovative, and supportive environment in which to prepare and empower future leaders in the food, agricultural, and environmental sciences. Our students and faculty lead in the development and adaptation of new knowledge and tools for learning, discovery, and practice.

To **achieve** this vision, the department will:

1. Reflect the standard of excellence in higher education through the integration of teaching, research, and outreach.
2. Be self-sustaining through our ability to generate resources needed to sustain and advance the department.
3. Aggressively pursue external funding opportunities.
4. Create and maintain a collegial work environment where faculty, staff, and students function as a team to support and engage colleagues in our research, teaching, and engagement efforts.
5. Pursue important and relevant issues in our communities, state, nation, and the world.
6. Function as an innovative department from which the next generation of students, research, policy impacts, and educational methodology emerge.
7. Provide leadership for collaboration in developing trans-institutional relationships and projects involving peers in our college, university, and around the world.
8. Be proactive in the pursuit of diversity in our thoughts, ideas, and human capital portfolio.
9. Demonstrate excellence in our teaching.

Developing the vision will **create** a department that is:

1. **Relevant** by addressing key external issues and identifying new areas of policy and focus.
2. **Resilient** by engaging a diverse group of professionals and students who attract resources and deploy their strengths rapidly to remain competitive in a global environment.
3. **Responsive** to dynamic issues by establishing non-hierarchal work structures that are flexible and nimble in aligning human capital for maximum efficiency and effectiveness.
4. **Applicable** to critical issues facing the world which can only be resolved within the intersections of our academic specializations.