

CFAES

CFAES STRATEGIC ALIGNMENT 2021



COLUMBUS • WOOSTER • STATEWIDE

— We Sustain Life —



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES



Strategic Planning at The Ohio State University: Supporting Faculty, Students, and the Structures that Foster their Success

Ohio State's future will be defined and driven by an unwavering commitment to our faculty, students and the structures—physical, administrative, curricular, and financial—that will foster their success. Such a commitment is founded in the overarching principles of the institution's vision, mission, values, and core goals.

VISION

The Ohio State University is the model 21st-century public, land grant, research, urban, community engaged institution.

MISSION

The University is dedicated to:

- Creating and discovering knowledge to improve the well-being of our state, regional, national and global communities;
- Educating students through a comprehensive array of distinguished academic programs;
- Preparing a diverse student body to be leaders and engaged citizens;
- Fostering a culture of engagement and service.

We understand that diversity and inclusion are essential components of our excellence.

VALUES

Shared values are the commitments made by the University community in how we conduct our work. At The Ohio State University we value:

- Excellence
- Diversity in people and of ideas
- Inclusion
- Access and affordability
- Innovation
- Collaboration and multidisciplinary endeavor
- Integrity, transparency, and trust

CORE GOALS

In her first year, President Kristina M. Johnson outlined the following four broad goals for the university:

Academic excellence and a culture of true inclusiveness — with outstanding faculty who attract great students and staff, all of whom learn from each other.

Excellence in research and creative expression — as we generate brilliant ideas in laboratories, libraries, art studios and fields and pastures.

Excellence in entrepreneurship and partnership — as we move our discoveries into the communities in which we live and serve.

Excellence in service to the state of Ohio, the nation and the world — we need to be accessible, affordable, innovative and caring.

CFAES STRATEGIC ALIGNMENT 2021

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November 2021



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
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LETTER FROM THE DEAN

In 2019, our College of Food, Agricultural, and Environmental Sciences (CFAES) undertook a year-long strategic alignment and planning process. Our goal was to listen closely so that we might identify priorities for our work.

But just as importantly, we sought to bring together faculty, staff, students, and stakeholders to have conversations that would lead to discovery and alignment, positively impacting our organizational culture—improving “the way we do things” around here.

Creating or improving organizational culture strengthens our community, collegiality, and collaborative atmosphere. It also strengthens both internal and external partnerships rooted in shared values, core principles, mission, and vision.

During 2019, a total of 467 people provided input during one of our 21 in person meetings (and an additional 522 people responded via five online surveys). Participants included students, staff, and faculty within our college, as well as individuals from other colleges, partner organizations, funders, and stakeholders.

During our alignment conversations, the ideas of commitment and accountability, how we can act as one-college, and how we act responsibly and with integrity, were all articulated.

Our community clearly wants change. They said they want to improve our culture, communications, collaboration, outreach, teaching, operations, facilities, efficiencies, and processes. People want to find the best way possible to serve our stakeholders as we move into the future.

More information on our strategic alignment and planning process is available at <https://cfaes.osu.edu/about/strategic-alignment-and-plan>

Sincerely,



Vice President for Agricultural Administration and Dean
College of Food, Agricultural, and Environmental Sciences



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CFAES STRATEGIC FOCUS... A PREAMBLE

THE CORNERSTONE COLLEGE

The cornerstone is the first stone set in the construction of a masonry foundation. All other stones are set in reference to this stone, thus determining the position of the entire structure. At the university's founding, our college was a cornerstone college created with the acceptance of the Morrill Land Grant Act of 1862, "without excluding other scientific and classical studies and including military tactic, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

As our comprehensive university changes and evolves, the fundamental importance of our college and its disciplines remain. While the issues and challenges change, this college was founded with the recognition that our disciplines are critical to ALL life on this planet. This is our work. 150 years later, CFAES remains a cornerstone college for The Ohio State University both because of our founding and because our disciplines are fundamental to health and sustaining life. This work is not easy, requiring strategic focus on not only our core missions of teaching, research, and outreach, but also our focus on the statewide infrastructure that supports those missions. We have a significant legacy of impact and leadership, and continually seek ways to broaden our impact throughout Ohio and around the world.

What is the College of Food, Agricultural, and Environmental Sciences?

1. **The College of Food, Agricultural, and Environmental Sciences is a land-grant college.** We are committed to scholarship across three mission areas (teaching, research, Extension) with a commitment to serving our state in addition to the country and world. As a land grant, we are part of a cooperative structure which includes key partners all dedicated to integrating research, education, and Extension to improve the food and agricultural sectors, the environment, and the quality of people's lives. We educate not just college students but individuals across the lifespan. We work to ensure that groundbreaking scientific discoveries are brought out of the laboratory and into the hands of those who can put them to work.
2. **The College of Food, Agricultural, and Environmental Sciences operates as one college across 3 campuses.** We are one college with multiple components, united in our purpose but with different strategies and missions. Our college includes three campuses (Columbus, CFAES Wooster, and statewide), OSU Extension and 4-H, ATI, the

Ohio Experiment Station (also known as OARDC), multiple academic units, research stations, and unique centers, institutes, and programs.

3. **The College of Food, Agricultural, and Environmental Sciences has its roots in agriculture, and like agriculture, has evolved so that the future includes a complex blend of important disciplines and systems.** Work in and around agriculture has evolved (and continues to evolve) over the past 12,000 years and has had a profound impact on civilizations, health, the environment, and nearly every aspect of human experience. Agriculture is essential to human survival as is our work in environment and ecosystem sustainability. As a result, we seek to balance the dynamics between viable agricultural production, food security and safety, and environmental and ecosystem sustainability. Addressing these dynamics also intersects with the human condition. We particularly acknowledge the tensions and opportunities which exist within our disciplines, perspectives, constituents, and focus, whether rural and urban, production agriculture and environmental, or applied and basic science. To say this is complex is likely the greatest understatement of our 150-year history, and yet, it drives directly at the very reason for our existence. CFAES is uniquely poised to grapple with some of humanity's grandest challenges that affect us locally and globally.

Why Strategic "Alignment"?

As we built our plan, we did not organize it around the traditional mission areas of teaching, research, and Extension/outreach. Instead, we recognized and embraced, as our values dictate, that the mission areas overlap and intersect giving us something more dynamic than if siloed alone. Because we embrace the overlaps and intersections, we embrace that our initiatives overlap and intersect, as well. As such, our plan emerged as tightly knit, where the pieces and components complement each other as opposed to standing alone.

As you read this document you will see that we outline our **CFAES Values**, which serve to guide our work and actions, at all levels, transcending context and time. Our **CFAES Goals**, bounded by our values, outline our priorities for the next 5 years, giving us a clear indication of where we should focus time and resources. Our **CFAES Initiatives** are our goals brought to life, in various programs and projects that help us accomplish our goals. The initiatives in this document are at the college level but we recognize there will also be department and unit level initiatives that also contribute to our goals.

As the pages of our next strategic plan unfold, read it as a call to action. We ask you to join us as we live out our purpose: ***We Sustain Life.***

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CFAES VALUES: A LAND-GRANT APPROACH

Strategic plans often begin with mission, vision, and values statements. Values transcend context because they are based on what is important. When conditions change, our values can help us re-focus and make better decisions. Being the cornerstone college at a land-grant university makes the land-grant principles a part of who we are. As part of our DNA, these principles on which land-grant universities were founded serve as primary drivers behind our values.

Land-Grant Scholarship

- Embrace a land-grant approach that not only includes (values) the scholarship of discovery but also values the scholarship of teaching and the scholarship of engagement (Extension and outreach)
- Valuing innovation in discovering, translating and disseminating knowledge toward meaningful outcomes.

Lifespan Learning

- Engaging with individuals across the lifespan to deliver relevant and valuable learning experiences.
- Being viewed as a trusted source of knowledge for our students, participants, and stakeholders as they continue their growth in their career or in life.
- Emphasizing learner-centered approaches that promote critical thinking.

Diversity, Equity and Inclusion

- Recognizing the importance of not only being able to engage with people from diverse backgrounds around issues of food, agriculture, and the environment, but taking intentional action to ensure that anyone who wants a place at the CFAES table feels welcome and valued.
- Living up to our [CFAES Principles of Community](#).

Integrity and Accountability

- Doing the right thing when no one's looking. Being transparent; building trust.
- Holding ourselves accountable to the public we serve and ourselves via science-based knowledge; acting responsibly and justly in our actions and decisions.

Permeable Borders

- Embracing collaboration beyond partnerships; converting “we-they” to “us”
- Engaging whether within the university (interdisciplinary work), business and industry, non-governmental organizations, communities, or other universities.
- Being trusted and valued collaborators.

CFAES LAND-GRANT ACKNOWLEDGEMENT:

As the cornerstone college of The Ohio State University, we respectfully acknowledge that the land which provided our funding was mostly in the unsettled parts of our nation in the 1860s and was the homeland of many Native American tribes.

While there has been a focus on the land in what is now Franklin County on which the university now sits – this is not all the land which created our land grant. In 1862, when the Morrill Act was passed, most of the eastern United States was already settled. The country was cash poor but had just opened western lands for settlement. Each state which accepted the land grant act was given 30,000 acres of land which most immediately sold. Proceeds from that sale were used to establish the initial 1862 land-grant universities. It is also important to note that even with the focus on educational access, many of these institutions

were not originally open to all (although some were). We recognize and acknowledge that this is part of the story of our land-grant university, while at the same time celebrating that the spirit of our institution is to acknowledge our history, recognize our shortcomings, and continue to evolve and strive to meet the aspirations of access and opportunity, while serving as broad a constituency as possible. The land grant ideal was focused on access and opportunity, learning and growth, innovation and engagement – and it has always included a willingness to re-evaluate where we as an institution might fall short – and challenge ourselves to continually do better to meet that ideal.

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CFAES COLLEGE OVERVIEW

The College of Food, Agricultural, and Environmental Sciences (CFAES) is proud to be a cornerstone college of The Ohio State University. Both got their start in 1870 when the Ohio General Assembly established the Ohio Agricultural and Mechanical College, now The Ohio State University.

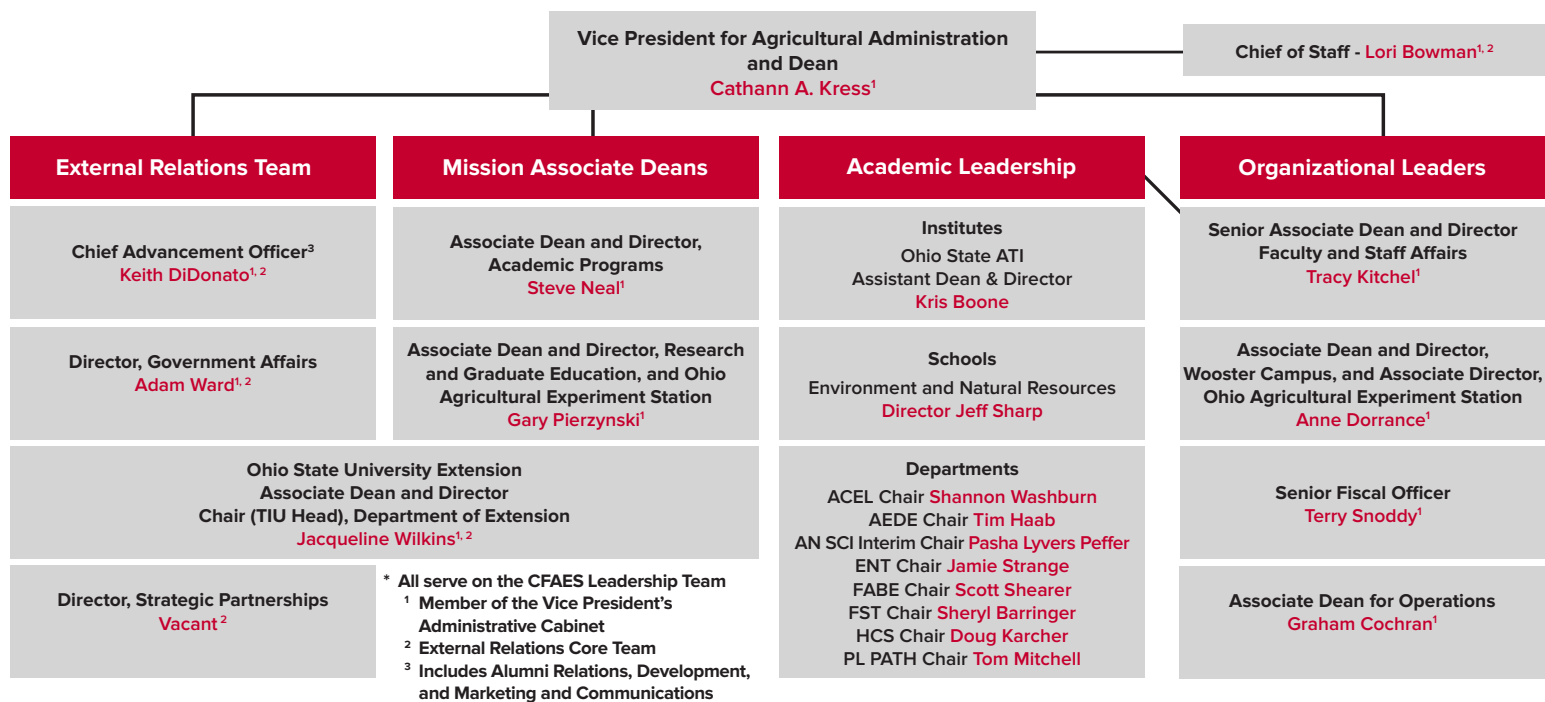
CFAES was made possible through the provisions of the 1862 Morrill Act, signed by President Lincoln, which revolutionized the nation's approach to higher education, bringing a college degree within reach of all citizens, not just the elite.

The Morrill Act paved the way for the Hatch and Smith-Lever Acts, which created agricultural experiment stations and a cooperative extension service (the Ohio Agricultural

Research and Development Center [OARDC] and Ohio State University Extension in Ohio) to conduct and take research from the university directly to farmers and homemakers.

CFAES has a significant presence on three campuses – Columbus, CFAES Wooster, and Statewide. Our statewide presence includes Extension work in all of Ohio's 88 counties. In addition, CFAES has research stations and field labs covering a land asset base of over 11,000 acres. The breadth and depth of our college has been and remains substantial. Today, our world-class teaching, research, and outreach—the everyday work of our college—impacts local, state, national, and global communities. Our goal is to be the standard of excellence for colleges of food, agricultural, and environmental sciences.

SENIOR LEADERSHIP CABINET AND TIU LEADERS



OUR DEPARTMENTS AND SCHOOLS

10 academic units + OSU Extension in all 88 Ohio counties:

- Department of Agricultural Communication, Education, and Leadership (ACEL)
- Department of Agricultural, Environmental, and Development Economics (AEDE)
- Department of Animal Sciences (AS)
- Department of Entomology (ENT)
- Department of Food, Agricultural and Biological Engineering (FABE)
- Department of Food Science and Technology (FST)
- Department of Horticulture and Crop Science (HCS)
- Department of Plant Pathology (PP)

- Ohio State ATI
- School of Environment and Natural Resources (SENR)

OUR SUPPORT UNITS

- Advancement
- Agricultural and Animal Operations
- Facilities and Capital Planning
- Diversity, Equity and Inclusion
- Finance
- Government Affairs
- Human Resources
- Information Technology
- Safety
- Strategic Partnerships

CFAES BY THE NUMBERS

Provides a snapshot representing current information about our college.

OUR COLLEGE

CFAES

- 1 college
- 10 academic units plus Ohio State University Extension
- 22 bachelor's degree majors
- 26 associate degree majors
- 32 minors

OUR THREE CAMPUSES



- **Columbus** campus = 1,054 acres
- **Wooster** campus = 4,251 acres
- **Statewide** campus = 5,874 acres

OUR FACULTY AND STAFF



- 402 faculty (professors and lecturers)
- 1,405 staff
- 11.5:1 student-to-faculty ratio

OUR ALUMNI



- 44,607 living alumni
- \$47,292 average starting salary for undergraduate alumni

OUR STUDENTS



- 2,977 total undergraduate students
- 2,319 undergraduate students on the Columbus campus
- 520 CFAES Wooster campus students
- 138 regional campus students
- 513 graduate students

OUR STUDENTS' SUCCESS



- \$2.8 million+ in CFAES scholarships are awarded annually
- 80% of freshmen scholarship applicants receive an award
- 93.8% of graduates are employed or are enrolled in graduate or professional school within six months of graduation
- 33% of students on average, study abroad (compared to 19% for Ohio State overall)

OUR RESEARCH



- \$50 million in new awards
- 1,057 active projects
- 27 new inventors
- 33 invention disclosures
- 5 new patents

OUR RESEARCH AND EXTENSION FACILITIES



- 88 county Extension offices
- 11 research stations and field labs
- 2 arboreta
- 1 wetland research park
- 1 island field lab
- 1 Biosafety Level-3 research facility

OUR EXTENSION OUTREACH AND ENGAGEMENT



- 1.5 million+ educational contacts
- 190,000+ Ohio 4-H projects and programs completed
- 250,619 adults, teens, and youth reached with SNAP-Ed programs
- 90,800+ youth in Ohio 4-H
- 5,896 families and 44,380 youth impacted by the Expanded Food and Nutrition Program (EFNEP)
- 18,394 Ohio 4-H adult and teen volunteers
- 2,900 Master Gardener Volunteers, giving back 165,945+ volunteer hours

CFAES STRATEGIC ALIGNMENT 2021

CFAES STRATEGIC SCAN

This section provides a brief sketch of the context for our college's strategic alignment and planning process. This undertaking has clearly shown that our strength is in the breadth of sciences (both social and bench) that span unique and inter-related disciplines of food, agricultural and environmental sciences. These disciplines bring significant capacity to addressing the four grand challenges we've identified as critical to our work and to our world.

A foundational deliverable of our alignment process was gathering and curating information on the key external and internal factors that may affect CFAES over the next several years. Salient items are outlined below.

THE EXTERNAL ENVIRONMENT*

An overall summary of the CFAES external environment context is found in the four identified Grand Challenges that our world is facing. Nearly everything we do is aimed at addressing one or more of these. Our response is rooted at the intersections of teaching, research, and engagement.

1. Sustainability - simultaneously ensuring viable agriculture production, food security and safety, and environmental and ecosystem sustainability.
2. One health - studying the intersections or interactions among human, animal, and environmental health.
3. Rural-urban interface - exploring the tensions and opportunities created in the communities, industries, policies, economies, and communications among rural and urban residents.
4. Leadership - preparing the next generation of scientists and leaders.

Let's think back into time. Around 12,000 years ago, humans began to use agriculture as a means for nourishing not just individuals, but whole communities. This process changed human life dramatically. Farming made it possible for us to live together in larger and larger groups, for towns to form, for our populations to grow, and for us to learn from each other. Those connections—the collective learning shared about new tools, new uses for clay and metal, new techniques—increased the rate of innovation. Without having to constantly search for food, humans began to explore new modes of travel on land and on sea, the written word, the arts and literature, the evolution of religion, and the sharing and preservation of information. Agriculture had become the cornerstone that allowed learning and knowledge to flourish.

So, it is no surprise that colleges of agriculture served as the focus of land-grant universities as they developed across our nation. In 1870, when the Ohio Agricultural and Mechanical

College was founded, the population of the United States was much like it was in Ohio in which about 80 percent of the population called rural areas home, and farming was largely their main occupation. Ohio farmers grew corn, wheat, oats, and barley among their crops. They raised cattle, sheep, and pigs. Some of the farmers grew tobacco, some grew hemp. Soybeans had just started to find their feet.

Cooperative Extension was added as an arm of land-grant universities in the early 1900s to bridge a gap between research at land-grant universities and the people who needed it the most—rural citizens engaged in agriculture. Extension developed deep relationships with the communities they served, sharing their findings on a new crop or planting practice, and working side-by-side with farmers to refine and apply those results in the field.

Today, Ohio's population is more than four times greater than it was in 1870, or nearly 12 million. The state's largest cities (Cleveland, Columbus, and Cincinnati) each have more than 2 million people in their wider metropolitan areas. And the ratio of who lives where has flipped 180 degrees: about 80 percent of Ohioans live in urban areas, 20 percent in rural areas. And though farming remains a large sector of the agricultural economy, value added processes such as food development and processing have grown exponentially. And as the population has increased, environmental concerns and stressors have become more salient. Hence our College has grown beyond agriculture, and expanded to include the related areas of food and environmental sciences.

These three focus areas of our college are interrelated. And they're all essential to agricultural and food production processes. Ohio farmers produce many of the same types of crops and livestock as they did 150 years ago. But thanks to improvements driven in large part by land-grant research and development, the specific crop varieties are healthier, their yields are higher, production practices have improved, and livestock lines are healthier and more productive too. There are booms, to name a few, in urban farms, organic farms, Farm-to-School farms, greenhouses, vineyards, plant nurseries, and Ohio's already huge food processing industry. The number of farms in the state producing those crops and feeding so many of us stands at only about 78,000, according to the U.S. Department of Agriculture's most recent Census of Agriculture, or about one farm for every 150 Ohioans. While fewer people are directly involved in farming, Ohio's agricultural and food production industry remains a vital part of the Ohio economy, contributing 1 in 8 jobs and \$1 out of \$13 of Ohio's gross state product.

CFAES STRATEGIC SCAN

Addressing the first grand challenge:

Sustainability & Food Security

The first grand challenge touches on our most fundamental human need—food security, which includes the production, distribution, accessibility, and safety of our food through sustainable means. Food security has significant implications for human health, but also serves as the foundation for nation's sustained economic growth and national security. Food security is much broader than an agricultural issue, it requires an interdisciplinary approach and actions across all components of society.

Without stable and long-term food security, a series of negative consequences emerge from impacts on individuals with chronic malnutrition, impacts on the environment, to impacts on communities and governments. Food security is important both in terms of understanding the broad and interconnected food system and access to food for individuals, but systemically to appreciate the influence on regional, national, and global systems.

Another facet of food security, is shifting from a focus entirely on production and access – essentially, yield, to placing that within the context of environmental and ecosystem sustainability. One of our most pressing issues includes the importance of water quality. Whether harmful algal blooms in Lake Erie, hypoxic (low-oxygen) areas in the Gulf of Mexico, or the health of local rivers and streams, all have potential to impact health, food production, and economic stability.

Our college, sitting within our comprehensive university is dedicated to answering the challenge of what is needed to support complex food systems which ensure human health, strengthen environmental and ecosystem resilience, and support economic growth and national security.

Addressing the second grand challenge:

One Health

Colleges of agriculture, through partnerships with other departments at our universities, are poised to focus on this second grand challenge: One Health—the integration of human health, animal health, and environmental health. These three areas are inextricably linked. As our world's population increases, our applied research must remain focused in these areas.

We live at a time when there is a greater probability of a pandemic than ever before, mostly because of the concentration of populations, both human and animal. It is increasingly understood that agriculture plays a significant role in disease prevention not only through promotion of good nutrition but through a greater understanding of the role foods can play in treating diseases like cancer.

Faculty in our Center for Food Animal Health (CFAH) leveraged a National Institutes of Health (NIH) Grant for over \$2 million focusing on development of low-cost

strategies (such as supplemental vitamin A) to enhance immunity critical in swine and humans. And efforts to refocus a Discovery Theme Initiative, Foods For Health, make us think it's just as likely that the cure for cancer will be found by a food scientist, as a medical researcher.

Antimicrobial resistance is one of the most serious global public health issues (over 700,000 deaths related to Antimicrobial Resistance and costs \$2 billion to the global economy annually). CFAES is looking at the impact of antimicrobial use in plant agriculture on emergence of antimicrobial resistance using a one-health approach.

Addressing the third grand challenge:

Rural-Urban Interface

As a result of changing demographics, a third challenge facing agriculture in the next decade is improving the consumer's perception of modern agriculture. With fewer of us engaged in agriculture, the gap between consumers and farmers has grown, with misperceptions and misunderstandings about where food comes from, whether it's safe to eat, and how well we care for the land and water entrusted to us.

Most negative perceptions are based on a distrust of technologies that improve agricultural efficiency. In order to overcome the long-term challenges facing agriculture, it is imperative that consumers become more confident in modern agricultural practices.

Shifts in our demographics and industry mean that for the first time in our nation's history, a strong production agriculture does not necessarily guarantee a strong economy for rural America. And so, we have rural communities struggling to find a foothold in today's economy. Nearly 60,000 high-skilled agriculture job openings are expected annually, yet our agricultural colleges produce only about 35,000 graduates each year. Many of them are not traditional production agriculture jobs but are driving the innovations and technology required to feed the world's growing and increasingly diverse population.

Addressing the fourth grand challenge:

Leadership

The final grand challenge directly impacts the success with which we will be able to address our current wicked problems and future challenges. With unprecedented research opportunities ahead of us, to find solutions to the grand challenges facing our world, there is a great need to continue to attract and prepare students for the future, many of whom have little to no background in agricultural or environmental issues, nor in managing operations or leading organizations and communities.

These new jobs in food, agricultural, and environmental sciences include work with drones for remote crop sensing, greenhouse control systems that use machine learning

CFAES STRATEGIC SCAN

to dispense precise amounts of fertilizer, horticulturists, and food scientists working together to create more nutritious foods that combat cancer, and much more. But these jobs will also require expertise in critical 21st century skills such as design thinking, critical analysis, problem solving, technological literacy, emotional intelligence, communication, collaboration, diversity, creativity, and other necessary skills broadly categorized under leadership.

Given the scope and complexities of these challenges, we have a compelling mandate to broaden and refine our Extension, engagement, and outreach efforts. We need to include more university resources, technology transfer, and industry partnerships so that a broader audience can appreciate and value what we do. We must balance related and significant goals of viable agricultural production, food security and safety, human and animal health, and environmental and ecosystem sustainability.

Addressing the challenges represented in each area is critically important for our colleges, our universities, our communities, our country and our world—meaning the relationship between the university and surrounding communities remains just as relevant today as it was 150 years ago.

We need to continue our on-ground presence of Ohio State University Extension professionals, a tremendous asset to fostering collaboration across the university and with communities that is paramount for long-term engagement. This connection to communities, already in place and fully leveraged, will result in a more engaged institution, addressing vital community needs.

Colleges similar to CFAES, in whatever variety they exist, remain a cornerstone of the land-grant university.

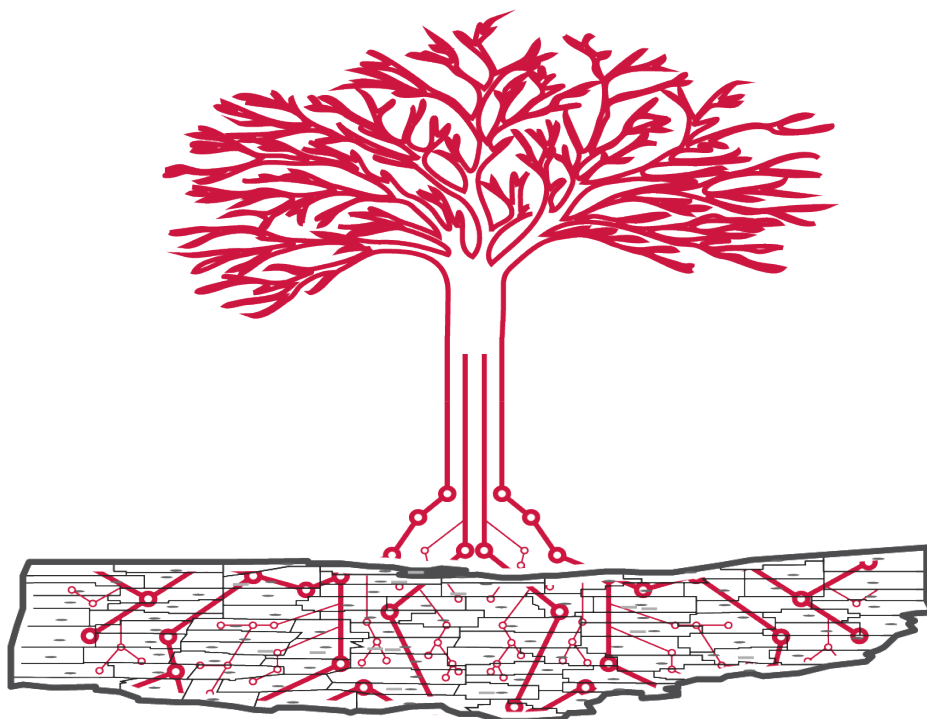
*Note: Portions of the external scan content were exempted from: Kress, C. A., & Cochran, G. R. (2020). Agriculture as the cornerstone college in the Twenty-First-Century land-grant mission. In S. M. Gavazzi and D. J. Staley (Eds.), *Fulfilling the 21st century land-grant mission: Essays in honor of The Ohio State University's sesquicentennial commemoration*. (pp. 130-136). Trillium, an imprint of The Ohio State University Press

THE INTERNAL ENVIRONMENT

Items affecting the internal environment of any organization are more complex. Opportunities and challenges manifest in differing ways. Our year-long strategic alignment process has identified successes and strengths that we will build upon, and it has shown areas in need of improvement.

Overall, internal environment factors are briefly outlined below.

1. Commitment: What is our commitment to our work, students, partners, colleagues, selves?
2. Accountability: How do we hold ourselves accountable?
3. One College: Our strategic alignment process input clearly shows:
 - People are ready for the next iteration of what our college should be (improve our culture, communications, collaboration, diversity, teaching, operations, facilities, efficiencies, processes, etc.)
 - People wish to find the best way to serve the public.
4. Budgets / funding
5. New Technologies
6. Online Education
7. Globalization
8. Student well being
9. Our college core values



CFAES STRATEGIC ALIGNMENT 2021

CFAES COLLEGEWIDE GOALS

-  **1. Student-First Philosophy**
-  **2. Innovative Scholarship to Sustain life**
-  **3. Capacity Building of Our People and Communities**
-  **4. Partner of Choice**
-  **5. Resource Stewardship in a One-College Model**

GOAL ONE: STUDENT-FIRST PHILOSOPHY



- Align decisions to ensure the learning, success, health and well-being of students is a high priority.
- Structure our college environment and academic processes so that anyone who wants to study with us finds us accessible, affordable, welcoming, and inclusive.
- Provide more experiential learning opportunities for students, such as including students in the work of our college (co-creators) in the teaching, research, and Extension missions.
- Enhance and reward excellent teaching and advising with training, resources, and recognition.

GOAL TWO: INNOVATIVE SCHOLARSHIP TO SUSTAIN LIFE



- Identify and create breakthrough scientific research to advance solutions to the most pressing global challenges facing humanity.
- Utilize basic, applied, action, and convergent research to solve critical issues for society.
- Enhance processes for creating, testing, and improving knowledge, synthesizing ideas, and innovation, as well as strengthening opportunities for inter- and transdisciplinary research, teaching, and Extension programs.
- Effectively and efficiently translate and communicate our research to make it accessible, usable, and impactful.

GOAL THREE: CAPACITY BUILDING OF OUR PEOPLE AND COMMUNITIES



- Embrace the richness and value of a diverse environment by welcoming and supporting diverse people, experiences, and ideologies.
- Design educational programming and professional development that is future-oriented, immersive, transcends boundaries (e.g., age, prospective employers, industry, program type, distance), and meets the needs of our people (stakeholders and employees, and the broader community).
- Support the workforce pipeline in food, agricultural, and environmental sciences by engaging prospective students in childhood and being a part of their development after they graduate.
- Build leadership capacity within our college (faculty/staff/students) and across Ohio communities.

CFAES COLLEGEWIDE GOALS

GOAL FOUR: PARTNER OF CHOICE



- Be a partner of choice focusing on transformational as opposed to transactional relationships.
- Engage our entire community (internal and external stakeholders) in various relationships, decisions, policies, and practices.
- Fulfill our commitment as a part of a cooperative (e.g., federal, state, county/city) in an everchanging world.

GOAL FIVE: RESOURCE STEWARDSHIP IN A ONE-COLLEGE MODEL



- Deploy a one-college model that standardizes decision-making and procedures across our three campuses and multiple units.
- Develop infrastructure that aligns with our commitment to sustainability (including our building and ecological footprint).
- Transform and improve the physical environment across all of our campus locations to support, inspire, and improve the way we work.
- Align financial planning with priorities and focus decisions with programmatic strategy.
- Maintain strong base funding from federal, state, and local governments and grow other sources of revenue for transformational impact.

CFAES STRATEGIC ALIGNMENT 2021

CFAES FEATURED INITIATIVES



1. Student-First Philosophy



2. Innovative Scholarship to Sustain life



3. Capacity Building of Our People and Communities



4. Partner of Choice



5. Resource Stewardship in a One-College Model

ATI AS WORKFORCE DEVELOPMENT DESTINATION (1,4)

Ohio State ATI's associate degree programs prepare students to enter the workforce in as little as two years. ATI is able to offer highly-specialized certificate programs that augment our associate degrees and provide a wide array of employment opportunities to graduates. The certifications include the Kubota Certified Technician program, 3M PPE certifications, Snap-On Multimeter credential, and the mikeroweWORKS

(MRW) Foundation's Work Ethic Certification. Ohio State ATI is the only institution in Ohio, and only one of 20 nationally, to offer the MRW Work Ethic Certification. In addition, Ohio State ATI has also worked with more than 60 organizations to provide training to their existing workforce to sharpen technical skills and management and leadership strengths.



ENROLLMENT TASK FORCE (1,4)

This faculty-led Task Force was created to lay the foundation for increasing our knowledge and understanding of our enrollment trends and data, engage faculty in considering our goals for engaging students, and review our enrollment plan for implementation across the college. The task force was also asked to consider the successful and seamless student

lifecycle that extends the full range, from awareness (such as in 4-H) to recruiting to retention to alumni engagement. Enrollment needs to focus not only on admitting students, but also on ensuring successful student progression and completion, successful launching of their career, and engaging alumni.



KNOWLEDGE EXCHANGE (KX) (2,4)

Funded through generous grant funding by Nationwide Insurance, KX is an online platform bringing together researchers, Extension professionals, decision-makers, and

communicators to share, explore, and engage with the world-class research from CFAES.



WATER QUALITY INITIATIVE (WQI) (2,3,4)

The WQI Director coordinates efforts to build support, generate resources, and implement programs that expand the impact of CFAES faculty to address critical water quality issues in Ohio. The Director supports the work of CFAES faculty and staff, coordinates with other college and Ohio State water quality programs, and builds stronger ties

between CFAES and other important water quality programs, efforts, and stakeholders across the state of Ohio, including creating and supporting formal forums that bring together researchers, students, stakeholders, and decision-makers.



WATERMAN AS AN INNOVATIVE COMMUNITY ENGAGEMENT, SCIENCE, AND TEACHING SPACE (1,2,4,5)

Enhance and expand Waterman as a core for teaching, research, and community engagement and a university hub for leading innovative science and public engagement in the food, agricultural, and environmental sciences. Across Lane Avenue from the West Campus Innovation District, its myriad ecosystems, facilities, and programs contribute





















































to our university's comprehensive focus on understanding and solving seemingly insurmountable problems – from food security to cancer to climate change. Waterman is where our many partners join us to advance knowledge and industry, communicate science, and prepare future leaders.



CFAES STRATEGIC ALIGNMENT 2021

CFAES CURRENT INITIATIVES

-  **1. Student-First Philosophy**
-  **2. Innovative Scholarship to Sustain life**
-  **3. Capacity Building of Our People and Communities**
-  **4. Partner of Choice**
-  **5. Resource Stewardship in a One-College Model**

CFAES INITIATIVES	 GOAL 1	 GOAL 2	 GOAL 3	 GOAL 4	 GOAL 5
ATI as Workforce Development Destination					
CFAES DEI Action Council					
CFAES Rapid Response Task Force					
Culturally Inclusive Mentoring of Under-represented Minorities (URM) in CFAES					
eBarns Program					
Enrollment Task Force					
Faculty Effort Guidance					
Industry Leadership Succession Planning					
Farm Financial Management and Policy Institute					
Knowledge Exchange					
Land-Grant Academy					
Master Planning Process					
Refresh our Infrastructure					
Relaunch of the Strategic Partnership Unit					
STARS Program					
Stone Lab/Sea Grant Transition					
Transition to CFAES International Programs					
Water Quality Initiative					
Waterman as an Innovative Community Engagement, Science and Teaching Space	