DATE: August 8, 2011
FROM: Rodney A. Erickson
TO: Susan C. Youtz
RE: Proposal for a New Academic Department Structure in the College of Agricultural Sciences

I support the enclosed proposal from Bruce McPheron to implement a new academic department structure in the College of Agricultural Sciences. The proposal follows an extensive process of consultation within the College and with related academic units in response to recommendations from the Core Council for Academic and Administrative Program Review.

Please process this proposal through the appropriate Senate Committees and Senate Council. Thank you for your assistance.

Enclosure

cc: Paula R. Ammerman
    Bruce A McPheron
August 8, 2011

Dr. Rodney A. Erickson
Executive Vice President and Provost
The Pennsylvania State University
201 Old Main
University Park, PA 16802

Dear Dr. Erickson:

Attached is a proposal for the restructuring of academic departments within the College of Agricultural Sciences, pursuant to the recommendations you provided in your memo of January 12, 2011, from the Core Council deliberations. I request that you add your endorsement and submit to the Faculty Senate for their evaluation and input.

As you are aware, we have engaged in an open and comprehensive process to arrive at this proposal. We have actively engaged faculty input and creativity, and we have listened to the input from our stakeholders – an important group in the success of our College. At the end of the day, however, this proposal represents what our faculty and administrative leadership feel will take us forward to the future. I believe that this proposed restructuring meets the spirit and intent of the Core Council recommendations. Our faculty debated the purpose of departments and determined that their highest value comes from ensuring that we maintain strong disciplines, both for discovery of new knowledge and for educating in the classroom and beyond. These disciplines underlie our ability to lead and contribute to vibrant interdisciplinary work, a hallmark of our College for decades and a requirement for success in the future. The departments we have created must be a starting point, not a barrier to, high-functioning collaboration across the College, Penn State, the nation, and the world. The departments as proposed reflect our efforts to capture vibrant scholarship evident among our faculty and to bring these scholars together in a manner that synergizes their contributions.

As I described in my May, 2011 progress report to you on Core Council implementation, we are moving aggressively to address your recommendations on academic programs. The current restructuring proposal references two degree program redesign efforts underway for which we anticipate submission to the Faculty Senate during AY 11/12. The restructuring proposal also commits the faculty of our newly reorganized departments to thorough evaluation and appropriate redesign of our other degree programs. These future changes will be submitted to the Faculty Senate for action at the appropriate times and we expect that they will ensure excellent programs that fully meet expectations for student enrollment and graduation at both the undergraduate and graduate levels. Work on Cooperative Extension structure and function is proceeding in parallel to our efforts to realign our academic departments.
I am pleased to present this proposal for your support and transmittal.

Sincerely,

Bruce A. McPheron
Dean

Attachment
AG Futures Implementation

A Proposal for New Academic Department Structure

in Penn State’s College of Agricultural Sciences

Give a brief definition of the proposal and its rationale, including the objectives that the proposal will address and/or problems that the proposal will solve. Please indicate curricular implications, faculty affected, and enrollment implications.

PROPOSAL AND ITS RATIONALE

In his memo of January 12, 2011, Penn State Provost Rodney Erickson set forth the expectation that the College of Agricultural Sciences would evaluate its current academic structure and propose a change that would position the College to continue its trajectory toward excellent fundamental and translational research, highly relevant and recognized Extension education programming, and education of career-ready graduates. This challenge was to be expected at some level; the College itself has twice in the previous decade (2001 and 2008) listed structural change as a desirable activity to ensure the continued success and relevance of our programs. Provost Erickson’s letter (hereafter, the Core Council letter and process) has served as a call-to-action that has catalyzed a response.

The Core Council letter put in place a process, described below and more fully on our AG Futures web site, to engage faculty, staff, and administrators in building from our strategic plans and visioning processes to propose a new College of Agricultural Sciences academic department structure that will enable us to achieve our vision of continued national and international prominence in our educational and research missions.

Consultation within the College established the ability to ensure excellence of training in disciplines as a core premise in the establishment of new departments. The College of Agricultural Sciences has a long history of effective leadership and participation in interdisciplinary endeavors – resident and extension education in addition to research programs.

PROPOSED DEPARTMENTS

The nine departments proposed in this plan are shown in the figure below. More specific information on the nine proposed departments may be found in Appendix A. This
information includes a descriptive statement of the scholarship that each unit will address, some key opportunities that connect to our strategic initiatives/imperatives and identify a number of emerging topics, areas of focus that were highlighted in the Core Council memo or in internal College discussions, a variety of high priority connections and partnerships, and an assessment of each department’s management of and participation in current academic programs.

**CURRICULAR IMPLICATIONS**

A Plant Science undergraduate curriculum redesign underway since last fall will not be affected by the restructuring; we anticipate sending a proposal to the Senate Curricular Affairs committee before December 2011. The Wood Products faculty have begun to deliberate recommendations to convert the Wood Products major to an option within another, existing degree or to a minor; we anticipate a proposal to the Curricular Affairs committee during AY 11/12 since this also will not be affected by restructuring. Other recommendations for curricular changes that are dependent on the restructuring will be addressed by program faculty following formal approval of the new structure. An administrative change, not affecting curriculum, will be made to the Ag Sciences undergraduate major during AY 12/13, as the
department currently administering that major (Agricultural & Extension Education) would not exist under the proposed departmental structure.

**FACULTY AFFECTED**

Faculty membership in five of the proposed departments will be essentially similar to their present constitution.

Agricultural & Biological Engineering: 12 tenured faculty (3 retiring by July, 2012, under voluntary retirement plan), 3 pre-tenure faculty, 5 non-tenure track academic appointments

Entomology: 22 tenured faculty (1 proposing phased retirement), 2 pre-tenure faculty, 4 non-tenure track academic appointments

Food Science: 11 tenured faculty (1 at Berks Campus, 2 retiring by July, 2012, under voluntary retirement plan), 4 pre-tenure faculty (plus one additional faculty position in final negotiations), 1 non-tenure track academic appointment

Plant Pathology & Environmental Microbiology: 14 tenured faculty (2 retiring by July, 2012, under voluntary retirement plan; 1 on phased retirement), 3 pre-tenure faculty, 2 non-tenure track academic appointments

Veterinary & Biomedical Sciences: 17 tenured faculty, 5 pre-tenure faculty, 12 non-tenure track academic appointments (includes the externally-funded Animal Diagnostic Laboratory)

Faculty membership in the remaining four proposed departments is drawn from multiple current academic units. Indicated below are the faculty (tenure, pre-tenure, non-tenure) complements for these proposed units. Also indicated are the existing academic units from which these faculty are drawn.

Animal Science: 17 tenured faculty (2 retiring by July, 2012, under voluntary retirement plan; 2 on phased retirement), 6 pre-tenure faculty, 7 non-tenure track academic appointments; faculty in the Department of Animal Science are drawn from the current Department of Poultry Science and the Department of Dairy & Animal Science.

Agricultural Economics & Rural Sociology: 37 tenured faculty (1 at Berks Campus, 1 retiring by July, 2012, under voluntary retirement plan), 6 pre-tenure faculty, 9 non-tenure track academic appointments; faculty in the Department of Agricultural Economics & Rural Sociology are drawn from the current Department of Agricultural & Extension Education and the Department of Agricultural Economics & Rural Sociology.
A mechanisum to request consideration for alternate placement into a new academic department will be established during fall 2011 in consultation with current faculty and academic unit leaders. We expect that this process will be activated following Board of Trustee approval of the new structure.

Another tool that we intend to employ in creation of these new departments is to consider joint budgetary appointments to reinforce connections of faculty with two disciplines. Given that the impetus for the proposed department structure is to ensure disciplinary depth, joint appointments can provide tangible and strong connections for faculty to a second department beyond their primary tenure home. We have been using this mechanism to connect to other colleges at Penn State for some time (current faculty jointly appointed in the Eberly College of Science, the College of Earth & Mineral Sciences, and the College of Engineering, with a proposed hire shared with the College of Health & Human Development in final negotiations), and the outcome has been exceptional. Faculty report no concerns over promotion and tenure, teaching expectations, or service requirements, and they uniformly relish the formal connections with colleagues across campus.

ENROLLMENT IMPLICATIONS

Upon implementation of our new structure, there will be opportunity and mandate to begin to fully analyze our degree programs and determine appropriate changes. The College’s undergraduate enrollment has grown sharply over the past five years, and faculty in the new departments will be tasked with a thorough evaluation of how best to continue this trajectory. Any requests for enrollment holds would be made in concert with the development of the appropriate curricular change proposal to the Faculty Senate or Graduate Council.
Describe significant relationships between the proposed change and other University programs and functions, including the general education function; indicate anticipated impact on all University locations.

The proposed plan to reduce the number of academic units in the college from 12 to 9 will have minimal impact on the graduate and undergraduate programs in the college. As indicated above, the development of a new Plant Science undergraduate major with several options will evolve during the 2011-12 academic year. The Wood Products major has experienced low enrollment and was noted for attention by the Core Council; the appropriate faculty are evaluating possibilities of transition to an option within an existing major or proposing a minor. This discussion is not directly dependent upon academic structure. It is anticipated that academic programs at the undergraduate and graduate level will evolve and emerge as the College continues to implement areas of strategic innovation and growth identified in the Fall 2010 AG Futures process.

The proposed academic unit structure will not affect other University programs and functions, general education, or other University locations.

List faculty consultations (including those with program heads) along with a synopsis of faculty views derived from consultations.

Our college has a tradition of substantive faculty engagement in matters affecting our collective future, and the development of the current restructuring proposal is no exception. The strategy at the core of the restructuring proposal was developed last fall through a process, AG Futures, in which 25 of 40 participants were faculty (including department heads). During the AG Futures process, a comprehensive communication plan was established that included monthly webinars presented by Dean Bruce McPheron as well as participant interviews and a survey distributed to over 6,000 individuals across the college and the Commonwealth to obtain input on future directions for the College. The Fall, 2010, process did not focus solely on restructuring, but it complemented our ongoing strategic planning by providing a 25-year horizon to the focus areas that our College must address to remain at the forefront of scholarship in the food and fiber sectors. It is upon this framework that the current proposal for change was assembled. A summary of faculty consultation and feedback follows.

January 2011: Core Council memo received, posted on college’s website, and discussed during a Dean’s webinar.
February 2011: Six teams worked to identify recommended structures; each team consisted of seven faculty members and one extension administrator. Current academic unit leaders conducted parallel discussions involving all faculty and staff in their respective units with reports provided to the Dean for consideration. Themes from faculty centered on opportunities and factors that should be present in new structures. Themes from staff indicated concern for job stability.

March-May 2011: Six proposed structures were presented in late February and posted on the college website. Faculty, staff, students, and external stakeholders were invited to provide detailed comments on the six proposals via web survey. A total of 322 survey responses were received, with 25% from faculty (n = 81), 22% from alumni and other external stakeholders (n = 71), 28% from students (n = 89), 24% from staff and extension educators (n = 76) and the remainder from other external stakeholders. Respondents were asked to rate each of the six team proposals against five decision criteria included in the team charge; proposals rated most highly were those submitted by teams 2 and 5. Dean McPheron met with the College faculty organization in a face-to-face meeting on May 10, and progress on the academic structure changes was the primary topic of discussion.

June 2011: From the six team proposals and subsequent feedback, Dean McPheron developed a proposed structure that he presented at a webinar on June 10. This comprehensive draft proposal was posted to our web site with a web-based form for feedback. He again met with the College faculty organization on June 22 to focus on answering questions and listening to feedback on the draft proposal. To date, 160 formal comments have been received via the web, email, or by letter regarding the June 10 proposal [61% from faculty (n = 97), 30% from external stakeholders (n = 48), 4% from staff (n = 7), and 5% from extension educators (n = 8)]. See Appendix B for a summary of comments and letters of support from Penn State deans.

If applicable, indicate how promotion and tenure will be addressed.

All current academic unit procedures are compliant with University policy and include the correct number of faculty. In each case of merged or re-associated units to form the new departments proposed herein, the P&T guidelines are different, primarily with regard to the size of the unit committee.

There are 30 faculty within the college who will be in the pre-tenure phase of their careers, effective July, 2012. Of these, 14 are in academic units that will be directly impacted by combinations of current units into new departments. Based upon standard pre-tenure progression schedules, four faculty would be applying for tenure in the fall semester (Fall, 2012) following implementation of our new department structure. We propose in those cases to use
the existing procedures for the respective department as if the merger were not taking place. Thus, these faculty members’ reviews will be conducted using the guidelines under which they have been working for the previous five years. For the remaining 10 faculty, the baseline would be to guarantee that the existing process under current academic units is available as a backstop. A transition team, comprised of faculty representing the disciplines in each new department, will be charged with defining the new P&T guidelines for the department, and we will ask the remaining faculty (and all new faculty hires) to transition to the respective new guidelines. If there are legitimate issues in any case (e.g., availability of appropriate disciplines for proper evaluation), we will have the backup of the existing guidelines in that case.

Each new department will have sufficient professors to serve on the P&T committee, per University guidelines. We have consulted with Vice Provost for Academic Affairs Blannie Bowen to ensure that pre-tenure faculty rights have been addressed and are protected.

**Indicate a timetable for the proposal.**

1) Presentation of Draft Academic Structure Plan (*June 10, 2011*, via webinar)
2) Comment period for College faculty and staff, external stakeholders (*June 13 – July 5, 2011*)
3) Additional consultation (Staff Advisory Committee to the Dean, *June 15*; open faculty meeting *June 22*)
4) Consideration of feedback and preparation of final proposal for delivery to Provost (*July*)
5) Initial assignment of faculty (tenure-track and fixed term) to new departments for purposes of proposal preparation (*July*)
6) Provost submits proposal with letter of transmittal to Faculty Senate (*August 9*)
7) Appropriate committees of Faculty Senate consult and provide recommendation to Senate Council (*August-September*)
8) Senate Council consideration of proposal (*September 27*)
9) Assuming we maintain this schedule, Board of Trustees would consider and approve (*November 11*)
10) Final assignment of faculty to new departments (*early 2012*; petition mechanism to be determined and activated following Board of Trustee approval of new structure)
11) Determination of staffing patterns to support new department (and College) structure (*early 2012*)
12) Selection and assignment of new department heads (*early 2012*)
13) Implementation of new department structure (*July 1, 2012*)
Indicate whether the proposal will have implications for certification, licensure, etc.

The proposed academic restructuring plan will not have implications for certification or licensure. All accreditations and licensure approvals can be accommodated with the proposed academic department structure.

Context of the process used to develop proposals from College faculty (January-February, 2011). The following section provides additional information about the process and some other elements of the Core Council recommendations as they relate to the academic restructuring covered in this proposal.

RELATED ASSUMPTIONS

The charge to the six Academic Structure Teams contained a set of decision criteria, and it is worth repeating these, as the criteria were used to evaluate various options for defining a new College structure.

- Degree to which the team's rationale provides a strong platform to successfully implement our Strategic Imperatives and achieve our Declaration while upholding our Values and strengthening our Core Competencies
- Best fit to ensure a smaller number of focused, robust, and forward thinking resident and extension education programs that meet societal needs
- Best fit to ensure innovative research that achieves our strategic imperatives and strengthens our core competencies
- Potential programmatic synergies to ensure growth that will warrant further strategic investment
- Degree to which recommendations for all three functions will lead to appropriate financial support

The outcome of this change will not be “business as usual.” Underlying these proposed departments is a series of strategic goals, developed through our strategic planning and our AG Futures processes. We will employ a new budget model when our final structure is approved and implemented. This new budget model will link the College’s investments in our departments to success in achieving these goals. We will remain open to emerging opportunity and endeavor to establish an agile organization. Our new structure will allow the College to honor our values, build from our core competencies, and achieve our strategic imperatives.

In this transition, our current academic programs must be managed soundly. Upon implementation of our new structure, there will be opportunity and mandate to begin to fully
analyze our degree programs – majors, minors, and options. Some of these analyses are expected by the Provost and Core Council, but we should be proactive and thorough. First, as mentioned above, the development of a Plant Science undergraduate major and any potential changes to the Wood Products major will continue since they are not directly dependent on a new structure and will ensure high quality outcomes for our students. Second, we will ask all academic programs to address learning outcomes for our existing baccalaureate programs during the 11-12 academic year. This is a campus-wide initiative, and our programs will benefit. Third, we will work on a new administrative model for the College-wide Agricultural Sciences B.S. program (administrative changes do not require Faculty Senate approval). Fourth, we will continue to administer the Environmental Resource Management (ERM) B.S. program through ENRI on behalf of the entire College during this year of transition. Upon implementation of our new academic structure, we will assess the options for ERM administration.

In this document, we do not directly mention the Extension programs that track to each of the nine proposed departments. However, it should be clear that every new department will have appropriate and significant Extension activity. The translation of our scholarship to practice is a key to the mission of this College, and it is a part of every single one of our areas of disciplinary expertise. Extension is, by virtue of recommendations from the Core Council, working on a variety of new approaches. This process focuses on several key elements: 1) we intend to continue an emphasis on providing local solutions through education, 2) we need to consider new business models and new delivery tools to provide those local solutions, 3) we must focus on fewer programs that have broad and significant impact to our stakeholders, 4) these programs require us to maximize our connections between educators in the field and faculty in academic departments, and 5) we need to reduce our administrative investment to maximize our ability to provide educational programming. We will work to finalize planning for our new Extension model in coming months and will integrate it with the approved academic structure. One change that we will implement soon is the migration of 4-H administration from its current academic department home to Extension administration.

Attachments:

Appendix A
Description of proposed departments

Appendix B
Summary of feedback on June 10, 2011 draft of proposed structure
Letter of support from Dean David Wormley
Letter of support from Dean David Monk
Appendix A - AG Futures Implementation

A Proposal for New Academic Department Structure

in Penn State’s College of Agricultural Sciences

The following pages are modified (responding to feedback) from the initial proposal presented to the College on June 10, 2011. For each proposed department, a brief description of the scope of the department is included, along with strategic areas (from our strategic planning and AG Futures work) that the department will address, the most significant connections of each department to other elements within the College and University, and the current instructional responsibilities of the departments. Further information on process and timing is incorporated in the proposal itself.
Food Science

**Rationale:** The Department of Food Science will address aspects of the supply chain of the food system as it moves from harvest to the consumer. Multiple focus areas for science, from fundamental work on chemistry, physics, and microbiology to translational application for product development and food safety, are the purview of this department. Health implications of our diet have emerged as both a scientific opportunity and educational need. This department will provide leadership in the nutritional aspects of our food supply in collaboration with appropriate partners.

**Key Opportunities and Focus Areas:**
- Food Safety/Good Agricultural Practices
- Food/diet/health (contribute to a One Health agenda)
- Gut microbiology
- Genomics and related sciences, particularly metabolomics
- Entrepreneurship
- Sustainability
- Strategically increase industry interactions (e.g., Extension opportunities w/ revenue enhancement)

**Key Connections within the College:**
- Agricultural & Biological Engineering
- Veterinary & Biomedical Sciences
- Animal Science
- Plant Science
- Plant Pathology & Environmental Microbiology
- Agricultural Economics & Rural Sociology

**Partnership Opportunities at Penn State:**
- Nutritional Sciences
- Materials Research Institute
- Huck Institute for the Life Sciences

**Responsibility for Current Academic Programs:**
- Food Science (undergraduate)
- Contribute to Environmental Resource Management (undergraduate)
- Food Science; Homeland Security-Ag Biosecurity Option (graduate)
- Participate in appropriate department-based, Intercollege, and dual degree programs (graduate)
Agricultural Sciences Academic Restructuring Proposal – Appendix A
August, 2011

Agricultural and Biological Engineering

**Rationale:** The Department of Agricultural and Biological Engineering will provide engineering solutions to a variety of agricultural & natural resource system needs. Research foci include support for agricultural production and food processing, energy opportunities, and air and water quality management issues. This department will play a leadership role in developing new approaches to value-added bio-based materials and is, by virtue of its relationship with the College of Engineering, a key link to synergistic opportunities.

**Key Opportunities and Focus Areas:**
Bio-based materials
Animal care & welfare
Energy (especially renewable and bio-based energy)
Water
Entrepreneurship
Sustainability
Strategically increase industry interactions

**Key Connections within the College:**
Food Science
Ecosystem Science & Management
Veterinary & Biomedical Sciences
Animal Science
Plant Science
Environment & Natural Resources Institute

**Partnership Opportunities at Penn State:**
College of Engineering
Eberly College of Science (Biology; Biochemistry & Molecular Biology)
Materials Research Institute
Huck Institutes of the Life Sciences
Penn State Institutes of Energy & the Environment

**Responsibility for Current Academic Programs:**
Biological Engineering [co-administered with College of Engineering]; Agricultural Systems Management (undergraduate)
Contribute to Environmental Resource Management (undergraduate)
Agricultural & Biological Engineering (graduate)
Participate in appropriate department-based, Intercollege, and dual degree programs (graduate)
Animal Science

Rationale: The Department of Animal Science will provide the science base to address issues from production to the early processing stages for food animal systems. Food animal production, especially the poultry and dairy industries, are a major driver of the Pennsylvania and regional farm economies, and this department will play a leadership role from fundamental discoveries in reproduction and nutrition to translational educational programs in flock and herd management. Food safety begins at the farm, and effective solutions will require research and education based upon expertise in this department. Equine and companion animals represent significant animal sectors in Pennsylvania and nationally, and the same needs from fundamental to translational research apply to these species, especially as they inform resident and Extension education programs.

Key Opportunities and Focus Areas:
Food Safety
Food/diet/health (contribute to a One Health agenda)
Gut microbiology
Genomics and related sciences
Reproductive biology
Animal care & welfare
Water
Entrepreneurship
Sustainability
Strong opportunities for industry interactions
Reexamine undergraduate curricula (VB SC – AN SC overlap; potential for avian/poultry option)
Reexamine graduate AN SC program
Engage in campus-wide life sciences graduate program initiative

Key Connections within the College:
Veterinary & Biomedical Sciences, including Veterinary Extension team
Food Science
Agricultural & Biological Engineering
Agricultural Economics & Rural Sociology
Entomology
Plant Pathology & Environmental Microbiology
Animal Diagnostic Laboratory

Partnership Opportunities at Penn State:
Eberly College of Science (Biology; Biochemistry & Molecular Biology)
Huck Institutes of the Life Sciences
Penn State Institutes of Energy & the Environment
Animal Science (continued)

Responsibility for Current Academic Programs:
Animal Science (undergraduate)
Contribute to Environmental Resource Management (undergraduate)
Animal Science (graduate)
Participate in appropriate department-based, Intercollege, and dual degree programs (graduate)
Veterinary and Biomedical Sciences

Rationale: The Department of Veterinary and Biomedical Sciences will focus on basic biomedical sciences with key connections to animal & human health. Research opportunities in immunology and infectious disease and toxicology will enable understanding of pervasive problems in environmental, animal, and human health. Translational research will turn this understanding into solutions, which this department will communicate via robust Extension and outreach programming. The Animal Diagnostic Laboratory serves as a connector with animal health expertise across Pennsylvania and the nation and delivers this collective capacity to animal producers in collaboration with Extension. This department will lead the College in a focus on a One Health agenda by uniting the full power of our disciplines.

Key Opportunities and Focus Areas:
Food Safety
Food/diet/health (contribute to a One Health agenda)
Gut microbiology
Genomics and related sciences
Infectious disease
Animal care & welfare
Entrepreneurship
Sustainability
Reexamine undergraduate curricula (IID – TOX overlap; VB SC – AN SC overlap)
Engage in campus-wide life sciences graduate program initiative

Key Connections within the College:
Animal Science
Food Science
Agricultural & Biological Engineering
Entomology

Partnership Opportunities at Penn State:
Eberly College of Science (Biology; Biochemistry & Molecular Biology)
College of Medicine
Huck Institutes of the Life Sciences
Penn State Institutes of Energy & the Environment

Responsibility for Current Academic Programs:
Veterinary & Biomedical Science; Toxicology; Immunology & Infectious Disease (undergraduate)
Contribute to Environmental Resource Management (undergraduate)
Pathobiology; Immunology & Infectious Disease; Molecular Medicine; Homeland Security-Ag Biosecurity Option (graduate)
Participate in appropriate department-based, Intercollege, and dual degree programs (graduate)
Agricultural Economics & Rural Sociology

Rationale: The Department of Agricultural Economics & Rural Sociology builds from strengths in applied economics, sociology, and education. Substantial synergy occurs at the intersection of these disciplines, and the scholarly base supports excellent resident and Extension education programs that focus on the human dimensions of food and agriculture, natural resource and environmental sustainability, and family and community resilience at local, regional, and international levels. In the face of substantial demographic and land use changes in Pennsylvania and the region, this expertise is an essential driver for integration of other technologies and practices developed in the College into society in meaningful ways. The department will lead the College by inserting our collective science into policy discussions. Opportunities for collaboration with the Smeal College of Business, the College of Education, and other colleges will ensure that our educational efforts in agribusiness, teacher education, and community, environment, and development remain at the highest caliber, producing graduates who are preferred by employers.

Key Opportunities and Focus Areas:
Human dimensions of the food, agricultural, & natural resource sectors
Education – teacher education
Food Safety/Good Agricultural Practices
Food/diet/health (contribute to a One Health agenda)
Animal care & welfare
Water
Energy
Entrepreneurship (including university-wide entrepreneurship minor)
Sustainability
Partnership with Smeal College of Business on basic business education
Reexamination of needs & market relative to AEE/AYFCE graduate programs
Move 4-H administration to Extension administration prior to new department implementation

Key Connections within the College:
Ecosystem Science & Management
Animal Science
Plant Science

Partnership Opportunities at Penn State:
Smeal College of Business
College of Education
College of the Liberal Arts (Economics, Sociology)
College of Earth & Mineral Sciences
The Dickinson School of Law
College of Health & Human Development (Prevention Research Center)
Agricultural Economics & Rural Sociology (continued)
Social Science Research Institute (including Children, Youth, & Family Consortium; Population Research Institute)
Penn State Institutes of Energy & the Environment
Rock Ethics Institute

Responsibility for Current Academic Programs:
Agribusiness Management; Community, Environment, & Development; Agricultural & Extension Education; Agricultural Science (undergraduate); Agricultural Business (Berks) (undergraduate 2-year)
Contribute to Environmental Resource Management (undergraduate)
Agricultural, Environmental, & Regional Economics; Rural Sociology; Agricultural & Extension Education;
Applied Youth, Family, & Community Education; Community & Economic Development; Human Dimensions of Natural Resources & the Environment; International Agriculture & Development (graduate)
Participate in appropriate department-based, Intercollege, and dual degree programs (graduate)
Plant Pathology and Environmental Microbiology

**Rationale:** The Department of Plant Pathology and Environmental Microbiology will take leadership in the role of microbes as critical determinants of environmental health. Building from historical strengths in plant protection, opportunities for contributions in systematics, diagnostics, and bioremediation build on expertise in microbial genomics and ecology. This department will continue to provide science-based education in plant health, but will have responsibility for connecting the broad community of microbiologists to identify and achieve intellectual synergies.

**Key Opportunities and Focus Areas:**
- Food Safety
- Food/diet/health (contribute to a One Health agenda)
- Gut microbiology
- Climate change
- Genomics and related sciences
- Infectious disease/Invasive species
- Sustainability
- Increase Student Credit Hour production (e.g., general education, potential of MPS in Plant Health)
- Engage in campus-wide life sciences graduate program initiative

**Key Connections within the College:**
- Plant Science
- Entomology
- Ecosystem Science & Management
- Food Science
- Veterinary & Biomedical Sciences
- Agricultural & Biological Engineering

**Partnership Opportunities at Penn State:**
- College of Earth & Mineral Sciences (Geography; Geosciences; Meteorology)
- Eberly College of Science (Biology; Biochemistry & Molecular Biology)
- College of Engineering (Chemical Engineering; Civil & Environmental Engineering)
- Huck Institutes of the Life Sciences
- Penn State Institutes of Energy & the Environment

**Responsibility for Current Academic Programs:**
- Agroecology (undergraduate)
- Contribute to Environmental Resource Management (undergraduate)
- Plant Pathology; Homeland Security-Ag Biosecurity Option; International Agriculture & Development (graduate)
- Participate in appropriate department-based, Intercollege, and dual degree programs (graduate)
Entomology

Rationale: The Department of Entomology will lead in the role of insects in systems that cut across issues of central importance to many sectors of the College and to society. The department will continue its role in plant health and protection, building on long-standing strength in biologically-based pest management strategies that offer ecological and economic benefits to producers and to society. Ecology and management of insect-vectored diseases are a key opportunity, as is continued leadership in pollinator biology and health. This department will play a key role in public outreach and Extension, with educational programs based upon innovative science.

Key Opportunities and Focus Areas:
Chemical ecology
Pollination biology
Contribute to a One Health agenda
Gut microbiology
Climate change
Genomics and related sciences
Infectious disease/Invasive species
Sustainability
Increase Student Credit Hour production (e.g., general education, potential of MPS in Plant Health; MPS in Homeland Security)
Engage in campus-wide life sciences graduate program initiative

Key Connections within the College:
Plant Science
Plant Pathology & Environmental Microbiology
Ecosystem Science & Management
Veterinary & Biomedical Sciences
Animal Science

Partnership Opportunities at Penn State:
Eberly College of Science (Biology; Biochemistry & Molecular Biology)
College of Earth & Mineral Sciences (Geography; Meteorology)
College of Medicine
Huck Institutes of the Life Sciences
Penn State Institutes of Energy & the Environment
Entomology (continued)

Responsibility for Current Academic Programs:
Agroecology (undergraduate)
Contribute to Environmental Resource Management (undergraduate)
Entomology; International Agriculture & Development (graduate)
Participate in appropriate department-based, Intercollege, and dual degree programs (graduate)
Agricultural Sciences Academic Restructuring Proposal – Appendix A
August, 2011

Plant Science

Rationale: The Department of Plant Science will focus on the science necessary to obtain the maximum genetic potential from plants. This, by definition, encompasses systems-based research from the genetic level through physiology and nutrition to cultivation and harvest. Plant-based agriculture underlies the agricultural production systems of Pennsylvania and the region, and this department will focus attention on maximizing sustainable production systems for food and feed. The “green industry” provides substantial opportunities as well; the foundation is identical to food and feed crops – from genetics through to the end user, be it for recreation, aesthetics, or ecological services. Education in the classroom and via Extension will build from excellent plant science research.

Key Opportunities and Focus Areas:
- Climate change
- Genomics and related sciences
- Systems biology
- Invasive species
- Water
- Energy
- Sustainability
- Strong opportunities for industry interactions

Implement recommendations of Plant Sciences Undergraduate Curriculum Task Force to establish visionary UG major in plant sciences
Engage in campus-wide life sciences graduate program initiative

Key Connections within the College:
- Agricultural & Biological Engineering
- Ecosystem Science & Management
- Entomology
- Plant Pathology & Environmental Microbiology
- Agricultural Economics & Rural Sociology
- Animal Science
- Food Science

Partnership Opportunities at Penn State:
- Eberly College of Science (Biology)
- College of Earth & Mineral Sciences (Geography; Meteorology)
- Huck Institutes of the Life Sciences
- Penn State Institutes of Energy & the Environment
Responsibility for Current Academic Programs:
- Agroecology; Horticulture; Turfgrass Science; Landscape Contracting (undergraduate); Turfgrass Science & Management (undergraduate 2-year)
- Contribute to Environmental Resource Management (undergraduate)
- Agronomy, Horticulture, Turfgrass Management (graduate)
- Participate in appropriate department-based, Intercollege, and dual degree programs (graduate)
Ecosystem Science and Management

**Rationale:** The Department of Ecosystem Science and Management will lead efforts spanning from basic ecology to sustainable and profitable management of natural resource systems, from soils to water to biological diversity. The importance – ecological and economic – of the forest ecosystems of the Commonwealth demand science-based solutions both for the forest industry and for the citizens of Pennsylvania. However, given the complex and changing landscape of Pennsylvania, natural resource issues flow from forest ecosystems into managed agricultural and suburban/urban land uses. The fundamental and translational research accomplished by this department will contribute to our understanding across these diverse landscapes. The department will provide a holistic, systems approach that underpins resident and extension education programs with cutting edge science.

**Key Opportunities and Focus Areas:**
- Climate change
- Genomics and related sciences
- Infectious disease/Invasive species
- Systems biology
- Water
- Energy
- Sustainability
- Strong opportunities for industry interactions
- Strong opportunities for enhanced Extension educational programs in forest and natural resource management issues
- Reexamine undergraduate curricula (Wood Products as option in FOR; potential to assume ERM leadership; potential for combined BS/MS in WFS)
- Engage in campus-wide life sciences graduate program initiative

**Key Connections within the College:**
- Agricultural & Biological Engineering
- Plant Science
- Entomology
- Plant Pathology & Environmental Microbiology
- Agricultural Economics & Rural Sociology
- Animal Diagnostic Laboratory

**Partnership Opportunities at Penn State:**
- Eberly College of Science (Biology)
- College of Earth & Mineral Sciences (Geography; Geosciences; Meteorology)
- College of Engineering (Civil & Environmental)
- College of Arts & Architecture (Landscape Architecture)
- College of Health & Human Development (Recreation, Park, & Tourism Management)
Ecosystem Science & Management (continued)

Huck Institutes of the Life Sciences
Penn State Institutes of Energy & the Environment
Materials Research Institute

Responsibility for Current Academic Programs:
Forest Science; Wildlife & Fisheries Science; Wood Products (undergraduate); Forest Technology (Mont Alto), Wildlife Technology (DuBois) (undergraduate 2-year)
Contribute to Environmental Resource Management (undergraduate)
Forest Resources; Soil Science; Wildlife & Fisheries; Human Dimensions of Natural Resources & the Environment (graduate)
Participate in appropriate department-based, Intercollege, and dual degree programs (graduate)
Appendix B - AG Futures Implementation
A Proposal for New Academic Department Structure
in Penn State’s College of Agricultural Sciences

The following pages contain 1) Summary of feedback on the June 10, 2011 draft of the proposed structure; 2) Letter of support from Dean David Wormley; and 3) Letter of support from Dean David Monk. Additional information on the multiple ways in which the majority of our 250 faculty were engaged throughout the restructuring process this spring is included in the body of the proposal.
1) SUMMARY OF FEEDBACK ON THE JUNE 10, 2011 DRAFT OF THE PROPOSED STRUCTURE

As described in the body of the proposal, Dean McPheron used the feedback received in March and April on the six structure team proposals to craft the single structure he formally presented on June 10, 2011. Following the June 10 webinar he asked faculty, staff, extension educators and external stakeholders to comment again, this time on the nine proposed academic departments as well as ideas for faculty re-assignment and selection of department heads. There was general support for the proposed departmental structure; the majority of other comments related to the proposed departmental names. Questions and comments were also received on the disciplinary make-up of proposed departments and the impact on specific programs. To date, we have received (160) formal comments via the web, email, or by letter regarding the June 10 proposal [61% from faculty (n = 97), 30% from external stakeholders (n = 48), 4% from staff (n = 7), and 5% from extension educators (n = 8)].

Dean McPheron changed two of the proposed departmental names in response to feedback. Changes were also made to opportunities and focus areas for some departments.

A summary of themes and representative comments is below. When comments are combined the number is listed.

THEMES/COMMENTS INDICATING GENERAL SUPPORT OR A DESIRE TO MAKE EVEN MORE CHANGES:

- Plan is Good
  - 9 departments is a good start (8 faculty, 1 external, 1 staff)
  - The proposed departmental restructuring is an incremental move in the correct direction, it “freshens up” and modernizes the look and presence of the college. Departments interconnect and it makes our college more agile and focused while addressing the need to economize and become smarter, leaner, and meaner, in what we are doing regarding accomplishing our mission-oriented research, outreach, and teaching. A plan that will help CAS address the needs of agriculture in the 21st century. (5 faculty, 3 external, 1 staff)
  - It’s a good plan. It’s a balanced and fair approach. (1 faculty)
  - Rationale and proposed structural changes to the College are clear. There is some excitement in seeing the synergies that could bear fruit under this plan. (1 external)
  - The merges proposed are logical and based on affinities between groups of faculty that should result in stronger units; this is particularly true for the newly proposed Animal Science and Plant Sciences units; the placement of soil sciences into a unit with a focus on the natural environment is also a good choice. One suggestion is that I think the Plant Sciences curriculum committee was premature. It makes sense to me for the new plant sciences dept. to take responsibility to overhaul the curriculum. (2 faculty)
  - Plant and Entomology focus will offer PSU an opportunity to become leaders in the industry. One additional focus would be on Ag software and systems – evaluation of plant health from satellite imagery, insect migration etc. In regards to extension there is a large void in my view. (1 external)

- Need to go further
It would have been desirable to achieve greater consolidation, additional restructuring needed, there was considerable resistance to breaking up departments. Lack of real change. (5 faculty)

The college mission and scope are essentially unchanged (just a reshuffling of personnel). (1 faculty)

Structure does not go far enough to create synergies. Think more integration could have taken place; environmental microbiology and plant pathology could be joined with plant sciences; food science and biomedical science should have been joined together. Finally Vet Science and Animal science could have easily been combined. Use NWG’s as a model to arrange departmental units. (3 faculty)

Sustainability—a “sexy buzz” word—does not seem genuine; sustainability often associated with some warm and fuzzy picture of agriculture that rejects technology and efficiency-based agriculture. Sustainability and other vague titles make for good sound bites, but how do they help the PA farmer? (3 faculty)

More detail on faculty distribution is needed; essentially six departments had no change. How will outreach/extension faculty be integrated into depts., provide guidance for cuts, streamlining and new directions (1 faculty; 1 external)

Need to have bold restructuring for the future, create units to focus on our land grant mission, create innovative undergraduate units for the future demands, reduce duplication in the administration offices, etc.; In my opinion, the proposed plan is not in concert with the original charge to the six AG Futures groups in that it is neither ‘bold’ nor ‘outside of the box’, and really does not look forward 25 years. (2 faculty)

The 9 department plan is an acceptable compromise. It achieves some consolidation with the least amount of disruption. I personally was in favor of a more dramatic restructuring to do away entirely with departments and replace with only 5 or so schools or institutes. In my opinion departments are an outdated and inflexible format that are no longer needed, and usually do more harm than good. (1 faculty)

It appears no undergraduate/graduate programs are being cut; it will be difficult to continue to support the same number of programs with fewer units. (1 staff)

- Why no changes to VBS, ENT, and PPATH — (n=5)
  - Extremely disappointed to see the lack of real change to help the college move into the future and the number of programs protected in the new plan. The proposed plan indeed did no harm to the units that were screaming during the AG Futures process to “leave them alone” (VBSC, ENT and PPATH). As such, silos were reinforced, not demolished. (1 faculty)
  - It seems there is considerable overlap among the proposed depts. of Environmental Micro/Plant Path, Entomology, and Plant Sciences. (1 faculty)
One such sentiment I've heard expressed several times is that there appears to be acquiescence to faculty discontent in Entomology and Plant Pathology regarding any departmental changes, even though their undergraduate programs have greater issues than those in Hort, Crops and Turf. The concern is that there may be "protection" of those faculty from significant change since Bruce, you and Dennis herald from those units. (2 faculty)

Essentially six departments experienced no change (two of these are among the smallest and have no undergraduate programs (entomology and plant pathology, which has a name change only) (1 faculty)

THEMES/COMMENTS RELATED TO PROPOSED DEPARTMENTAL NAMES AND DISCIPLINARY MAKEUP:

- **Forestry and Ecosystem Management** (now proposed as Ecosystem Science and Management)
  - Splitting crops and soils between 2 or 3 depts. would have grave consequences for our soil science graduate program, disconnect in placement -18
  - Place ERM within this unit; will eliminate duplication between ERM and forestry and wildlife fisheries-4
  - Forestry should remain in name of dept.; PA leader in hardwood lumber production and holds one of the richest largest and most diverse forests – 6
  - Forestry should NOT remain in name of dept.; implies importance of dept./buries programs - 2
  - ERE join dept. -6
  - Forest products shrinking to an option for forest science –doing a disservice to complexity of forest products-2
  - Other names:
    - Ecology and Ecosystem Management
    - Natural Resources and Ecosystem Science
    - Ecosystem Management
    - Environmental Conservation and Management
    - Renewable Resources Management
    - Renewable Natural Resources
    - Forest, Soils, and Ecosystem Management
    - Plant Sciences and Forest and Ecosystem Management
    - Agronomic Ecosystems and Forestry Ecosystems
    - Ecosystem & Watershed Management
    - Forestry and Ecosystems Management
    - Department of Ecosystems and Renewable Natural Resources
    - Forest and Agroecosystems
    - Forestry, Wildlife and Agroecosystems
    - Ecosystem Science and Management
    - School of Conservation and Natural Resources
    - Forestry, Soil Science, and Ecosystem Management
    - Forestry and Ecosystem and Soils Management
    - Ecosystem Science and Management
    - Natural Ecosystem Science and Management
    - Ecosystem Science, Management, and Production
Agricultural Sciences Academic Restructuring Proposal – Appendix B
August, 2011

- Department of Forest Resources
- Department of Renewable Natural Resources (or Renewable Resource Management)
- Department of Forestry and Ecosystem Management
- Horticulture, Agronomy, and Soil Science
- Forestry, Soil and Water Sciences
- Forest Resources and Ecosystem Management
- Natural Resources and Ecosystem Management
- Renewable Natural Resources and Ecosystem Management
- Forest Resources
- Renewable Natural Resources and Ecosystem Science
- School of Natural Resources and the Environment
- School of Natural Resources
- School of Ecosystem Science and Management
- Department of Ecosystem Science and Management

- Plant Science
  - Name popular in some circles but very generic; no one knows what the name means-5
  - Keep soil scientists with plant sciences-7
  - Propose program to unite entire current faculty in Horticulture and CSS-2
  - Other names:
    - Plant and Soil Sciences or singular.
    - Plant, Soil, and Agricultural Sciences
    - Plant and Agricultural Sciences or Plant, Soil, and Agricultural Sciences.
    - Horticulture and Crops and Soil Department
    - Crops and Soils and Horticulture Department.
    - Horticulture, Crop Sciences and Soils or any combination of the three names.
    - Horticulture and Agronomy Department
    - Crop/Horticulture and Soil Science within the name
    - Soils, Agronomic & Horticultural Crop Sciences
    - Horticulture, Agronomy, and Soils Department

- Animal Science
  - Move veterinary group to this dept. It would provide more synergies. -6
  - Cutting Poultry Science dept. would be a terrible idea-3
  - Keep “Poultry” in dept. name; understandable by industry, program doesn’t become buried-6
  - Other names:
    - Include Poultry in name
    - Animal and Poultry Science Unit
    - Animal and Avian Science Unit
    - Animal and Poultry Sciences

- Ag & Bio Engineering
  - Other names:
    - Ag & Bio Sciences
Agricultural Sciences Academic Restructuring Proposal – Appendix B
August, 2011

- Environmental Microbiology and Plant Pathology Dept (now proposed as Plant Pathology and Environmental Microbiology)
  o Name too broad in scope – too costly to implement.
  o Join with plant sciences-2
  o Will bring together people that have been solitary microbiologists, isolated in plant science depts.
  o Other names:
    - Plant Pathology and Environmental Microbiology

- Applied Social Behavioral and Economic Science (now proposed as Agricultural Economics and Rural Sociology)
  o Name too broad for a dept. that focuses on applied economics and sociology; dept will lose its identity, have active affect in relationship with stakeholders -16
  o Difficult to recruit/retain good faculty and to attract graduate students to support grants -9
  o Community is not what most of us do; it is more in agribusiness—6
  o Move applied economics to School of Forest Resources
  o Ag business is different from other business studies-2
  o Other names:
    - Applied Economics and Sociology
    - Applied Economics and Social Development
    - Applied Economics, Sociology and Education
    - Economic and Education Social Services
    - Agricultural Economics, Rural Sociology, and Agricultural Education
    - Social, Educational, and Economical Sciences
    - Agricultural Social and Economic Sciences
    - Social and Economic Sciences
    - Applied Economics (Sub-department)

COMMENTS ON A PROCESS TO REASSIGN FACULTY AND THE SELECTION OF NEW DEPARTMENT HEADS:

Per Dean McPherson’s request, respondents also suggested processes for the reassignment of faculty after initial placement in the new units, and selection of new department heads. Current numbers in the proposed nine departments reflect initial placement corresponding to the alignment of disciplines. A mechanism to request consideration for alternate placement into a new academic department will be established during fall 2011 in consultation with current faculty and academic unit leaders. We expect that this process will be activated following Board of Trustee approval of the new structure.

All feedback received to date is listed verbatim below.

FACULTY ASSIGNMENTS (n=12)

Propose individual faculty member have the primary responsibility to select dept. of his/her choice with brief explanation or proposal of his/her rationale - 3
- Post a list of proposed assignments on the web (list by ID or name); allow faculty two weeks to confirm tentative assignment. Several trusted faculty members could be appointed moderators to
facilitate this. An equitable petition process should be set in place this fall to allow changes in assignment. – 1
- Faculty interested in re-assignment be considered a “candidate” for new unit. First, discuss CV with prospective new unit leader, if mutual agreement regarding fit, perhaps that would be adequate grounds for decision. Alternatively candidate could give a seminar to unit faculty who could provide feedback to unit leader. If all proceeds favorable then final step might be a meeting of the two unit leaders (former, new) to discuss any unforeseen issues. – 1
- Faculty need to interview with the dept. head, faculty, and do a seminar – 1
- Essential to maintain groups that already interact and function well together, build on synergies – 1
- Establish a mechanism to share/consult with faculty involved and link it to the dept. head before making any commitment; prioritize cohesive groups, preview future interactions through the institutes. Dept. size should not matter the most, develop a career path within each unit especially for tenure track faculty. – 1
- Open decision process including private conversations of faculty w/unit leaders. Faculty should write a statement of how/why they feel they are a better fit and how they will contribute more effectively. Also describe gaps left in unit they currently housed. Unit leaders and Deans will have final decision authority about move. – 1
- Faculty in a graduate program which a faculty member wants to move will need to vote to admit that person as member of the graduate faculty consistent with practices for the hiring of new faculty.
- The idea of faculty being able to change depts. will be difficult to manage inviting more confusion – 1 staff
- Before making final assignments, give faculty members a provisional assignment to get a sense of who colleagues would be under new structure and then request revised assignments as necessary to create a best fit. – 1
- Resolve leadership issue before making faculty assignments - 1

**SELECTION OF DEPARTMENT HEADS (n = 11)**
- faculty of respective newly formed dept. have opportunity to vote for either one of the existing dept. heads – 1
- Once tentative faculty assignments are in place and extension connections are placed in units, it should be up to the faculty in that unit to decide who should be dept. head – 1
- Time for this discussion would be after faculty assignments are completed. Conserve resources by selecting among PSU faculty and admin. candidates. Candidates could express interest, give a seminar. – 1
- Determine if dept. head has support of their faculty. If answer is “no” then faculty in unit should decide whether they want someone from within or an outside search. – 1
- Leadership should come from outside of PSU; current leadership or other faculty from within current dept. would be challenged by perception of bias- 1
- Process needs to be rigorous and inclusive. Ideally all faculty members in a unit will reach consensus on a leader.
- Establish mechanism for replacement – 1
- Re-consider the wisdom of opening all dept. head positions for refilling; concerned about the immediate and long-term impacts, merger will cause considerable angst among faculty and staff,
inconvenience associated with relocation of faculty and staff offices and labs. Complete turnover of
dpt. leadership would be a worst-case scenario; even replace one-half will create havoc.-1
- Exercise privilege to retain and appoint heads, selectively keep high performing heads-1
- As long as University policies/procedures are followed why would all units need to follow the same
process? Regardless of process, faculty must be involved in selection. Not appropriate for College
administration to unilaterally appoint the Head-1
- For units that already have a leader in place, need a multi-step process; 1) decide with faculty input
if leadership will be changed, 2) if there will be a change nominate and identify new internal
candidate(s), 3) decide if it is necessary to expand the pool of candidates with an outside search, 4)
Choose among candidates in place—key point is that internal candidates should only be solicited
after a decision has been made regarding the existing leadership –1
July 29, 2011

Dr. Bruce A. McPheron  
Dean, College of Agricultural Sciences  
Penn State University  
201 Agricultural Administration Building  
University Park, PA 16802

Dear Bruce:

I am pleased to support the plan you and your colleagues have developed to restructure the departments in the College of Agricultural Sciences, and I also wish to affirm my commitment to continued collaboration across our colleges in the area of teacher education. I note that the Agricultural and Extension Education program will now be located in the Department of Applied Social, Behavioral, and Economic Sciences where there is an explicit focus on community. This organizational context will align well with our broader commitments to teacher education, particularly given the fact that ‘communities of practice’ are a central element of our teacher education conceptual framework.

I also note with satisfaction that the teacher education faculty in Agricultural and Extension Education will continue their relationship with the Professional Personnel Development Center located in Workforce Education and Development graduate program in the College of Education. The faculty will also continue to have representation on the Professional Certification Coordinating Council, which provides important advice regarding matters of teacher certification at Penn State. Finally, the College of Education will continue to coordinate teacher certification and accreditation processes for all teacher certification programs at Penn State, including the annual reports on teacher education and the upcoming reviews by the Pennsylvania Department of Education and the National Council for Accreditation of Teacher Education. We will work closely with our colleagues in Agricultural and Extension Education as we prepare all of the relevant reports.

I wish you and your colleagues the very best as your restructuring efforts move forward, and we stand ready to assist in any way possible.

Sincerely,

David H. Monk
July 27, 2011

Bruce A. McPheron, Dean  
College of Agricultural Sciences  
201 Ag Administration Building

Dear Bruce,

I am writing to confirm our continuing support for the Department of Agricultural and Biological Engineering in the College of Agricultural Sciences. The College of Engineering has had a long and historic relationship with the Department. We work closely with the department in recruiting students, engaging students with career opportunities and developing curricula that will prepare students well for future contributions to society and their professions.

To facilitate and continue the strong cooperative activities, we include the Head of the Department on our College Executive Committee and include faculty members from the department in our Faculty Council, who approves all curricula changes in the College of Engineering and provides advice on the College of Engineering strategic plan. The department participates in our Industrial and Professional Advisory Committee.

We are encouraged by the Department’s recent growth in undergraduate student enrollment and believe that this growth has occurred because of the new curricular offerings the department has developed.

Thus, the College will continue to strongly support interactions with the Department of Agricultural and Biological Engineering and views this relationship as a very positive and promising relationship for the future.

Sincerely yours,

David N. Wormley