ULs/Deans/Staff Meeting
October 16, 2007
Bravo Room, Johnston Hall
1:30-4:30 p.m.

PLEASE SHARE WITH ALL MEMBERS OF YOUR UNIT.

Attending: J. Floros, M. Sharer, M. Wirth, D. Behring, P. Wangsness, F. Gildow (for B. Christ), D. Calvin, R. Elkin, R. Steele, A. Dodd, M. Corbin, S. Smith, B. Devlin, T. Kelsey, G. Perdew, T. Schaffer, L. Ressler, C. Strauss, R. Marini, M. Fernandez, B. Kleiner, T. Hoover, M. Depp-Nestlerode, B. Bernatowicz, R. Young, J. Travis, J. McDougall, B. Williams, D. Sylvia, R. Kipp, J. Shortle

Updates

Steele
Farm bill postponed. IFAFS money (200M) given up in Senate Ag Committee. We are actively working with committee members to get this restored before formal markup.

Faced with another continuing resolution. Will stay in session until mid to late December.

Fernandez
Will know exact undergraduate enrollment numbers Friday. Indications are the numbers will be good.

Dodd
Graduate enrollment is 379 for programs; total 467 including 88 intercollege.

Schaffer
ERS System is being implemented university wide. The College of Agricultural Sciences will be implemented Oct. 29, 2007. Travelers will now be able to use their university purchase card for travel expenses. Caution- group meals are also involved. Due to the implementation process, you may experience your purchase card will work for group meals on Oct. 27 but it may not the following Monday as a result of finalizing MCC approvals which will be completed within a few days. Submittal of forms was explained. Monthly accumulations can still be done. There is a 60-day rule to submit expenses and receipts; this will be monitored.

Calvin
Greg Roth accepted the half-time program leader role for Renewable and Alternative Energy
There is an in-service for Energy on November 14-15 at the Bryce Jordan Center.

Jim Shortle is interviewing candidates for the Director of the Agriculture and the Environment Policy Center.

The Extension annual conference is Thursday.

Shortle
Received two new positions from PSIEE.

Update – IT Security Initiatives – R. Kipp
Guy Starsnic was hired in IT unit to work on network security. Paul Wangsness, Tom Schaffer, Neal Vines, Roger Martell, Craig Story, Steve Shala, and Guy Starsnic make up a college committee to deal with the security issue. The first goal is to identify within the college where our business offices are dealing with credit cards and banking industries. January 2008 is the targeted date to have credit card phase identified and secure. University and banking facilities have identified four levels of security risks. If you have any questions about the security network you can ask Neal, Guy or Roger. The expense factor is unknown at this point. We do know that routers put in counties a few years ago are very secure. There is a question of how open communications will be restricted; the fewer restrictions we have the more expensive it will be. Neal has been invited to serve on a committee on data security. The University has an inventory of how many servers are on campus and where they are located. The University is exploring the idea of creating a highly secure server farm that has true redundancy and backup. Phase I-credit card and payment card industry; Phase II-data security.

Strategic Plan

We have a time line we need to meet. College plan is due July 1, 2008, departmental plans are due fall, 2008. However, units should begin discussions and initial planning now.

Last meeting we looked at planning as an on-going process, discussed programmatic priorities identified in August 2006 and came up with new things.

Broader context is we are operating with same vision and goals in existing college strategic plan. We are operating within same operating priorities as last year. Think bold and consider longer term issues.

Think of context of each of your areas and longer term issues in the particular area of your group. Broadly thinking of human health and implications of that – the university is going in this direction and we should be positioned for this.

Could we take another look at the Sustainability report; there are good recommendations in that report.

For each programmatic priority look at tri-fold mission of college. Think about teaching (education), research and extension programs.

Steele said the memo from the Provost gives us our charge. Point #7 basically says, if I find a bunch of new money at PSU, give me your advice whether it should be invested in your college--be prepared to make our case that we are a good investment for Old Main. Point #6 is about recycling.

Topics:
- What major issues and trends are facing the college in this area?
- What opportunities do these issues and trends present for the college?

1) Food Safety and Quality

Information on current priority list is valid as we have it.
Tried to frame food safety in broader terms and discussed food industry being more consumer driven. We can frame other issues in a better light if we connect more to consumer we will have a better chance to be noticed and connected.

Issues and Trends

- Impacts are dependent on faculty's ability to interact/connect to consumers
- Consumer driven is more than communications but is a "connectedness."
- Health and wellness at core of change.
- Job, economic & community development should include – Economic impacts of manufacturing industry/health care
- Quality driven by consumer – what can system do to respond. Whatever consumer wants we have to find a way to respond. For example, what should we do we do if consumer wants organic vs. non-organic food?
- Globalization of food – safety/health issues.
- Need to integrate teaching throughout system (bio-energy, food, etc.)
- Health communications (K-12 opportunities)
- Increased discussion on major issues in food, and health wellness. Add a focus on consumer related issues. We in agriculture can serve this through food, types of food, environment. It becomes very complicated but connects directly to consumer health and wellness.

Opportunities

- **Connect to health, wellness, energy environment, economic development from cure to prevention.** Integrating energy, food, and environment but also in terms of teaching this to our students today. Many times teaching courses and educational efforts follows expertise on board and can be developed from research effort.
- **Reshape debate, drivers of college – system approach**
- **Economics of the debate/food cost trends likely to increase (energy/regulations, etc)** The amount spent on food has gone down in last 50 years. Energy might affect this.
- **Global integration of food systems to address safety issues** 1) what do we do about pests that come through borders and 2) what does this mean about food safety and national security.
- **National security issue – food dependence on other countries--** American consumer doesn't want to buy foreign food products even though they are cheaper, etc. but if you look at data we are buying more imported food. We need to pay attention not only in food safety but in economic development.
- **Health issues** – There are other areas on campus working on health issues that we should connect with in terms of outreach, extension and communicating to public.

2) Renewable Energy

Issues and Trends

- Increased public awareness and sensitivity due to costs to public, deregulation of energy, competition to use of resources; e.g. corn for ethanol vs. feed for cows. Available well trained expertise built into university curricula, research, and extension.
- Selection production, handling, processing, feed stocks, raw materials
- Future of fossil fuel resources
- Carbon balance/global warming
- Social impacts of alternative energy, e.g. wind farms and what effect will this have in terms of sound on neighborhoods, wood burning
- Wars over energy resources

Opportunities

- Alignment between county grant support and campus faculty – synergism. Local areas able to generate grant dollars bring balance and provide leadership.
- Community education with regard to alternative energy e.g. decision making; training; applied research projects
- Faculty to build more energy expertise
- Resident education to prepare employees for energy industry
- New business enterprises
- More environmentally friendly energy
- Energy conservation
- Maximizing Biomass Energy Center for system approach to research, teaching, and extension, e.g. a learning laboratory in Metro Centers
- New funding sources; e.g. DOE, NSF

3) Pest Prediction and Response

Issues and Trends

- Evolving Pest Threats
  a. Increased global trade and threat of new invasive species (insects, weeds, diseases, zoonotics) coming into US and invading crops, livestock and humans. There is 5000 times the amount of material coming into US since 1970 – our opportunity to stop some of these things before they come into our borders has gone down. We need to have capacity to deal with these things before they attack us.
  b. Global warming and changing climate results in increased threats by pests and pathogens. This will change timing of when pests occur, geographic distribution, frequency when they could be problems, we have good systems in place but there are new ones we don't have for new pests.
  c. Bioterrorism – intentional threat. USDA and APHIS do a lot on these types of work and these are issues and trends that are not going away.
- Advances in Technology – detection/response. Better technology we have ability to move forward in time. National forecasting and management expertise. Nano detection methods/modecular tools.

- Alternative production practices- organic/sustainable. Develop new science based management systems to support organic. Changing markets -- energy is coming in for major market for field crops and how we control pests.
- Diminishing expertise – education/training. We are not training number of students in these areas or extension faculty. Application oriented educational programs. Train next generation of extension faculty – application of knowledge will be important in the classroom.
- Public perception of science and education. Public education/educate public media. Extension expertise in bio-security and public education.

Opportunities

- Train next generation and determine how we set up courses. Use these tools to help monitor our systems.
- Last trend – perception of science and education how it influences public has limited understanding and is influenced by media.
- Hire people in public education and educate the public about some of this science to understand true risks.
- Take advantage of national and international leaders in some capacities mentioned above and bring pest labs together to build pest forecasting systems – model these.
- Support monitoring of increased threats.

4) Environmental Issues

Liked what was written before. Looked at aspect of major issues.

Opportunities – all had opportunities in research, teaching and outreach

- Use sustainable environments as title
- Attending to air, land water and biological systems – rationale behind biological rather than ecological since it was relevant to all 12 units in College.
- Evaluating nutrient and atmospheric cycles through research, education and outreach in addressing water quality problems in PA and beyond
- Weren't looking at only impact of nutrients of water quality but realize we also have atmospheric; perhaps we should be looking at watersheds
- Establishing transitional landscapes and ecosystems to address population growth and development
- Improving decisions affecting natural resources and environment via economics, sociology, and legal planning

<u>Additional points-</u>

1. Interface of environment - Issues with human and animal health
2. Interface of environment and bioenergy issues
3. Water quality issues relating to endocrine disrupter, drought, bacteria, and nutrients. There are a wide variety of water quality issues.

5) Job, Economic and Community Development

Everything on old list should be considered and consider some new items below. Modifications to list—Change title "Workforce, economic, family and community development"

Issues and Trends

- Business survival and starts; community needs assessment, community planning, community decision making, e-government initiatives, and emergency preparedness
- Severely lacking workforce development efforts in College to focus in comprehensive UP-based research, extension, teaching work force development.
- Broader issues of aging population and addressing their needs. Labor and integration issues – we have one of the fastest aging populations in country.
- Brewing intra-community conflicts; we are putting a lot of money towards immigrants but neglecting the existing population.
- Family prevention science as emerging area and need. How can we address the community at the county level on youth and family issues, at risk audiences, drug abuse, alcohol, spousal abuse?
- Eroding number of county extension educators; if not permanent positions then need more multi-year appointments across the board. All hires leading to piece meal efforts so there is no continuity in program.
- Are all of these issues part of our core mission in teaching, research and extension?

Q: If someone was hired in workforce development what would this person do?

A: Currently in extension there are two people that do workforce development on local level expanded to unemployed and under-employed. Kids staying here need soft skills, job skills, team bldg., and things such as how to show up on time to work. We need to teach kids common sense. Look at jobs in economic development and assume people will be there; we need people that match these jobs. Lots of kids don't want to go to college so this creates a whole new group of people we need to develop.

Q: How do we partner with College of Education, College of Business, etc in workforce development to not duplicate effort?

A: We do develop workforce with technical programs we have. What will education teach in work force development without technology? We need complete coordinated package. Why don't we coordinate these programs and come up with program wide things instead of departmental.

Q: Regarding entrepreneurial, did you consider partnering with College of Business, etc. so we don't recreate the wheel?

A: If we are to go this direction our college has unique niche that Smeal doesn't have . We look at small entrepreneurs such as value added on-farm, small businesses in communities across the state. Entrepreneurships in food processing need to go across the college.

There are areas for collaboration in entrepreneurship with Engineering and Business Colleges.

6) Operational Priorities (Curricular Improvement and Leading & Managing the College as a System)

Issues and Trends

- Curricular improvement-- streamline and consolidate low enrollment programs and courses.
- Lifelong learning – on-line course requirement for undergrads to prepare for this.
- Assessment of graduate and undergraduate programs and learning outcomes. We need to do more within resident education via programs, workshops, etc.
- Revitalization of curricula both graduate and undergraduate. The University is decreasing number of degree credits allowed; we are forcing our students and limiting opportunities
  - Flexibility on general education requirements
  - Communication
  - Undergraduate levels are restrictive at certain levels
  - Internship – research opportunity for students to get engaged
  - Look at what we are requiring within undergraduate and graduate programs and get industry input
- Overall impact on resident education with recent hires in research and extension – do we bring in who we want?
- Systems thinking-leadership and college climate.
- We want to work as system but are restrained within units so we need to enhance and promote collaborations across units and appointments. Example – in our college it would be a nice opportunity to develop a plant diagnostic lab that all units could use. It would be nice to have one lab on campus that all funds go into that reaches out to the general public.

Points from discussion--

- Regarding health issues and food, a lot of nutrient enrichment can be done pre-harvest. Wellness is an issue in primary production level. Safety and health and wellness expand through production, harvest, processing, and distribution.
- Shifting the balance of the discussion, we need to emphasize food safety is a problem the whole way through and how we connect with industry and consumers. Our attitudes may be healthy in educating the general public. Consumers assume food is safe and don't care how it is made safe. If we thought about who we serve in a different mode we might satisfy a broader group of people.
- We want to change the debate.
- The public will understand food and health quicker than they understand agriculture.

Discussion points on planning process--

- Last month we talked about things listed under "assess current progress." There is nothing new here, and some things are ongoing.
- Need to get more connected with surveys extension is doing.
- We can't divorce department discussions from overall discussions whether you put a written plan together or not. Department plans are due next fall. Need to include faculty, educators, and staff.
- Where do future priorities fall? What if we don't do future priorities we discussed today due to lack of funding, etc.? We are already addressing some of these issues. There are core programs

we have key constituents for and we can't drop these programs if they are crucial to stakeholders.

- Keep in mind the major points in the Provost's letter. We need to prioritize our needs for the Provost. There are so many other things we are doing that are not on this list but they do contribute to goals of the college vision. We need to identify priorities and turn it in to the Provost to be competitive.
- Routine programs have to continue to run if they are crucial to stakeholders.
- We have some holes to fill in on some of the indicators. What needs to be done to correct this?
- Should we convene short term teams and include other colleges in these groups? We will discuss strategies and differentiation. These groups don't have to be as involved as the study groups were three years ago.
- We can do prioritization within this group and possibly bring in a facilitator sometime in April or May.
- Before considering new hires we need to assess and reassess these hires and decide where we need to go.
- We need to take serious consideration to fill positions in core programs we have lost, and cost-shared.
- Look at core extension programs as well as undergraduate and graduate programs when we look at benchmarks and what expectations we have out there.
- Be creative in what we are asking for in core programs, there are more ways to do programs than just hiring people, keep this in mind. (computer programs, travel, etc.)
- To keep doing what we are doing we need very clear data to show what is needed.
- Another way to frame this as systems approach is to determine if what we are doing is meshing.
- The issue of international aspects relate to trade or development didn't really jump out. Don't want to lose sight of international and global issues.
- Global health issues is a high priority at the University level and will probably be across all colleges.

Next Steps

- We aren't aware at the college level everything the units are doing so a central request will go out to units to determine what they have accomplished of the 19 strategies including learning outcomes, assessment and framework to foster diversity and new opportunities.
- Should we have a large group meeting similar to the one held December 2004 at Celebration Hall that includes study group members? Do we need to convene further study groups? Is there anything we need to study at great lengths?
- How do we involve institutes, colleges, etc. with which we collaborate?
- Send ideas in terms of process to Dodd or Wangsness.

--Meeting adjourned, notes by D. Holsopple