Ohio State ATI
Re-envisioning Report

Full Report
September 11, 2014
Think in a new way and propose transformational ideas and concepts. Surprise and challenge the college’s leadership with options not previously explored. Adopt a sense of urgency. And, perhaps most importantly, ask questions, engage our stakeholders, and seek to move Ohio State ATI in a direction not considered before.

Those were the challenges laid before the Ohio State ATI Re-envisioning Core Team. By any measure, we feel confident that the team took its responsibilities seriously and are offering recommendations that will truly transform Ohio State ATI. In fact, the recommendations offered will have significant, positive impact, and will touch all facets of our teaching, research and outreach functions. While aggressive and innovative, the recommendations are the result of a thorough process that critically evaluated each major function of Ohio State ATI.

We are confident that readers of this summary report will find the recommendations invigorating and refreshing, and perhaps a bit uncomfortable by the potential impact. Our team looks forward to the next steps and welcomes the opportunity for additional input, as appropriate.

Administrative Sponsors,

Linda C. Martin and Jim Kinder

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Ohio State ATI

Established in 1969, Ohio State ATI has a statewide mandate to provide comprehensive agricultural education. The institute is the associate-degree-granting unit of Ohio State University’s College of Food, Agricultural, and Environmental Sciences (CFAES) and maintains relationships with the Ohio Agricultural Research and Development Center (OARDC), and Ohio State University Extension.

Ohio State ATI provides educational programs leading to associate degrees in agriculture, horticulture, environmental sciences, business, and engineering technology. With a high value placed on lifelong learning, we provide accessible, high-quality, applied educational experiences. Our goal is to prepare individuals to be technically competent, self-reliant, and productive citizens in a global society.

The purposes of the institute are to offer: (1) associate of science and associate of applied science degrees and certificates that include general and technical courses; (2) credit and non-credit continuing education and workforce development opportunities; and (3) transfer programs leading to higher levels of education.

Emphasis is placed on: (1) preparing technically proficient individuals for various agriculture and related careers; (2) developing skills and abilities in problem solving, critical thinking, leadership and communication; and (3) fostering an environment where diversity is valued and integrated throughout the institute.

Ohio State ATI established itself as one of the most prolific institutions awarding associate degrees in agriculture and related sciences in the United States. Consistently ranked in the top two institutions over the past 10 years, Ohio State ATI continues to identify and implement programs to meet the growing and diverse demands of students and employers.

Known for its hands-on, practical experiences, Ohio State ATI offers students a wide array of options to consider, including such academic programs as floral design and marketing, animal science, nursery operation and management, turf and landscape management, engineering, business, and floriculture and greenhouse management.

Over the years, the campus has experienced growth in facilities and teaching/learning laboratories that provide enhanced educational experiences for students. The Grace Drake Learning Laboratory (Apple Creek Farm), the ATI Plant Conservatory, the Equine Center, and the Hawk’s Nest Golf Club all provide students with opportunities to engage in practical learning experiences that will prepare them for their next educational program or future employment. Ohio State ATI students are in demand in the workforce as strong relationships over the years with employers have resulted in internship opportunities for many of the students.

With a storied history, Ohio State ATI continues to offer valuable programs for students to prepare for employment, entrepreneurial initiatives, or future academic pursuits. After 40 years of building a strong structural and academic core, the institute is at a place to take a major step in further integrating with the larger college and university environment that will ultimately result in greater opportunities for our students as they begin their careers in agriculture or related fields or to further their education.
Re-envisioning Process

A 27-member committee composed of faculty, staff and students began meeting in October 2013, convening as a large group and in smaller working teams over the course of eight months. The administrative sponsors for the re-envisioning effort were the Associate Dean and Director of Academic Programs for the college, Linda C. Martin, and the Interim Director of Ohio State ATI, Jim Kinder. To facilitate this process, the college employed Mitch Owen, a former North Carolina Cooperative Extension Service staff development specialist. Owen has over 25 years of land-grant experience and a background in organizational development.

Each committee member was involved in capturing stakeholder input (both internal and external), gathering and evaluating data/feedback, and making recommendations that ultimately will create a strategic roadmap for the future. The overall goal was to create a dynamic, forward-thinking, transformational plan that will position Ohio State ATI as a preeminent institution in the nation.

Critical to the success of the project were the workgroups that were identified and convened to gather data and support materials. The workgroups accomplished this task through one-on-one interviews and discussions; surveys; focus groups or listening sessions; and/or the review of current or historical documents/reports.

Each of the workgroups utilized a variety of strategies to collect and analyze data that ultimately informed the recommendations included in this report. Examples of strategies included, but were not limited to: surveys of former and non-ATI students on the Columbus campus; surveys of parents of prospective students visiting the Columbus campus; surveys of high school agricultural science teachers and guidance counselors; open forums with Ohio State ATI students; focus groups or listening sessions with community and government leaders, employers of Ohio State ATI graduates, horticulture industry representatives, college student affairs staff, and college undergraduate program coordinators; and interviews or focus groups with Ohio State University Food Services and Housing representatives, and various trade or industry groups. Specific details on participation may be found in the project archives available online at BuckeyeBox.

Based on all the data collected and analyzed, the Re-envisioning Core Committee developed a set of recommendations that include seven overarching goals with associated micro goals and strategies. Additionally, mission, vision and values statements were drafted for consideration. Finally, anticipating the aggressive timeframe and significant work to be done to achieve transformational change, implementation teams have been identified to assist the leadership in moving to the next phase of the project. Detailed data collected, as well as the implementation team recommendations, may be found in the project archives available online at BuckeyeBox.
Foundational Strengths of Ohio State ATI

The following strengths of Ohio State ATI have been identified as being vital to the core mission of the institution and relevant to its future.

• Hands-on, experiential and technical learning experience that combines classroom, laboratory and industry-based education.

• Small class size and faculty-to-student ratio, in addition to excellent student support provided by genuinely caring staff.

• Resourceful and dedicated faculty.

• Small rural campus and positive student experience.

• Strong agricultural and agbioscience industry connections that boost learning opportunities and job placement.

• Quality education that makes Ohio State ATI the No. 1 producer of two-year agricultural and related degrees in the nation.

• A consistently high job placement rate after graduation.

• Access to education for all students through open enrollment, fulfilling Ohio State’s land-grant mission.

• Connection to the larger Ohio State community and its many resources and opportunities.
Master Trends: Higher Education and Society

The following trends in education and society will impact the work of Ohio State ATI in the future:

- The increasing cost of education and continued decrease in funding and resources, which affect affordability and the ability to operate effectively.

- The profound impact of ever-changing technology in the educational process, including in the delivery of content and in the equipment and facilities required to stay up-to-date with technological changes in the agricultural and agbioscience industry.

- Strong societal and industry emphasis on sustainability as well as on green technology and practices.

- Increased societal interest in the way food is produced and its impact on environmental and human health.

- Growing concerns about the preparedness of incoming students attending open-enrollment schools.

- Increasing number of transfer students attending ATI as a result of higher admission standards on Ohio State's Columbus campus.

- Changing demographics and changes in the nature of agriculture, including aging of the workforce and the way the industry operates.

- Changing job market in the agricultural and agbioscience industry and changing job expectations.

- Evolving perception of agriculture and the role of ATI.

- Increased collaboration among universities and among universities, industry and other partners.
Proposed Mission, Vision and Values

As part of the Ohio State ATI re-envisioning process, the mission, vision and values of the institute were updated, as proposed below. It is anticipated that these will undergo further refinement as the college adopts the final recommendations and the implementation team begins work.

**Mission**

The Ohio State University at Wooster, through ATI, provides the highest quality educational programs leading to an associate degree (AAS or AS) in agriculture, horticulture, environmental sciences, business, communication, agriscience education and engineering technology. With a high value placed on experiential learning, the campus prepares individuals to be technically competent, self-reliant and productive citizens. Our students successfully proceed to higher levels of education or to a career with one of our many business partners. Through our academic and continuing education programs, Ohio State provides opportunities for prosperity and for the well-being of our graduates and of the food, agriculture and environment related industries.

**Vision**

The Ohio State University at Wooster will be recognized as a preeminent educational facility for food, agricultural and environmental research and applied teaching in the country.

**Values**

* Lifelong Learning and the Development of People
* Integrity and Excellence in Programs
* Innovation and the Discovery of New Knowledge
* Service to Industry and Society
Macro and Micro Goals—A

Macro Goal

Ohio State ATI graduates are dedicated citizens and global leaders with an appreciation for change, as well as the skills and experience to apply knowledge to diverse situations.

Micro Goals (near-term)

1. **Employ a director of student life to oversee an office for extraordinary student life experience.**
   a. Create a structure for student activities (intramurals, social clubs, academic organizations, judging and competitive co-curricular teams).
   b. Integrate Columbus and Wooster clubs (variety of offerings to fit schedules, evening and weekend focus).
   c. Identify faculty or staff member to provide leadership to the office and programs.
   d. Create a leadership development program to include student opportunities.
   e. Develop grant opportunities to be awarded to students to participate in co-curricular opportunities.
   f. Provide a safe and welcoming campus for all students.
   g. Help promote study abroad and domestic study opportunities.

Micro Goals (mid-term)

2. **Integrate international study abroad opportunities for students in CFAES programs.**
   a. Connect with academic international partners via distance education.

3. **Integrate service learning and citizenship for all first-year students.**
   a. Offer seminars on social interactions.
   b. Create programs that give incentives for volunteerism (coordinated by director of the Office of Student Life)
   c. Integrate community service into courses or programs.
   d. Develop a course focused on culture and diversity in agriculture and related sciences.
Macro and Micro Goals—A

Micro Goals (mid-term)

4. **Enrich student learning environments through enhanced residential experiences and greater investment in student support services (e.g., orientation, housing and career services, and mental health).**
   a. Create a comprehensive and meaningful orientation and first-year experience (macro goal D).
   b. Build a learning community that would include a learning commons, housing and career services office.
   c. Provide a full-time mental health professional.
   d. Develop and implement strategies and programs that provide the necessary support for minority students and those students who are new to the Wooster community.

5. **Implement a comprehensive remediation program to prepare students to be successful in college level courses.**
   a. Utilize summer bridge programs to better prepare students for program admission.
   b. Utilize May Term as an enrichment opportunity for students to gain mastery in reading and math areas.
   c. Offer a semester of remediation for students who lack learning readiness.
   d. Make program admission conditional on academic learning readiness.

6. **Create an alumni chapter for the Wooster campus that will connect with CFAES Columbus (potentially run by Office of Student Life).**
   a. Host an event to bring alumni back to campus and establish an understanding of giving opportunities.
   b. Utilize alumni network for increased partnerships for internship and industry opportunities.
   c. Collect placement data from all students following their departure from Wooster campus.
   d. Review and create communication materials related to Wooster alumni.
Macro and Micro Goals—B

Macro Goal

Ohio State ATI students, faculty and staff are part of a fully integrated CFAES organization that capitalizes on the strengths of each entity.

Micro Goals (mid-term)

1. Rename ATI to reflect the “One College” vision.
   a. Establish a task force to accomplish this goal.
   b. Request and receive appropriate college and university approvals.
   c. Develop and implement a process to update all signage and related materials and online presence.

2. Realign CFAES administrative structure to merge ATI with all other CFAES entities (OARDC, OSU Extension, academic programs, departments/units, external advisory committees, etc.).
   a. Change administrative structure from division/department levels through the CFAES leadership.
   b. Merge Wooster campus facilities support services (facilities, grounds, safety, HR, fiscal, campus planning, utilities, student housing, food service, etc.).
   c. Merge Wooster and Columbus academic support services (Student Success Services, library, etc.).
   d. Integrate the utilization of facilities, classrooms, instructional labs and resources, land resources, and research resources, etc., between OARDC, ATI and Columbus campus for teaching, research and extension.
   e. Align funding to support the redistribution of faculty, staff, instruction and services/resources.
   f. Develop a budget model, personnel evaluation and coaching system that incentivizes faculty and staff performance, scholarship and excellence.
   g. Inventory expertise of the faculty and personnel throughout the college to advance the mission for Wooster and Columbus students.
Micro Goals (mid-term)

3. **Integrate Ohio State ATI faculty into CFAES tenure initiating units (TIUs).**
   a. College TIUs will have to evaluate ATI faculty credentials to determine logical matches.
      i. Remaining ATI faculty will be evaluated as to location of TIU (ATI or appropriate departments outside of CFAES).
      ii. Evaluate whether or not ATI should be a TIU.
   b. The TIUs receiving ATI faculty will offer faculty retreats to foster departmental orientation and networking.
   c. The TIUs receiving ATI faculty will develop a faculty mentor program for young/new faculty.
   d. TIUs will determine funding lines.
   e. Revise TIU Patterns of Administration to incorporate ATI scope.
   f. Identify positions that will have joint appointments that can serve the teaching, research and outreach missions between ATI and OARDC.
      i. Evaluate both tenure-track possibilities and professional/clinical-faculty positions.
      ii. Engage in the development of Discovery Theme proposals to leverage matching funds.

4. **Remove barriers and create new opportunities to integrate and optimize instructional expertise and resources across campuses.**
   a. Incentivize teaching opportunities between the Wooster and Columbus campuses.
   b. Offer teaching opportunities for graduate students and postdoctoral fellows at ATI.
   c. Courses should originate from the campus with the faculty expertise.
   d. Use distance delivery to offer courses between Wooster and Columbus.

5. **Integrate the Ohio State ATI programs into their current program offerings resulting in Columbus-based academic units, resulting in a continuum of teaching/learning (certificates, AAS, AS, BS, MS and PhD).**
   a. Academic programs will maintain the critical emphasis on hands-on experiences at the certificate and associate degree level.
   b. Recognize the differences between the discipline-specific course content for AAS students and AS students to be successful.
      i. Have faculty determine the appropriateness of AAS students sitting in the same discipline-specific courses as AS students.
      ii. Develop a pathway for AAS students to pursue a BS degree should their career goals change (align curricula for AAS with AS).
      iii. Align curricula for AS with BS programs (courses and programs).
   c. Maintain the “T” designation for technical courses taught as part of the Applied Science programs. As a result, reevaluate discipline specific courses and content for AS and AAS degrees.
   d. Use the “One College” approach to enrich the Ohio State University experience; i.e., undergraduate research, practicum/internship at OARDC, joint research symposium, etc.
   e. Capitalize on the use of technology to bridge the physical gap between campuses for communication, course offerings, collaboration, academic decision-making, etc.
   f. Create opportunities for BS students to attend Ohio State ATI to take discipline-specific courses, and benefit from hands-on learning opportunities and smaller GE class sizes.
   g. Establish admissions criteria by major for students transitioning to CFAES majors on the Columbus campus.
Macro and Micro Goals—C

Macro Goal

Students, faculty and staff will have access to state-of-the-art facilities, equipment and technology to support advanced learning and creative problem solving.

Micro Goals (mid-term)

1. Champion the “One Wooster Campus Philosophy” by developing a Master Plan that integrates the outcomes of the Ohio State ATI Re-envisioning Committee, the Animal Facilities Redevelopment Committee, and the Sasaki CFAES Master Facilities Plan. Develop a team that strategizes ways to optimize the shared use of the assets of both Ohio State ATI and OARDC.
   a. Draft memorandums of understanding for shared equipment, facilities and personnel.
   b. Create an action team that will develop a prioritization plan for maintenance, renovation and replacement associated with equipment, facilities and technology (classroom space, laboratories, greenhouses, animal units, multiple land resources cropland, wooded areas, golf course, Secrest Arboretum, etc.).
   c. Construct a student/campus life center with a dining commons, student lounge, recreation and wellness facilities.

2. Integrate with the Office of Distance Education and eLearning for Wooster-based campus support and develop connectivity infrastructure.
   a. Establish 15 classrooms equipped with technology to support distance education.
   b. Utilize Carmen in 100 percent of courses.
   c. Ohio State ATI will offer at least one degree/certification via distance education.
   d. Double educational Internet traffic (not entertainment) to and from Ohio State ATI.
   e. Provide tablet/laptop access for 100 percent of students.

3. Define and benchmark industry partnerships to increase on- and off-campus access to state-of-the-art equipment and facilities.
   a. Create a position that focuses on grant development.
   b. Create an industry liaison position that focuses on Ohio State ATI developing partnerships with industry and securing funding for technology, facilities and programs.
   c. Explore the possibility of developing new food processing facilities or partnering with local industry partners (i.e., Local Roots Incubator, Certified Angus Beef, local meat processors such as E.R. Bolianz and Heffelfinger, Smucker’s employee cafeteria, etc.) to provide an educational program resulting in products that would also be utilized by the food service center on the Wooster campus.

4. Invest in sustainable state-of-the-art facilities on the Wooster campus and simultaneously decrease its ecological footprint by 20 percent.
   a. Conduct energy audits via Ohio State’s sustainability office on all buildings.
   b. Implement recommendations within five years.
   c. Partner with OARDC to achieve a zero-waste campus.
Macro and Micro Goals—D

Macro Goal

Ohio State ATI will be the premier applied educational campus in food, agricultural, environmental sciences and related fields.

Micro Goals (mid-term)

1. **Create and implement a marketing plan for the Wooster campus in alignment with the college’s plan.**
   a. Define the brand for the Wooster campus.
   b. Create and distribute unified branding messages.
   c. Implement a unified CFAES strategic enrollment and retention plan.
   d. Implement program-specific advertising and marketing for CFAES.
   e. Identify and hire a director of marketing for the Wooster campus.
   f. Implement strategies from the marketing plan that specifically focus on expanding the diversity of the student population.

2. **Enhance outstanding teaching by implementing a system to facilitate improving teaching quality.**
   a. Conduct exit interviews with all students.
   b. Commission an external review of how teaching is evaluated and reviewed.
   c. Develop a plan and utilize resources from the college and/or University Center on the Advancement of Teaching.
   d. Develop and implement a peer review model of teaching.
   e. Measure student success and changes over time within a series of courses.
   f. Analyze student evaluation of instructor (SEI) scores and changes over time.
   g. Utilize a mentoring program for adjunct and new hire faculty and lecturers.
   h. Provide teaching instruction series for all instructors in CFAES.
   i. Publicize and highlight teaching excellence.

3. **Annually provide external review of five programs specifically with regard to applied learning aspect.**
   a. Establish program area specific external reviews.
   b. Evaluate relevance of existing programs/certificates and need for new programs/certificates.

4. **Promote courses offered in CFAES that are Wooster-Columbus cross-listed, including Wooster class opportunities for Columbus students.**
   a. Cross-list courses in Wooster and Columbus.
   b. Identify courses that can uniquely be offered in Wooster for Columbus students.
Macro and Micro Goals—E

**Macro Goal**

Ohio State ATI is a vital partner for the advancement of industry, community and other stakeholders.

**Micro Goals (near-term)**

1. Develop, through the Business Training and Educational Services (BTES) program an academic-industry and community engagement plan for Ohio State ATI (see http://osp.mit.edu/sites/osp/files/u8/bestpractices.pdf for ideas).

2. Implement annual communications from Academic programs with industry advisors to align student training with current industry needs.
   a. Guidelines are developed for selecting industry advisors.
   b. Program development (courses required and course content) is guided by industry advisors.
   c. The use of industry advisors is evaluated annually by the Office of Academic Affairs with input from BTES based on established benchmarks/metrics.

**Micro Goals (mid-term)**

3. Establish at least one new collaboration between each Ohio State ATI academic division with community, industry and other stakeholder leaders to strengthen partnerships and design forward-thinking initiatives.
   a. A community outreach event is hosted annually to highlight ATI students, programs, successful partnerships, and opportunities for new partnerships.
   b. Students and student organizations perform service-learning projects.
   c. Venues are provided for students, faculty and staff to interact with community leaders.
   d. ATI faculty and staff offer short courses for the community in conjunction with BTES.
   e. A quarterly community and campus leadership networking event is hosted at ATI (i.e., leadership of Wayne Economic Development Council, Wooster and Orrville chambers of commerce, city officials, etc.).
   f. OARDC and ATI partner with industry and community leaders to establish an outreach office.
   g. A reward system is created and implemented by ATI leadership for faculty working with industry on collaborative projects.

4. Identify industry partners who will provide and/or upgrade equipment, supplies and facilities that can be mutually beneficial for ATI and industry.
Macro and Micro Goals—E

Micro Goals (mid-term)

5. **Involve leaders from industry, government and/or the community in educational content delivery via invited speakers, workshops and seminars in each academic program.**

   a. Fifty percent of courses have at least one guest lecture per semester delivered by an industry, government or community leader.
   b. At least one guest seminar is delivered per semester by an industry, government or community leader.
   c. Adjunct faculty positions are available for industry, government and community leaders.
   d. An electronic warehouse/database of industry contacts/expertise built from across ATI faculty/staff engaged in outreach is available for use by ATI faculty and staff.

6. **Engage community stakeholders, industry partners, alumni and OSU Extension in recruitment and marketing for Ohio State ATI.**

   a. ATI highlights which employers hire their graduates through appropriate online and print materials.

7. **Leverage the workforce training and professional development currently offered through BTES for expansion across CFAES.**

8. **Strengthen relations with Ohio State ATI alumni and create a vibrant and active alumni society by.**

   a. Alumni are invited to deliver seminars.
   b. Alumni are asked to serve as student mentors.
   c. Financial support from alumni is solicited.
   d. Alumni are utilized to provide leadership development opportunities for students and faculty.

9. **Hire a development officer, focusing on Ohio State ATI, to strengthen the financial outlook of the college.**
Macro and Micro Goals—F

Macro Goal

Ohio State ATI is fully integrated with university systems and their academic programs to offer students a seamless transition to complete a degree in CFAES or succeed in industry.

Micro Goals (near term)

1. Establish a system that provides continuity of academic advising throughout the student's academic career and transition from Wooster to Columbus.
   a. New advisors complete advising training within one month of hire.
   b. All advisors are required to use “advising connect” and DARS.
   c. A Columbus-based advisor is assigned to transitioning students during the semester prior to their leaving ATI.
   d. An e-list of CFAES advisors by program is updated three times per year.

2. Establish and implement an annual summer “Bridge Program” for transitioning students to acclimate to the student life of the Columbus campus.
   a. Similar clubs between campuses are connected (e.g., Saddle and Sirloin with Hoof and Hide).
   b. Recognize intramural winners from each campus competing in fall and spring events.
   c. Previous ATI transitioned students in Columbus volunteer to be transition mentors to Wooster students.
   d. Forums are provided for previously transitioned students (i.e., alumni) to speak at ATI about their experiences.
   e. Administration provides funding for groups to pay for travel, food and associated costs.

3. Connect and/or merge students and organizations between campuses.

4. Collect and analyze (by Ohio State’s Institutional Research and Planning) Ohio State ATI retention and graduation rates, course and curricular evaluations, student performance data, etc., on an annual basis and made accessible to ATI leadership to inform decision-making to improve student transitioning success.
Macro and Micro Goals—F

Micro-Goals (mid-term)

5. **Align, through academic programs, courses between ATI and Columbus.**
   a. Wooster and Columbus faculty meet annually to discuss content and rigor of equivalent courses.
   b. Wooster and Columbus faculty work together to evaluate course sequences of all transfer degrees.

6. **Automatically, through the Academic Reporting System (i.e., DARS), give credit for equivalent courses, and completed associate degrees credited to ATI when students complete degree requirements in Columbus.**

7. **Prepare students, through the advising system in Wooster, for the academic culture of Columbus programs.**
   a. Information on transitioning to, and living in, Columbus is distributed through a dedicated website and social media (i.e., Facebook, Twitter, Instagram).
   b. An early warning and intervention program is implemented to identify and assist Wooster students wishing to transfer to Columbus, but who may be academically deficient.
   c. Transfer students complete remaining remedial courses during an “end of summer” program in Columbus prior to beginning their first Columbus semester.

8. **Provide career advising services to Ohio State ATI students.**
   a. A centralized career placement system is available for students and advisors at ATI.
   b. Career planning office works with students on job search and application (i.e., resume construction, interview skills, business etiquette).
   c. An annual job fair is hosted at ATI with broad representation for all majors and programs.

9. **Investigate opportunities to establish and/or strengthen the relationships between Ohio State ATI and Ohio State’s College of Veterinary Medicine that lead to mutually beneficial programs or initiatives.**
Macro and Micro Goals—G

Macro Goal

Ohio State Wooster campus will be the employer of choice for faculty and staff, and will be committed to further developing its employees intellectually, socially and culturally.

Micro Goals (near term)

1. Develop a recruitment plan to attract exceptional talent for faculty and staff positions.
   a. Implement an action team with a robust budget to design a recruitment strategy to attract exceptional talent among faculty and staff.

2. Define and benchmark ethnic and cultural diversity among faculty and staff.

Micro Goals (near term)

3. Continuously apply principles and strategies to enhance ethnic and cultural diversity among faculty and staff.

4. Create an environment that values people, professional growth and collegiality; increase engagement survey.
   a. Establish an action team to conduct engagement surveys.
   b. Establish an onboarding program for new faculty and staff.
   c. Establish clear promotion and tenure guidelines.
   d. Establish formal mentoring procedures for faculty and staff.
   e. Evaluate retention history and patterns for faculty and staff and benchmark results with peer institutions.
   f. Define and benchmark competitive salaries internally and externally.

5. Increase the percentage of faculty and staff participating in professional development to 100 percent; increase percentage of associated faculty to 50 percent.
   a. Funds will be available to support professional development.
   b. Develop travel programs for faculty and staff for professional/personal development and educational purposes, as well as for building cultural awareness and multi-cultural awareness.
   c. Have 10 percent of faculty participate in a sabbatical leave opportunity during their career.
   d. Establish and implement a post-tenure review/annual career evaluation by.
   e. Establish an annual performance review process for all associated faculty by.
   f. Develop a faculty and staff recruiting plan that includes an emphasis in valuing ethnic and cultural diversity while filling faculty and staff positions.
   g. At least 75 percent of ATI faculty will deliver a lecture at a culturally diverse institution (e.g., Central State, Otterbein, Cleveland State) and then invite reciprocation.