Ohio State ATI Re-Envisioning Implementation Report

THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

March, 2016

Introduction

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 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, it is clear the team took its responsibilities seriously and offered recommendations that will truly transform Ohio State ATI. In fact, the recommendations offered will have significant, positive impact, and will touch all facets of 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. Those recommendations may be found here.

Based upon the recommendations and report to the Vice President and Dean, implementation teams were formed to develop specific actions and timelines. Additionally, the implementation team members were to identify others to engage, identify potential obstacles to overcome, and articulate the current state of affairs. The balance of this report focuses on the specific implementation strategies for each team to carryout. Details related to each are available from the project leadership team.

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Macro Goal A

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.

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Micro Goal 1
Employ a Director of Student Life to oversee an office for extraordinary student life experience.

Action Steps / Implementation Plan
1. Following established procedure, create a clearly defined position description to include all items referenced in the full implementation plan. Ensure inclusion of knowledge and experience in enhancing and celebrating socioeconomic, racial, ethnic, and gender diversity.
2. Advertise position.
3. Appoint search committee; composition to include at least two ATI faculty members, one academic dean or department chair, one ATI student representative, alumni representatives, and two staff members from different units, both of which will be supervised by Director of Student Life.
4. Following standards for screening and interviewing, hire Director.
5. Within 90 days of start date, Director submits plan to supervisor for how the position description goals will be pursued. Should also include information and staffing of ATI Student Services Advisory Committee.

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

Action Steps / Implementation Plan
1. Increase capacity at ATI to act as a constant recruiter / advocate to the students and faculty.
2. Create faculty incentives, e.g. a month of summer salary or one-time bonus.
3. Establish a "Global Specialization" option for ATI students as an incentive.
4. Make the programs offered by Columbus-based faculty more accessible to ATI students, especially the pre-departure course. This can be done by teaching via distance learning technologies or teaming up faculty at both sites.
5. Consider creating some shorter trips for students who have less funds or who have to work most academic breaks at home.
6. Establish scholarship fund to support the travel.
7. Increase international student presence by establishing ATI as a "study abroad" destination for students enrolled at institutions outside the U.S.
8. Through the development office, work with industry partners to support study abroad opportunities and funding for ATI students (e.g. dairy farms in Denmark or swine production in China).

Micro Goal 3
Integrate service learning and citizenship for all first-year students.

Action Steps / Implementation Plan
1. Charge an ad-hoc planning committee for diversity and inclusion to be headed by Director of the Office of Student Life to address all recommendations.
2. From all available sources, inventory existing programs, connections and on-going activities related to volunteerism <u>and</u> community service. (What exists?)
3. Identify what needs to be developed. Where are the critical gaps especially vis-a-vis population demographics of income levels, ethnicity and urban/rural in the broadly defined service area of ATI?
4. Transition the culture and diversity course to a seminar attached to the seminar series and to community service and volunteerism.
5. Submit proposal to have the culture and diversity seminar fulfill the GE diversity and inclusion requirement; consider current ODHE mandates and all existing curriculum requirements at Ohio State ATI related to diversity and inclusion.

Micro Goal 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).

Action Steps / Implementation Plan
1. All four-sub goals are currently in process; no additional recommendations.
    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.
2. Explore mechanisms for creating a Virtual Learning Community.

Micro Goal 5
Implement a comprehensive remediation program to prepare students to be successful in college level courses.

Action Steps / Implementation Plan
1. Designate one individual from ATI or OSU who is knowledgeable about the field of developmental education to coordinate recommended actions; will require either release time or a percent of salary for one year.
2. Temporary coordinator will assemble and convene an ad hoc committee comprised of those directly involved in support services and two faculty (one from English and one from math with experience in developmental education) and identify key issues to be addressed in support services.
   a. Seek out useful models of remediation programs.
   b. Enhance links among support services at ATI.
3. Ensure that tutoring is available and accessible and that tutors are adequately trained, especially to assist with those courses in which students are most likely to need assistance. Seek out useful tutoring models.
4. Work with faculty who teach "high risk courses" to help them with quick but effective early identification of students at risk.
5. Create a standardized process for referring students to support services.
6. Ensure that a process is in place and known on how to refer students with a potential learning disability to Student Success Services – Disability Services.
7. Develop an automated record keeping system for students accessing support services, including regular communication with those students and monitoring of their progress.
8. Establish and implement procedures to assess impacts of remediation programs, including focused assessment of new innovations or programmatic changes.

Micro Goal 6
Create an alumni chapter for the Wooster campus that will connect with CFAES Columbus.

Action Steps / Implementation Plan
1. Develop a key group of ATI alumni interested in alumni relations (perhaps could be the Re-Envisioning committee).
2. Meet with Craig Little (OSUAA) and other college leadership to determine if creating an ATI alumni society is the best tactic, or if integrating with the CFAES Alumni Society makes sense.
3. Take inventory/snapshot of CFAES-ATI graduates (above) and determine programmatic alumni engagement opportunities.
4. Work with The Advancement System (TAS) to send all alumni communications and track the number of individuals that open the email, etc.
5. Integrate alumni into the student culture and celebrate alumni in graduation activities.
6. Utilize ATI alumni in recruitment and ATI student welcome.
7. Communicate the progress and changes with the ATI Re-Envisioning process with alumni.

Macro Goal B

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

Micro Goal 1
Rename ATI to reflect the "One College" vision.

Action Steps / Implementation Plan
1. Establish a task force to accomplish this goal. Review past research and reports related to this goal.

Micro Goal 2
Realign CFAES administrative structure to merge ATI with all other CFAES entities (OARDC, OSU Extension, academic programs, departments/units, external advisory committees, etc.).

Action Steps / Implementation Plan
1. Ensure ATI continues to function as a school within CFAES (continues to serve as a degree offering unit).
2. Make ATI leader (e.g. Director) an equivalent level with other CFAES academic unit leaders in order to facilitate administrative interaction, negotiation and decision-making (e.g. faculty and staff appointments, budgets, facilities, etc.).
    a. This will give the ATI leader similar access and administrative authority in interacting with other academic unit leaders within the college.
3. After implementation of micro goals two and three, and in light of the Wooster campus administrative restructuring that has already occurred, re-evaluate ATI's Administrative structure below the ATI leader (e.g. Director) to determine the necessary/appropriate structure to function effectively and efficiently.
    a. Provided the academic program structure at ATI is maintained, a similar administrative structure/emphasis will be needed to sustain the program offerings (oversight of academic affairs, student academic support, regular and associated faculty, instructional laboratories, etc.).

Micro Goal 3
Identify and pursue opportunities for joint faculty appointments that mutually benefit Ohio State ATI, academic departments, research and/or outreach.

Action Steps / Implementation Plan
1. Identify, solicit, and initiate joint appointments of existing faculty and new hires.
2. Develop best management practices for memorandums of understanding (MOUs) between Ohio State ATI and other academic units.
3. Revise academic unit and Ohio State ATI appointments and promotion and tenure documents.
4. Revise position descriptions for faculty holding joint appointments.
5. Clarify and communicate reporting lines and position expectations.
6. Identify appropriate funding sources for joint appointments and evaluate salary equity.

Micro Goal 4
Remove barriers and create new opportunities to integrate and optimize instructional expertise and resources across campuses.

Action Steps / Implementation Plan
1. Unit leaders work together to identify and deliver collaborative instruction. Courses should originate from the campus with the faculty expertise.
2. Establish the infrastructure and instructional support to use distance delivery to offer courses between Wooster and Columbus.
3. Offer teaching opportunities for graduate students and postdoctoral fellows at Ohio State ATI.

Micro Goal 5
Better integrate Ohio State ATI into the continuum of teaching and learning within CFAES. To ensure an emphasis on the associate of applied science degree offerings, preserve Ohio State ATI as a degree-offering unit. Encourage Ohio State ATI and the other CFAES academic units to jointly maintain and deliver associate of science degree programs to better align with baccalaureate degree offerings.

Action Steps / Implementation Plan
1. Ohio State ATI remains a degree-offering unit and develops and delivers certificates and AAS programs. Preserve offering and Ohio State ATI control of technical "T" and Columbus general education courses.
2. Ohio State ATI and other CFAES academic units jointly develop and deliver associate of science degree programs to preserve and enhance the pathway to the baccalaureate degree.
3. Associate of science curricula should be developed as the first two years of the baccalaureate degree.

4. Ensure students identify appropriate degree program early in their academic career to reduce movement between degree types. Where appropriate, establish admissions criteria for associate of science majors to enhance student success.
5. Create opportunities for baccalaureate students to attend Ohio State ATI to take discipline-specific courses, and benefit from hands-on learning opportunities and smaller GE class sizes.
6. Use the "One College" approach to enrich the Ohio State University experience. (i.e. undergraduate research, practicum/internship at OARDC, joint research symposium, etc.).

Macro Goal C
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 Goal 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 the Ohio Agricultural Research and Development Center (OARDC).

Action Steps / Implementation Plan
1. Establish a singular Wooster Campus Capital Planning Committee composed of the current OARDC Capital Planning Committee and the three ATI Division Chairs.
2. Establish a 10-year Wooster Campus Master Plan.

Micro Goal 2
Enhance and integrate the Wooster-based campus infrastructure and technology to support Distance Education and e-learning.

Action Steps / Implementation Plan
1. Establish a Wooster campus distance education committee, chaired by Deana Namuth-Covert to include both Wooster and Columbus CFAES representation.
    a. Full report from this sub-committee should include specific, proposed tasks.
2. To prepare students for the increase in digital instruction used in some classrooms, recommend that all enrolled students at Ohio State ATI provide their own laptop/tablet by Autumn semester, 2016.
    a. The committee will identify potential funding/scholarships for financially eligible students.
3. Define and benchmark industry partnerships to increase on- and off-campus access to state-of-the-art equipment and facilities.
    a. Broaden the scope of the current Grant Development Support Unit (GDSU) and Industry Liaison on the Wooster Campus to include ATI as well as OARDC in order to establish industry partnerships for access to state-of-the-art equipment and facilities.

4. Invest in sustainable state-of-the-art facilities on the Wooster campus and simultaneously decrease its ecological footprint by 20%.
    a. Conduct energy audits in 2016 and 2017 via Ohio State's sustainability office, student interns or external contractor on all Wooster campus academic buildings and implement recommendations within 10 years.
    b. Establish a Wooster campus sustainability committee of faculty, staff and students in calendar year 2016 to work towards decreasing our ecological footprint by 20%. This committee will be charged with establishing a Wooster campus recycling and reuse policy similar to the Columbus campus and be in congruence with the new OSU Sustainability policy.

Macro Goal D

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

Micro Goal 1
Create and implement a marketing plan for the Wooster campus in alignment with the college's plan.

Action Steps / Implementation Plan

1. Identify and hire a Director of Marketing for the Wooster campus.
2. Define the brand for the Wooster campus.
3. Create and distribute unified branding messages.
4. Implement a unified CFAES strategic recruiting, enrollment and retention plan.
5. Implement program-specific advertising and marketing for CFAES that includes all degree options within each program (i.e. AAS, AS+BS, BS, MS, and PhD).
6. Implement strategies from the marketing plan that specifically focus on expanding the diversity of the student population.
7. Aggressively market ATI locally, nationally, and internationally leveraging OSU's gateway offices in China, India, and Brazil.
8. Ensure a high degree of professionalism and enthusiasm for Ohio State ATI during recruitment and enrollment events through ongoing training of the student ambassadors and staff that is informed by the best practices found at other OSU campuses.

Micro Goal 2
Enhance outstanding teaching by implementing a system to facilitate improving teaching quality.

Action Steps / Implementation Plan
1. Commission an external review of how teaching is evaluated and reviewed to validate effective approaches and identify those needing improvement.
2. Utilize a mentoring program for new faculty and lecturers.
3. Develop a plan to continually improve teaching by utilizing resources from the college and/or University Center for the Advancement of Teaching.
4. Pilot and implement a peer review of teaching model.
5. Provide an ongoing series of teaching instruction workshops for all who teach in CFAES.
6. Centrally analyze Student Evaluation of Instruction (SEI) scores, and recognize and reward quality teaching based on those scores and peer reviews.

7. Use student learning outcomes assessment data to gauge student success and inform curricular changes to improve learning.
8. Conduct in-person focus groups in conjunction with on-line surveys of graduating AS and AAS students, with regard to learner satisfaction and areas for teaching improvement.
9. Publicize and highlight teaching excellence at ATI.

Micro Goal 3
Establish a program-specific external review process at ATI.

Action Steps / Implementation Plan

1. Continue the regular program review that is currently in place at Ohio State ATI to contribute to the required program review as part of the university accreditation process.
2. Develop a process to periodically evaluate the relevance of existing programs/certificates and assess the need for new programs/certificates.
3. Use the results of program reviews to inform decisions with regard to personnel, equipment and facilities.

Micro Goal 4
Implement and promote existing and new cross-campus student opportunities.

Action Steps / Implementation Plan

1. Complete the updated and expanded roadmaps for AS (Wooster) to BS (Columbus) programs.
2. Develop and maintain an up-to-date matrix of ATI/CFAES Columbus course equivalencies that is available online.
3. Identify and promote experiential learning, internship, and student employment opportunities that are unique to the Wooster campus that could benefit OSU students regardless of their home campus.
4. Leverage faculty expertise and unique facilities in Wooster (ATI and OARDC) by offering existing and new Wooster-based courses to students across the university.
5. Encourage development of courses that can be taught via distance education so every CFAES department has at least one course available to Wooster and Columbus students in this format.
6. Explore opportunities to develop one-semester certificates and undergraduate minors for Columbus-based students who could spend one semester in residence at ATI (e.g. Hydraulic Fluid Power, Floral Design, Equine Management, Greenhouse Engineering).

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

Micro Goal 1
Leverage the workforce training and professional development currently offered through Business Training Educational Services (BTES) for expansion across CFAES.

Action Steps / Implementation Plan
1. Inventory current offerings across CFAES.
2. Identify gaps where industry/stakeholder needs are not being met.
3. Prioritize new/potential program offerings with industry demands.
4. Identify opportunities for student participation in ATI's industry program offerings.

Micro Goal 2
Open, foster and strengthen communications between ATI and industry, community, and stakeholders.

Action Steps / Implementation Plan
1. Identify what lines of communication currently exist and with whom (i.e., newsletters, industry advisory groups, alumni connections, sales and marketing initiatives, recruitment efforts, community networks, etc.).
2. Identify gaps – with whom is ATI not in regular communication? Missed opportunities?
3. Share information! (Newsletters, annual reports, program updates, student success stories, alumni success stories, professional development/continuing education program announcements. . .)
4. Identify "ATI champions" who do/will engage with industry, community, and stakeholders to share information provided and get ATI messages out to their networks.
5. Engage and equip faculty and staff with marketing and recruitment tools.
6. Strengthen relations with alumni.

Micro Goal 3
Develop service and outreach efforts such that every ATI program/unit has at least one representative involved with at least one industry, community or stakeholder group.

Action Steps / Implementation Plan
1. Determine current faculty/staff involvement in industry, community and stakeholder groups.
2. Identify faculty and staff interest in getting involved with industry, community and stakeholder groups on behalf of ATI.

3. Plan for and support faculty/staff involvement in relevant outreach efforts; in some cases, like county fair involvement on behalf of ATI, this can be via off-duty pay, summer salary or joint appointment between teaching and extension.

Micro Goal 4
Develop standard operating procedures/guidelines for working with advisory committees to maximize the benefits for ATI.

Action Steps / Implementation Plan
1. Implement an annual communication plan for academic programs to use with their industry advisory committees to align student training with industry needs and to enhance ATI's communications with industry advisors.
2. Use plan for curriculum input.
3. Leverage relationships with advisory groups for equipment upgrades, supplies, etc.
4. Involve industry representatives and advisory committee members in delivering educational content – guest speakers, workshops, etc.

Micro Goal 5
Coordinate development efforts for Ohio State ATI.

Action or Implementation Plan/Steps
1. Hire a development officer dedicated to ATI needs and priorities.
2. ATI development officer will interact with CFAES Industry Engagement Group.
3. ATI development officer will engage with ATI faculty and staff about their relationships with industry.
4. Leverage ATI relationships with industry for equipment upgrades, supplies, facilities, etc.

Macro Goal F

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 Goal 1
Collect, analyze and share academic performance data with ATI leadership to inform decision-making for the improvement of student success.

Action Steps / Implementation Plan
1. Develop a mechanism to make data easily collected and <u>accessible</u>!
2. Hire an ATI-located academic counselor/retention management specialist responsible for academic performance data collection/analysis and reporting as well as retention management, transition management, career advising and collaboration with Columbus-based CFAES staff in coordinating roles.
3. Set up a system for data collection, including Ohio State ATI retention and graduation rates, course and curricular evaluations, student performance data, student performance metrics post-transition, etc., on an annual basis.
4. Utilize data to identify factors that impact student persistence and graduation. (Associate's degree and Bachelor's degree)
5. Utilize data about students who transition to Columbus, but don't obtain their baccalaureate degree to identify barriers to student persistence from entry at Ohio State ATI to Associate's degree completion, and from transition (from Ohio State ATI to Columbus) to their baccalaureate degree (e.g., financial; personal; academic; going to another university/another college; accepted a job and plan to return 'at a later time').

Micro Goal 2
Establish a system that provides continuity of academic advising throughout students' academic career, including their transition from Wooster to Columbus.

Action Steps / Implementation Plan
1. Establish a college wide new advisor training program (fall) and college wide updates (spring) for <u>all</u> CFAES advisors. Provide individual advisor training within one month of hire/one month of advising responsibilities being established as needed (e.g., start date January 1 – would need individual training since not in place for college-wide training in fall).
2. Ohio State ATI provides advisor updates on a regular basis.
3. Assign co-mentors to new ATI faculty; co-mentors will be from both ATI and the closest allied academic unit in Columbus.

4. Train and require all advisors to use "advising connect" and DARS.
5. Assign a Columbus-based advisor to transitioning students when they identify as a transitioning student; Columbus-based advisors contact/meet with transitioning students prior to transition (e.g., during Spring transition day, contact during summer prior to transition).
6. Provide advisors (both Columbus and Wooster campus) with access to information regarding course and program alignments (transfer matrix, roadmaps identified in overarching strategy C and Micro-goal 6).
7. Update an e-list of all CFAES advisors by program at least twice per year, prior to the start of Autumn and Spring semesters (additionally as needed).

Micro Goal 3
Establish and implement career advising services to Ohio State ATI students.

Action Steps / Implementation Plan
1. Develop and implement a centralized career outcome system for students and advisors at ATI.
2. Career planning office at Ohio State ATI (new hire identified in Micro Goal 1) works with students on job search and application (i.e., resume construction, interview skills, business etiquette).
3. Host an annual campus-wide internship/career fair at ATI with broad representation for all majors and programs and serving all students.
4. Provide training on the resources available in and how to use Hire-A-Buckeye.
5. Develop and implement workshops for professional/career development (e.g., time management, business etiquette, transition for education to career).
6. Provide educational career advising to help students connect their academic career with their future plans (e.g., job placement, professional certifications, career advancement).

Micro Goal 4
Prepare students, through the advising system in Wooster, for the academic culture of Columbus programs.

Action or Implementation Plan/Steps
1. Continue the early warning and intervention program, implemented as part of the AQIP accreditation, to identify and assist ATI students who are at risk.
2. For all students, identify and communicate course or grade deficiencies that may impact success in the baccalaureate degree program if they do choose to transfer to Columbus.
3. Encourage students to complete all of their AS/AAS degree requirements at ATI; if they choose not to before transitioning, ensure that there is a clear roadmap and sequence for successful transition, and also completion of the AS degree when possible.

Micro Goal 5
Align, through academic programs, courses and course sequencing between ATI and Columbus.

Action Steps / Implementation Plan
1. Wooster and Columbus faculty meet annually to discuss content and rigor of courses.
2. Academic affairs committees share and provide concurrence on CFAES Academic Unit (SENR, ATI, Academic Departments) course and program changes of all impacted units before moving course/program change requests forward to CFAES Academic Affairs committee.
3. Wooster and Columbus faculty work together to evaluate course sequences of all degrees (AAS, AS, BS).
4. Update transfer matrix as all new courses and course changes are approved at the University level.
5. Establish Ohio State ATI representation on CFAES Academic Affairs Committee.

Micro Goal 6
Develop systems to assure credit is given in the baccalaureate degree program for equivalent ATI courses or approved ATI course substitutions; and associate degrees are conferred when students complete degree requirements.

Action Steps / Implementation Plan
1. Complete the Roadmaps project in collaboration with academic units responsible for corresponding 4-year degree programs.
2. Align DARS degree audits for CFAES.
3. New ATI Academic Counselor (new hire identified in Micro Goal 1) will establish a process/system for identifying and tracking students who are completing their Associate degree after transitioning to Columbus (or completing degree requirements at another institution with coursework that will transfer to Ohio State); will prompt identified students to submit their application to graduate when they have completed the required coursework. Work with registrar to automate this to the degree possible.
4. Work with registrar to enforce General Education course equivalents offered by ATI in degree audits across the university.
5. Work with registrar when changes need to be made to the degree audits; and use calendar dating so current students are not hindered as a result of any course or programmatic changes.

Micro Goal 7
Foster student connections between campuses.

Action Steps / Implementation Plan
1. Establish networking venues for students and student organizations. Explore use of distance technologies to build virtual linkages.
2. Connect similar clubs between campuses (e.g., Saddle and Sirloin with Hoof and Hide) via student leaders, faculty advisors, and joint events funded by activity fees available to both clubs, and supplemented by CFAES.
3. Hold a spring social event that includes inter-club sports and other competitions; alternate the location annually between Columbus and Wooster.
4. 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. (Original – *Micro Goal 9)*
5. Create opportunities for graduate students located on the Wooster campus to gain teaching experience through assisting with ATI labs, providing ATI students connections with peers who are further along their college careers and involved with the Columbus campus, in addition to OARDC

Micro Goal 8
Establish and implement an annual "Bridge Program" for transitioning students to acclimate to the student life of the Columbus campus.

Action Steps / Implementation Plan
1. Develop a "Reverse" Transition Day during Autumn semester – academic unit representatives (including students) come to Ohio State ATI campus and share information regarding campus culture and how to prepare for transition – coordinated by Academic Counselor hire identified in Micro Goal 1.
2. Continue Spring Transition Day for Ohio State ATI students to travel to the Columbus campus and meet students who have successfully transitioned, meet future academic advisors, and learn about the Columbus campus culture and how to navigate campus and the surrounding area successfully.
3. Include programming for transitioning students in Welcome Days activities (in progress via CFAES Transition and Transfer task force).
4. Previous ATI transitioned students in Columbus volunteer to be transition mentors to Wooster students. Mentors will receive guidance and assistance from CFAES. (See Peer Mentoring program developed from subcommittee of CFAES Transition and Transfer task force looking at transition students from ATI, regional campuses and other universities).
5. Provide forums for previously transitioned students (i.e., alumni) to speak at ATI about their experiences. Administration provides funding

for groups to pay for travel, food and associated costs (see club events above).

6. Distribute information on transitioning to, and living in, Columbus through a dedicated website and social media (i.e., Facebook, Twitter, Instagram).

7. Continue presentation to all first year ATI students in the survey class about opportunities in CFAES and the important role that ATI plays in the college.

8. Provide educational career advising to help students connect their academic career with their future plans (e.g., baccalaureate program, graduate or professional school, future career).

Macro Goal G
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 Goal 1
Develop a recruitment plan to attract exceptional talent for faculty and staff positions.

Action Steps / Implementation Plan
1. Implement a college-wide action team to design a recruitment strategy in coordination with CFAES HR to attract exceptional talent among faculty and staff.
2. Send an electronic or printed information packet (and/or on website) to potential employees with information about Ohio State ATI and the Wooster community.
3. Review current applicant visit interview day (faculty candidate visit).
4. Review new hire onboarding.
5. Review current practice of exit interviews.

Micro Goal 2
Define and baseline ethnic and cultural diversity among faculty and staff.

Action Steps / Implementation Plan
1. Form a committee to review the data to define baseline for Ohio State ATI.
2. Gather data from OSU and other institutions to create a baseline and goals for Ohio State ATI.

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

Action Steps / Implementation Plan
1. Empower and provide a budget for Wooster Campus Diversity Committee to host programming and events to showcase the cultural and ethnic strength of Ohio State ATI.
2. Establish best practices for enhancing cultural and ethnic diversity.
3. Assess the impact of current programming.
4. Determine training and education to require or make available.
5. Identify other universities who have impactful cultural programs.

Micro Goal 4
Create an environment that values people, professional growth and collegiality; increase engagement survey.

Action Steps / Implementation Plan
1. Establish an action team to conduct engagement surveys.
2. Establish an onboarding program for new faculty and staff.
3. Establish clear promotion and tenure guidelines (see Macro Goal B).
4. Establish formal mentoring procedures for faculty and staff.
5. Evaluate retention history and patterns for faculty and staff and baseline results.

Micro Goal 5
100% of faculty and staff should have the opportunity and be encouraged to participate in professional development on an annual basis.

Action Steps / Implementation Plan
1. Make funds available to support professional development.
2. 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.
3. Create monthly updated calendar with announcements of professional development opportunities.
4. Have 10 percent of faculty participate in a sabbatical leave opportunity during their career. The Office of Academic Affairs (OAA) considers sabbaticals as underutilized at the university.
5. Establish and implement a post-tenure review/annual career evaluation (see Macro Goal B).
6. Evaluate the annual performance review process for all associated faculty (see Macro Goal B).
7. Develop a faculty and staff recruiting plan that includes an emphasis in professional development.
8. 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, fostering collaboration in the areas of joint projects and exchanges.