Class 8 Project Summaries

Phase II Project Report
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My Phase II project involved several related activities. Most of my effort involved an extensive research project that is being used to better market the College of Agriculture and Life Sciences and North Carolina agriculture. Telephone interviews were completed with 897 North Carolina adults. We also interviewed a sample of 324 political leaders. In addition to the phone surveys, six focus groups were conducted with rural and urban consumers. Agriculture is undergoing rapid change. In addition, fewer people today have any real connection to agriculture. To sustain public support, the agricultural community needs to better understand what people know and think about agriculture. To do this, it is important to understand how people perceive agriculture and how much knowledge they possess.

Many North Carolina citizens and leaders believe agriculture impacts their lives. They recognize the importance of agriculture for the economy of the state. However, many people do not initially connect food and agriculture. Most consumers take the food supply for granted and expect few problems in the short term. Consumers are concerned about the quantity, availability, variety and cost of food for the future, as well as about the loss of farm land and decline in the number of farmers. People have some concerns about agriculture, including environmental and food safety risks. Most people differentiate two distinct types of farms: family farms and corporate farms. They feel that family farmers do a better job of producing safe food, taking care of the environment and caring for farm animals than do corporate farmers.

Corporate farmers are perceived to do the best job of using the latest technology. Citizens and leaders alike are concerned about losing part of our heritage and rural quality of life with the transition from family farms to corporate farms.

Citizens and leaders generally lack basic knowledge about North Carolina agriculture. Leaders generally showed a higher level of knowledge than did citizens. Many people feel it is important to teach more about food and agriculture in school. Most citizens reported little interest in stories about agriculture, but do have an interest in food safety, nutrition and new food products. This work has had considerable impact on the direction of NCSU Extension programs, as well as the efforts of others in the agriculture community.

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Phase 2 Objective:

1. Multistate Research:

To understand the roles and implementation of multistate research To study the impact and opportunities afforded by the new Multistate Research Guidelines

2. AES Budget Allocations:
To work with the Associate Director to develop and appropriate funding formula and distribution for AES support that supports excellence in research and encourages additional grantsmanship

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Project Title: Initiating a College of Agriculture Honors Program

Description of Phase II Project: The College of Agriculture at the University of Florida decided to implement an Honors Program for students who had earned at least 60 credit hours. The University Honors Program provided opportunities for high achieving students during their first two years of academic study but there were limited opportunities for honors work after that. My task was to assume leadership in putting into place an Honors Program for these students. This involved forming a committee that would provide oversight of the Program and a committee of departmental honors coordinators who would serve as liaisons for the program. During the first year, we developed publicity material, designed honors contracts, refined policies surrounding the program, produced a medal to award the students, and enrolled over 70 students in the Program. The faculty were less enthusiastic than the students but the program has a good start.

Keywords: Honors Program

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Phase II Project Summary

AREERA Plan of Work for the Oklahoma Agricultural Experiment Station, Federal Fiscal Years 2000-2004

In 1999, the Division of Agricultural Sciences and Natural Resources (DASNR) of Oklahoma State University, in response to the Agricultural Research, Extension and Education Reform Act of 1998 (AREERA), submitted Plans of Work (POW) from the Oklahoma Agricultural Experiment Station and the Oklahoma Cooperative Extension Service. I worked with the Assistant and Associate Directors of both the OAES and the OCES to prepare the OAES Plan. Components of the POW were based on the OSU DASNR Strategic Plan, and included elements required by the AREERA and the USDA's Guidelines for Land Grant Institution Plans of Work. Proposed research programs addressing five major strategic objectives were described, and an estimate of the allocated resources (financial and scientist year support) were provided. The Plan also included descriptions of stakeholder input, collaborations with appropriate outside entities, the integration of research and extension activities, merit and peer review, and multi-state activities.

Keywords: AREERA, Plan of Work (POW), Oklahoma State University, Oklahoma Agricultural Experiment Station.

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PROJECT TITLE: Increasing Extramural Funding

DESCRIPTION OF PHASE II PROJECT:

Tennessee Agricultural Experiment Station funding in real dollars has declined over the past 10 to 1 5 years, largely due to declining federal funds and insufficient increases in state appropriations, grants, and contracts to overcome the loss. To sustain existing programs and address emerging needs will require new revenues. Prospects for significant increases in state funds to meet the needs are unlikely. Experiment Station Administration identified growing grants and contracts as the most feasible means of achieving new revenues. Our unit lagged behind comparable units in funding from grants and contracts (G & C). The administrations organized a meeting of Department heads and ESCOP/ACOP graduates and current participants. Several faculty will exceptional success in securing extramural funding presented their strategies. We then organized our annual departmental research planning conferences around the goal of increasing extramural funding by increasing the number of successful faculty and the amount of the award. From the session, several obstacles to being successful were identified and step were undertaken to overcome those under internal control. Among those are workshops on writing proposals, full staffing of G & C office, revising procedures to expedite internal review and processing. My specific role has been primarily at the Department Level. While only in the initial year of this initiative, it is safe to conclude that G & C activity and participation is increasing and several new awards have been granted.

KEYWORDS: Grants, contracts, extramural funding.

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Project Title: Investigating Research Opportunities and Planning Facilities for Growth

Description of Phase II Project: The project was two-fold. Part one was to visit Federal Granting agencies in Washington D.C. to investigate research opportunities for faculty in the College of Family and Consumer Sciences. Prior to the trip, my mentor and I contacted our AESOP contact and decided which agencies we wanted to visit. We spent three days in Washington during May, 1999. Part two involved working on space planning for a building addition. I received input from faculty, worked with the campus architect and served on a research space planning campus committee to understand future university directions. The Dean and I have started securing approvals and working on an assessment of building needs.

Keywords: Research, Space Planning

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Project Title: Extension Information Transfer: Team Development of a Multidisciplinary Site on the World Wide Web (hLtp://fruit.wsu.edu)

Description of Phase 11 Project: The goal of this project was to establish a multidisciplinary tree fruit and vine World Wide Web site. The disciplines involved included plant pathology, soil science, viticulture, pomology, entomology, and agricultural economics. The project/team involved about 20 participants, some of whom had a history of inability to work with each other in a team environment. As team leader, my first step was to give the participants ownership in the process. Once this step was taken, site development proceeded at a rapid rate and the framework of the project was complete within 3 months of inception. The site receives about 500 hits per day and is widely used by the Washington tree fruit industry. The project was a positive effort in team building, industry service, and public relations.

Keywords: ownership, World Wide Web, information transfer

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Project title: Developing a field station for research on weed management in the Intermountain West

Description of Phase II Project: The intent was to work with our experiment station director and develop a plan for a research station at Dubois, ID. The vision was to link university and USDA personnel in Idaho, Utah, Wyoming and possibly Montana in a cooperative program to address our shared rangeland weed problems. This fits my interest in biological control and coincided with an increased interest in weed management in Idaho. Funding was to come from a proposal submitted to the federal government. Progress was slow, due to delays at the directors level. We held only one meeting to discuss the vision. The university forwarded the proposal to our legislative representatives, but it was not funded. Future efforts will be linked to state funding and two new weed control faculty we are hiring in early 2000.

Keywords: research, biological control, weeds, weed management, rangeland

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PROJECT TITLE
Evaluation of Pre-Award and Post-Award Grant Management Functions

DESCRIPTION OF PHASE II PROJECT (200 WORDS OR LESS)

The purpose of this project is to evaluate the pre-award and post-award grant management functions within the experiment station and extension service at the Louisiana State University Agricultural Center. The objective of the project is to identify possible changes in function assignments which might lead to a more efficient and cost effective grant management system.

KEYWORDS
grants, external funding

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PROJECT TITLE
Molecular Biology Lab Construction

DESCRIPTION OF PHASE II PROJECT (200 WORDS or LESS) My project was to coordinate the efforts of four academic departments to construct new lab facilities. The committee participated in a public information campaign to help pass a bond referendum to support construction of the new facility.
After passage of the bond, we worked with to prepare a Building Conceptual Plan. Later the committee worked with architects and the University's Facilities Management Department to devise a construction plan. The prospect of new facilities opened "space" negotiations between the four departments. The original siting of the building had to be changed in consideration of a 130 year old elm tree. After considerable negotiation and press coverage, an alternate siting has been agreed upon. Construction is expected to begin in the summer of 2000.

I also had the opportunity to advise a committee to establish a cooperative PhD program to.include several research institutions in the State. One aspect of this program was establishing interactive graduate courses to be taught over the compressed video system. Another was obtaining consensus from the participating institutions of what the program should be.

KEYWORDS Construction project, fundraising, public information, press interaction, videoconference, inter-institution PhD

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Title: "A-maize Your Friends" EPCOT Exhibit

Worked with representatives from NASULGC, AESOP and the Agricultural Research Institute to establish an exhibit focussing on agricultural literacy at Disney's EPCOT Center in Orlando, Florida. Team involvement included working with the EPCOT Science Director and Vice-President of Projects, staff from the Agricultural Research Service, the Department of Education, and NASULGC to solicit proposals for the planned exhibit. Review with above staff as well as Disney Imagineers finally led to a very "simple" project on corn and its uses. Worked with agencies and staff listed above to ensure coordination of funding for the venture. Exhibit was a Discovery Point at EPCOT June 1September 1, 1999. Approximately 700 people per day passed through the exhibit. Children could shell and grind corn, see clothing made from corn, guess the number of products which contained some form of corn, and construct items from a bag of corn starch packing "peanuts". Very positive response to the exhibit. Interactive, hands-on, for children. Most adults were no more than second generation off-thefarm and recalled their involvement in the production and use of corn-based products as well as the future of GMOs in today's world.

Keywords: EPCOT, corn, research

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PROJECT TITLE: There was not a formal title, to my knowledge. It was 2 parts. The latter portion was more formal. It could be titled "Development of a model for determining funding for branch stations" 7.

DESCRIPTION OF PHASE II PROJECT:

Part I: Visit with department heads in the College of Ag sciences at Oregon state University to discuss their philosophy of leading.

Part II: development a model based on Oregon commodities that would form a core structure for determining funding in branch stations. 8. Keywords: branch stations, funding model, leadership styles 9. The program was a rewarding experience. It allowed me access to information that I would have had in no other circumstances that expanded my understanding about leadership styles and administrative practices at Oregon State University.