



**Jordan College of Agricultural
Sciences and Technology**

2020-21 Annual Report

Submitted by

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Jordan College of Agricultural Sciences and Technology

Accomplishments

Made progress on improving financial viability of the University Farm Laboratory.

- With some assistance from industry, a new dairy tank/trailer was secured to move milk from the dairy to the creamery.
- Most research on the UAL was able to continue.
- The Orchard Unit's 20 acres of olives completed the transition to fully organic status for the fall 2020 harvest allowing us to market organic olive oil.
- The U.S. Forest Service moved to terminate the lease on the San Joaquin Experimental Range. Operations ceased December 31, 2020.
- Larry Layne's term as a member of the Ag Foundation Board ended after many years of excellent service. Steve Shehadey took his place-providing dairy industry expertise to the board. Other changes to the board came with the changes in administration. When Joseph Castro became Chancellor, Saul Jimenez Sandoval took his place and Xuanning Fu joined the board in his role as Provost.
- The Plant Science Club managed a small parcel on the northeast corner of Barstow and Chestnut and was able to not only improve the appearance of the corner but, using donated inputs, provided the student cupboard with produce at many times during the year.
- Implemented phase 2 of the orchard expansion which included planting 35 acres of almonds and 35 acres of pistachios. Trees were all donated as was land preparation, irrigation design and some irrigation supplies. Also secured a 5 year donation to fully fund phase 3-a 35 acres pistachio planting in Winter 2022.
- The farm machinery and farm maintenance crews were able to keep most of the UAL functioning in a time when the breakdown of Just In Time inventory made it difficult to secure parts.
- Ice cream marketing and wine marketing teams worked during Spring 2021 to develop marketing plans for ice cream and wine. Final results are expected in Fall 2021.
- At the winery, the processing floor and floor drains in the tank area were upgraded, the floor was painted and sealed and wine was canned for the first time. We also partnered with Valley Wide Beverage Co. to distribute our wine.
- Successfully proposed a 'signature project' to the Foundation to renovate the creamery to expand capacity and improve operational efficiency in production of ice cream. \$500,000 was awarded a plan is under development.
- Continued to focus attention on the dairy but have not yet completed a plan to ensure a sustainable operation.
- Updated the vineyard development plan for the next 4 years to replace poor performing vines. Phase 1-a one acre planting of a new green table grape was completed with industry support.
- Fresno State Brand Strategy and Marketing developed a stylescape for products sold through the Gibson Farm Market which will roll out in 2021-2022 (Appendix 1).

- In addition to donations mentioned above, the UAL received donations of a John Deere Tractor from Fresno Equipment Co. and the use of harvesting equipment for almonds from Orchard-Rite.

Morale. In an environment where almost everyone worked from home, this was challenging. Our virtual opening session of fall focused on Telling our Stories. The one for spring had an “Imagine the Future” theme. Both were well received. At the end of the year, we could point to the Farm market Stylescape (Appendix 1) and a planned mural for the east end of the Ag Mechanics building (Appendix 2) as building pride in the college and bolstering morale. One department chair reported “Despite COVID-19, there is a great energy and shared vision among the faculty of this department for improving program efficacy and student success.”

Improve operational efficiency. With COVID, faculty and staff changed to virtual operations and fully implemented Docusign across the college. Technology Services resources were drawn to other activities so no progress was made on implementation of the Digital Agricultural Solutions Hub (DASH). The college did get it’s Articles of Governance approved by the Academic Senate and the Provost and developed an advising policy to comply with the APM 205.

Staff and Faculty Hiring and Development

Our new tenure-track hire in Fall 2019 was successful this past year in securing a 3 million dollar grant that has her working with others in the state and nationally on programs that will team high school and community college students and improve pathways to careers in agriculture for students across the nation. Additionally, another of our faculty members is working closely with peers from the College of Science and Mathematics and the Lyle’s College of Engineering on a \$5 million STEAM grant that will develop curricular roadmaps, train faculty, and increase internship opportunities for students. Our centers and departmental faculty were successful in securing additional grants and contracts that will contribute to the knowledge base needed to address the challenges facing the industry.

The Jordan College successfully completed a search for a new tenure-track faculty member in viticulture. Dr. Runze (Cliff) Yu will be joining us in August 2021. With the hiring freeze, limited changes in staff occurred and are shown in the Table below.

Date of change	Resignation or retirement	New employee
March 2020		Kevin Davis
March 2020		Jose Guerrero
July 1, 2020	Ariel Diggan	Sara Larson
July 31, 2020	Mary Olivas	Vacant
July 31, 2020	Marian Bankston (reassigned)	Allyson Baldus (reassigned)
October 2020	Matthew DeGroot	Vacant
December 31, 2020	Elliott Elkins	None-end of SJER contract
January 2021	Jeremy Lewis	Patricia Terry
January 2021	Gerry Sanchez (bumped)	Denise Nunez

When Dr. Michael Thomas, who was serving as Associate Dean, entered the FERP program in July, the Jordan College lost the MPP position. Three faculty/chairs were asked to fill in for the year-

Annette Levi, Alex Alexandrou, and Randy Perry. Each had a specific set of assignments and each really helped out.

In the coming year, we will be considering hiring an Instructional Support Technician that can maintain equipment in the Department of Industrial Technology and provide additional support for equipment in the Graduate Lab and the Jordan Agricultural Research Center. Hiring will depend of course on the college budget. We may also be requesting tenure track faculty hires depending on retirements that may be announced.

Graduation Initiative 2025: Graduation Rates, Retention Rates, Closing the Loop

As with all colleges, progress on the GI 2025 may have taken a hit due to our required adjustments to the COVID-19 crisis this year. Our enrollment numbers and Dog Days participation are a little behind trend and while we know summer melt is higher at the university, no data are available for the college. Most of our faculty are anticipating offering courses in person in the fall.

At our welcome back assemblies in Fall 2020 and Spring 2021, we shared practices working best in virtual settings. During the academic year, these kinds of sharing occurred during department meetings too. With few exceptions, faculty went the extra mile to engage students. The departments also took time during the pandemic induced move to virtual instruction to examine not only how they were teaching but what they were teaching. Curricular changes resulted in every department.

Surprisingly, retention and graduation rates through Fall 2020 improved even with the Spring 2020 COVID pivot. This varies by major. Each of the departments carefully examined both retention and graduation rates in their annual reports. Table 1 displays university and college retention and graduation rates for students entering as freshmen. The college’s rate for the most recent year was equal to the university retention rate but significantly above the university 4 year and 6 year graduation rates. Additionally, the rates for the college in the most recent year are above the five year averages for the college although they are below the highest rates achieved since 2009 except for the four year graduation rate which was at an all-time high.

Table 1.

Freshmen	University most recent year	JCAST most recent year	5 year average	range since 2009
1st year retention	86.8	86.9	83..6	80.2-87.6
4 year graduation	21.4	28.8	24.8	17.2-28.8
6 year graduation	57.5	61.8	60.2	54-65.9

As shown in Table 2, the college’s rates for transfer students for the most recent year also exceed those of the university in retention, 2 year graduation rates, and 4 year graduation rates. The graduation rates for the college in the most recent year are above the five year averages for the college and the two year graduation rate is the highest achieved in any year since 2009.

Table 2

Transfers	University	JCAST		
	most recent year	most recent year	5 year average	range since 2009
1st year retention	89.9	92.2	94.8	84.7-93.6
2 year graduation	36.8	40.3	30.7	14.4-40.3
4 year graduation	77.4	80.3	79.1	69-83

We believe the service of our advising staff and the efforts on the part of our faculty to reach out to students are among the critical factors in achieving these increases in retention and graduation rates. Our advisors met with students via zoom and through phone conversations to assist them.

COVID-19 response

UAL. Keeping all operations on the University Agricultural Laboratory running requires students and that became a problem during COVID when some were sick, many returned to their homes, and others were no longer willing to work on campus. To the extent possible, unit managers reduced student labor on the farm. Additionally, in the early stages of the pandemic, significant disruptions to operations occurred when staff were unable to be on campus. Later, some staff were reluctant to return to campus. Some were able to work from home and others were resentful. The campus reduction in staff in Fall 2020 dealt the UAL a blow when a key employee in the office was bumped. It is has been difficult getting back up to speed there. A notable involvement of students was the Plant Science Club’s management of the “Student Farm” on the southwest corner of the Horticulture Unit. Using donated inputs, they were able to produce a number of products for the Student Cupboard while not only learning effective production practices but creating a showcase on the corner of Barstow and Chestnut.

Classroom. With the pivot that occurred in spring 2020, our faculty were well positioned to start the Fall 2020 semester in a virtual setting-as noted in the student success portion of this report above. Lessons learned in the early days of the pandemic were quickly shared as I met with each of our departments and asked them to share success stories from Spring 2020 and what they had learned during the Fall semester. This sharing of best practices continued in our spring 2021 assembly when the faculty and staff brainstormed best practices. (Appendix 3). In the spring assembly we also used a series of questions to guide us in re-imagining the Jordan College (See Appendix 4). Departments and units were encouraged to follow up on ideas they found valuable. Some have been implemented. The college will revisit others in our Fall 2021 Administrative Council retreat.

The decrease in virtual instruction in spring relative to fall was due in large part to efforts by department faculty and staff to modify instruction in adherence with COVID-19 safe capacity limits. Faculty have also taken this unprecedented opportunity to refine their course content, strengthen core areas and remove potentially redundant material within individual courses, as well as across the curriculum. The value of hands-on experiential learning that our college is known for became even more evident.

Research. Fortunately, most of the research in the college was deemed essential. Crop and livestock projects could not be stopped without significant losses so faculty were able to continue projects and launch new ones. Safety protocols were put in place on the farm, in the Jordan Agricultural Research Center, and other labs. Graduate students were able to continue to make progress on their theses and research projects. Off site studies were impacted when travel restrictions made it necessary for researchers to travel individually-significantly increasing the costs in some cases. Travel to conferences halted but some presentations were able to be made virtually.

Community. Events typically put on by the college had to be cancelled or shifted to virtual format. The Center for Irrigation Technology, the Viticulture Enology and Research Center and the Institute for Food and Agriculture were all able to move some events online with mixed success. Our participation in the World Ag Expo was entirely virtual and we accounted for a considerable share of their programming. In some cases, a presentation made at one event (the Annual Agricultural Business Management conference) became a part of another event (World Ag Expo). Interaction with alumni and friends moved to virtual as described in the next section.

Fundraising

Technology played an important role allowing development work to continue during the pandemic but it does not replace face to face interaction in cultivating and stewarding donors or engaging volunteers. The reduction of Development Director Shannon Fast's assignment by 50% and the need to layoff two student assistants also impacted our operations. Nevertheless, the Jordan College will close the fiscal year raising just over the assigned development goal of \$3.2 million.

The number of gifts to the college was approximately 1,100. This is 25 percent less than we were seeing prior to the pandemic. A year ago, we were uncertain about how development efforts would fare due to COVID. This coming year, we will be dealing with an uncertain post COVID environment exacerbated by a drought that will impact agriculture in unknown ways.

A summary of gifts in 2020-2021 follows.

Planned gifts

- Alumni from the Jordan College, Ron Samuel, John and Carol Gorter, along with Dario and Celeste Borelli donated and/or bequeathed \$1,150,000 in support of student scholarships.
- The final distribution from the estate of Donald E. Gumz of \$163,000 was received. His gift, totaling just over \$4.8 million, led to naming the enology building and created a quasi-endowment in support of the Center for Irrigation Technology
- The Newhall Foundation doubled their support to \$100,000 in support of hands on learning.
- ORO AGRI donated \$100,000 towards construction of a greenhouse for the Department of Viticulture and Enology.

Gifts in support of endowments

- John and Carol Gorter Endowment Fund-\$25,000 to support students majoring in agricultural business.
- Dave Cosyns Memorial Endowment Fund-The JG Boswell Foundation paid the pledge of \$100,000, supports the UAL
- Ralph and Lisa Hackett Endowment Fund added \$25,000, supports the UAL.

Gifts-in-kind

- A Nut Processing Laboratory was equipped with donations from Tomra Sorting, Wonderful Pistachios and Almonds, Nolin Steel, Forsberg, Capay Canyon Ranch, and Cortina Hulling and Shelling. Industry experts from Touchstone Pistachio and Minturn Nut Company helped teach the first class. A few pieces of equipment will be added summer 2021.
- Gifts valued at over \$160,000 from a number of entities helped with new pistachio and almond plantings. These included donations of ground preparation (Ag Soil Works), soil amendments and fertilizers (HM Holloway and GAR/Bennett), irrigation system design (Landmark Irrigation) and supplies (GAR/Bennett) along with pistachio trees (Mazzei Nursery) and almond trees (Woolf Farming and Processing).
- The donation of a tractor, updated milking system, alfalfa hay, a year's worth of almond hulls and shells, and embryo flushing plus heifers supported the dairy.
- The portable milk tank was replaced and the trailer was refurbished made possible by OMC Stainless Steel and K & M Paint and Truck Repair.
- Enough vines to plant an acre of Ivory variety table grapes were donated by Sheehan Genetics. This planting will provide students access to one of today's latest seedless grape varieties.
- Several horses were donated towards the equine program and equestrian team valued at \$325,000.

Other notable gifts:

- Farm Credit Bank Partners gave \$65,000 towards the Multi-Cultural Scholars in Agriculture program.
- Richard and Karen Spencer, owners of CRU Winery, pledged \$53,000 to support two deserving students each of the next five years.
- The James G. Boswell Foundation through the California Agricultural Leadership Foundation gave a \$50,000 unrestricted gift.
- Bayer Crop Science funded a graduate student fellow with a gift of \$50,000.
- Organic Pastures made a \$50,000 pledge to help directly fund a professor in the area of soil microbiology.
- Helder and Cindy Domingos made a \$50,000 pledge in support of the exchange with the University of the Azores.
- The Leprino Foundation made a \$25,000 gift to purchase cheese vats in support of research, academics, and product development for the Gibson Farm Market.

Reimaged, strategic and engaging development efforts:

- Typically 1,000 stakeholders gather for a Sunday BBQ dinner/fundraiser in the back yard of Mark and Peggy Borba. While the 2020 version was dinnerless and online, over \$68,000 was raised.
- The May 2020 Turf Day Golf Classic was postponed to October when very small groups were allowed to gather outdoors. It raised \$20,000 (just \$1,000 shy of the most successful year).
- The Annual Fantasy Vacation Raffle raised over \$20,000 which was one of the most successful years.

- The number of donors to the Jordan College during the 4th Annual Day of Giving (DOG) campaign increased by about 24%, the monies raised remained the same at \$26,000.
- The Ag One Kern County Alumni and Friends Committee used the DOG to raise over \$15,000 for the Ag One – Carl and Barbara Fanucchi Endowment.
- The Common Threads Awards honors women from the Central Valley who have roots in agriculture and who have given back to their community. The 2021 event was held virtually on June 23, 2021 made possible through a partnership with Valley Public Television (KVPT)
- With few events, the event coordinator redirected her time towards engaging the membership committee and putting in place a monthly renewal plan. To date, \$55,000 has been raised.
- In lieu of in person visits, I spent some time each week on the phone with supporters and stakeholders apprising them of events and thanking them for their support.
- The Ag One Foundation’s Community Salute in 2019 honoring the Parnagian Family received two awards from the Council for the Advancement and Support of Education (CASE). The committee has begun working on selecting the honoree(s) for the 2022 Salute.
- Work began to help onboard newly named university president, Dr. Saúl Jiménez-Sandoval with key donors, prospects and volunteers some of which received calls from him. Strategic discussions on top prospects has begun and will continue as appropriate.
- Ag One has supported the Jordan College for 42. This academic year \$850,000 was provided to the college in support of scholarships and other activities.

On the horizon for 2021-22

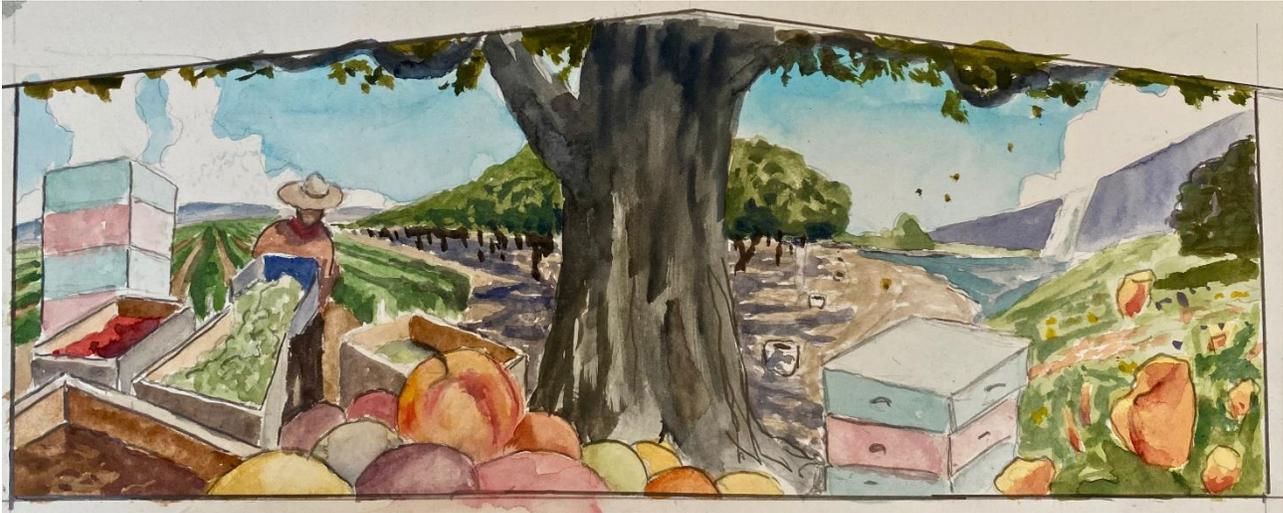
While we set a realistic fund raising goal of \$2.7 million for the coming year given the uncertainty in the agricultural sector, university leadership raised it to \$4.3 million. This is an aspirational goal. We will work towards this in a number of ways.

- Work to secure the final Jordan estate gift in support of agricultural research.
- Find a donor for whom we can name the UAL.
- Secure support for the next pistachio planting on the UAL.
- Create and fund an endowment to support a faculty position in the area of soil microbiology in the Department of Plant Science in order to establish a minor in organic production systems.
- Continue a focus on planned giving.
- Secure additional in kind support for nut processing lab and the UAL.
- Nail down a donation of solar system for the GFM.
- Find support in the health care areas for the Food Science and Nutrition laboratories.

Appendix 1 Gibson Farm Market Stylescape



Appendix 2. Mural for Ag Mechanics building



Appendix 3. Lessons learned from Fall 2020

1. Individual meetings with students early in the semester worked in smaller classes to establish expectations.
2. Incentivized attendance (points for attendance/participation) worked better in upper division than lower division courses
3. Some 3 units classes taught synchronously one day per week, group projects on a second, and review on the third each week.
4. In some labs, students ‘designed the experience’. Then faculty videotaped the actual doing of it and students could ‘see’ how it turned out. Some video taping required multiple cameras for this to work.
5. Videotaping allowed movement of some activities to points in the course where they were more appropriate-not time constrained. E.g. some harvesting could be taped and shared later in the semester when it fit better.
6. Those who videotaped lectures ran out of space on canvas before moving to Youtube or Panopto.
7. Some faculty who taught two sections of the same course taped the first presentation in a synchronous setting and made it available asynchronously for the second section. Then alternated so that each section had roughly the same number of synchronous sessions. Some students chose to use only the asynchronous videos.
8. Live lectures did not work without making them shorter than a class period.
9. More frequent quizzes and exams or projects helped keep students engaged.
10. Quizzes that students could take as many times as they want and were autograded were helpful
11. Well designed exams with open ended questions were essential part of some courses-helped students learn.
12. Pop quizzes during synchronous sessions seemed to keep students ‘in the room’. Taking attendance by voice response or emojis at random time during synchronous sessions did too.
13. Some adjustments to normal scheduling to ease student workload worked out well (term papers and exams at non-typical points in the semester)
14. Voice over powerpoints used either synchronously or asynchronously seemed to work well.
15. Sharing with students that faculty are also learning how to do this (virtual pedagogy) seemed to lead students to be more forgiving when problems arose.
16. Faculty (Todd Lone, Jason Liang, Miguel Pedroza) who participated in the ACUE “[Inclusive Online Teaching](#)” training found it to be very beneficial and would recommend all faculty do it. Helpful in producing quality materials and implementing active learning strategies.
17. Could use experts from all over the world as guest lecturers. Getting students engaged with guest lecturers effectively required some advance work with the students. Attaching points to engagement with guest lecturers also worked. Helping students understand that the guest lecturers are future colleagues also worked.
18. Using group projects and presentations worked best when students rehearsed their presentations with the faculty member in a trial run. Well designed projects led to motivated students and they were responsive to suggestions.
19. Teaching this semester required a complete reworking of some class policies. Dealing with late submissions was a big deal. Need to lay out the process/policy in the syllabus in Spring.

20. Faculty discussed the importance of making the case for camera usage in their course in the syllabus and early in the semester. Establish the expectation.
21. A number of students scheduled work during class time. It will be important in spring to have clear expectations in the syllabus about the times they will need to be 'in class'
22. While some students do very well online, those who attended synchronous classes did better than those who did not.
23. Students occasionally wanted to talk about the challenges (not course related) they were facing during synchronous meetings.
24. Asking students for feedback on how to teach topics next semester was helpful
25. Finding ways to conduct experiments or other activities normally done in a face to face lab required creativity but in many cases worked well. Some faculty sent or had students pick up materials. Others had students use materials most were likely to have at home.
26. Sensory panels (Food Science) involved those living with students-and the latter were often quite creative in their implementation.
27. Prerecorded lectures led to flipped synchronous classrooms. Used games and other software to engage-Kahoot, Jeopardy, Dyads, Poll Everywhere, Explain everything, Padlet
28. Some faculty used pin, spotlight, and moving videos in gallery view to reduce disruption that arise in speaker view as well as from movement of 'video tiles'
29. Students seemed to be much more likely to ask for extensions or exceptions via email/text so managing those was an issue. Using filters and requiring students to use keywords helped
30. Sending quick messages to students missing assignments or doing poorly on quizzes/exams worked for some as an 'early alert'. Pinging those 'disappearing' did not seem to do much good.
31. Discussion boards worked for some as a way to leverage the expertise in the class
32. Breakout rooms of 4-5 with explicit instructions (and some times who was to lead e.g. person with last name beginning with the letter closest to A or Z in the alphabet) worked best. Faculty dropping in on the break-out rooms in stealth mode was also helpful.
33. Chat function when used effectively in synchronous classroom enriched discussion significantly
34. Using poll in zoom was helpful and allowed sharing results with class and running the report later allowed seeing individual results.
35. Auto grading using canvas was very helpful.
36. At least one faculty member programmed her calendar in Canvas so students could easily schedule appointments
37. Some courses required covering less material and doing it better
38. Industry webinars were incorporated into some classes and students seemed to really appreciate them.
39. Some interesting findings occurred-nail polish worked well to glue pvc pipe
40. Under/over-estimated the amount of time required for students to accomplish things.
41. Some faculty acquired new skills-two became podcasters [check out this link](#)

Appendix 4. January 2021 Re-imagining the Jordan College

1. **How might the current academic calendar be modified to improve learning?**
 - a. Start every semester with the first day of classes on a Monday.
 - b. Eliminate Consultation Days.
 - c. Week long Thanksgiving break
 - d. Use a MW, TTh, FS schedule with consistent times e.g. 8-9:11; 9:30-10:45, etc.
 - e. Move to a three semester schedule Fall (Sept-Dec), Winter (Jan-April), Summer (May-August) each with 15 weeks.
 - f. Facilitate blocks e.g. Three 5 week sessions within a semester or two 7.5 week sessions
 - g. Schedule weekend classes
 - h. Match calendar to student needs
2. **How can we more effectively use classrooms and other campus spaces?**
 - a. Have TTH and MW classes set up the same 8-9:15, 9:30-10:45-see 1e above.
 - b. Schedule CGE courses which allow starting and ending courses at any time
 - c. Shorter sessions for courses, potentially less units, weekend session courses see 1e, and 1f and 1g above.
 - d. Coordinate asynchronous classes so maximize access to classrooms for F2F.
 - e. Match course offerings to labs in a timely fashion e.g. some courses need an entire growing season.
 - f. Carefully schedule virtual and face to face classes to avoid conflicts
 - g. Consider how hybrid and face to face classes can overlap
 - h. Relax rigid space rules to allow multiple uses of the same space as needs change-office, lecture, lab.
 - i. Put a computer in some campus spaces so students who don't have good internet at home can work on a university computer.
3. **Can courses be 'chunked' differently for lifelong learning?**
 - a. Have classes that go 8 weeks instead of 15 See 1f above
 - b. Coordinate classes to build foundations in the major.
 - c. Build student cohorts and learning communities
 - d. Break down curriculum into units and create smaller classes
 - e. Shorten the time frame for courses, especially for lab-oriented courses (5 week session).
 - f. Weekend session courses for one unit (electives) would be beneficial.
 - g. 2 unit class for machine shop or welding, woodworking, and students could pick 2 out of the 3. Could these be 5 week courses?
 - h. Life-long (at least long-term) retention of knowledge can be facilitated by covering the same information in different contexts or through a different lens/frame of reference.
 - i. Some learning modules can be compressed and offered to **industry** and community for life-long learning. This is an opportunity for outreach.
4. **Do Student Learning Outcomes (SLOs) align with student goals/employer needs? If not, what modifications are needed?**

- a. SLO need to align with the discipline first, followed by stakeholder need
- b. Are we developing at levels that employers need?
- c. Improve by strengthening existing ties with industry partners
- d. Developing a survey of industry to verify alignment
- e. Currently aligned. Need to revisit outcome assessment activities: exit survey, industry survey. Make modifications if students keep virtual or hybrid to address needs/goals.

5. What kinds of teaching/learning spaces do we want in 2021-2022?

- a. More smart rooms that can be accessed by zoom and f2f simultaneously.
- b. More labs
- c. Classrooms need to be flexible enough to house both face to face and hybrid courses.
- d. Our departments needs larger classroom(s).
- e. Classroom space in close proximity to faculty offices.
- f. Hot desking (community office space for more faculty, fewer personal offices)?
- g. Tech-aligned classrooms. Courses can collaborate for greater efficiency and interconnectedness
- h. What about adding spaces we don't control such as industry locations for internships, mentorships, labs, field trials, and exposure to state of the art equipment we can't afford.

6. How will we deal with underprepared students?

- a. Add tutoring for entry level, or high failure rate, or key major courses
- b. Add supplemental instruction to courses in 6a
- c. Create space for drop in assistance with peer mentors
- d. Better communication with high schools and community colleges
- e. Place registration holds each semester to require check in
- f. Create in course or in program proficiency assessments to provide feedback
- g. Increase number of engagement opportunities for students-with peers, faculty, industry mentors
- h. Create smart tracking systems enabling monitoring of student online activity in a course. These systems would be AI driven to provide feedback to students with minimal faculty time.
- i. Formal training for students in key areas such as time management, study skills, note taking, information literacy, etc
- j. Reinforce the use of technology (tablets/laptops) and software to complete assignments.
- k. Create engagement spaces facilitating student interaction with faculty (for group teaching/advising sessions) or peers (study groups),

7. Will post Covid students have different technology skills/preferences?

- a. They will know how to mute.
- b. They may have skills but struggle to find reliable technology. Campus spaces may be able to provide such access.
- c. Preferences will need to be examined. Will they prefer a hybrid course to completely virtual and if so, under what circumstances?

- d. Yes, however, they might be missing certain skills for in-person interaction, and hands-on skills typically learned during in-person instruction.

8. How will we effectively engage with off campus partners?

- a. The environment for events, fundraisers and outreach has changed-likely forever. We recognize the need to come up with new ideas to engage with stakeholders and to maintain relationships but didn't get that far.
- b. Continued research opportunities, industry meetings – you do what they do or will let you do. Some will likely allow onsite visits and others won't.
- c. Wait until it ends.
- d. Connections with industry remain tight. Greater adoption of video calling software will probably help bring more industry partners into the classroom. Virtual networking events can be a challenge logistically, but they can work out nicely.
- e. More partners, good for seminar series.
- f. Need to reconsider the role of field trips, conferences, industry expos, internships, and career fairs.

During our discussion for the Department of Food Science and Nutrition, we really focused our discussion on three areas. (1) Leveraging the best aspects of online learning in tandem with in-class learning, (2) A need for collaborative spaces and a collaborative framework - between departments, and (3) A need for some spaces which are dedicated to a program.

Leveraging the best aspects of online learning in tandem with in-class learning

There was a general consensus that there can be some benefits to online learning. Tools such as breakout rooms can be more effective than in person breakouts, for example. Many students have also expressed an affinity for recorded lectures. That being said there was also a consensus that students are missing out on secondary and tertiary benefits relating to in person education.

- 1. Developing relationships with faculty
- 2. Extracurricular activities including clubs
- 3. Guest speakers
- 4. On site visits
- 5. One-on-one tutoring
- 6. Simply having everything in one place
- 7. Research projects
- 8. Practical experience
- 9. "The College Experience"

Future online education needs to be supported by on-site education and services. The hope is to create a "best of both worlds". Effective expansion of flipped classroom techniques would expand the amount of on-site time that could be devoted to projects, problem solving, and other hands-on experiences.

A need for collaborative spaces and a collaborative framework - between departments

How do we leverage expertise of other departments in the college and the university. For example,

- 1. How do we get products we produce marketed by Ag Business or the Craig School?
- 2. How do we do more food and wine pairings with Vit and Enology?

3. Are there ways that we can include the Gibson Market in our teaching or research?
4. Should the university consider reallocating/developing spaces for specialized equipment or to conduct research.

UAL Group

1. DESIGNING THE CAMPUS FARM FUTURE / UAL Ideas

- a. Create a certificate program tied to hands-on campus farm experience for students. Visit local operations to learn what their needs/expectations are from our students/graduates, then create a program/check-off system where students gain those skills. Such a system would also create a way for students to get jobs with specific skills needed for specific employers. Companies could be part of a follow-up program that could then create internships and be used as a feeder system for potential jobs for partner companies after students receive their campus farm certificate. The program could even run multiple semesters (and might focus on a smaller core group of students).
- b. Expand (virtually) interaction with research partners regionally, nationally, even globally.
- c. Work more closely with departments/disciplines who recognize that hands-on experience is valuable and that graduates need specific, technical experience.

2. WHAT ARE THE MOST IMPORTANT PROBLEMS TO ADDRESS ON THE FARM?

- a. Reliance on Zoom technology makes it harder on the farm for many staff who might need more experience and/or training. Example is that the maintenance guys aren't always comfortable getting on the computer.
- b. Need to find new ways to showcase our hands-on experience. Hard to get industry as a whole to agree on certain topics. Also our college is so broad, and it's hard to show everything.
- c. Hands-on experience is valuable but the farm has reduced student labor 20 percent the past year to achieve cost savings, but that reduces learning opportunities for students. President said that young people always have their phone in their hand. Are there ways that we can bring the farm to their phone. Maybe linking aerial technology or irrigation platforms online so they can view?
- d. Make it clear how our campus farm uses technology. Bring students and companies together here on the campus farm, and create new partnerships.
- e. Students want the hands-on experience, and not to just be watching videos about topics.

3. WHAT SHOULD WE STOP DOING AND WHAT SHOULD WE START DOING THAT NOT DOING NOW

- a. Wonder about economic viability of certain crops and practices
- b. Is there a way to more deeply engage alumni and friends (more often and better)?
- c. How can we provide a more robust, nimble, learning environment.
- d. Should the college annually compose a list of the top things it wants to promote that year?

- e. Streamline support processes-HR, bill payment, foundation and state deadlines. Actual farming issues are often the last thing on the list.
- f. If interaction with industry is required, an assistant farm manager is needed.
- g. Students need to learn how to be employees. Could there be a centralized effort in this regard? Some expectations are universal: willingness to learn, accept training, show up for work on time; know how to do research; communicate well verbally and professionally-not just texting, answer phones, write a memo/report.
- h. Poll alumni for the top 10 things they learned on the farm
- i. Prepare for the kids that are 10 years away from being our students how tech savvy will they be?