



# Changing How Higher Education Works



**Successes and Lessons Learned from  
the W.K. Kellogg Foundation's  
Food Systems Professions Education Initiative**



## ABOUT THIS REPORT

This publication was adapted from the Executive Summary of the Cluster Evaluation Report:

Year Four of Phase II of the Food Systems Professions Education Initiative (FSPE). The original report was produced by the independent evaluation firm Western Institute for Research and Evaluation. The report was authored by Blaine Worthen, Adrian Von Mondfrans, and Jan Sweeney. The report was commissioned by the W.K. Kellogg Foundation to provide an independent evaluation of the FSPE Initiative. Data was collected both through quantitative research and extensive interviews with grantees, members of the host university communities, and external stakeholders. The individual stories representing successes and lessons learned from each theme area were not included in the evaluation document.



## INTRODUCTION



In 1994, the W.K. Kellogg Foundation embarked on a course to impact university-based food systems education and foster institutional change at land-grant universities. The Food Systems Professions Education (FSPE) Initiative became a partnership with 13 land-grant universities. Its goal was to promote significant, positive institutional change to enable food systems professionals to respond to the issues they will face in the 21st century.

The FSPE process began not by posing solutions and looking for people to implement them, but by posing questions, and providing creative and energetic faculty, staff, and their many stakeholders with the resources necessary to search for answers.

Not surprisingly, the answers that emerged were as diverse and dynamic as the individuals and institutions that were empowered to seek them. From creating community gardens to teaching urban children that food comes from somewhere other than just grocery stores, to university-wide efforts to include outreach as a criteria for faculty promotion and tenure consideration, the 13 FSPE initiatives set in motion a range of programs and activities that began to have ripple effects throughout their universities, and throughout American higher education.

Out of the FSPE Initiative grew the Kellogg Commission on the Future of State and Land-Grant Universities. This distinguished group of more than 25 university presidents, provosts, and deans met for almost four years and issued nearly a dozen reports and working papers that now are serving as a blueprint for institutional change. Across the Academy, as colleges and universities consider the challenges and opportunities posed by expanding technology and shifting demographics, there is a sense of transformation on campuses nationwide.

Of course, no one effort can, in less than a decade, spur wholesale change in America's system of higher education. However, the evidence clearly indicates that the FSPE Initiative has begun to have an impact on increasing the responsiveness and connectedness of institutions of higher learning – especially land-grant universities – to the communities they were intended to serve.

Ultimately, the successes and lessons learned from FSPE provide a road map for the Foundation and others to follow as we continue our work in building engaged institutions, and in enlisting the support of those institutions in our mutual societal change objectives.



Gail Imig

## WHAT WAS THE FSPE INITIATIVE?

Through the FSPE Initiative, the W.K. Kellogg Foundation engaged a broad network of major land-grant universities – who in turn built partnerships with additional higher education institutions, professional organizations, corporations, community groups, government agencies, and other key stakeholders – in a cooperative effort to create enduring, positive change on their campuses and in their communities.

These changes have occurred not only in the colleges of agriculture where most FSPE projects began, but have expanded beyond those colleges to encompass the fundamental

Initiative emerges. It is a story of higher education institutions reawakening to the importance of reaching out and engaging the publics they serve; of university presidents and other leaders rethinking the very mission and purpose of higher education; and of higher education institutions recrafting age-old promotion and tenure criteria to reward faculty whose scholarship reaches beyond the university walls.

To help communicate this story, the findings of the independent consultants commissioned to evaluate the Initiative have been summarized along the four broad areas of

**“Students are much more engaged. Students are thinking much more about what it is that we’re learning. They’re not just listening to me and being passive listeners. ... It’s revolutionized my classroom.”**

**Michelle Beets, Business Instructor, Kirkwood Community College**

On the Advancement of Learning and Leadership Initiative, which integrates active learning techniques into community college classrooms.

way in which the universities view their mission, and how they work with their constituencies to accomplish it.

Indeed, the FSPE projects have realized so much on so many fronts that any effort to summarize them into a single story about the Initiative as a whole is impoverished by the failure to note and applaud the diverse array of specific achievements.

However, as seven years of evaluation data are compiled, an overarching story for the

impact that have been the target of FSPE resources. These are:

- ➲ **Partnerships and Collaboration;**
- ➲ **Engagement and Public Involvement;**
- ➲ **Changing Campus Culture/Redefining Scholarship and Faculty Rewards;**
- ➲ **Institutional Change.**

### Partnerships and Collaboration

New partnerships and innovative collaborations among land-grant universities, community colleges, private colleges,

technical schools, and business and community organizations are among the most visible successes of the FSPE Initiative.

Whether it has been creating a “seamless” transition for students who move from a two-year community college to a four-year degree program; increasing access through distance education and learning centers; or developing joint degree programs among disparate institutions; FSPE projects have broken down traditional barriers and yielded new learning opportunities for students, universities and entire communities.

The evaluation of FSPE shows that such partnerships have become more meaningful over time. As trust and mutual knowledge develop, partnerships have become more effective and participants have become

more involved. This also leads to improved communication as diverse partners are brought together. Respect for the work and opinions of participants from other institutions, and understanding of the context within which they have to work, has noticeably increased.

Most striking, the FSPE institutions have gained immensely from the infusion of different perspectives brought by outside partners. And many external stakeholders report that they are benefiting from “their” universities now far more than they ever have in the past.

### Engagement and Public Involvement

The evaluation clearly indicates that by developing and supporting programs that reached well beyond university walls, FSPE

### Building Homes and Brighter Futures for California Migrant Farm Workers

**California Food and Fibers Futures (CF3)**  
**University of California - Davis**  
**Ross MacDonald, Bill Silag**  
**Project Co-directors**

A startling number of migrant farm workers, especially unaccompanied males, have traditionally had few options for housing. That which is available is usually “totally substandard, inadequate, unsafe, and unhealthy.” This assessment from Patricia Harrison, environmental design professor at the University of California at Davis, led to a remarkable collaboration between farm workers, community leaders, and the university’s departments of environmental design, community

development, and the program in science and society.

Inspired by the creative vision of Javier Tirado, a California farmer, beekeeper, and labor contractor, leaders in the migrant worker community, California state government, nonprofit housing organizations, and faculty from the university, joined forces to design and build clean, safe, and affordable housing for unaccompanied male migrant workers. A planning grant from the university’s Food and Fiber Futures project was provided to support their planning efforts. The Food and Fiber Futures project is a grantee of the Food Systems Professions Education

(FSPE) initiative. The program is intended to be a model for growers and communities to meet the needs of unaccompanied male migrant workers. It is intended to demonstrate that durable, low-cost, self-supporting, decent housing can be provided to farm workers. Villa Almendra (Almond Village) is nearly complete. It is already a significant symbol and gathering place for the many farm workers in the region.

Long-range plans have residents surfing the Web at the technology center, taking on-site adult education classes, or playing sports together on safe, well-kept fields.

## Preparing High School Students in Rural Nebraska for Careers in Modern Agriculture

Nebraska Network 21

University of Nebraska - Lincoln

Don Edwards, Project Director

Agricultural technology is rapidly changing the way America grows, processes and distributes food. Yet in a state whose economy is still dominated by agriculture, educators worried that schools weren't sufficiently preparing Nebraska students for careers in the changing world of modern agriculture.

However, with the help of mini-grants and technical assistance, Nebraska Network 21 is bringing the best in agricultural sciences education to the rural town of Mead. In the fall of 2000, Mead Agricultural Sciences

Magnet School, the nation's first rural agricultural sciences magnet school, opened its doors within Mead Public High School.

Adding 16 new agricultural sciences classes with hands-on learning, and drawing from a broad network of experts, the Mead Magnet School is now providing a broad curriculum on modern agricultural issues and practices. As a magnet school within a public school, students completing the coursework will meet all the requirements for high school graduation and college admission, in addition to receiving their specialized education. With this revamped curriculum and a broad array of new course offerings, rural

Nebraskans now have access to cutting-edge agricultural education that will prepare them for the wide array of new opportunities in this burgeoning field.

University of Nebraska faculty and agribusiness leaders are working with Mead teachers to continually enhance the curriculum, and Mead Magnet School students and teachers have access to University of Nebraska's 9,500-acre agriculture research center nearby – the ideal setting for student internships and land laboratory activities. The Mead Magnet School is also extending its reach to other nearby schools through distance education.

has helped rejuvenate relationships between land-grant universities and the publics they were built to serve.

Whether it was teaching inner-city youth about food systems through hands-on community gardens, or establishing the nation's first agricultural sciences magnet high school, the sort of engagement engendered by the Initiative will help ensure that the positive outcomes of FSPE

continue to ripple throughout society. Of particular note, out of the several hundred surveys received, more than half (56 percent) of the respondents who identified themselves as "highly involved" in the FSPE Initiative were external to the land-grant institutions. This degree of outside involvement is itself among the evidence that FSPE projects – and the benefits of being associated with these projects – were not isolated to their campuses.

**"I see the college really getting in tune with their constituents, with their customers, with the non-traditional groups—and with their students, the staff—and really trying to bring everybody together to blend the vision of where the college is going and make every person and every customer a part of it."**

**Robin Green, President, Hidden Creek at the Darby  
Former Director, The Nature Conservancy Ohio**

On The Ohio State University's efforts to improve relationships with external stakeholders.



## Working Across Cultures and Campuses to Lower Diabetes Rates Among Native Americans

Visions for Change

University of Minnesota

Maggi Adamek

Executive Director

While the incidence of diabetes is increasing in the U.S. population overall, Native Americans have seen the disease reach near-epidemic proportions in their communities. Death rates for diabetes among Native Americans are three times higher than those of non-Indians, and in some tribes as much as half the adult population suffers from the disease. The causes are varied and solutions have been elusive.

However, a collaboration between six tribal colleges and the University of Minnesota offers promising breakthroughs. Convened by Visions for Change, the Woodlands Wisdom Confederation is working across cultures to develop health and nutrition regimens

that combine western medicine with Native American traditions.

"Although the American public health model works well in many ways, it is often characterized by a 'one-size-fits-all' approach, and has historically been especially weak in promoting healthy lifestyles and good nutrition," said Maggi Adamek, project director for Visions for Change. "This weakness is exacerbated when you start moving away from the dominant culture."

To combat this tendency, the Woodlands Wisdom Confederation has developed a treatment and prevention program that is centered around training Native American dieticians and nutritionists to return to their home reservations to work with tribal members on familiar cultural terms and in the context of their shared health and nutrition heritage.

The confederation is creating a Food Science and Nutrition department at each participating tribal college, developing culturally-specific curricula that will be offered via interactive television to all participating tribal colleges in the region, fostering collaboration between the universities and communities in research and prevention programs, institutionalizing what have been ad-hoc partnership agreements between the colleges, and working to increase the number of Native Americans becoming food science and nutrition professionals.

While still in its infancy, the project has already brought many positive results. Among the brightest, perhaps, has been the cross-cultural joining of forces to increase awareness and activism around a modern public health threat that, if left untreated, has the potential to grow into a national dilemma.

## Rewarding and Encouraging All Forms of Scholarship – Teaching, Research, and Service

Keystone 21: PA Food System  
Pennsylvania State University  
Theodore R. Alter  
Project Director

Wisconsin Food System Partnership  
University of Wisconsin - Madison  
Kenneth Shapiro  
Project Director

Throughout most of higher education, basic research and resident teaching have come to be valued far greater in tenure and promotion considerations than other forms of scholarship. A central question among many of the FSPE grantees has been whether this trend is in the best interest of their institutions, or of society as a whole. While the approaches to this topic have been different, the conclusions share a striking similarity.

In 1998, a learning community was established on the campus of Pennsylvania State University by a small group of faculty and administrators to consider one non-traditional area – outreach – in the context of conventional definitions of scholarship. Interest was so great and the discussion ultimately so central to the identity of the university that the University Scholarship and Criteria for Outreach and Performance Evaluation (UniSCOPE) project quickly grew into a ground-breaking initiative to seek a common, creative understanding of alternative forms of scholarship.

The UniSCOPE challenge was to explore ways in which the full range of scholarship – especially faculty outreach – could be fairly valued in tenure and promotion. This challenge was met by creating a multi-dimensional model that conceptualizes each of the three mission areas of the university – teaching, research, and service – as a continuum of scholarship. UniSCOPE recognizes that discovery, integration, application, and education are inherent in the three missions, and views outreach scholarship as an integral

component of each. As the UniSCOPE discussion grew, the model caught the attention of University President Graham Spanier, under whose leadership many recommendations are currently being implemented. "Today, as we seek to become more engaged with our communities, it is imperative that we broaden our horizon to better reward the many forms of outreach within our universities," Spanier says. "UniSCOPE acknowledges the critical role of outreach and the scholarship it entails in the three missions of the university – teaching, research, and service."

With support from all corners of the Penn State community growing, the UniSCOPE team has begun sharing the model with other institutions, where interest has been fueled by the national discussion over the changing role of higher education institutions in modern life.

"Being responsive to the needs of our society is critical to the well-being and prosperity of individuals, families, businesses, communities – and universities themselves," said Keystone 21 Project Director Theodore R. Alter. "However, narrow interpretations of tenure and promotion guidelines have had the unintended consequence of preventing many university faculty from applying their expertise to meeting societal needs. The land-grant's relevance in the coming years will no doubt be measured in part by our ability to move beyond these confines. UniSCOPE is a step in that direction."

Meanwhile, at the University of Wisconsin, Madison, Chancellor David Ward has worked to update the century-old "Wisconsin Idea" – the philosophy that the three pillars of the university's mission are research, teaching, and outreach that extends beyond the classroom walls. With the help of the Wisconsin Food System

Partnership (WFSP), the university is not only developing programs that facilitate outreach, but also gathering quantitative data about faculty attitudes and participation.

"All of our activities are designed to highlight the positive impacts of outreach on faculty and staff, as well as students and community organizations," says WSFP Associate Director John Ferrick. For example, the university has created the Wisconsin Idea Undergraduate Fellowships, which offer financial incentives for students and faculty to conduct outreach. In addition, pilot projects and mini-grants focus on such areas as land use, the needs of migrant workers, Native American health and nutrition, and pesticide education.

The programs lend structure to a strong outreach ethic on the campus. A WFSP survey found that 90 percent of faculty members participate in outreach activities, and more than two-thirds believe such outreach enhances their teaching and research. Still, perceived barriers exist, including competing priorities, inadequate resources, and concern over impacts on salary, tenure, and promotion considerations.

To build visibility and support for outreach, WSFP publishes "Updating the Wisconsin Idea," an insert to the campus newspaper. The supplement is published each semester to highlight the activities being performed and partnerships undertaken with civic organizations, businesses, government agencies, schools, and other community-based groups.

"The purpose is to make faculty aware of their colleagues who are involved in outreach," Ferrick says, "and to celebrate outreach as a core value to UW-Madison."

**"If there's a dream out there, if there's a vision out there, if there's an idea out there—there's a full kind of permission to explore that."**

**Moira Dempsey, Program Coordinator,  
Center for Writing and Learning, Oregon State University**  
On the new campus atmosphere that has resulted from Project InterACTION!

In addition, these external audiences are now becoming involved in internal decision-making, such as determining universities' research agendas. In one project, teams of citizens and faculty are working together to identify important regional issues and develop long-term solutions to improve sustainability of natural resources.

Such productive relationships are enriched by the diversity of viewpoints they engage, and can serve as a model for every manner of institutional decision, from developing curricula to setting budgets.

## Changing Campus Culture/ Redefining Scholarship and Faculty Rewards

Although sustainable cultural change must ultimately be achieved at the individual level, a key to the success of FSPE projects in this area has been the presence of strong support from university leadership.

Data confirms that when the efforts of the project directors were supported by central administration, they accomplished much greater and more substantial change.

At the faculty level, traditional promotion and tenure processes are commonly perceived as a barrier to innovation. However, the more often professors saw their colleagues supporting experimental projects and engaging outside stakeholders, the more likely they were to initiate their own projects in the spirit of FSPE. Thus it became a goal of these projects to encourage innovation by seeking to reward such outreach through promotion and tenure guidelines.

Through FSPE, universities have been encouraged to rethink promotion and tenure criteria in order to strip away some of the impediments to progress. Several universities have engaged faculty to discuss scholarship, evaluation, and rewards. This



### Bringing the Resources of Higher Education to Bear on the Pressing Problem of High Turnover in Food Systems Jobs

#### Mid-Atlantic Consortium (MAC)

Rutgers University

Dr. Ian Maw, Project Director

Dr. Richard Merritt

Project Codirector

Historically high employee turnover rates cost the food industry some \$6 billion a year alone. While these numbers are substantial, the impacts of an almost constantly shifting workforce go far deeper than the grocer's bottom line. Consumers pay the difference on the shelves, and often go wanting for knowledgeable and consistent assistance when making their food purchases. Meanwhile, good jobs go unfilled, in part because of the food industry's image as a place for summer and after-school work, not a career.

Based in the belief that the success of education and business are inextricably linked, Pathways to a Better Trained Workforce is a Mid-Atlantic Consortium-funded project that brings together more than 250 stakeholders

to address employment challenges in the food industry. By engaging a wide range of educators, parents, business people, community leaders, and government agencies in New York City, New Jersey, Delaware, and Pennsylvania, Pathways is helping to build a new generation of well-trained, motivated workers who anticipate getting as much back from their career choice as they put in.

"Despite changes in our economy and lifestyles, the food industry remains one of the largest and most critical sectors of our economy," says Project Coordinator Michele Grace. "Higher education has tended to focus on the production and science ends of the food system, yet has not been highly engaged on the retail side. But when we looked at the scope of the challenges facing retail, and evaluated the tools we could bring to bear in meeting those challenges, we saw a natural fit as part of our land-grant mission and the FSPE focus on community engagement."

Pathways has served as an incubator for several different types of experiments, reaching everyone from children to early-career adults. In elementary school, students role-play as supermarket owners and learn to appreciate the many people and jobs needed to run such an operation. These lessons are integrated into other topics, such as math, and have in some cases even led to higher test scores.

For high school students exploring careers, Pathways offers academic aids and worksite experience. Beyond the classroom, Pathways fosters on-site mentoring, organizes training programs and paid internships and hosts a Web site of employee opportunities.

One of the most ambitious aspects of Pathways projects was to make them self-sustaining in relatively short timeframes. To date, Pathways has raised more than \$4 million, ensuring that the program's benefits will continue, and perhaps expand beyond the Northeast to become a model for the country.

### Making the Most of Iowa's Higher Education System

#### Vision 2020

Iowa State University

Gerald Klonglan

Project Director

Until recently, Iowa's agricultural college students faced a serious roadblock to obtaining the higher education they wanted through the state's public schools. Iowa State University (ISU) and the state's community colleges were disconnected in many ways. Physically separated by miles and independently operated, the institutions were often at odds and could be highly critical of one another.

But thanks to new partnerships created through Iowa State's Vision 2020 initiative, agricultural education in Iowa is

evolving across traditional historic divides to meet the needs of 21st century students. Educators in Iowa are redefining geographical campus boundaries, changing how learning takes place in the classroom, and improving the connections between community colleges and four-year universities. In fact, Iowa students can now earn an Iowa State bachelor's degree in agriculture from the campus of their local community college.

"Students across the state can now attend ISU classes, meet with ISU faculty, and even earn a four-year degree in agriculture – and all without leaving their communities," said Project Director Gerald Klonglan. "They have access to advisors and course offerings from both ISU and their home institution, and

can tailor their education like never before to their specific intellectual, geographic, financial, or future career needs. If they decide to transfer to ISU, students receive full academic credit for their community college coursework."

By working to smooth the rough edges that had divided institutions, Vision 2020 has helped students avail themselves of the best public education has to offer – the full resources of a major land-grant university coupled with the personal, local, nurturing atmosphere of a community college. This effort not only allows the educational benefits of ISU to reverberate throughout the entire state, but it has also established cooperation and mutual appreciation among Iowa's higher education institutions.

discussion has at times resulted in new criteria for making tenure decisions, ultimately building institutional support for experimentation. Even where new criteria have not been formally adopted, this discussion has sometimes led to greater rewards – within existing criteria – for "FSPE-like" activities.

While centralized support has allowed and encouraged the change process, it is clearly input from outside stakeholders through campus committees that have been one of the prime sources of cultural change. These participants bring with them diverse viewpoints and fresh minds. The success and popularity of change initiatives help breed a desire to continue such innovation into the future. This further contributes to a culture of risk-taking,

creating a fertile environment for continued experimentation.

### Institutional Change

While each FSPE project has had positive impacts on individuals, departments, and external organizations, the broader changes that have taken place university wide on FSPE campuses – and throughout higher education – will allow the benefits of the Initiative to continue into the future.

These changes can be seen not only in specific policies, but also in less tangible – but no less meaningful – shifts in how universities go about their daily business. In addition, they highlight the ways in which the FSPE projects and goals form a complex web as the other themes begin having permanent effects. For instance,

## Teaching in Border Towns and Building Enthusiasm for Agriculture

### 2020 Vision

Texas A & M University  
Manuel Piña, Jr.  
Project Director

The city of El Paso, Texas, is a vibrant cultural crossroads. On the border of Mexico and the United States, this bustling metropolis is nestled within a thriving agricultural region. Despite the close proximity of rural and urban life, most youngsters have only a vague understanding of the area's strong ties to the agricultural industry.

In an innovative coalition of partners from two U.S. states and Mexico, the Building Border Partnerships is working to expose students to the broad array of agricultural activities that help sustain the region's economy. By enlisting support from all the region's university extension offices, area government

agencies and local business leaders, the program introduces children along the U.S.-Mexico border to the surrounding agricultural industry and a wide spectrum of agricultural careers.

For participating schools, standard curriculum is enriched by interactive classes and field trips with agricultural professionals. For instance, on any given day, an entomologist from the Texas Agriculture Extension Service might be visiting a Texas elementary school class – teaching not only about insects, but about integrated pest management, potential college majors and the many applications for different types of science in the field of agriculture.

Meanwhile, the "Dairy Classroom" might be stopping at a New Mexico elementary school only a few miles away. The classroom is a travel trailer

for Annabel the dairy cow. A dairy farmer teaches young students where milk comes from, important jobs and products in the dairy industry, and even how to milk a cow.

This project is drawing strong support from the schools, teachers, and students alike. "Agriculture is an integral part of our region's history, culture and economy. Our children need to learn about agriculture in the classroom and understand its role in their everyday lives," said Manuel Piña, Jr., the FSPE project director at Texas A&M University. "If our children don't know about agriculture in its broadest context – in relation to the food we eat, the environment in which we live, and the career opportunities in it – how will they contribute to the well-being of the world in the future?"

**"I was excited to get students involved because they're not afraid to challenge the system."**

**Joe Townsend, Associate Dean of Agriculture**

**Texas A&M, College Station**

**On bringing together students and faculty to discuss changes needed in the College of Agriculture to have a greater community impact.**

as universities adopt new promotion and tenure guidelines, and outside stakeholders are increasingly included in institutional decision-making, the objectives of FSPE projects are being transformed into official university policy. Courses and programs begun as an "experiment" under FSPE are now permanent academic offerings, and many institutions are currently making giant strides to incorporate public involvement in the university structure.

At one institution a "culture of experimentation," and at another a "culture of listening," are measurably helping to improve collaboration, streamline bureaucracy and lower walls between extension, teaching and research.

### Lessons Learned

Of course, not every experiment attempted under the FSPE Initiative yielded the intended outcome. As universities look to

## Changing Institutional Culture by Increasing Campuswide Communication Skills and Practice

**The InterACTION! Project**  
Oregon State University  
Janice McMurray, Director

One of the greatest challenges to fostering institutional change at a major land-grant university is facilitating effective communication among diverse populations. Language, imagery, even assumptions differ among administrators, faculty, staff, students, and external stakeholders – and often within these groups.

At Oregon State University, the InterACTION! project has worked to promote effective dialogue – and thereby nurture change – through various learning opportunities including its "Conversational Skills for Convening People and Influencing Decisions" workshop.

This two-day seminar series equips participants with the communication skills necessary to listen well, engage in meaningful conversations, follow through on commitments, and address relevant issues. The work-

shops have been attended by virtually every segment of the university community – from institutional leaders to student groups – and have also involved other organizations, local residents, business leaders, and government officials.

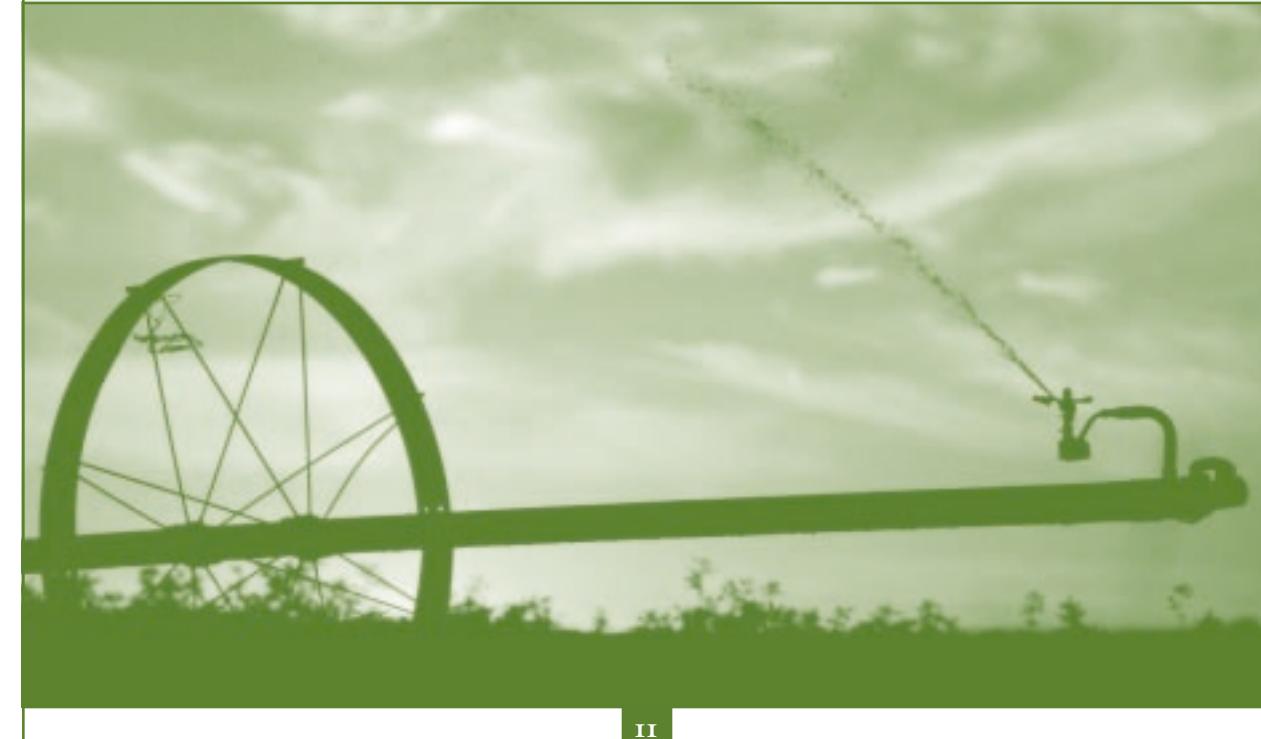
Workshop participants are encouraged to communicate in new and meaningful ways to build relationships and to foster community within and beyond the institution. These new capacities stimulate more effective meetings, collaborative ventures, and increased dialogue on high-priority issues. Campuswide conversations happen more frequently and include critical topics such as diversity, distance learning, university finances, and faculty rewards.

These conversations are important because they lead to actions large and small that include the considerations of a wide range of stakeholders, not just small pockets of traditional decision-makers. "InterACTION! is helping transform the campus into a

community practicing thoughtful conversation, and that in turn generates a more responsive climate for the public," says Janice McMurray, InterACTION! project director. "Anything is possible when people have the capacity to talk about tough issues in meaningful ways."

During the 2000 academic year, President Paul G. Risser presented InterACTION! with the coveted Champion Beaver Award, an Oregon State honor that annually recognizes significant contributions to the well-being and future of the university.

"We realized early on that to be successful we had to listen to each other," Risser said. "InterACTION! began to look at how we listen. Now the university has a collective sense of working together like never before. The Oregon State community talks to each other and listens very differently, inside and outside the institution, and as a result, we share a common understanding of each other and the university's goals."



## Teaching Children about Food Systems and Healthy Eating Through a Community Garden

Southern Food Systems Education Consortium  
Tuskegee University  
Walter A. Hill  
Project Director

As the distance between much of society and its agrarian roots increases, Americans are becoming less and less conscious of how food makes its way to the dinner table. More than just nostalgia, this lack of awareness of the farm-to-market process is associated with a poor understanding of basic nutrition and healthy eating habits. Rosemary Wright, a kindergarten teacher in Tuskegee, Alabama, is using a \$2,000 start-up grant from the Southern Food Systems Education

Consortium to teach students about farm-to-market connections and nutritious eating habits. Wright secured a plot of land, bought vegetable seeds and bedding materials, and started a garden behind the school with her students. She saw this as an opportunity for them to not only see firsthand how harvested plants were converted into healthy foods, but also learn about nutrition and the food pyramid.

"When retired senior citizens and other volunteers in the neighborhood stepped in, the project truly became a community effort," says Wright. "Now the garden has become a real source of pride for these children and the community." Students and volunteers worked side-by-side, and at the end of the harvest season, they picked their tomatoes, turnips, and other vegetables and enjoyed a healthy harvest dinner.

With just a simple gardening lesson, relations between Tuskegee University and the community have improved. Wright plans to start other gardens with future students. She has already obtained a plot of land and started the soil testing process. With volunteers from the first garden already offering their help, this community partnership is sure to grow, along with a generation of Tuskegee children's understanding of food systems and nutrition.

the FSPE experience as a guidepost for continued change efforts, it is important to identify the factors that have impeded success or slowed down progress. These barriers include bureaucratic impediments and hurdles, a deeply embedded university culture that places limited value on outreach, and the sheer time it takes to involve people, build trust and implement change. Specific obstacles noted by the WIRE team include:

• **The bureaucracy of the host university at times impeded progress.** The tendency of universities to move slowly

and deliberately tends to frustrate those from business and industry. Community colleges also find the university bureaucracy difficult to deal with, as the environment in which they operate requires much more rapid decision-making and nimbleness. Finding a way to accommodate these differences appears to be critical to maintaining interest and involvement of key participants.

• **The lack of a critical mass of change leaders within the university slowed down progress.** The importance of

**"If there's any institution in the higher education system that has to be on that cusp of change, it's the land grant. I'm really grateful - as are all my colleagues - for the FSPE Initiative. And for the support that it's provided to us to be in the position of being able to have the kind of discussion that will create enduring change. For without it, we would not be able to realize the ambitions that we have."**

Kermit Hall, President, Utah State University

having an adequate number of change leaders was recognized by many project participants. Finding ways to identify or develop champions for change from inside the institution is an important element in a successful change effort.

- **Entrenched traditions in reward systems impacted faculty involvement in outreach.** Despite successes in this area, outreach was significantly impaired at some institutions by the belief of faculty that what really counts in the promotion and tenure process is research. This contributed to the perception of external stakeholders that there are few faculty who are actively involved in and committed to outreach and public scholarship.
- **It takes time to build trust, and without it, progress is slowed down or blocked.**

Several of the projects have commented on the amount of time it took to build trust and how important trust was to the success of their projects. Projects that had turnover in leadership appeared to progress more slowly than those that had consistent leadership, due to the need to establish new relationships and rebuild trust.

- **Change takes time, and a readiness for change has to exist if the change effort is to be successful.** The plan has to be focused. Those who will be affected by the change have to be sold on the plan and understand how the change will benefit them. There also needs to be a realization and acceptance that creating change can be a slow process that requires flexibility and patience.

## Closing the Digital Divide in Rural South Carolina

SC Alliance 2020  
Clemson University  
Stassen Thompson  
Project Director

Middle-aged churchgoers can surf the World Wide Web for job openings while local seniors learn how to send e-mail to their grandchildren. Chief Gilbert Blue uses computers to help Catawba Indians keep in touch across the country. And Bobby Collins, a grain elevator operator, makes e-commerce plans to sell local crafts as far away as Scotland.

This is everyday life in most U.S. cities these days, but not so common in rural America. While rapid advances in information technology are profoundly reshaping our world, development has

lagged outside major urban centers. Through a collaboration between York Technical College, Clemson University, and a host of local business and community partners, South Carolina Alliance 2020 has helped close the digital divide in one of the state's rural areas.

Using a grant from Alliance 2020 as seed money, the Chester and Lancaster County Community Centers project is bringing hardware, software, and – most importantly – training to rural Lancaster and Chester Counties in South Carolina. A diverse collection of collaborators and partners are involved in the project, ranging from the local telephone company to U.S. Senator Fritz Hollings. "More than just introducing important technology where it's sorely needed," says York Technical

College's Ed Duffy, "the Community Centers project represents a fundamental change in how we approach rural development issues." Abandoning a "hub" model, where assistance flows from urban areas to the countryside, the project is creating a "donut" of rural communities working together to meet mutual needs.

"This project really shows both sides of what land-grant university systems can do best," said Stassen Thompson, Project Director for Alliance 2020. "It draws on the technology of major research universities and the local connections and training available from community colleges and technical schools to fill real needs in people's lives."

## The Legacy of FSPE

By creating a vision for change, FSPE helped open the door to doing things in new ways. And once that door is open – even in an environment such as higher

education, with its predilection for stability and business as usual – it is almost impossible to shut. This will no doubt be the ultimate legacy of the W.K. Kellogg Foundation's FSPE Initiative.

## The Ohio State University Reconnects with Its Constituencies

**Project Reinvent**  
**The Ohio State University**  
**L.H. Newcomb**  
**Project Director**

In the early 1990s, the College of Food, Agricultural, and Environmental Sciences received a “wake-up” call from its traditional constituencies. That call focused on an ever growing concern that the college had become disconnected from its stakeholders and was no longer responding to their needs. The college had become too inwardly focused and self-centered, rather than being centered on the needs of society.

Against this backdrop, a recession in Ohio's economy caused the university to sustain significant state funding cuts that demanded immediate downsizing. In response, the college received substantial cuts in university funding. Extension and experiment station line item budgets received from the legislature were also reduced significantly. The combination of these situations commanded a sense of urgency for major organizational change.

Project Reinvent, Ohio State's FSPE initiative, provided the vehicle needed to re-think current operational strategies and develop a plan that extended decisionmaking more broadly across the organization and genuinely involved external stakeholders in helping to shape the college's future. Several new advisory groups have been established across the college and with external partners to significantly expand input on organizational focus and to frame decision-making.

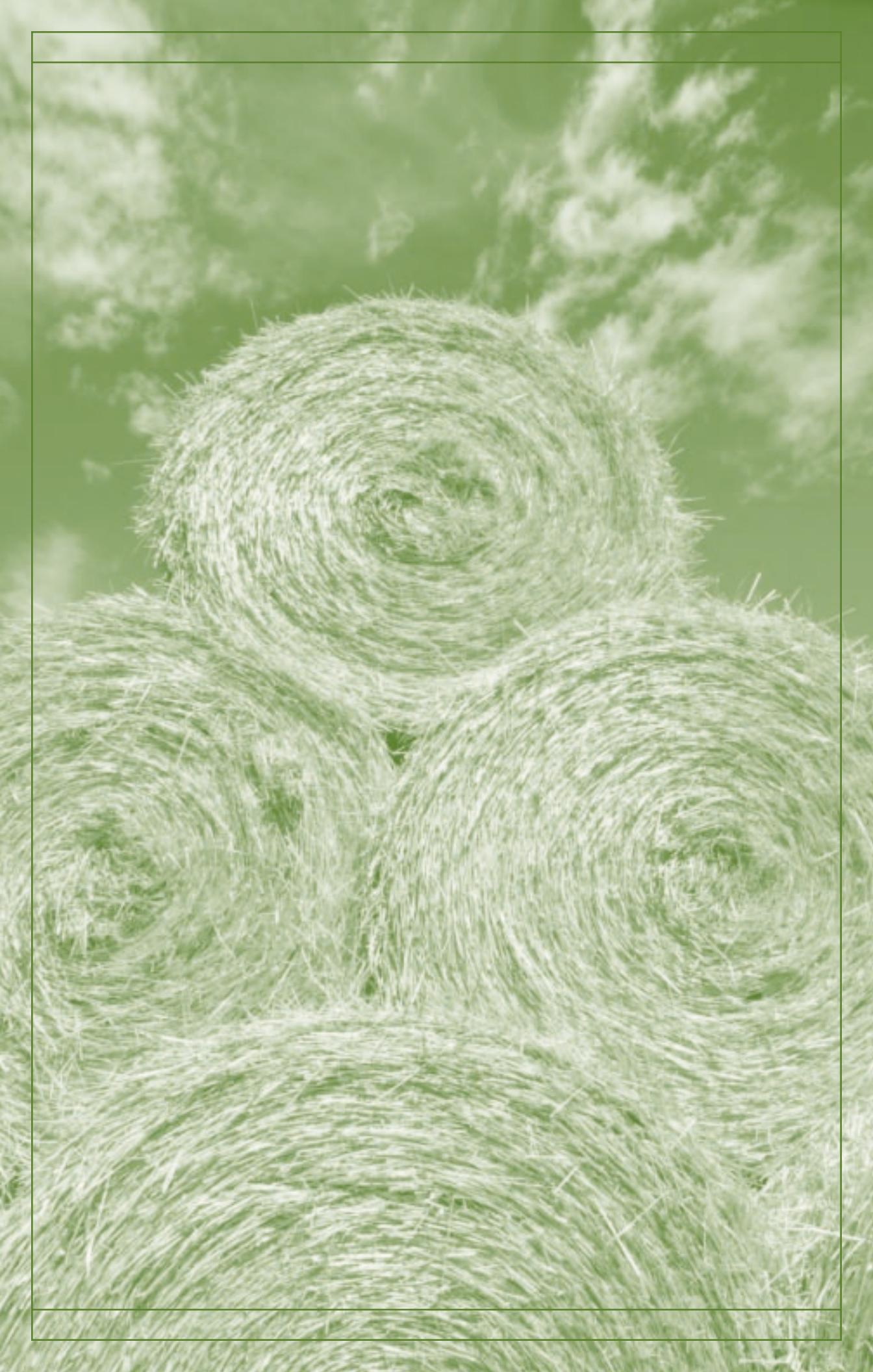
One such group, the Vice President's Advisory Council, (28 external partners, 13 faculty, three staff and a student representative) meets on a regular basis to advise the Vice President/Dean on critical issues. The college has benefited directly from the perspectives and ideas initiated by this group; one set of recommendations has led to the creation of an “ecological paradigm,” a program that now serves as a blueprint for curriculum, extension programming, and faculty research projects. Increasingly, programs encompass the perspectives of environmental compatibility and social

responsibility, in addition to production efficiency and economic viability.

Other significant organizational changes that have emerged as a result of the work of Project Reinvent are new faculty reward guidelines, greater involvement of staff in college operations, and the development of a “culture of experimentation” that provides an incubator-type environment to test new program ideas and organizational strategies.

Stakeholders now report that “without a doubt” there have been positive changes within the college. Funding for the line items (Extension and OARDC) have increased by approximately 10% each year of the last three biennia. Relationships with stakeholders have improved; there is an expanded programmatic emphasis that addresses the 21st century needs of its constituents; and the phrase “business as usual” no longer applies – the college has become a learning organization, committed to a culture of continual renewal and responsiveness.





## IOWA STATE UNIVERSITY

**Gerald Klonglan**  
**Project Director**  
**Vision 2020**  
1008 Agronomy  
Ames, IA 50011-1010  
P: 515-294-2092  
F: 515-294-5976  
E: klonglan@iastate.edu

## PENNSYLVANIA STATE UNIVERSITY

**Theodore R. Alter**  
**Project Director**  
**Keystone 21: PA Food System**  
Professions Education Project  
217 Agriculture Admin. Building  
University Park, PA 16802  
P: 814-865-0114  
F: 814-863-7905  
E: talter@psu.edu

## UNIVERSITY OF WISCONSIN - MADISON

**Kenneth Shapiro**  
**Project Director**  
**Wisconsin Food System Partnership**  
240 Agriculture Hall  
1450 Linden Drive  
Madison, WI 53706-1562  
P: 608-262-1271  
F: 608-262-8852  
E: kenneth.shapiro@ccmail.adp.wisc.edu

## CLEMSON UNIVERSITY

**Stassen Thompson**  
**Project Director**  
**SC Alliance 2020**  
212 Barre Hall  
P.O. Box 345201  
Clemson, SC 29634-0124  
P: 864-656-1287  
F: 864-656-1288  
E: sthmpsn@clemson.edu

## TUSKEGEE UNIVERSITY

**Walter A. Hill**  
**Project Director**  
**Southern Food Systems Education Consortium**  
100 Campbell Hall  
Tuskegee, AL 36088  
P: 334-727-8157  
F: 334-727-8493  
E: hillwa@acd.tusk.edu

## THE OHIO STATE UNIVERSITY

**L.H. Newcomb**  
**Project Director**  
**Project Reinvent**  
100 Agricultural Administration Building  
2120 Fyffe Road  
Columbus, OH 43210-1006  
P: 614-292-5490  
F: 614-292-1218  
E: newcomb.1@osu.edu

## UNIVERSITY OF NEBRASKA - LINCOLN

**Valerie Egger**  
**Staff Assistant**  
**Nebraska Network 21**  
AgLEC Department  
300 AgH  
Lincoln, NE 68583-0709  
P: 402-472-6621  
F: 402-472-5863  
E: vegger@unlnotes.unl.edu

## UNIVERSITY OF CALIFORNIA - DAVIS

**Ross MacDonald, Bill Silag**  
**Project Co-directors**  
**California Food and Fibers Futures (CF3)**  
CASE – Dean's Office  
278 Mark Hall  
Davis, CA 95616  
P: 530-754-9880  
F: 530-752-4789  
E: rbmacdonald@ucdavis.edu

## UNIVERSITY OF MINNESOTA

**Maggi Adamek**  
**Executive Director**  
**Visions for Change**  
College of Agricultural, Food and Environmental Science  
277 Coffey Hall  
1420 Eckles Avenue  
St. Paul, MN 55108  
P: 612-624-7451  
F: 612-625-1260  
E: madamek@umn.edu

## OREGON STATE UNIVERSITY

**Janice McMurray**  
**Director**  
**The InterACTION! Project**  
126 Strand Agriculture Hall  
Corvallis, OR 97331-2212  
P: 541-737-8000  
F: 541-737-4574  
E: janice.mcmurray@orst.edu

## RUTGERS UNIVERSITY

**Dr. Ian Maw**  
**Project Director**  
**Dr. Richard Merritt**  
**Project Codirector**  
**Mid-Atlantic Consortium (MAC)**  
Cook College  
Room 216, Martin Hall  
88 Lipman Dr.  
New Brunswick, NJ 08903-0231  
P: 732-932-9465  
F: 732-932-8880  
E: maw@aesop.rutgers.edu  
merritt@aesop.rutgers.edu

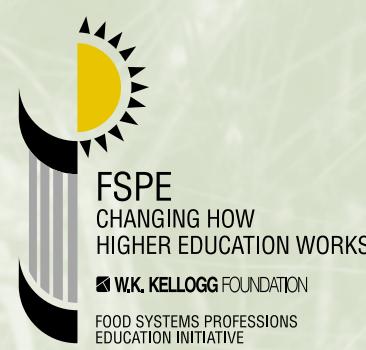
## TEXAS A & M UNIVERSITY

**Manuel Pina, Jr.**  
**Project Director**  
**2020 Vision**  
Texas A & M University M.S. 2116  
College Station, TX 77843-2116  
P: 409-862-1978  
F: 409-862-1058  
E: m-pina@tamu.edu



**W.K. KELLOGG FOUNDATION**

One Michigan Avenue East  
Battle Creek, MI 49017-4058, USA  
TDD on site Telex: 4953028  
P: 616-968-1611 F: 616-968-0413  
<http://www.wkkf.org>



**W.K. KELLOGG FOUNDATION**

FOOD SYSTEMS PROFESSIONS EDUCATION INITIATIVE

FSPE 4011

Item #300

1001 5000 WID COM

Printed on Recycled Paper with Soy based Inks