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Karen: Thanks for coming tonight. A person already told you that, but I am so glad to reiterate that important point, that your voice is really important. Do we have that on yet? Sorry.

All right, I'm gonna just put my timer on here. Oh shoot. Sorry, I have too many things on my desk. [crosstalk 00:00:37]

Wilson: We have a dodge ball playoff game at 6:30.

Karen: We will be ready to go. What time do you have leave by before [inaudible 00:00:47]

Wilson: It's over in auxiliary gyms, so off the other side of the rec centers. Probably, yeah. Probably 6:15 or 6:20.

Speaker 3: 6:15

Karen: Well we will be sure you get out of here at 6:15.

Wilson: Appreciate that.

Karen: Okay, so I'm going to get started. I'm going to keep my timer on so I'm paying attention to the clock.

What I wanted to do was kick us off by saying who I am, and what we're going to do here tonight, and I'm going to ask if you will speak with your outside voice not quite your inside voice because we want to make sure that picks up. You don't have to shout, but try not to be super quiet.

My name is Karen Faulkenberg. I work at Tilt. I imagine at this point in your career, you've heard of Tilt and know where I work over there. The important aspect of my participation here tonight is to really help get your voice in the air so that we understand, Cindy and the group she's working with understands your perspective on some work that they're intending to do.

So let's just take a really quick moment, and go around ... I know you all know each other, so this is not for you. This is, pardon me, for me. If you would, I see your names, state your name. One of the important parts about stating your name is it helps with the recording so it's a little bit easier to kind of deduce who's saying what. Your name, and something that just gets you really excited about being a member of this community of students.

Gus: Absolutely. I'm Gus Gil, and one thing that gets me really excited is, I am very passionate about this Colorado State University in general. I have a lot of family members who've been here, and so I have a lot of pride for this University, and anything that I can do to help ensure that other students are able to pursue their passions here at Colorado State

and have a successful journey throughout their experience is really exciting thing for me to be a part of.

Karen: Wow. Thank you, and good pace setter. Follow in with the Fruit of the Loom principle, which, you know what that is. That's to be brief.

David: Awesome. I'm David McKinney. One thing that gets me really excited is the fact that we're kind of a little family here at [inaudible 00:03:04]. I've really found my place here, and I really feel like I found where I belong and where I am really enjoying myself in college.

Karen: Wow, that's a great accolade. Great.

Brittany: My name is Brittany Boggs. Something I get really excited about with this community is just the connections and the relationships that are built through my time here, and taking them past graduation and knowing that it will further me in my career. It's just the time here and then I move on to something else that will continue throughout my whole life.

Karen: Thank you, Brittany, yes.

Wilson: Hey, I'm Wilson Ogg. One thing that I've always enjoyed is just getting to be able to be a part of the college of Ag, and live out that land grant mission that the University talks about. I think that's a big pride point for me in trying to help, from the student side of things, drive that value within the community and the University, and just the opportunities to do that has been excellent.

Karen: Thank you, Wilson.

Rachel: I'm Rachel Seorth. I'm kind of gonna go off what David said. The College of Ag is just a family, and I've loved every single bit of it since I've been a freshman. It gave me relationships with the students within Ag Ambassadors as well as the college, and gaining relationships with professors has just been amazing, and that's driven me towards striving to do bigger things than I thought I would be able to do.

Karen: Nice.

Emily: My name is Emily Springer. I'm gonna sound like I'm talking a little bit of ... [crosstalk 00:04:33] But I really love the community here. That was a big reason why I even chose CSU. I felt love from the day I stepped foot on campus. Another thing is being an Ambassador. Specifically we have an even smaller community where we help the college, we help perspective students, we help current students, and to me that's fantastic. And then also the professors here, at least in the College of Ag that I know. You can have personal relationships with them, and they're here to help you, and you can tell that they want to help you.

Karen: Thank you very much all of you, and wow, what a rousing endorsement of the program that you are members of. That's really fantastic.

In this 45-ish minutes that we have together, I wanted to reiterate that what you say will be kept within just the opportunity to understand better what is important to you. It will stay with the committee. They're planning a new major you may have heard, and that's part of why you're here is to give your thoughts. Clearly, you have opinions of your time at the University, so even though it may not benefit you particularly, you will be sort of paying it forward for new students who could be following in your tracks, and be just as excited five or ten years from now to be able to talk more about their lived experience in the department.

Everything that you say will be kept in confidence. If there's something that you forget, when you're later playing volleyball like, "Oh shoot! I should've said that!" There's always a way to provide that input. You can either let Cindy know, and just add it to whatever comes up. Or you can, if you say "You know, I kinda wanna say something private," you can email me. You can find me at Tilt or you can ask for information for how to reach me. I'm right across from the Great Hall, so I'm up there and you can find me there if something comes up.

Additionally, with this being a focus group, it's not just a meeting, and it's not just a general conversation. There may be times in which I may need to kind of put my hand up and say "Thank you very much, and I would like to hear from somebody else," because it's really necessary that we share the air, and that everybody gets a chance. Maybe not to answer every question, but to feel like they've had a chance to contribute to the time we've had together.

Our two lovely visitors will not be speaking with you. They will not be interacting with you at this moment. So just ignore them. As she said, "Ignore the people behind the curtain."

We're going to start with you thinking about your futures. So I'm going to ask you to just shut your eyes for a second. Imagine yourself. Graduation has occurred. You're planning to launch your next steps with whatever those next steps may be. I want you to think about where you see yourself after graduation, and I'd like to have you think about, "What is it that you're taking with you that you most value about your future college degree?"

I'm going to stop talking so you have a minute to think of some things you'd like to say, and then when I tell you to open your eyes, you'll begin.

If you think you know what you're going to say, you can put your phone up in the air.

Okay, put your phone down, and I'll just open this up for the opportunity for you to share about yourself. Where do you see yourself after graduation? Let's start with just that one question. What might you say?

Brittany: I'll start. It's kind of a little different, I've already accepted a job after graduation, so I see myself working down in Denver. I'll be working in Downtown in a corporate company in an agricultural waste company, and just it's a fairly newer company, so helping them grow. I want to challenge myself and challenge the business and use some of the knowledge that I've learned from some of my classes specifically that actually are really applied to what I'll be doing in my job. Seeing that connection has been really interesting for me to know that it's worth it; that classes I was taking because I'll be utilizing them. And I'll be challenging myself in different tasks to be getting that company to grow, and challenging them as well.

Karen: Thank you. Do you mind to say the name of the company?

Brittany: Yeah. Ardent Mills.

Karen: Oh, okay. I don't know what that is, but...

Brittany: It's a flour milling company. It's a joint venture between Cargo and ConAgra.

Karen: Oh I see.

Brittany: It was established about three years ago.

Karen: Oh, so really, pretty new. Sounds exciting. Yes? You look like you're ready.

Wilson: I'm ready to go. Luckily, I have a pretty similar answer. I also have accepted a job that will start June 1st, with Archer Daniels Midland, which is milling and otherwise company as well. Kind of funny that there's that connection. So I see myself jumping into the company. Hopefully, ending up back in Colorado, but I really want to get involved in the leadership. Get involved in the management, and down the road, be a trainer of the managers. Kind of be a Social Capital Developer within that company, and then, if enough credibility is gained, take that to the rest of the Ag industry.

Karen: Thank you. The rest of you? Anyone else?

Gus: So, I'm an Agricultural Education major, so one of the biggest skills that I think I'll be taking away from CSU and applying into my teaching career is a lot of the curriculum we learn here, obviously, but even more so than that. A lot of the student organizations I've been involved with gained those leadership skills and those interpersonal skills of being able to engage with others, and just kind of forge relation ... have deeper meaningful relationships with people. I hope to do that with my students once I've graduated and moved on into my career. I'd say that a lot of those involvement opportunities that CSU has to offer is one of the greatest things that I'll take away from my experience here.

Karen: I see. Are you going to do K-12 or higher ed, or?

Gus: Higher Education, so high school. So I guess ... excuse me. Not elementary school, but high school education, Yes.

Karen: Great, and we've got a few other folks.

Emily: I'm an Equine Science major. I'm looking at going into event management once I graduate with hopefully a company like Purina. I don't know exactly what it would entail. I would like to travel with it, but I like the idea of the more corporate-y type job. With me going to school here, I get a chance with my classes for the business since we are so business based in my degree, and also my Equine classes. I have to take all the science classes, which will help me then with relating to the customers and relating to see what Purina wants to sell and how they want to promote it. And then I'm in specific vet management classes for Equine events. So, CSU is setting me up really well, and you have good connections with companies like Purina, so I feel like my goals are attainable because of this school.

Karen: Thanks.

David: I'll go next. I'm a Horticulture major, so there's only so much that you can really learn from the classroom. I'd say, either my involvement with student organizations or things like student employment or even just practicum courses is where I'm really taking the most from the University. Getting that hands on experience and taking that with me. I'm currently looking at graduate school. Whether that's staying here or going elsewhere, I think the biggest thing I'm taking away from it is all that experience I have either in the greenhouse or out in the gardens really learning how to make mistakes and how to learn from that.

Karen: Oh I see. I see. Thank you. And Rachel.

Rachel: I'm graduating in December, and I've taken a job here at CSU with Scott Nissen in the Weed Science Lab, and I'm going to pursue graduate school next fall. I'm just really excited with my undergraduate. I'm a Soil and Crop major, and I've really enjoyed my classes, to gain that knowledge, and I'm excited to be able to apply what I've learned in my undergraduate, and just gain more knowledge and actually dive into research. I'm excited to do it here at CSU because I ... Just great people to be around, and I know just some great resources.

Karen: So you're going to stay in graduate school, here?

Rachel: Yes.

Karen: Oh, okay. So you'll be an alum-slash-not an alum.

Rachel: Yep.

Karen: Yeah. You've alluded to some of what the second question was that I asked you about, and that is "What do you value about your education and your time at CSU?", and I don't want to put any words in your mouth, but I think I know what I'm hearing. Let me just open it up for you all to say if there's something specific that would be a really top priority for what you value with your time here in this major, in this department.

Wilson: I think any student does themselves a disservice if they don't network. That's both within their peers, like the folks in this room, and joining different organization. Like David talked about. Really trying to be a part of something bigger than yourself while you're here, and then that also leads to being connected to the companies. So, if we're wanting these jobs or getting signed up before we graduate, it comes through a solid network, and the faculty can really help with that here at CSU. They have connections, and they're willing to, if you're willing to work with them and reach out, they're willing to help. That's a cool aspect that we have here in our community. I think networking is a huge piece. One of the most critical parts, to me, for success while in college and then once you get out of it.

Karen: I see. Thanks. What else comes to mind?

David: I'm going to build off what Wilson said there a little bit. I came from a graduating class of 17 students to a college campus of over 30,000, and I was the only one from my class that came up here, so I was kind of in this whole new realm of people that I didn't know.

That was ... What was most valuable to me is exactly what Wilson said, was making those connections with some of my peers, and I've developed some of the best friendships I've ever had in my lifetime here on campus, because I kind of got out of my comfort zone sometimes and maybe said hello to someone who I've never met before. Those connections just reestablished, and Wilson also said getting in contact with your teachers. I know that's one thing a lot of students might spend the entire class sitting in their chair, and then leaving class right afterwards and never build that relationship with the teacher. Where is, like, Dr. Barber from my Introductory Soils Science class. He's Associate Dean of Academic Affairs currently, but you see him on campus and he comes up and gives you a fist bump, and will have a conversation with you. If you take the time to just get to know a teacher like that. I definitely think those connections you make on campus through networking and making those new acquaintances are really valuable here.

Gus: I have to say, one thing that I find extremely valuable is the courses that bring in industry or present [inaudible 00:16:07] for you to either do a project, or just to mingle with them so that you can hear what they're looking for. Especially bigger companies where you might be applying, and meeting with an HR rep, and really not understanding what broad scope things they do. Having them come into the classroom and really meet with you and talk with you and look for their expectations of the college graduate. Then you also get to ask questions about what they're looking for. Something I've found very valuable.

Brittany: I'm pretty much saying the same things. It's networking. With most jobs you don't learn about through seeing the posting of these jobs. You learn about through people. If you don't network, then you'll never find, maybe, your dream job or something like that.

Emily: I think what goes into the faculty, too, with networking, is our faculty are really willing to network with us. It's not just on us trying to connect with them, but them being willing to meet with us and build the relationships is a two-sided street there. I think we're really lucky to have great faculty that are willing to do that.

- Karen: The sense of community that you speak about is really strong. Whether it's amongst yourselves or whether it's with your instructors, do you feel that your perspective is pretty typical? Or do you think it's unique to, say, Ag Ambassadors?
- Brittany: I think it goes throughout the college. You have those people that don't wanna be involved, and wanna stay to their selves. Go to class, go home, do their own thing, but for the most part everyone's here to learn. We're here for specific degrees that you can't get at most schools. We are our own little community. We all have that in common of loving Ag or whatever field you're in.
- Karen: Let' talk about what else you've loved. Let's talk your courses. Everybody has one or two courses where they walk out of there at the end of the semester, and whether it's so hard that you say, " I can't believe I did it," or "This is awesome," or "Well, this was something else that was unique about this course," or it was just so well taught or whatever that might be. What comes to mind for you, those sort of stand out, learning experiences that you know that when you're my age and have gray hair, you will still remember that?
- Rachel: Mine that sticks out really specifically for me. I'm an Ag Business student, and the first class that really stuck out in my mind was AREC 305 with Marshall Frasier, and then as I've gotten into my higher level Finance classes, my Ag Finance classes, my Capstones, they are really applied. I finally felt I was learning something that I was going to use, not only in my career, but in my everyday life, and knowing that I'm actually getting a true value out of that was really important for me. It's like in my mind, and even though they were really hard and challenging I still enjoyed it because I knew it would be worth it.
- Gus: And to build off that, I'm in AREC 305 with Dr. Frasier right now, and as soon as you asked that question, he's the one who sparked in there. The main reason why is because he does a good job of teaching the content, but he's not about memorization of equations or terms or anything like that. He is really big on making sure that you understand what those equations and what those terms are being used for. He says, "Forget it. If you memorize equations, you're going to miss a plus sign or a minus sign or whatever, but if you know what those equations are meaning, then you're going to be able to use those for the rest of your life." And he said this at the beginning of class and has said it all through the semester, that he wants us to leave that class able. I think that's a really cool perspective for a teacher to have. Not that the students are memorized all these terms or know all this content for a test, but that they leave able to do something with that.
- Karen: Thank you.
- Emily: For my classes, the one big thing that I love is that we do a lot of hands on work. We're at the Equine Center. We're with horses. We're with whatever part of the ... I just planned an event, a horse show. I put on a Girl Scout even a few weeks ago. We're doing hands on stuff for our classes, so when we go out and graduate and we have experience. We're not just classroom experience.

David: Yeah, a class that really sticks out in my mind, kind of going off of Emily, is definitely the hands on experience. There's a Flora culture Practicum that a lot of Horticulture majors have to take, and for a semester, we're growing poinsettias down in the Horticulture Center. The year I took it, my class failed. We didn't fail the class, but the poinsettias never colored, so we didn't actually have to sell the crop. Being able to be in a proctored situation where we were allowed to fail, was so valuable, because now we know that, "Yeah. I made a real world situation." We might have been in trouble, but to see what we did wrong and then at the end of the day being able to see how to fix it was something that I'm going to keep with me for the rest of my life.

Karen: That's sort of mediated failure opportunity. I'm seeing a nod from you, too, Brittany. Do you want to chime in?

Brittany: In my [inaudible 00:21:23] class, we're able to take several field trips throughout the semester. We're able to visit several different farmers and actual operations that are going on. Just being able to see how these operations work and getting hands on experience as to what these operations look like, has been a great learning experience for me as a way to kind of bringing everything that I've learned over that last three and a half years that I've been here ... Just bringing it all together and making sense of it. We are also able, and we're writing reports about these operations, and we as a group are able to make recommendations to these farmers as to ways they can build or change things that they do within their operation. I find that to be a great learning experience for me. Even if it's not the right recommendation, necessarily, my professor comes back to me and gives me other ideas or reasons as to why one recommendation might be incorrect or something. It's a good insight and a good way for me to learn about, the soil and crop, a [inaudible 00:22:34] of the operation.

Wilson: I think my big hope an expectation from at Ag class is that it's practical, that there's some real world application that comes out of it, and I think that's kind of been a similar thread. One class that definitely sticks out to me is one I'm currently in, AREC 412, Agricultural Commodities. The professor has got a different personality and dynamic of his own, which makes it memorable, but at the same point, but my job position coming out of college that I've accepted, really is intimately involved with what I'm learning in this class. For me and my career and what I'm starting to learn, will really ... He gives us some very practical tools, not just for those interested in that job, but also in kind of the real world investments and money management, which I think sometimes we get so specific in classes that we don't always think, "Okay. How do you take care of yourself long term and set yourself up for some stability down the road. Again, I took 305 with Frasier, and that was another one of my favorites because it, again, offered some of that practical, real world application.

I definitely can tell my involvement in the classes better when I can see that connection and it seems applicable.

Karen: It's such as resounding, consistent perspective about the applicability of your learning to your future, whether it's graduate school or whether it's in industry in teaching, as you mentioned.

I'm thinking about my personal experience, and I'm going to ask you a question as it relates this way.

My training is as an engineer. Engineering is very applied, right? But I had to take some classes, whether it was Physics, or whether it was Calculus, or whether it was whatever, it was the fundamentals that I needed to be able to do the apply work. I was just wondering if we could take a minute to ask about ... Is there any recommendation you might have for those kind of courses that have to be part of the curriculum that aren't necessarily seeming applied right away, that you would say, "You know, if we could have done this a little differently, here's something I might suggest could make those classes feel like they fit my interests and needs more quickly."

Emily: I don't know if this counts because it's not in the college, but

Karen: I'm going to ask you to speak up just for this little black thing right there.

Emily: I don't know if it counts because it's not in the college, but Chemistry. I know a lot of people dislike that course here. It's quite challenging, and when you're in it, it's ... I know for me, I was discouraged, and I didn't personally want to put in the extra effort to actually learn it because they made it so complicated, but looking down the road, my classes now: Nutrition, Reproduction, all those classes, they have Chemistry in them. So, looking back now, I wish I would have tried a little harder.

Karen: Experiences tend to give us different perspectives.

Emily: Yeah.

Brittany: For me and my program, there's classes that we take from the business school, and I really struggle with some of those classes because we have to take them, but are just set up in that program, but I don't feel like we're utilizing. I mean, business school is a great resource the Ag Business major because they have much more class diversity that students can take over there, and I don't think we're utilizing that effectively. I think in any program utilizing outside resources that's not specifically in that department, it was challenging for me to see because I had to take them, but it wasn't applied to Agriculture because it was more generic in the business school, so it was a little harder to stay focused on them. Utilizing those a little better.

Karen: So deeper connections in some way, that makes it seem more relevant. Is that what you're saying?

Brittany: Yeah.

Wilson: There's also ...

Karen: You were nodding. Oh, sorry Wilson. You were nodding. I saw him nodding, but I didn't ...

Wilson: Sorry to interrupt your nodding.

Going off the business college relationship with the Ag Business major, there's also some cases where it double dips a little bit. You take Ag Finance, and we take Finance 305, which the focus is a little different. Ag Finance is a little bit more of the individual business or operation and kind of gets to the books, and the financing and doing the balance sheet, and focusing on your record keeping versus Finance 305 in the Business College has a very big outlook over a company and how companies manage debt and manage themselves. So, I'll agree that there's some differences in it, but just trying to avoid any double dipping would be something that I'd appreciate.

One of the biggest struggles I've had is some of those fundamental classes because they don't always communicate what their curriculum looks like to the College of Ag, so when you're taking classes in other colleges, you want to know that the curriculum is diversified. That you are taking some of those classes in the Business College that you're not going to be able to get those skills in the College of Ag. Again, not of just double dipping, but like Brittany said, just trying to branch out and really hit some subjects that would be valuable for us and are very applicable, and there's just some inconsistency with professors, I find when you're going to another college, so I guess that's something on us as students to continue to talk to each other, and get some insight on this is their style, and trying to find the right professor for them. Because I know, Brittany and I are both taking Finance 305,

Brittany: Completely different classes.

Wilson: And we use the same book, but just because of our professors, it's extremely different engagement. I'm not enjoying my Finance 305 class, which I typically don't have any problems with my classes, and she's loving. We have different personalities, but I think there's still some inconsistencies with how much impact the professor has on the curriculum. If the professors could maybe get more on the same page of how they're teaching it to make that more consistent, I think that would be a good recommendation.

Karen: I see. David, you were in the middle of your nod, and ...

David: I'm kind of split between Emily and Brittany. As a sophomore, I took Agriculture Resource Economics with an emphasis in Macroeconomics. As a horticulture major, I had no idea how this was going to apply to growing plants later on. Just having to struggle through learning Algebra again, and all these weird terms that I've never heard before while also trying to struggle with a department I was completely unfamiliar with. Not knowing any of the professors. I mean, not being able to go up to the professor and say, "Hey, where's your office." And they'd say, "Clark B" and I had no idea where that was at the time, of course.

Looking back, it was a basis for a lot of where we buy fertilizers and what that means to my system and things like that. So it's kind of a mix between the two, where I wish that I had had more resources, or there's more background information so that it would've been easier to really connect with that course, I guess.

Karen: I see. Shall we go on, or do you want to add? Okay.

So let's talk for a few minutes about this. Most jobs in agriculture do not really involve actual farming. True? True that, right?

So rather, they support the production and distribution of food. Yes, we do. Okay. Much of this work depends on understanding the science behind food production. Still agree? Yes.

Knowing that, which of the following curriculum topics sound appealing to you, and why?

I'm going to read some off, and if something just really floats your boat or you really say "Uh Uh" then just put your hand up and we'll dig into that.

So which sounds appealing, and why?

The topic of food and food production. If you were reading your potential courses, would that seem like "yes!" Or "I don't know. Maybe we could do it this way: yes, maybe or no. Let's do the thumb-o-meter.

So I'm seeing one down, one up and the rest sideways. Okay, so we'll let that one go.

How about if you heard this topic: Sustainable Agriculture. Where on your thumb-o-meter would you place that? Sustainable Agriculture. I'm seeing an up, an up, an up, a sideways, an up and a sideways. So four ups and two sideways.

Invasive Pests, and then in parenthesis, Plant Diseases, Insects and Weeds. And then there's more. This is like [inaudible 00:31:52] and there's more. So Invasive Pests and how they effect natural, agricultural and urban systems. That's pretty long. I'm seeing one down, I'm seeing two sideways, and I'm seeing three up. Okay. I have three more.

Improving Food Security. That was like, zingo, everybody's got thumbs up right away without even thinking about it. Okay. Improving Food Security.

Here's the next to the last. How Pests Impact Agriculture and How to Manage Them. That was quick. I'm seeing 3 sideways, and three up. Okay.

And the last one. How Plants, Insects and Microbes Function in Natural Systems. I'll read that one more time. How Plants, Insects and Microbes Function in Natural Systems. I'm seeing three sideways and three up.

Let me just take a quick minute here to ask. If you had mostly ups, some sideways not too many downs, but what sort of resonates with you? Any of those topics? Food and Security, and I'm seeing nod, nod, and nods around.

Let's talk about Food and Security for a moment.

Brittany: I think nowadays, it's something I'm extremely passionate about. I didn't come from a traditional Ag background, but seeing hunger is a huge passion of mine, and doing what I can to improve that and reverse it. Anything with food and securities and setting the future up better with agriculture and food sources for people who ... You can't force everyone to know everything about agriculture, and where our food comes from. We can try our hardest, but still doing the work to make sure it's there for them even if they don't recognize it or appreciate it or understand what we're doing but still being able to do it for them. I think it's really important.

Rachel: I think it's also important with the disease management and pests and whatnot. I think that goes right into play with food and security because we have to manage these plants and animals even to be able to produce enough. Just an example is the citrus greening disease with citrus. Those citrus plants and trees are just dying, and seeing that the amount of citrus production is depleting. That's just one example of how commodities are decreasing and less production and that's less food for the world. I just think it goes hand in hand kind of.

Gus: Yes, one thing that resonates with me is as food producers or food distributors, it's frustrating to hear that people aren't getting what we're trying to give them, and that might not necessarily be our fault, but that we who have these hearts for the people that aren't getting this food, where in the chain is it not happening. Why aren't people getting the food that we're trying to give them?

Emily: Along with that, I also didn't grow up in a traditional Ag background, and I didn't grow up knowing too much about it, but I volunteered a lot at a rest commission downtown, and it's a pretty poor city. I know we produce a lot of food. Yeah, a lot of it gets destroyed, but we produce a lot of food, and a lot of it gets thrown away. So along with the food insecurity part, I think there should be more research or something like that going into ... How can we maximize the food that we have that is just being wasted from restaurants or whatever it is?

Karen: So, thinking about this, I'm just gonna ask you this question. I'm just curious, for me. You have what appears to be just a laser focus on where you're going with your career. If that would have been an opportunity for you to focus on Food Insecurities, would that potentially have changed your major? Or would have tried to have a special concentration in that? Or would it just be a passing interest for a class or two?

Emily: I would have loved to have had a minor or concentration on Food Insecurities.

David: I think it would be great as a minor. Something to tack on and use some of the more focused skills because we are all ... We have a pretty good major mix in the room, which is cool to see, and I think that within each of our majors, I think that's something that we could tack on because ... For me, I started out as a double major in Ag business and Agricultural Literacy, which is the public education about agriculture, and I think for me that's kind of where my passion about Food Insecurity comes from is trying to bridge the gap between those who produce the food and those who are consuming it. And trying to develop that relationship. I think this might be part of what could be entailed in a

minor like that, and maybe I'm missing my focus there too, but I think that's something that I definitely get frustrated with and wish that we could do more about.

Gus: One of the really big reasons that I want to become an agriculture educator is so that when I do start teaching in the high school, I can hopefully inspire students to be the next generation of agricultural leaders, and that Food Insecurity, that's a huge topic, and I think as food and agriculture organization of the UN's, that one of nine people suffer from malnutrition across the globe. In certain areas it's because it's a developing country, but even here in the United States we have food deserts and troubles of infrastructure, and like David mentioned earlier, we are producing this food, but we're not getting it to these people. An why is that? I hope if I would have had the opportunity to take a few classes in my undergraduate, which I still have a few years. Maybe they'll introduce something, then I could do that, but I think teaching those lessons to students and being equipped with that knowledge here at the college level so I can then take it out into my profession later on would be a very valuable experience to have.

Karen: I just feel this, like, passion waves coming over me from the way you're looking at me, and the way you're speaking about this. Is there another topic that would've evoked that same feeling for you that would be equivalent to Food Insecurities that you might think of?

Brittany: I guess the question is related how when you ...

Karen: I'm just thinking because when I said what about food insecurity and everybody was like, "Yes!" With the way you looked and responded. I just wondered if there was anything else that you would offer in addition. It sounds like not necessarily that something comes to mind at this point.

Brittany: I think it's just things that are related to the problems that we're going to face in our generation, and that's a huge problem that we're going to have to challenge and tackle as we enter into the real world after college.

Another one that comes in mind is the connection of agriculture in urban settings, and getting that relationship stronger and utilizing a different studying of agriculture since we are growing population, and you're losing land, all this stuff, and seeing how we can make agriculture look a little different but still be able to solve those food insecurities.

Karen: Thanks.

I know we are a little short on time. I have one more question and I have one little exercise for you. So, let's move to this exercise. Do you have something to write with?

Let me have your ... I'll just send them all around and you keep one. Take that.

These are potential names of the new major that's going to be developed. I've been asked to find out from you, do any of these really, kind of, resonate with you? High, medium or low appeal? You can use the thumb-o-meter. Just do an arrow like this. You

can do an arrow up. You can do an arrow sideways. You can do an arrow down, and if you have alternative names or you have something completely different that you would suggest, take a couple of minutes and just put your brain on this. [crosstalk 00:40:33]

Emily: Yeah. I'm trying to think on how to word it. My thing is, I'm not ... I'm in the College of Ag. I've learned a lot in my years here about Ag, but never could have even thought of. But I am an Equine Science major. I'm here for horses. It's weird isn't it? And plants, and that sort of Ag does not appeal to me per say. So that is my bias, and I don't want to ... I want to answer honestly, but my bias will be none of these are quite interesting to me other than the food insecurity.

Karen: I would say, take your pen, or someone could write for you, and we'll just put down arrows all the way down there. Your opinion is as valid as anybody else's, and I think your point is well taken because you have a different perspective. You can maybe make a note at the bottom if you're comfortable with that, and just say that.

I'm going to give you about 30 more seconds, because I want to be respectful of your time to get to volleyball. We have a couple more minutes, but. So now we start thinking about wrapping up

Rachel: Do you want our names on these?

Karen: It doesn't matter.

You should be hearing the Jeopardy music starting to play in your inner ear.

I wanted to ask in the minute and a half that's left, before we head out. Is there something that you would like the wonderful team, who only one of them at the moment are here. Is there something that you would want the department to know that we didn't really touch on as related to as they think about a new major? A wish list or a do not do list or it would be nice to? Anything.

Emily: I don't know if this is on topic, but I would say advertise the major a little bit? In the entire school, even. Get the word out that a program of sorts is being developed. Start to see if there are people interested. How many I guess get the opinions of them and see what they want to see, because they're the ones interested in this topic.

David: For me, it's something very plant based. I'd say, especially if it's going to remain plant based, make sure that they get greenhouse as well as field experience because, I think that's going to be something super important when you have two concentrations. One where it's Flora culture, where they're going to be in a greenhouse or in field production of bedding plants and things like that. When people are also in an agronomic perspective as well.

Wilson: I think something that would be important for all of our peers would be kind of an Ag Issues class. That really provides some of the hot button and really some of the big issues we're facing as we go into the industry in the workplace. Maybe have that be an

opportunity to discuss some solutions, and maybe while we're here and doing research, and learning things, we can maybe get a head start on some of these issues before we graduate. Then I think it's really important that we're all aware of what's out there and some of the issues we're facing within agriculture, so that it's not a slap in the face once we graduate. And we're like "Oh, this might be too big of an issue for us to tackle," but it's going to be our responsibility to do something about it.

Brittany: Kind of going off of that, making sure ... I feel like the college of Ag could do a better job at this is connecting in the departments, and getting involved. That's when I enjoyed the Ad Education programs because you get a well-grounded education of agriculture as a whole, and not leaving one ... Or getting too focused on one facet and still leaving with others on other sectors.

Gus: And this isn't to say that they haven't already done this, but before creating a new major, I think answering the why is extremely important, and identifying that. What is the reason why we're creating this new major? Is it for ... There's certain jobs that we're not properly training our students for that are out there and available to them? If so, what other departments somewhat cater to that? Let's look at those departments and what they're doing well, but what they're lacking in, so that then we can have a pretty good game plan moving forward of "They're doing this well, but we're not satisfying students going into this field with this area of knowledge, so let's really make sure that we strengthen that and prepare them for these future careers." I think just always identifying and keeping that underlying why factor at heart when creating a new major would probably be the most important thing to always be reflecting back upon.

Karen: Thank you. Last word, Rachel.

Rachel: I am kind of going off of what you were saying. I would like to see them integrating the foods and their protection or the food insecurities, and having classes focused on those as well as the plant production, and plant protection. Just making sure those are all, I guess, available within the major. Just to kind of give an understanding as to why it's important to be focusing on these management of pests, and plant production. I think just having those two together is important to, I guess, give students the big picture, and drive home an important message.

Karen: Thank you all very much. That clock is not correct. I'm looking at my phone, and we're two minutes over, but not six minutes over. So, enjoy your volleyball game. Who's going to volleyball? Everybody?

Wilson: Yeah. Two. Dodge ball playoff.

Karen: Speaking of off,

Wilson: Is it the red button

How did we do?



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