

ADSA-ASAS Northeast Section Symposium: The Future of Animal Agriculture Programs in the Northeast in the Face of Reducing Animal Holdings on Campus

433 The challenges associated with sustaining livestock farms for undergraduate teaching programs. T. Etherton,* *The Pennsylvania State University, University Park.*

It is extraordinarily important to provide animal science majors access to dynamic hands-on learning experiences with animals used in animal agriculture. This is particularly important as the proportion of students enrolling in animal science degree programs from urban/suburban areas grows. This shift in student demographics is occurring in the Northeast in an era where budget cuts have reduced or eliminated livestock farms at many universities. Consequently, we are navigating an era where regionally (and nationally) the number of universities that provide students learning opportunities in a “full-service” manner (i.e., maintaining farms that house beef, dairy, horses, poultry, sheep, and swine) has dramatically decreased. This reality raises many questions, including how will Colleges that elect to sustain dynamic full-service educational, research and extension programs continue to fund farms? This presentation will address strategies that universities need to use to continue to meet the funding needs (which are rapidly increasing) associated with providing full-service learning programs involving farms. In addition, an important part of the presentation will be directed to the matter of providing, and funding, a robust learning experience for the growing cohort of animal science students who wish to pursue important career interests that focus on other animal species including cats and dogs.

Key Words: farms, funding, undergraduate education

434 Budgeting for teaching programs in animal science with shrinking resources. M. G. Hogberg,* *Iowa State University, Ames.*

The cost of operating teaching programs in animal science programs have always been higher than our sister departments in colleges of agriculture. This has been due to many of our courses being laboratory intensive and the cost of maintaining university farms as teaching laboratories. As budget resources shrink, the cost of operating farms draws attention of college administrators. Departments are increasingly being asked to justify the cost of teaching farms. In this paper there will be a discussion on increasing the student educational experience as one means to justify the use of the farms as well as how to increase the funding through course fees and per diems to help pay for the cost of operations.

Key Words: teaching costs, university farms

435 Who are the animal science customers of the future? An industry perspective. D. E. Putnam,* *Balchem Corporation, New Hampton, NY.*

The future of animal science programs, particular the future of having animal holdings on campus is uncertain. There is a lack of connectivity with the largest source of funding for most institutions, which is state level, and the customers that benefit from the activities, which are national and global. Indeed, from an industry perspective regarding a university, the state or regional boundary has little meaning. What are most relevant are core competencies, how well these relate to market needs and other sources for similar information or services. This is ultimately true whether the entity is an animal producer or one of the associated industries such as animal health. Thus, while historically, a state or regional industry segment, including its students and recipients of research and extension information, was the primary customer for a given university animal science program, this has changed. A significant consolidation of all industry segments has occurred, significantly altering the number of potential customers for a given university animal science program. Yet the ease of global transfer of information has eroded the natural barriers to competition for a university, making the best programs increasingly relevant and the pressure on others to be relevant more intense. The endpoint of these changes is an overcapacity of animal science programs relative to the needs of a smaller customer base. Therefore, costs must be aligned with the value created. This problem creates an opportunity and need for interstate, multi-institutional collaboration and perhaps, consolidation. This should be done with strategic intent, choosing carefully what core competencies will be created, which customers will be targeted to serve and how this program will withstand competitive forces. Strong programs focused on clear research and educational core competencies will appeal to students and industry customers alike, all the while being enabled to maintain and enhance basic research and overall scholarly endeavors. These customers will be drawn from a larger geography yet will be well poised to extract the value from a high quality animal science program, in turn ensuring future growth for successful programs.

Key Words: animal science, customers, students