

Issues, at-a-glance

Columbus 4-4-18	Wooster 4-6-18	Zoom 4-9-18	Columbus 4-12-18
<p><u>Sources / Impacts</u></p> <p>Nutrient Loss Erosion Sediment Septics; pathogens Dissolved greenhouse gases Food Processors Urban environments Effects of Urbanization Aging infrastructure Hydrology, flooding;</p> <p><u>Social, Management</u></p> <p>Distrust in Agri community Outreach / education / awareness; BMP relevance outside Lake Erie; other / urban contributors Water / WQ definitions, perceptions</p> <p><u>Messaging</u></p> <p>Inconsistent messaging, Till, no-till results & complexities</p>	<p><u>Sources / Impacts</u></p> <p>Sediment; Livestock, manure Septics, failing Rural WWTP's, financing Mines; waste regs roll-back Legacy contamination Hydrology; USACE issues Climate; Weather; changes; excess water on farms; Pharmaceuticals, biota Wastes diverted from landfills; food waste, compost sites, anaerobic digesters.</p> <p><u>Social, Management</u></p> <p>Outreach / education / awareness; lengthy process convincing stakeholders about problems Nutrients; when will regs apply to outside of LE basin?</p> <p><u>Messaging</u></p> <p>Communications support; less funding; dif. priorities</p>	<p><u>Sources / Impacts</u></p> <p>Nutrients; N, too; not just P Manure, lagoons Sediment; drinking water treatment Urban storm water; GI OH river; HABs recent yrs Fracking; injection wells Recreation; community development Anaerobic digesters; on-farm & large-scale WWTP;</p> <p><u>Messaging</u></p> <p>Inconsistent messaging; nutrient source (i.e. surface runoff vs tile vs instream); result – poor buy-in to BMPs</p> <p>Inconsistent messaging; wrt HABs from OEPA vs OSU</p>	<p><u>Sources / Impacts</u></p> <p>Nutrients; Nitrogen Biota, missing in research focus; e.g. LE invasive spp., Lake dredgings; USACE Re-mining strip mines Drinking water; public health; Schools WQ concerns Drinking water & private wells, fallen off the radar. OH River basin overlooked Anaerobic digestion systems Turf grass; research gaps</p> <p><u>Social, Management</u></p> <p>Shifting WQ views; chemical vs aquatic habitat Human systems drivers. Decision processes; policies NRCS 'soil health'; needs better connection to yield / economic development</p> <p><u>Messaging</u></p> <p>Advancement, fundraising; Materials, talking points. Communication, language; farm vs watershed science</p>

Initiative recommendations, (almost) at-a-glance

<p>Columbus 4-4-18</p> <p><u>WQI process & in general</u> While addressing OH WQ, remain aware that <u>water and OSU</u> are both <u>global</u></p> <p>Define: WQ - interacting bio, chem, and phys aspects, i.e. not just a chem / nutrient issue Goals and Roll(s) of College Define success; e.g. to include relationship-building (?)</p> <p><u>Engagement</u> College as a fair arbiter for science-based discussions. Address soil P stratification / till no-till debate; cost-effective, on-farm practices vs high-cost, engineered, proprietary solutions (political, private implications) Build relationships, partnerships; e.g. agri-business, enviro's, researchers, industry. Genuinely engage & involve</p>	<p>Wooster 4-6-18</p> <p><u>WQI process & in general</u> Prioritize? Or go after it all? Differing opinions. Facilitate a stakeholder driven process to ensure aligned interests. Address questions of funding; who's going to pay for what Avoid political language, e.g. climate change.</p> <p><u>Engagement</u> College as a convener; catalyst for PPP's and collaborations, resource generation, successes. Provide resources for engagement New ways of repacking faculty; e.g. Discovery Themes. Define challenges; develop teams Encourage & create opp's to engage policy makers.</p> <p><u>On-farm Research</u></p>	<p>Zoom 4-9-18</p> <p><u>WQI process & in general</u> Systems look at problems; including costs and applications.</p> <p><u>Engagement</u> Foster collaborations w/ private sector; develop marketable technology College as a convener; across colleges; Resources / staff to broker better relationships between the research/policy teams world Support & provide opp's to bring business, student, innovation, research and public together; e.g. Smart Ag competition Engage watershed involvement in the evaluation/ assessment / solution Engage the farm community in the process</p>	<p>Columbus 4-12-18</p> <p><u>WQI process & in general</u> Should be <u>broad, robust</u> for the long-term, <u>yet adaptable</u> to address current issues. Define WQ, Systematic interactions between biological, chemical, and physical dimensions. Broaden topic areas; include decision processes & policy Define metrics and outcomes</p> <p><u>Engagement</u> Foster collaborations / build teams around systems; recognize range of expertise; provide more opp's for collaborations, funding, and identifying the right people to bring together.</p> <p><u>Messaging, communications</u> Corporate partners who want to support activities in the college; articulate capacity and what we can do;</p>
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<p>stakeholders; to learn and respond to their needs.</p> <p><u>Messaging, communications</u> When identifying problem, be clear about solutions and what solutions we are still working on. Make complex materials, e.g. nutrient mass balance, more accessible to farmers & non-scientists</p> <p><u>Teaching</u> Coursework; incentives; WQ specializations; develop ways to connect people and opportunities across the college / university, e.g. symposia, WQ cert. (look into other colleges' / unis' models); inventory WQ-related courses.</p> <p><u>Research:</u> Inventory WQ researchers, projects, publications; Connect & support teams for broader impacts, successful grant projects.</p>	<p>Explore, incentivize innovation & technology development with demo's / trials on farms; landowner – research cooperatives; involve landowners; grassroots efforts; focus on what to implement quickly.</p> <p><u>Messaging, communications</u> increase funding & support beyond branding; relies on comm, extension & outreach.</p> <p><u>Lead by example;</u> CFAES to demonstrate as a role model; this needs to be better understood.</p> <p>Provide / help secure funding for practice & research.</p>	<p><u>Messaging, communications</u> Consistency needed from OSU, Extension, Sea Grant, about what we are doing and to balance info Resources for educators to communicate topics that have back up from college community; e.g. edge-of-field research outcomes. Balance messaging; some people are already doing BMPs</p> <p><u>Extension – Research Links</u> Connect grad students with County educators to design and conduct research</p> <p><u>Outreach</u> 4H / youth curriculum / programming</p> <p><u>Extension</u> Invest in personnel to extend capacity on topics in more areas of the state; e.g. livestock, manure statewide</p> <p><u>Research</u> Grant proposal & development support.</p>	<p>sometimes WQ gets lumped into sustainability.</p> <p><u>Extension, Teaching, Research Links</u> more opp's to link w/ outreach/ extension; active learning; build on research experience for undergrads; advance WQ geared programs; incentivize time investment in teaching / linking. Extension as link for community / researchers. WQ undergrad seminar, incl. college range of topics & expertise</p> <p><u>Areas needing research / investment</u> Long-term soils research; funding mechanisms; N Appalachian experimental station property.</p> <p>Food production; source water, wastewater; human health; Interdisciplinary teams; fund important aspects.</p>
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<p><u>Lead by example</u>; audit college/ university WQ footprint;</p>		<p><u>Lead by example</u> audit OSU facilities' WQ footprint; investment, resources would be needed to update facilities; consider Waterman.</p> <p><u>Areas needing research / investment</u> Nutrient sources on sub-watershed scale. Addressing impaired watersheds. Urban Storm water; GI; CFAES as a leader.</p>	<p>Southern OH; Infrastructure to monitor WQ in SE OH; e.g. at Western off agricultural plots; Seed money to fill gaps.</p>
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