



Agricultural Economics Strategic Plan 2009-2014

AEC Strategic Plan Implementation Project 2009-2014

Annual Review of Progress

Unit Mission

To serve the Commonwealth of Kentucky by providing knowledge and information that will assist in solving social and economic issues and problems related to agriculture, resources, food and fiber industries, and rural economies important to the state, region and international community. This will be accomplished through research, resident instruction, and extension.

Unit Objective

AEC Objective # 1 Prepare Students for Leadership in an Innovation-Driven Economy and Global Society

Related Goals/Metrics

AEC Goal # 1 Prepare Students for Leadership in an Innovation-Driven Economy and Global Society

AEC Metric 1-1 Entering MS students' average GRE's will be 950 or higher

AEC Metric 1-10 80% of PhD students will graduate from the program within four years

AEC Metric 1-11 Department will have completed PhD program curriculum revision and have new 700-level classes in place

AEC Metric 1-12 75% or more of entering freshmen and transfers will graduate within five years of entering UK

AEC Metric 1-13 10% or more of undergraduates will have an internship or independent study by the time they graduate

AEC Metric 1-14 The department will obtain an exit survey from at least 50% of AEC seniors

AEC Metric 1-15 The Learning Outcomes Assessment process will be fully implemented

AEC Metric 1-2 At least 50% of MS students will have a paper or poster by the time they graduate

AEC Metric 1-3 75% of our full-time MS students will finish in 2 years

AEC Metric 1-4 Graduate student employment will be tracked

AEC Metric 1-5 Maintain total MS student number at 25 or less (but near 25) while recruiting both high quality in- and out-of-state prospects

AEC Metric 1-6 Keep PhD enrollment at more than 25 high quality students

AEC Metric 1-7 The PhD GRE score goal is 1052 or above

AEC Metric 1-8 100% of our PhD students will have a presentation at a professional meeting or a publication submitted or published before they graduate

AEC Metric 1-9 Departmental PhD's will be candidates (have finished the agriculture qualifying exam) 30 months into the program

Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society

UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.

Related Mission Area

Education

Strategies

Develop plans and actions to integrate experiential education into the curriculum.

Aggressively promote student participation in personal and professional development opportunities beyond the classroom, including student research, student and professional organization membership, international travel experience, and internships.

Increase opportunities for distance learning.

Increase faculty recognition for excellence in academic and extracurricular advising

Implement incentives for leveraging graduate student financial support with grant funds.

Implement the University graduation agreements to enhance timely graduation of students.

Assessment Method

1. Entering MS students' average GRE's will be 950 or higher - average from the prior fall. 2. At least 50% of MS students will have a paper or poster by the time they graduate - poll of graduating graduate students. 3. 75% of full-time MS students will graduate in two years - tracked by DGS. 4. Track (MS & PhD graduates) employed in university, government, private sector, those who return to home countries, and those who are underemployed or unemployed. 5. Maintain total MS student number at 25 or less (but near 25) while recruiting both high quality in- and out-of-state prospects - count. 6. Keep PhD enrollment at more than 25 high quality students - count. 7. PhD entrants' average GRE will be 1052 or higher - average from prior fall. 8. 100% of our PhD students will have a presentation at a professional meeting, or publication submitted or published before they graduate - poll. 9. Our PhD's will be candidates (have finished the agriculture qualifying exam) 30 months into the program - DGS measures. 10. 80% of our PhD students will graduate from the program within four years - DGS measures 11. We will have completed the PhD program curriculum revision and have the new 700-level classes in place by 2014. 12. 75% or more of entering freshmen and transfers will graduate within five years of entering UK - from UK statistics. 13. 10% or more of undergraduates will have an internship or independent study by the time they graduate - DUS. 14. Obtain an exit survey from at least 50% of our seniors - DUS. 15. The Learning Outcomes Assessment process will be fully implemented by 2014.

Actual Results

Data Tables

<u>Metric #</u>	<u>Title</u>	<u>Goal</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2010-13</u>	<u>2013-14</u>
1	MS GRE's	950	1121	982	1048		
2	MS w/ Paper or Poster	50%	67%	78%	58%		
3	MS Finish in 2 years	75%	100.00%	40%	73%		
4	Grad Student Placement *	Track	100.00%	100.00%	100%		
5	MS enrollment	25 or less	25	28	25		
6	PhD enrollment	25 +	23	26	31		
7	PhD GRE's	1052+	1202	1170	1063		
8	PhD presentations	100%-	100.00%	100%	100%		
9	PhD as Candidates in 30 months	75%	63%	42%	44%		
10	PhD will finish in 4 years	80%	25%	0%	0%		
11	Complete new PhD curriculum*	by 2014	progressing	progressing	progressing		
12	5-year undergrad graduation	75%	60%	62%	50%		
13	Undergrad Internships by graduation	10%	33%	16%	18%		
14	Undergrad exit survey from over	50%	72%	9%	52%		
15	Complete Outcomes Process *	by 2014	progressing	progressing	fully implemented and improving		

* see year
Descriptive Results

Year 1

*We graduated seven graduate students in 2009-2010, four PhD, and three MS. Two MS and three PhDs went to a university, one MS works for US government, and one international PhD returned home to work for his government.

*We have offered some of the potential 700-level classes we are proposing as part of the new PhD curriculum, so we are on schedule to have it implemented and approved by 2014.

*The department is on or ahead of schedule relative to college and university guidelines to complete our process by 2014.

Year 2

*We graduated four graduate students in 2010-2011, three PhD, and one MS. One international PhD went to government in home country, one went to industry, and one is a post doc and part-time instructor.

*As of 2010-2011 the PhD program has been approved in concept by the department. We are on schedule to have it implemented and approved by 2014. An MS program revision is before the University Senate for approval.

*In 2010-2011 we completed a full cycle of the assessment process and are now improving the instruments and methods of raising response rates. The department continues to be on or ahead of schedule relative to college and university guidelines to complete our process by 2014.

Year 3

*We graduated (or will graduate) nine students in 2011-2012, three PhD, and six MS. One PhD will become a faculty member in the department and the other two are interviewing for academic and government agency positions. Among the MS graduates, two entered PhD programs, one works for NOAA, one works in a law office, and two are currently in the job market.

*The MS program revision was approved by the University Senate and AEC 531 (Price Analysis) became a formally numbered course. Little progress has occurred on the PhD program revision, although a faculty member who will teach one of the PhD level courses (AEC 606) was hired.

*The undergraduate program received recognition for meeting all expectations in the assessment process and methods are improving with each iteration. Evidence of long-term learning is elusive, however.

Year 4

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Only 62.5% of our PhD's were candidates in 30 months. Our goal is 75%. 62.5% is the highest rate since we started keeping records in 2003, so we are moving in the right direction.</p> <p>25% of our PhD's finished in four years as opposed to our 80% goal. We have been as high as 66.3% and as low as 0, but clearly much work needs to be done.</p> <p>60% of our BS students finished in 5 years as opposed to our 75% goal. Our freshman rate was 58%, while it was 61% for transfers. Usually the numbers for freshmen are nearer 100%. This could be a serious situation if this is the beginning of a trend.</p> <p>AEC graduated seven graduate students in 2009-2010, four PhD and three MS. Two MS and three PhDs went to a university, one MS works for the US government, and one international PhD returned home to work for his government.</p> <p>We have offered some of the potential 700-level courses that were proposed as part of the new PhD curriculum and are now on track to have the new curriculum implemented by 2014.</p> <p>The department is on track or ahead of schedule relative to college and university guidelines to complete the Learning Outcomes Assessment process by 2014.</p> <p>Year 2</p> <p>At least for the PhD program, the weak job market encourages students to delay graduation and work on publications. Some students who are not finishing in a timely manner appear unlikely to ever finish, but remain on our rolls.</p> <p>AEC graduated four graduate students in 2010-2011 - three PhD and one MS. One international PhD went into government work in his country, one went into industry, and one is a post-doctoral student and part-time instructor. The MS student is in a PhD program.</p> <p>As of 2010-2011, the PhD program has been approved in concept by the department. We are on schedule to have the curriculum changes implemented and approved by</p>	<p>Only 62.5% of our PhD's were candidates in 30 months. Our goal is 75%. 62.5% is the highest rate since we started keeping records in 2003, so we are moving in the right direction. The chair and the DGS will continue working with faculty and students to continue improvement. What we are doing is working.</p> <p>25% of our PhD's finished in four years as opposed to our 80% goal. We have been as high as 66.3% and as low as 0, but clearly much work needs to be done. We have implemented a yearly survey of students and professors to assess progress and take action when students are moving too slowly. This has only been an active process for a year so it should improve.</p> <p>60% of our BS students finished in 5 years as opposed to our 75% goal. Our freshman rate was 58% while it was 61% for transfers. Usually the numbers for freshmen are nearer 100%. This could be a serious situation if this is the beginning of a trend. The DUS and the undergraduate committee will investigate this issue and propose a response.</p> <p>After Senate approval of the MS program revision, we will submit the PhD program revision. The Graduate and Undergraduate Committees are meeting jointly to plan effective use of teaching resources.</p> <p>Constrained assistantship sources may aid timely completion. Continue encouraging presentations and publications by funding travel, via the second-year PhD paper requirement, and through more intensive assistantship work.</p> <p>We may want to revisit the goal of having fewer than 25 MS students.</p>

2014. An MS program revision is currently before the Senate for approval.

A record number of graduate students presented at our national meetings in 2011, and there is much enthusiasm for continuing this trend.

In 2010-2011, AEC completed a full cycle of the Assessment process and is now improving the instruments and methods of raising response rates. The department continues to be on or ahead of schedule relative to college and university guidelines to complete the Learning Outcomes Assessment process by 2014.

Year 3

1. Entering MS students' GRE scores averaged 1048 for 2011-2012, which was an increase from 2010-2011 when the average was 982.

2. In 2011-2012, 58% of MS students completed a paper or poster, which is above the stated departmental goal.

3. For year three (2011-2012) of the reporting period, 73% of full-time MS students graduated in two years, compared to 40% for 2010-2011.

4. For 2011-2012, one PhD will become a faculty member in the department, while two others are interviewing for academic and government agency positions. Among the MS graduates, two entered PhD programs, one works for NOAA, one works in a law office, and two are currently in the job market.

5. The MS enrollment of 25 students for 2011-2012 is the goal for the number of graduate students in the department.

6. PhD enrollment for 2011-2012 was 31 students, which met the goal of more than 25 high quality students.

7. PhD entrants' average GREs for 2011-2012 was 1063, which exceeded the goal of 1052.

The PhD program revision requires more PhD-level classes than the four currently offered. With constrained teaching resources, we envision offering some PhD-level classes on an alternating year basis. The instructor of our math camp and a PhD-level quantitative course left the department and will take time to replace.

1. Maintaining high GRE scores for entering MS students will continue to be a priority of the department.

2. The department will continue the campaign to prioritize MS student travel funding for conference presentations, and to use the second-year paper and course term papers to encourage graduate students to publish journal articles.

3. Timely completion by students in the MS program is very close to meeting the goal and will remain a priority.

4. The PhD job market conditions are similar to last year, with the same incentives for students to delay graduation while they build up their CV's. Students on visas also have an incentive to delay graduation so they can remain in the U.S. as long as possible. The results are based on small numbers (i.e., 4 PhD students entered the program 4 years ago), so we expect much variation in year-to-year results.

5. While no action needed is currently needed, the department chair will continue to monitor this metric.

6. Although no action is necessary at present, the department chair will continue to monitor this metric.

7. The department will continue to seek highly qualified candidates for the PhD program with GRE scores above 1052.

8. 100% of all PhD students presented at professional meetings, submitted articles, or published articles prior to graduation, which met the stated goal.

9. In 2011-2012, only 44% of PhD students reached the candidacy stage in 30 months, which falls below the goal of 100%. Of the 9 who did not make timely progress, two have not been active in the program for some years, one withdrew from the program, three are straight-through students who began with the MS-level coursework, one is a part-time student who graduated in 2011, and one was advised by his major professor to delay his qualifying exam until his research was more advanced.

10. In 2011-2012, no students graduated from the PhD program within four years, which falls well short of the 80% goal.

11. The completion of the PhD program curriculum revisions are progressing and are on target for completion by 2014.

12. The undergraduate graduation rate slipped from 62% in 2010-2011 to 50% in 2011-2012 for unknown reasons.

13. The percentage of undergraduates who have participated in either an internship or independent study rose from 16% in 2011-2012 to 18% in 2012. This figure remains well below the goal of 100%.

14. In 2011-2012, 52% of all AEC seniors completed an exit survey, which is above the goal of 50%.

15. While the Learning Outcomes Assessment was fully implemented in 2011-2012, improvements are still being made to the process.

Year 4

Year 5

8. A positive result of achieving the 100% goal is that students are now more aware of the need to have presentations and publications on their CV when they enter the job market. The department is getting excellent grad student representation at conferences.

9. The chair will work with the DGS and graduate advisors to improve timely progress of PhD students to the candidacy stage.

10. The chair and the DGS will consult to determine if a four-year time line is too ambitious and to discuss impediments to the completion of the four-year time line.

11. Progress toward completion of the new PhD curriculum was aided by the hiring of a faculty member who will teach AEC 606, but hindered by the continued absence of a replacement for our departed math instructor.

12. The undergraduate graduation rate is slipping, for unknown reasons. Expected changes in pre-program requirements (i.e., minimum grades of C in ECO 201 and MA 123, key preparatory courses) are expected to aid timely completion of the undergraduate program. After these changes, we expect that more students will choose the AEC major for the right reasons, which will help us deliver instruction of more appropriate and consistent rigor.

13. Promotion of undergraduate internships is rapidly increasing, and will eventually be part of a new experiential education requirement in the next 1-2 years. We are working on specific ideas to make study abroad more affordable and less daunting to undergraduate students.

14. The undergraduate assessment process is evolving into an established routine in our second full year, and exit surveys are now more integrated into the capstone classes.

15. The undergraduate program received recognition for meeting all expectations in the Learning Outcomes Assessment process, and methods are improving with each iteration.

Unit Objective	AEC Objective # 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders
Related Goals/Metrics	<p>AEC Goal # 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>AEC Metric 2-1 Publication of at least three refereed journal articles per research FTE per year</p> <p>AEC Metric 2-2 Grant expenditures will be \$700,000 or more each year</p> <p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Aggressively pursue extramural research funding from all sources.
 Review the College's "Targets of Opportunity" to identify research where cutting-edge science and critical mass exist to enhance national and international prominence.

Assessment Method

1. Publication of at least three refereed journal articles per research FTE per year - College Metrics.
2. Grant expenditures will be \$700,000 or more each year - College Metrics.

Actual Results

Data Tables

Metric #	Title	Goal	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2010-13</u>	<u>2013-14</u>
1	Journal Articles/ 3 FTE	3	4.31	2.21	2.08		
2	Grant Expenditures	\$700,000+	\$1,233,935	\$867,860	\$849,692		

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

We met all goals.

Year 2

Journal articles per FTE were calculated from the 2010 KAES report, and were below the goal. Data sources may be different than Year 1, which was under a different chair.

Grant expenditure for 2010-2011 were \$876,860, 25.3% above the stated goal of \$700,000.

Year 3

1. Journal articles per research FTE is again low this year. Only four faculty with a 20% or higher research appointment met the goal individually. Of the 10 faculty with more than a 50% research appointment, 8 did not meet the goal individually. Two of those 8 had atypically low-production years, one regularly publishes through respected venues other than refereed journal articles, and one transitioned from an administrative role in 2011.

2. Grant expenditures for 2011/2012 were \$849,692, well in excess (21.4%) of the \$700,000 goal.

Year 4

Year 5

Improvement Actions

The metrics for this objective were met. No action is planned.

Faculty will be informed of lower-than-expected publishing activity, while graduate students are currently more active in publishing due to ongoing encouragement.

Extramural funding will continue to be a priority for the department.

1. Maintaining a high priority on extramural funding helps ensure productivity in publishing, due to mandatory reporting involved with most grants, and their effectiveness in getting graduate students involved in research. Publishing per research FTE will naturally improve over the next few years, as the demographics of the department shift toward more faculty who require journal articles to get promoted. We also expect improvement as we continue the campaign to encourage publishing by graduate students.

2. The department will continue to maintain a high priority on extramural funding and to monitor this indicator.

Unit Objective	AEC Objective # 3 Develop the Department's Human and Physical Resources to Achieve Top 20 Stature
Related Goals/Metrics	<p>AEC Goal # 3 Develop the Department's Human and Physical Resources to Achieve Top 20 Stature</p> <p>AEC Metric 3-1- Two student papers submitted for awards each year</p> <p>AEC Metric 3-2 We will maintain active mentoring committees for all non-tenured faculty</p> <p>AEC Metric 3-3 We will have teaching, research, and extension awards received by faculty annually</p> <p>Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Overall

Strategies

The department will strive to recruit, develop and retain nationally distinguished faculty.
 We will opportunistically seek out resources to recruit exceptional mid-career faculty who bring elevated recognition and leadership to the department.
 We will continue our plan for professional development and mentoring of new faculty.
 We will continue reviewing and improving evaluation and coaching procedures, with appropriate rewards, that match performance expectations for all employees.
 Pursue increased resources for high-quality research, instructional, and service programs.
 Students will be mentored in undergraduate and graduate research projects and we will submit quality papers for University, regional, and national competitions.
 We will recruit and equip student teams for competitions.

Assessment Method

1. At least two undergraduate or graduate papers, theses, or dissertations will be submitted for consideration in regional or national competitions each year - Poll by DUS & DGS.
2. We will maintain active mentoring committees for all non-tenured faculty - Chair Report.
3. We will have teaching, research, and extension awards received by faculty annually - Chair Report.

Actual Results

Data Tables

<u>Metric #</u>	<u>Title</u>	<u>Goal</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2010-13</u>	<u>2013-14</u>
1	Student award nominations	2+	3	3	3		
2	Active Asst Prof Mentoring	100%	100%	100%	100%		
3	T/R/E faculty awards		5	4	5		

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The metrics all exceeded goals, so no action is needed.</p>	<p>The metrics all exceeded goals so no action is needed.</p>
<p>Year 2</p> <p>1. All metrics met, one graduate student won an outstanding thesis award, additional award nominations are in progress.</p> <p>2. The mentoring committees continue to work with new faculty.</p> <p>3. Faculty awards include GSD Master Teacher, Outstanding New Extension Specialist, Outstanding Extension Program, and the Bonnie Teater Early Career Achievement Award. Although not a defined metric, two of our staff also won College of Agriculture Outstanding Staff Awards in 2011.</p>	<p>1. AEC will continue to foster research and creativity in undergraduate and graduate papers, theses, and dissertations submitted for regional or national competitions.</p> <p>2. We will retain commitment to new faculty mentoring committees.</p> <p>3. The department will keep promoting strong performances for awards.</p>
<p>Year 3</p> <p>1. One student was nominated for an outstanding thesis award, and one student won both a College-wide outstanding graduate student award and a University-wide quality achievement award with a substantial monetary award.</p> <p>2. The mentoring committees are continually assessed for effectiveness.</p> <p>3. A trio of AEC extension and research faculty won the 2012 KASEP outstanding extension project award. An extension faculty member is currently nominated for a University-wide award for outstanding service to the state. The department is currently nominating two staff for an University-wide award for promoting efficiency and cost savings.</p>	<p>1. Students will continue to be encouraged to submit papers, theses, and dissertations for regional and national awards. A member of our awards committee recently compiled an encyclopedic list of awards and due dates, and this committee has been extremely diligent in preparing award nominations. We hope to continue this in the future, especially for students and junior faculty.</p> <p>2. Ongoing oversight is needed to ensure that junior faculty are meeting frequently enough with their mentoring committees, and that they are interpreting advice as was intended by the mentoring committee. The chair plays an important role in mentoring, both formally (i.e., performance reviews) and informally. In the case of extension faculty, meetings with Gary Palmer at the college level have been productive.</p> <p>3. The department will continue to encourage the submission of faculty for annual awards. While this does not contribute to specific metrics, we are encouraging staff members to attend University training sessions more than ever before. This is intended partly to increase their human capital for the department's short-term benefit, but mainly to empower them to reach their professional goals.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Unit Objective	AEC Objective #4 Promote Diversity and Inclusion
Related Goals/Metrics	<p>AEC Goal # 4 Promote Diversity and Inclusion</p> <p>AEC Metric 4-1 30% of faculty will participate in some international experience each year</p> <p>AEC Metric 4-2 Emphasize faculty ethnic (1 or more) and gender diversity (2 or more female faculty)</p> <p>AEC Metric 4-3 Attract and maintain a graduate student enrollment from underrepresented groups that is equal to or greater than the average at the University (7.8%)</p> <p>AEC Metric 4-4 Maintain African American BS enrollment at or above the 6.6% (state's population)</p> <p>AEC Metric 4-5 Maintain or surpass international undergraduate enrollment of 2%</p> <p>AEC Metric 4-6 10% of students will have an international academic experience</p> <p>AEC Metric 4-7 Female enrollment will reach 30%</p> <p>Ag Goal 4 Promote Diversity and Inclusion</p> <p>UK Goal 4. Promote Diversity and Inclusion</p>
Related Mission Area	Overall

Strategies

- Actively recruit students, faculty, and staff from underrepresented groups into Agricultural Economics.
- Utilize alumni from underrepresented groups to assist in recruiting students and placement.
- Actively pursue international undergraduate, graduate, and faculty exchange programs.
- Utilize our undergraduate curriculum to provide diverse experiences.
- Use our faculty and graduate student diversity to enhance the undergraduate experience.

Assessment Method

1. 30% of faculty will participate in some international experience each year - Chair's poll.
2. Emphasize faculty ethnic (1 or more) and gender diversity (2 or more female faculty) - Chair's report.
3. Attract and maintain a graduate student enrollment from underrepresented groups that is equal to or greater than the average at the University (7.8%) - DGS Report.
4. Maintain African American BS enrollment at or above the 6.6% (state's population) - DUS Report.
5. Maintain or surpass international undergraduate enrollment of 2% - DUS Report.
6. 10% of students will have an international academic experience - DUS report.
7. Female enrollment will reach 30% - DUS report.

Actual Results

Data Tables

<u>Metric #</u>	<u>Title</u>	<u>Goal</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2010-13</u>	<u>2013-14</u>
1	International Experience	30%	54%	50%	45%		
2	Ethnic & Gender Faculty	1 & 2	1 & 4	1 & 4	1 & 4		
3	Minority Grad Studt	8%	4%	4%	4%		
4	African Amer. BS	7%	11%	9%	10%		
5	Internat'l BS	2%	1%	1%	1%		
6	BS Intern'l Experience	10%	0%	3%	1%		
7	Female Enrollment	30%	20%	19%	17%		

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <ol style="list-style-type: none"> 1. In 2009-2010, the goal for faculty participation in an international experience was surpassed by 24%. 2. For 2009-2010, the goal of at least one ethnic faculty member was met and the goal of two or more female faculty was surpassed with four female faculty members. 3. The AEC graduate student enrollment from underrepresented groups did not equal or surpass the average at the University (7.8%), but was 4% for 2009-2010. 4. The department's African American BS enrollment for 2009-2010 was 9%, exceeding 6.6% (Kentucky's African American population). 5. For 2009-2010, the international graduate enrollment for AEC was 1%, below the goal of 2%. 6. In 2009-2010, no students from the department participated in an international academic experience. 7. Female enrollment for the department in 2009-2010, fell short of the 30% goal at 20%. 	<ol style="list-style-type: none"> 1. Although this goal has been met, the department chair will continue to monitor this metric to insure continued faculty participation in international experiences. 2. While no action is currently required, the department will strive to increase both ethnic and gender diversity in all future departmental hiring. 3. The department will work to attract and maintain graduate student enrollment from underrepresented groups that is equal to or greater than the average at the University (7.8%). 4. While the department continues to remain above the 6.6% state population for African American students, the department will continue its efforts to attract qualified, competent African American students to AEC programs. 5. It has been difficult to achieve an international undergraduate enrollment of 2%. We have had difficulty getting above 1%, the number achieved for 2011-2012. The undergraduate committee will lead us in this effort. 6. Many of our undergraduates had an international experience, but none of those who graduated in 2009-2010 had an international experience. The undergraduate committee will work to assist the faculty in adding more emphasis to this goal. 7. Despite efforts to increase female enrollment to 30%, we remain at around 20%. Our gender equity committee will be reactivated and we will continue to monitor female enrollment.
<p>Year 2</p> <ol style="list-style-type: none"> 1. The percentage of faculty who participated in an international experience in 2010-2011 was 50%, well above the goal of 30%. 2. Ethnic and gender diversity for the AEC faculty met or surpassed the goal metrics in 2010-2011. We also have an internationally diverse faculty, which is not recognized under the "minority" designation. 	<ol style="list-style-type: none"> 1. The department will continue to strive to increase both ethnic and gender diversity in all future departmental hiring, although no action is currently required. 2. Although no action is currently required, the department will persist in its efforts to increase both ethnic and gender diversity in all future departmental hiring.

3. The graduate student enrollment from underrepresented groups for 2010-2011 was below the goal of 8%.

4. African American student enrollment for 2010-2011 was above the goal of 6.6%, equalling 9%. African American student enrollment was encouraged by helpful advising, the presence of Diversity Program (housed in our department), and the example set by African American student workers and staff.

5. For 2010-2011, the international undergraduate enrollment was below the goal of 2%.

6. The 3% of undergraduate population who participated in an international academic experience was below the 10% goal. However, AEC's 2% of undergraduates with international experience is equal to the UK average per Tony Ogden in Herald-Leader, 10/23/11, p. A1. Major barriers to increasing the international experience are the high percentage of transfers who want to finish as soon as possible, high financial cost, conflicts with work schedules, and frequent reluctance to travel to unfamiliar places.

7. Female enrollment is nearly flat, near 20%. In 2011, this was discussed with B&E advisors; a similar pattern exists in B&E.

Year 3

1. Our faculty continue to be frequently involved in international work experiences, surpassing the goal of 30%.

2. In 2011-2012, we lost one female faculty member but gained another. Although it is not an explicit metric, we hired a new staff member in 2011 who is African American, and he plays an active role in creating a supportive environment for African American students, including assisting with UK's 2012 MANRRS conference delegation.

3. The department struggles to meet the goal of 8% graduate students from underrepresented groups. However, we utilize Lyman T. Johnson fellowships to attract African American graduate students, and had two such fellowships in 2011.

4. The department continues to maintain a higher-than-average share of African-American undergraduate students, surpassing the goal of 6.6%.

3. The department will continue to prioritize offering a welcoming environment to all.

4. The department, although its African American student population remains above the 6.6% state's African American population, will endeavor to attract qualified, competent African American students to AEC programs.

5. The department will continue to stress the recruitment of high quality international undergraduate students.

6. Plans are underway to require an experiential learning component, which will include study abroad.

7. Undergraduate recruitment of high-performing students is being planned, and is intended to reach more prospective female and minority students.

1. While no action is required at this time, the department chair will continue to encourage faculty member participation in an international experience.

2. Ethnic and gender diversity remain a priority of the AEC department, although no action is currently required.

3. Recruiting graduate students at the annual MANRRS conference may be a promising way to improve graduate student enrollment from underrepresented groups.

4. Although the department remains above the state average of 6.6% for African American student enrollment, the continued recruitment of African American students will remain a priority.

5. We will continue working closely with the incoming Director of the Diversity Office in the college to recruit undergraduate students through youth programs, and to encourage students to explore careers in extension via internships.

5. The number of international undergraduate students for 2011-2012 remains static at 1 %, below the goal of 2%.

6. We continue to fall far short of our international experience goals for undergraduates, despite active promotion of several opportunities within the College. Affordability is a major barrier for most of our students. We expect more participation when we implement an experiential education requirement in the future.

7. The gender imbalance in the AEC major continues, similar to that in the B&E undergraduate program, and may even be worsening slightly. Expected stricter pre-program requirements may inadvertently improve the future gender imbalance due to the correlation between gender and academic performance (the female GPA averaged 0.25 higher in 2011, with the difference being statistically significant at the .01 level).

Year 4

Year 5

6. Two faculty members are currently exploring ways to make study abroad more affordable and less psychologically daunting for students unaccustomed to travel. The upcoming experiential learning requirement for the undergraduate program will give us leverage to promote study abroad as one expected component of a college education.

7. The undergraduate committee will be charged with developing feasible strategies to improve the existing gender imbalance. In recent years, we received overly large numbers of transfer students without any recruiting, so any solutions will include a combination of avoiding over-enrollment and selectively recruiting for an appropriately diverse student body. If we can recruit effectively, inclusiveness is largely assured, as it is now a widely held value among both students and faculty.

Unit Objective	AEC Objective #5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service
Related Goals/Metrics	<p>AEC Goal # 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>AEC Metric 5-1 Sustained Extension contacts at or above 2009 levels as measured by CATPAWS reports, county meetings, and in-service trainings</p> <p>AEC Metric 5-10 FA specialists will will prepare and present 20-30 programs to non-cooperators annually</p> <p>AEC Metric 5-2 Extension faculty will attract \$100,000 of grant plus gift support per FTE/year</p> <p>AEC Metric 5-3 Extension faculty will present at 1 professional or regional meeting per FTE/year</p> <p>AEC Metric 5-4 Extension faculty members will publish one refereed journal article per FTE/year</p> <p>AEC Metric 5-5 Extension faculty will develop, expand or maintain at least three outreach partnership agreements related to joint programming as measured by grant collaborations or board service per FTE/year</p> <p>AEC Metric 5-6 Farm analysis (FA) specialists will publish 4 documents based on farm analysis data yearly</p> <p>AEC Metric 5-7 FA specialists will carry enough cooperators to maintain the farm analysis database</p> <p>AEC Metric 5-8 FA specialists will publish Farm Analysis newsletter annually</p> <p>AEC Metric 5-9 FA specialists will contribute 10 articles to the "Blue Sheet" yearl</p> <p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Overall

Strategies

Sustain existing and promote new Extension collaborations within and outside UK.

Increase the deployment of new information technologies.

Sustain traditional Extension strengths while offering innovative new issues-oriented programs in agricultural economics to serve increasingly diverse stakeholders.

Assessment Method

1. Sustained Extension contacts at or above 2009 levels as measured by CATPAWS reports, county meetings, and in-service trainings - CATPAWS reports.
2. Extension faculty will attract \$100,000 of grant plus gift support per FTE/year - Extension Coordinator's Poll.
3. Extension faculty will present at 1 professional or regional meeting per FTE/year - Extension Coordinator's Poll.
4. Extension faculty members will publish one refereed journal article per FTE/year - Extension Coordinator's Poll.
5. Extension faculty will develop, expand or maintain at least three outreach partnership agreements related to joint programming as measured by grant collaborations or board service per FTE/year - Extension Coordinator's Poll.
6. Farm analysis (FA) specialists will publish 4 documents based on farm analysis data yearly - KFBM Coordinator's Poll.
7. FA specialists will carry enough cooperators to maintain the farm analysis database - KFBM Coordinator's Poll.
8. FA specialists will publish the Farm Analysis newsletter annually - KFBM Coordinator's Poll.
9. FA specialists will contribute 10 articles to the "Blue Sheet" yearly - KFBM Coordinator's Poll.
10. FA specialists will prepare and present 20-30 programs to non-cooperators annually - KFBM Coordinator's Poll.

Actual Results

Data Tables

<u>Metric #</u>	<u>Title</u>	<u>Goal</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
1	CES Contacts at 2009*	12,896	12,896	39,580	15,956		
2	CES Grants + Gifts	\$100,000	\$149,255	\$137,515	\$187,788		
3	CES Presentations/FTE	1	2.5	1.6	3.4		
4	CES Refereed Pubs/ FTE/Yr	1	1	0.5	2.4		
5	Outreach Partnerships/FTE/Yr	3	3.4	3.7	4.6		
6	KFBM Pubs from their data	4	6	10	9		
7	Cooperators to maintain data base	30	27	40	40		
8	FA Specialists Newsletter	Annual pub	✓	✓	✓		
9	Articles to Blue Sheet	10	11	11	11		
10	Programs for Non- cooperators	20	40	42	41		

Year 1

We are below our goal of 30 cooperators per specialist with an average of 27 cooperators per specialist.

Year 2

Based on the July 2011 Cost and Returns report, Kentucky Farm Business Management (KFBM) has 362 cooperators and 9 specialists, for an average of 40 cooperators per specialist, well above the goal of 30.

Grants continue to be a strength of the extension programs.

CES presentations/FTE represent only presentations at two major conferences, but still exceed the goal. Measuring this goal is difficult in the off years for Faculty Performance Reviews.

Year 3

2011/2012 results for all metrics remain above target.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>We are below our goal of 30 cooperators per specialist with an average of 27 cooperators per specialist.</p> <p>We have merged the old Blue Grass area into the Lincoln trail area. With the move of our dairy specialist to the Ohio Valley, the terrible dairy economy, and one vacant position (for over six months), we have lost cooperators. Once things settle out and we have a new (second) Lincoln Trail specialist we should see growth.</p> <p>We met all of our other goals.</p>	<p>The department will hire a new second specialist for Lincoln trail and continue efforts to grow the program. Nothing more need be done for the others, as we met those goals.</p>
<p>Year 2</p> <p>Based on the July 2011 Cost and Returns report, Kentucky Farm Business Management (KFBM) has 362 cooperators for 9 specialists, for an average of 40 per specialist, well above the goal of 30. The previous year there appear to have been 350 cooperators, based on this report, which conflicts with Year 1 data above.</p> <p>Grants continue to be a strength of the extension programs.</p> <p>CES presentations / FTE represent only presentations at two major conferences, but still exceed the goal. Measuring this goal is difficult in off years for Faculty Performance Review.</p> <p>A capable new Kentucky Farm Business Management (KFBM) specialist was hired for the Lincoln Trail Association, an area with smaller farmers that has persistent difficulty recruiting enough cooperators to meet revenue goals.</p> <p>Overall, integration of Kentucky Farm Business Management (KFBM) with the rest of the department is improving and is a source of optimism.</p>	<p>The department will continue efforts to maintain competitive salaries for KFBM specialists, and emphasize recruitment of new cooperators in Lincoln Trail and Purchase. AEC will continue recent efforts to provide MS students with KFBM projects and internships.</p> <p>Encourage CES analysis that serves clientele while also producing grants and refereed publications; some extension faculty are actively interested in doing more applied research. Encourage more extension faculty to participate in the extension section of our national association, the AAEA.</p>
<p>Year 3</p> <p>1. Extension contacts for fiscal year 2012 were 15,956, below the fiscal year 2011 contacts, yet remaining above the goal of 12,896 contacts.</p> <p>2. Extension faculty attracted \$187,788 grants and gifts in 2011-2012, well above the</p>	<p>All goals have been met.</p> <p>Having increased entry-level KFBM salaries to competitive levels in 2011, the next step is rebuilding the salary distinction between the entry level and the second career level.</p>

goal of \$100,000.

3. For 2011-2012, Extension faculty presentations/FTE averaged 3.4 and more than doubled over 2010-2011.

4. Extension faculty published 2.4 refereed journal articles/FTE in 2011-2012, which was more than double the goal of 1/FTE/year.

5. The number of outreach partnerships/FTE for 2011-2012 that were developed, expanded, or maintained by Extension faculty averaged 4.6/FTE, reflecting an increase of nearly 25%.

6. Farm analysis (FA) specialists publications compiled from farm analysis data totalled 9 for 2011-2012, significantly above the goal of 4.

7. FA specialists carried 40 cooperators in 2011-2012, well above the goal of 30.

8. This indicator is on target.

9. FA specialists contributed 11 articles to the "Blue Sheet" in 2011-2012, one above the goal number.

10. FA specialists prepared and presented 41 programs to non-cooperators in 2011-2012, more than doubling the goal number of 20.

Grant, contract, and gift funding continue to flow disproportionately to extension programming as opposed to research. Extension faculty are engaged in disciplinary presentations and publications, interdisciplinary collaborations, and with clientele organizations. The Kentucky Farm Business Management (KFBM) specialist roster remained stable during 2011-12, allowing solid performance and service to cooperators.

Year 4

Year 5

This is underway thanks to terms proposed in a recent successful retention bid.

Extension programming is a comparative advantage of this department, yet we only have about 5 extension FTE, so rebuilding our extension faculty resources will be a priority in the future.

With the change in University leadership and likely changes to the budgeting framework, we are actively lobbying to educate the administration about the value of extension programming.

UK College of Agriculture
AGRICULTURAL ECONOMICS STRATEGIC PLAN 2009-2014
Approved by the Faculty February 3, 2010

OUR MISSION

To serve the Commonwealth of Kentucky by providing knowledge and information that will assist in solving social and economic issues and problems related to agriculture, resources, food and fiber industries, and rural economies important to the state, region and international community. This will be accomplished through research, resident instruction, and extension.

GOAL 1

Prepare Students for Leadership in an Innovation-Driven Economy and Global Society

Most Significant Challenges

Agricultural Economics has experienced significant undergraduate enrollment growth during the last several years; additional undergraduate enrollment will not be possible without additional faculty instructional DOE. The graduate program is too small, underfunded, and needs proportionately more domestic students.

Strategies

- Develop plans and actions to integrate experiential education into the curriculum.
- Aggressively promote student participation in personal and professional development opportunities beyond the classroom, including student research, student and professional organization membership, international travel experience, and internships.
- Increase opportunities for distance learning.
- Increase faculty recognition for excellence in academic and extracurricular advising.
- Implement incentives for leveraging graduate student financial support with grant funds.
- Implement the University graduation agreements to enhance timely graduation of students.

Key Indicators by 2014:

1. Entering MS students' average GRE's will be 950 or higher.
2. At least 50% of MS students will have a paper or poster by the time they graduate.
3. 75% of full-time MS students will graduate in 2 years.
4. Track (MS & PhD graduates) employed in a university, government, private sector, those who return to home countries and those who are underemployed or unemployed.
5. Maintain total MS student number at 25 or less (but near 25) while recruiting both high quality in- and out-of-state prospects.
6. Keep PhD enrollment at more than 25 high quality students.
7. PhD entrants' average GRE will be 1052 or higher.
8. 100% of our PhD students will have a presentation at a professional meeting or,

- publication submitted or published before they graduate.
9. Our PhD's will be candidates (have finished the agriculture qualifying exam) 30 months into the program.
 10. 80% of our PhD students will graduate from the program within four years.
 11. We will have completed the PhD program curriculum revision and have the new 700-level classes in place.
 12. 75% or more of entering freshmen and transfers will graduate within five years of entering UK.
 13. 10% or more of undergraduates will have an internship or independent study by the time they graduate.
 14. Obtain an exit survey from at least 50% of our seniors.
 15. The Learning Outcomes Assessment process will be fully implemented.

GOAL 2

Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders

Most Significant Challenges

- ❖ Repeated budget cuts have capped faculty expansion and created key vacancies.

Strategies

- Aggressively pursue extramural research funding from all sources.
- Review the College's "Targets of Opportunity" to identify research where cutting-edge science and critical mass exist to enhance national and international prominence.

Key Indicators by 2014:

1. Publication of at least three refereed journal articles per research FTE per year.
2. Grant expenditures will be \$700,000 or more each year.

GOAL 3

Develop the Department's Human and Physical Resources to Achieve Top 20 Stature

Most Significant Challenges

- ❖ Many national metrics are size-dependent. We are a mid-size department.
- ❖ National rankings in most agricultural economics departments are of limited validity.
- ❖ Retention and compensation of highly skilled staff remains a challenge.
- ❖ Recruitment, retention or development of faculty at the most distinguished level (e.g., academy-level) remains severely limited by budget cuts.

Strategies

- The department will strive to recruit, develop and retain nationally distinguished faculty.

- We will opportunistically seek out resources to recruit exceptional mid-career faculty who bring elevated recognition and leadership to the department.
- We will continue our plan for professional development and mentoring of new faculty.
- We will continue reviewing and improving evaluation and coaching procedures, with appropriate rewards, that match performance expectations for all employees.
- Pursue increased resources for high-quality research, instructional, and service programs.
- Students will be mentored in undergraduate and graduate research projects and we will submit quality papers for University, regional, and national competitions.
- We will recruit and equip student teams for competitions.

Key Indicators by 2014 :

1. At least two undergraduate or graduate papers, theses, or dissertations will be submitted for consideration in regional or national competitions each year.
2. We will maintain active mentoring committees for all non-tenured faculty.
3. We will have teaching, research, and extension awards received by faculty annually.

GOAL 4

Promote Diversity and Inclusion (diversity committees)

Most Significant Challenges

- ❖ Undergraduate female enrollment is low.
- ❖ Undergraduate student body has limited experience with diversity.

Strategies

- Actively recruit students, faculty, and staff from underrepresented groups into Ag Econ.
- Utilize alumni from underrepresented groups to assist in recruitment students and placement.
- Actively pursue international undergraduate, graduate, and faculty exchange programs.
- Utilize our undergraduate curriculum to provide diverse experiences.
- Use our faculty and graduate student diversity to enhance the undergraduate experience.

Key Indicators by 2014:

1. 30% of faculty will participate in some international experience each year.
2. Emphasize faculty ethnic (1 or more) and gender diversity (2 or more female faculty).
3. Attract and maintain a graduate student enrollment from underrepresented groups that is equal to or greater than the average at the University (7.8%).
4. Maintain African American BS enrollment at or above the 6.6% (state's population).
5. Maintain or surpass foreign undergraduate enrollment of 2%.

6. 10% of students will have an international academic experience.
7. Female enrollment will reach 30%.

GOAL 5

Improve the Quality of Life for Kentuckians through Extension, Outreach and Service

Most Significant Challenges

- ❖ Budget cuts combined with turnover have created critical capacity shortages in key areas.
- ❖ Cuts in state funding and increasing burdens on alternative funds sources
- ❖ Operating funds for extension, teaching and research becomes increasingly limited. Reliance on extramural sources necessarily increases. Faculty must adjust.
- ❖ Community and economic development resources are limited compared to traditional and commodity-focused programs.

Strategies

- Sustain existing and promote new Extension collaborations within and outside UK.
- Increase the deployment of new information technologies.
- Sustain traditional Extension strengths while offering innovative new issues-oriented programs in agricultural economics to serve increasingly diverse stakeholders.

Key Indicators by 2014:

1. Sustained Extension contacts at or above 2009 levels as measured by CATPAWS reports, county meetings, and in-service trainings.
2. Extension faculty will attract \$100,000 of grant plus gift support per FTE/year.
3. Extension faculty will present at 1 professional or regional meeting per FTE/year.
4. Extension faculty members will publish one refereed journal article per FTE/year.
5. Extension faculty will develop, expand or maintain at least three outreach partnership agreements related to joint programming as measured by grant collaborations or board service per FTE/year.
6. Farm analysis (FA) specialists will publish 4 documents based on farm analysis data yearly.
7. FA specialists will carry enough cooperators to maintain the farm analysis database.
8. FA specialists will publish the Farm Analysis newsletter annually.
9. FA specialists will contribute 10 articles to the "Blue Sheet" yearly.
10. FA specialists will prepare and present 20-30 programs to non-cooperators annually.



Animal and Food Sciences Strategic Plan 2009-2014

AFS Strategic Plan Implementation Project 2009-2014

Annual Review of Progress

Unit Mission

The mission of the Department of Animal and Food Sciences is to:

- develop, improve, and promote sustainable animal production systems;
- improve the health and well-being of animals in food and non-food production systems;
- enhance the quality, utilization and safety of food products;
- facilitate life-long learning through:
 - creative research and discovery,
 - challenging and encompassing education,
 - effective engagement and technology transfer.

WHO WE ARE

The Department of Animal and Food Sciences addresses the major issues faced by animal agriculture today – production efficiency, sustainability, animal welfare, environmental stewardship, food safety, and food quality – through our programs in research, instruction and extension. These issues represent challenges and areas for science-based discussions with clientele and consumers. We are involved in multidisciplinary research programs that advance our knowledge of animal biology and production systems and their relationship to the environment, as well as processing, preservation, and improvement of human foods. Our instructional programs focus on the application of science and technology to animal and food production. Our extension programs advance sustainable agricultural and food systems and assist our youth to develop character traits needed to be successful citizens.

Unit Objective	AFS Objective 1 Prepare Students for Leadership in an Innovation-Driven Economy and Global Society
Related Goals/Metrics	<p>AFS Metric 1 - 1: Increase the first-to-second year retention rate of full-time, degree-seeking students in the program to over 65% by 2014.</p> <p>AFS Metric 1 - 2: Increase scholarship funding awarded to students within the department by 10% by 2014.</p> <p>AFS Metric 1 - 3: Increase the percentage of full-time students graduating within a 6 year period from time of first enrollment by 2014.</p> <p>AFS Metric 1 - 4: Establish a working database of graduates; actively monitor career paths by 2014.</p> <p>ASC Goal 1 Prepare Students for Leadership</p> <p>UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.</p>
Related Mission Area	Education

Strategies

- Provide the best possible learning environment for students with dedicated faculty, instructors, advisors and staff.
- Implement current and new technology in the classroom, including the development of virtual classrooms.
- Foster student participation and growth through personal and professional development opportunities beyond the classroom.
- Use the experience of incoming students, career paths of recent graduates, and feedback from graduates' employers to help drive curriculum changes.
- Expand faculty involvement in and financial support of Departmental scholarship and recruitment programs.
- Increase expertise and recognition of faculty for academic and extracurricular advising.

Assessment Method

1. Using UK Office of Institutional Research, Planning & Effectiveness annual data for first-to-second year program retention rates will be tracked beginning with 2006 cohort to determine if it exceeds 65%. 2. College of Agriculture data on scholarship funding for Animal and Food Sciences will be tracked to determine if an increase of 10% is reached by 2014. 3. Using UK Office of Institutional Research, Planning & Effectiveness annual data on students graduating within a 6 year period will be tracked beginning with 2000 cohort (22.4%) to see if an increase is reached by 2014. 4. As part of the assessment of learning outcomes a working database of graduates will be developed to determine career paths.

Actual Results

Data Tables

Year 1

1. Retention for first-to-second year Animal Sciences student retention for 2007-2008 was 66.7% compared to baseline retention data for 2006-2007 which was 53.8%.
2. In the baseline 2009-2010 academic year, \$86,500 in scholarships were awarded to Animal and Food Sciences majors.
3. The data for for students graduating in the 6 year period for the 2001 cohort was 33.7%. Baseline data for the 2000 cohort was 22.4%.
4. Data collection has begun in the 2009-2010 academic year through the capstone course along with assessment activities.

Year 2

1. First-to-second year Animal Sciences student retention for 2008-2009 was 63.2% compared to 2007-2008 retention which was 66.7%.
2. In 2010-2011, \$81,800 in total scholarships were awarded to Animal and Food Sciences majors compared to \$86,500 in scholarships awarded to Animal and Food Sciences majors in the 2009-2010 academic year.
3. The data for students graduating in the 6 year period for the 2002 cohort was 34.1% compared to 33.7% for the 2001 cohort.
4. Data collection began in the 2009-2010 academic year through the capstone course along with assessment activities. This has continued in 2010-2011.

Year 3

1. First-to-second year Animal Sciences student retention for 2009-2010 was 62.5% compared to retention for 2008-2009 which was 63.2%.
2. In 2011-2012, \$65,750 in total scholarships were awarded to 49 students, compared to \$81,800 in total scholarships awarded to Animal and Food Sciences majors in 2010-2011.
3. The data for students graduating in the 6 year period for the 2003 cohort was 36.1% compared to 34.1% for the 2002 cohort.
4. Data collection through the capstone course and assessment activities continued in 2010-2011. Further, an alumni survey was completed in 2012 to collect career data on graduates and program satisfaction. This data is being analyzed.

Year 4

Analysis of Results and Reflection

Year 1

1. There was a substantial 12.9% increase in the first-to-second year retention rate for 2007-2008 over the baseline year. More analysis will be possible over multiple years. The general observation is that retention in the program is directly related to the preparedness of incoming students in the basic sciences (biology and chemistry). Retention within the College is 5-10% higher.
2. The downturn in the economy and reduced return to endowed scholarships is having a negative effect on amount of scholarships awarded. As the economy recovers, we should be able to increase the amount awarded.
3. The six year graduation rate within the AFS program increased by 11.3% from the baseline year for the 2000 cohort to the 2009-2010 figures for the 2001 cohort.
4. It will take some time to establish a firm database on graduates, but intentional efforts being made in our capstone courses will help dramatically.

Year 2

1. There was a 3.5% decrease in the first-to-second year retention rate for 2008-2009. It has been observed that retention in the program is directly related to the preparedness of incoming students in the basic sciences (biology and chemistry).
2. In 2010-2011, the amount of scholarships awarded decreased by 5.4%. The continued downturn in the economy and reduced income to endowed scholarships had a negative effect on amount of scholarships awarded in the College as a whole. As the economy recovers, the amounts awarded will be increased.
3. In 2010-2011, there was a slight increase of 0.4% in the six year graduation rate within the AFS program. The six year graduation rate continues to rise. The department has begun recruitment of an academic coordinator.
4. It will take some time to establish a firm database on graduates, but the intentional efforts being made in our capstone courses will help dramatically. A newly hired Academic Coordinator will assist in more detailed analysis.

Year 3

1. First-to-second year retention for 2009-2010 decreased slightly by 0.7% from 2008-2009. Although a slight decrease was noted, significant progress has been made above

Improvement Actions

1. The department will utilize the Office of Academic Programs to further analyze first-to-second year program retention data to look for patterns of retention. Advisors will try to identify student who may be struggling and offer assistance.
 2. The department will continue to pursue opportunities for establishing new scholarships or increasing the level of existing ones.
 3. The hiring of an Academic Coordinator would strengthen academic advising within the department, increasing the likelihood of students graduating within a six year time frame. The department is actively pursuing the hiring of an Academic Coordinator.
 4. The department will collect data on career paths through a capstone course. A data base will be initiated to collect this data and an alumni survey is envisioned to collect additional career data.
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1. The department, with the help of the Office of Academic Programs, will further analyze first-to-second year program retention data to look for patterns of retention. Advisors will try to identify students who may be struggling and offer assistance. We will also work with the College Retention Officer.
 2. The department will work with the College Office of Advancement to pursue opportunities for establishing new scholarships or increasing the level of existing ones. However, the economy is the biggest driver at this time.
 3. Academic advisers will continue to stress to students the development of a degree plan to map out their progress. The department has hired an Academic Coordinator to put more intensive emphasis on academic advising. This is necessary with retirement of senior faculty who carried a heavy advising load.
 4. The use of the capstone course to collect data on the career paths of students is beginning. We will make improvements in this database as we develop a history. Plans are to survey alumni in the future regarding value of their learning experiences and suggestions for improving our program. A survey will be performed as part of the Program Review in 2012.
-
1. Advisors will put an increased emphasis on retention and quality advising. In addition, advisors are identifying students who are at risk and offering assistance.

the baseline due to targeted assistance for at-risk students.

2. In 2010-2011, the total amount of scholarships awarded to AFS students decreased by \$16,050 or 20% compared to 2009-2010. The continued economic downturn has adversely affected the monies available for scholarships within the department. The College Office of Advancement assisted in the establishment of one new endowment to fund an animal and food sciences scholarship.

3. The six year graduation rate continues to increase, with a 2% increase over the previous year. Increased emphasis on a degree plan and timely enrollment in prerequisites have aided progress. An academic coordinator was hired to focus on first year advising.

4. Several years of data will be necessary to accurately analyze the career paths of graduates. The recently hired Academic Coordinator will assist with this analysis. An abstract regarding indicators of student success has been submitted for presentation at national meetings.

Year 4

Year 5

Targeted use of peer mentors has been implemented to assist first year students. The department will further analyze first-to-second year program retention data to look for patterns of retention.

2. The department will meet with the college Office of Advancement once per year to identify areas of enhancement. However, the continued economic downturn is reflected in the decreased amount of scholarships awarded within the department. Projections for the next academic year scholarship awards appear to be positive. Two new animal and food sciences scholarships should be awarded in fall 2012.

3. Academic advisors will continue to stress to students the development of a degree plan to map out their progress. The Academic Coordinator has put more emphasis on high caliber academic advising, stressed the importance of developing a degree plan, and is doing follow-up with students at risk.

4. The use of the capstone course to collect data on the career paths of students is continuing. The department is making improvements in this database as a history is developed. A survey of alumni regarding the value of their learning experiences and suggestions for the improvement of the AFS program was completed as part of the 2012 program review. Analyses of these excellent data are beginning. Results of analyses will be presented to faculty. Further, an abstract regarding indicators of student success has been submitted for presentation at national meetings.

Unit Objective	AFS Objective 2 Promote Research and Creative Work
Related Goals/Metrics	<p>AFS Metric 2 - 1: Maintain the annual total external grant awards above \$100,000 per research FTE by 2014.</p> <p>AFS Metric 2 - 2: Maintain at least 2 graduate students per research FTE.</p> <p>AFS Metric 2 - 3: Maintain at least four extramurally funded postdoctoral scholars/research associates.</p> <p>AFS Metric 2 - 4: Obtain at least two pieces of major equipment by 2014.</p> <p>AFS Metric 2 - 5: Increase patent submissions by 20% by 2014.</p> <p>AFS Metric 2 - 6: Maintain the number of refereed journal publications per research FTE above 3 per year.</p> <p>ASC Goal 2 Promote Research and Creative Work</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Aggressively pursue funding opportunities and sources that support fundamental/applied research, particularly federal competitive and targeted initiative funds. Identify opportunities for both intra- and extramural equipment funds and encourage faculty to apply to those programs. Encourage faculty to include salary savings in federal grant submissions as an incentive to generate more extramural support. Strengthen existing and develop new multi-disciplinary research programs that target funding opportunities available only to multi-university (institution) collaborations. Continue to actively compile, document and communicate impacts of our research.

Assessment Method

1. Using Office of Sponsored Projects Administration annual grants and contracts reports, the amount of total external awards will be tracked each year to determine whether or not the department exceeds \$100,000 per research FTE. 2. Using departmental and UK Office of Institutional Research, Planning & Effectiveness enrollment data, graduate student numbers will be tracked each year to determine if we maintain 2 students per research FTE. 3. Using departmental and UK Office of Institutional Research, Planning & Effectiveness enrollment data, postdoctoral scholar/research associate numbers will be tracked each year to determine if we maintain at least 4 per year. 4. Using departmental purchasing records we will determine if we have obtained at least 2 pieces of major equipment by 2014. 5. Using the Kentucky Agricultural Experiment Station Annual Reports, the department's total number of patent submissions will be tracked annually to determine whether or not the number increases by 20% by 2014. 6. Using the Kentucky Agricultural Experiment Station Annual Reports, the department's total number of refereed journal articles will be tracked annually to determine whether or not the department exceeds 3 per research FTE.

Actual Results

Data Tables

Year 1

1. For the 2009-2010 fiscal year, Animal and Food Sciences grants and contracts totaled \$4,754,157 or \$315,262 per research FTE.
2. Graduate student numbers increased in 2009-2010 with 46 students or 3.1 graduate students per research FTE compared to the baseline year figure of 2.8.
3. In 2009-2010, the department had 5 postdocs/research associates.
4. In the 2010 fiscal year, one piece of major equipment was obtained.
5. For the 2010 fiscal year, no patent submissions occurred.
6. For the 2009 calendar year, refereed journal articles averaged 3.78 per research FTE.

Year 2

1. For the 2010-2011 fiscal year, Animal and Food Sciences grants and contracts totaled \$4,411,471 or \$286,459 per research FTE.
2. Graduate student numbers have increased to 52 students in 2010-2011, with 3.4 graduate students per research FTE.
3. In 2010-2011, the department had 4 postdocs/research associates.
4. In the 2011 fiscal year, no new pieces of major equipment were obtained.
5. For the 2011 fiscal year, no patent submissions occurred.
6. For the 2010 calendar year, refereed journal articles averaged 4.68 per research FTE.

Year 3

1. For the 2011-2012 fiscal year, Animal and Food Sciences grants and contracts totaled \$3,191,879 or \$236,435 per research FTE.
2. Graduate student numbers decreased to 48 students in 2011-2012, although the student per research FTE figure is still above the baseline with 3.6 students per research FTE.
3. In 2011-2012, the department had 3 postdocs scholars/research associates.
4. In the 2011-2012 fiscal year, no new pieces of major equipment were obtained.
5. For the 2011-2012 fiscal year, no patent submissions occurred, but new intellectual property ideas have been presented.
6. For the 2011 calendar year, refereed journal articles averaged 3.63 per research FTE.

Year 4

Year 5

Analysis of Results and Reflection**Year 1**

1. Grants and contracts are on target.
2. Graduate student numbers are on target.
3. Numbers of funded postdocs/research associates are on target.
4. The department is on target for acquisition of major equipment.
5. We have not yet increased patent submissions but anticipate activity by 2014.
6. Refereed journal publications are above target.

Year 2

1. Grants and contracts are on target. A high priority has been placed on grants to support graduate education and research objectives.
2. Graduate student numbers are on target because we have been able to maintain research funding to support them.
3. Numbers of funded postdocs/research associates are on target due to demand for advanced training in the field.
4. The department is on target for acquisition of major equipment. Faculty continue to identify key equipment needs.
5. We have not yet increased patent submissions, but anticipate activity by 2014.
6. Refereed journal publications are above target due to continued review of faculty productivity.

Year 3

1. Grants and contracts per research FTE remain on target. An annual report of faculty productivity is presented in faculty meetings.
2. Graduate students per research FTE continue to be on target. The department puts a high priority on partial stipend support from Hatch funds, providing stimulus to recruit graduate students. Faculty must fund the balance on grants, thus the importance of grant funding is communicated as a high priority. There continues to be strong demand for graduate appointments in our field due to the quality of our graduate program.

Improvement Actions

1. Grants and contracts are on target, so no improvement action needed at this time.
 2. Graduate student numbers are being maintained, so no improvement action needed at this time.
 3. The department will actively recruit postdoctoral scholars and research associates that are funded extramurally and will work with the Graduate School to ensure
 4. Acquisition of major equipment is on track so no action is needed at this time.
 5. Patent submissions vary from year to year, so activity will be reevaluated next year.
 6. Refereed journal publications are above target, so no action is needed at this time.
-
1. Grants and contracts are on target, however the department will continue to monitor metrics annually.
 2. Graduate student numbers are being maintained and the director of graduate studies will analyze application numbers and report to faculty.
 3. Numbers of postdocs are on target, and we anticipate new postdocs with new grant funding pending.
 4. Acquisition of major equipment is on track by 2014, however we are in the process of identifying funding streams to update or replace needed equipment.
 5. Patent submissions vary from year to year, so activity will be reevaluated next year. New personnel in Intellectual Properties seem to be quite helpful in assisting PI's.
 6. Refereed journal publications are above target, however the department will discuss trends in productivity annually and stress the importance of scholarly publications.
-
1. Grants and contracts are on target. The chair will present an annual review of grant and contract success to the faculty.
 2. Graduate student numbers are being maintained. There continues to be a demand for our program due to quality of facilities and faculty reputation. Therefore, we will monitor trends of graduate student numbers and their productivity.
 3. The decrease in extramurally funded postdoctoral scholars and research associates is a reflection of the current downturn in extramural funding. The department will continue to actively recruit qualified postdoctoral scholars and research associates, as well as pursue new sources of extramural funding.

3. In 2011-2012, the department had 3 postdocs/research associates, which was below the goal. However, there is continued contact with the department by future recruits.

4. In this reporting year, the department was unable to acquire major equipment due to budget constraints.

5. We have not increased patent submissions, but continue to foster creative research within the faculty and research associates. There have been no patentable ideas generated at this time.

6. Refereed journal publications (per research FTE) remain above target, despite the loss of faculty lines to budget cuts. The department will continue to monitor scholarly productivity and report progress to faculty.

Year 4

Year 5

4. Acquisition of major equipment by 2014 remains on target. Our goal for the next year is to prioritize the major equipment item that is most needed by the department and identify sources of matching funds.

5. Due to the variations in patent submissions from year to year, activity is continually being reevaluated. The turnover of personnel in Intellectual Properties is of concern for future assistance of PI's.

6. Refereed journal publications are above target, however the department will discuss trends in productivity annually and mentor faculty in ways to be most productive.

Unit Objective	AFS Objective 3 Develop the Human and Physical Resources of the Department to Achieve Top 20 Stature
Related Goals/Metrics	<p>AFS Metric 3 - 1: Sustain funding and publication record.</p> <p>AFS Metric 3 - 2: Increase the principal value of AFS endowment by 10% by 2014.</p> <p>AFS Metric 3 - 3: Continue AFS's high level of nationally and internationally-recognized programs, faculty and graduate students.</p> <p>AFS Metric 3 - 4: Continue to renovate and maintain the functionality of existing facilities, laboratories and classrooms to support teaching, research and extension programs.</p> <p>ASC Goal 3 Deelop the Human and Physical Resources</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Overall

Strategies

We will strive to recruit, develop and retain nationally distinguished faculty and students.

We will further develop plans for expanding and enhancing the physical infrastructure needed to sustain the growth and advancement of the last decade.

We must seek increased funding for high-quality lab, teaching, and field facilities, as well as for extension programs and projects.

We will seek to improve recruitment, retention, and remuneration of staff.

We will continue to improve access to resources and infrastructure through enhanced business management, information technology, and support systems.

Assessment Method

1. Reports from Office of Sponsored Projects Administration and Kentucky Agricultural Experiment Station will be used to evaluate if the department has sustained funding and publication record. 2. Report from Advancement Office fiscal year data to determine if the principal value of the departmental endowment has increased by 10% by 2014. 3. Departmental records of regional, national, and international awards will be tracked to determine if the department has maintained its nationally and internationally-recognized programs and faculty. 4. Departmental and college records will be evaluated to track if the College has renovated, modernized, or added of educational, general, research, and student support space available for use by faculty, staff, and students.

Actual Results

Data Tables

Year 1

1. The 2009-2010 fiscal year data indicates the department exceeded funding and publication targets.
2. As of November 2, 2010, 2009-2010 endowment data are not available from the Office of Advancement.
3. In 2010, faculty have received one international and one fellow award.
4. In 2010, new furniture was installed in student lobby area of Garrigus Building and new overhead projection equipment was installed in 2 classrooms.

Year 2

1. The 2010-2011 fiscal year data indicates the department exceeded funding and publication targets.
2. Endowment data were not available at the time of this report.
3. In 2011, faculty have received one national award, one fellow award, and a University Research Professorship.
4. The following facility renovations were made in 2011: two business offices, a Food Science Sensory Lab, and a Meats Lab. In addition, an Anatomy Teaching Lab was totally renovated.

Year 3

1. The 2011-2012 fiscal year data to date indicate that the department is exceeding funding and publication targets.
2. Endowment data shows the value of endowments at \$717,315 in FY 2011-2012.
3. In 2012, faculty have received one regional award, two fellow awards, a Provost's Outstanding Teaching Award, and a University Service Professorship.
4. The following facility renovations were made in 2012: improvements to classroom lighting and student study areas in Garrigus building lobby have been completed and the total renovation of an Anatomy Teaching Lab is nearing completion.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <ol style="list-style-type: none"> 1. Funding and publications are on track. 2. Anticipate receiving data in the next year for further evaluation. 3. Recognition is on track. 4. Improvements have been valuable and increased student use of areas. 	<ol style="list-style-type: none"> 1. No improvement action needed at this time. 2. Improvement action is not possible until data become available. 3. Departmental Awards Committee will continue to be very active in nominating numerous worthy faculty for professional recognition. This activity is greatly appreciated. 4. Plans are in place to renovate the Sensory Lab and potentially a teaching lab to better accommodate defined research and teaching activities.
<p>Year 2</p> <ol style="list-style-type: none"> 1. Funding and publications are on track because there is continued emphasis to the faculty on the importance of grant submission and scholarly productivity on the quality of the program. 2. The department anticipates receiving data in the next year for further evaluation. However, the economic downturn has had significant impact on all endowments. 3. Recognition continues to be on track because of the dedicated work of departmental awards committee. 4. Improvements have been valuable and have enhanced teaching and research space, as well as the environment of our business offices. 	<ol style="list-style-type: none"> 1. The department will continue to monitor the metrics annually and report to the faculty. 2. Improvement action is not possible until data become available. 3. Departmental Awards Committee will put a high priority on nominating eligible faculty members for professional recognition. This group is very dedicated. 4. Improvements to facilities have been of great value to the program. We continue to analyze the needs of the department.
<p>Year 3</p> <ol style="list-style-type: none"> 1. Funding and publications are on track because of due diligence by the faculty to seek grant opportunities and to publish the results of their findings in a timely fashion. 2. Despite the downturn in the economy, the value of the endowment increased by 21.8 % in FY 2011 compared to the baseline in FY 2008-2009 due to continued efforts of a dedicated alumni base who continue to increase their gifts. 3. Recognition continues to be on track because the department continued to place special effort into submissions of nominees. 4. Improvements have been valuable, enhancing teaching and research space. Renovations of business offices have enhanced the work environment. 	<ol style="list-style-type: none"> 1. No improvement action is needed at this time, however the chair will perform an annual analysis of our progress and report outcomes in faculty meetings. 2. While no improvement action is needed at this time, we will evaluate the progress of endowment earnings and pursue new potential opportunities. 3. The departmental Awards Committee continues to be very active in nominating numerous worthy faculty for professional recognition. The chair will appoint new committee members to update the makeup of the committee and insure diverse opinion. 4. Improvements to facilities have been of great value to the program. Requests for further classroom upgrades in Garrigus have been submitted to the University for consideration.
<p>Year 4</p>	



Unit Objective	AFS Objective 4 Promote Diversity and Inclusion
Related Goals/Metrics	<p>AFS Metric 4 - 1: Seek qualified minority candidates for faculty and staff vacancies, graduate assistants and post-doctoral scholars.</p> <p>AFS Metric 4 - 2: Continue the inclusion of a diversity-related seminar that is held at least once yearly as part of the regular departmental seminar series.</p> <p>AFS Metric 4 - 3: Partner with one or more 1890's land-grant institutions for recruitment of graduate students.</p> <p>ASC Goal 4 Promote Diversity and Inclusion</p> <p>UK Goal 4. Promote Diversity and Inclusion</p>
Related Mission Area	Overall

Strategies

A network of partners with the 1890 land-grant universities, especially Kentucky State University, will be utilized to recruit faculty, staff and students and fulfill the different land grant missions.

The Department will utilize the Office of Diversity in support of recruitment of students, staff and faculty.

The Department will take advantage of financial resources available for the recruitment and retention of a diverse student body, faculty and staff.

Each Departmental Search Committee must actively pursue qualified minority and women candidates when positions are available.

The Department should promote and encourage interaction with established diverse disciplines (e.g. African American, Asian, Hispanic and Women's Studies programs).

The Department will seek to recruit undergraduate and graduate students from minority, under-represented and non-traditional agricultural areas (e.g. urban populations).

The Department will seek to recruit undergraduate students from minority, non-traditional agriculture areas and from under-represented groups for internships and work-study or student worker positions.

The Department will enhance the recruitment of doctoral students for the Lyman T. Johnson Graduate Fellowship.

Assessment Method

1. Use Office of Institutional Research, Planning and Effectiveness data and departmental personnel records to determine success in recruiting qualified candidates from underrepresented groups for faculty, staff, graduate student, and postdoctoral positions. 2. Planning for departmental seminars will include a diversity-related seminar each year. 3. We will actively pursue the partnership with one or more 1890's school for the continued recruitment of minority graduate students.

Actual Results

Data Tables

Descriptive Results

Year 1

1. Faculty hires in 2008-2009 were 3 women and 2 men. No faculty were hired in 2010. In 2009-2010, 100% of postdoctoral scholars were international and 9% of graduate students were minority. However, 73.6% of undergraduates and 71.7% of graduate students were women.
2. A seminar on diversity was held in 2009, but none was held in 2010.
3. A meeting with a representative from Tuskegee University was held in 2010 to determine opportunities for graduate recruitment.

Year 2

1. The only faculty hire in 2011 was a male who was a transfer from another department. In 2010-2011, 100% of postdoctoral scholars were international and 7.7% of graduate students were minority. However, 77% of undergraduates and 67% of graduate students were women.
2. We were unable to schedule a diversity seminar in 2011. However, the College of Agriculture held diversity training for chairs in 2011.
3. A meeting was held with the chair of Animal Sciences at North Carolina A&T University to determine opportunities for graduate recruitment. We are a collaborator on a USDA-NIFA Capacity Building Grant at Alabama A&M University.

Year 3

1. No new faculty hires were made in FY 2011-2012. In 2011-2012, 100% of postdoctoral scholars were international and 4.2% and 8.5% of graduate and undergraduate students, respectively, were minority. Additionally, 78% of undergraduates and 69% of graduate students were women.
2. A diversity seminar focusing on institutional equity was presented in 2012 by Dr. Terry Allen. Further, the department participated in a USDA Civil Rights Review.
3. Discussions with the chair of Animal Sciences at North Carolina A&T University identified opportunities for graduate recruitment. We are also collaborating on a USDA-NIFA Capacity Building Grant with Alabama A&M University and have committed to two summer undergraduate internships.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

1. Some strides have been made in improving gender equity in faculty positions. However, the department has not been successful in identifying qualified minority candidates. The freeze on faculty recruitment has prevented any further progress. Student populations are over 70% women so success is evident.
2. A diversity-related seminar is planned for 2011 to promote diversity among faculty, staff and students and raise awareness.
3. The department has been challenged in the past with finding qualified minority candidates for the graduate program. Making a connection with 1890's agricultural institutions may improve success.

Year 2

1. Some strides have been made in improving gender equity in faculty positions. However, the department has not been successful in identifying qualified minority candidates. The freeze on faculty recruitment has prevented any further progress. Student populations are over 70% women, so success is evident.
2. While a diversity-related seminar did not occur in 2011, a seminar is scheduled for February 2012 to promote diversity among faculty, staff, and students and raise awareness of diversity issues.
3. The department has been challenged in the past with finding qualified minority candidates for the graduate program. The chair has contacted faculty at North Carolina A & T and Alabama A & M Universities to evaluate avenues to improve success in recruiting minority candidates.

Year 3

1. Some progress has been made in improving gender equity in faculty positions in the last five years, with 21% of our faculty being women. However, the department has not been successful in identifying qualified minority candidates. The freeze on faculty recruitment has prevented any further progress. Student populations are over 70% women, so success in that area is evident.
2. A diversity-related seminar was held in February 2012 to promote diversity among faculty, staff, and students and raise awareness of diversity issues.

Improvement Actions

1. Recruiting candidates from underrepresented groups continues to be a priority. The department will continue to make strong efforts to recruit women and minorities for vacant faculty positions and will strive to identify minority students for the graduate program.
 2. The department will hold a diversity-related seminar in 2011.
 3. The department has identified contacts at North Carolina A&T University and Alabama A&M University and will follow up with them about opportunities in our graduate program.
1. Recruiting candidates from underrepresented groups continues to be a priority despite hiring freezes. The department will continue to make strong efforts to recruit women and minorities for vacant faculty positions whenever the college resumes hiring and will strive to identify minority students for the graduate program.
 2. The department will hold a diversity-related seminar in 2012.
 3. Discussions with North Carolina A&T University indicated that we would have to fund summer internships to recruit effectively. Funds have not yet been identified for summer internships. Our department and the College will fund 2 undergraduate summer interns from Alabama A&M University in 2012. This initial program will help inform minority students about opportunities in our graduate program and enhance their recruitment.
1. Recruiting candidates from underrepresented groups continues to be a priority. Budgetary constraints hinder progress. However, we will communicate with the Director of Diversity on appropriate recruitment when future faculty vacancies occur.
 2. The department will continue to hold a diversity-related seminar each year.
 3. Discussions with North Carolina A&T University revealed that the department must fund summer internships to recruit effectively. Further funds have not yet been identified

3. The department has been challenged in the past in finding qualified minority candidates for the graduate program. The department has not identified funding for internships with North Carolina A & T. However, we are a cooperator on a USDA grant with Alabama A & M. We are committed to funding two summer interns. This connection should raise the awareness of graduate school opportunities.

Year 4

Year 5

for those summer internships. Our department and the College of Agriculture will fund two undergraduate summer interns from Alabama A&M University in the next two years. This initial program will inform minority students about opportunities in our graduate program and enhance their recruitment. We will discuss with the College of Agriculture Director of Diversity the opportunities for graduate training in Animal and Food Sciences.

Unit Objective	AFS Objective 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service
Related Goals/Metrics	<p>AFS Metric 5 - 1: Enhance and refine Extension section of the Animal and Food Sciences website; track users through online tracking device.</p> <p>AFS Metric 5 - 2: Sustain current level of Extension educator training sessions and number trained.</p> <p>AFS Metric 5 - 3: Increase grantsmanship from sources other than the Ag Development Board.</p> <p>AFS Metric 5 - 4: Sustain departmental contacts at or above the current level.</p> <p>ASC Goal 5 Improve the Quality of Life</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Overall

Strategies

Continue the pursuit of extramural funding from a variety of sources. In particular, the USDA-AFRI integrated extension and research grants provide new opportunities. Sustain traditional Extension strengths while offering innovative new programs to serve increasingly diverse stakeholders. Maintain and establish new Extension and outreach partnerships within and outside UK. Increase the deployment of new information technologies such as eXtension, YouTube, electronic distribution lists, and enhanced web effectiveness. Work to develop courses/opportunities in Animal and Food Sciences for county educators to pursue graduate degrees. Establish clearly understood measures to assess and communicate the impact of Extension programs. Engage key constituencies – including commodity groups – to help the department achieve its objectives.

Assessment Method

1. A website work group will evaluate the departmental website and make recommendations for improvement and enhancement of Extension sections to make resources readily accessible. 2. Each commodity group will be responsible for evaluating the needs of clientele and for sustaining Extension programming to meet those needs. 3. Annual reports from Office of Sponsored Projects Administration will be used to track Extension grants to determine if total grants exceed the baseline in 2009 FY of \$122,400 and if sources other than Ag Development Board have been identified. 4. The Extension reporting system, CatPaws, will be used to determine sustained or increased Cooperative Extension Service contacts at or above 2009 levels of 51,500.

Actual Results

Data Tables

Year 1

1. A website revision committee has evaluated the departmental website, worked with web developers in Ag Communications, and a new platform has been built. Individual Extension groups have begun moving resources to the new platform with additional enhancements in the works.
2. High priority Extension training sessions and programs are being maintained and appear to be on track. Program expansion in certain areas has been the result of support personnel funded from extramural sources. Our faculty play key roles in at least 3 eXtension Communities of Practice.
3. Grant funding for Extension faculty in fiscal year 2009-2010 was \$679,827 for 8 grants.
4. For fiscal year 2009-2010, Cooperative Extension contacts totaled 100,800, exceeding the target.

Year 2

1. A website revision committee has evaluated the departmental website, worked with web developers in Ag Communications, and a new platform has been built. Individual Extension groups have begun moving resources to the new platform with additional enhancements in the works. Approximately one-half of the websites have been updated and one has expanded resource availability.
2. High priority Extension training sessions and programs are being maintained and appear to be on track. Program expansion in certain areas has been the result of support personnel funded from extramural sources. Our faculty play key roles in at least 3 eXtension Communities of Practice. One new Community of Practice has been established in the last year.
3. Grant funding for Extension faculty in fiscal year 2010-2011 was \$506,938 for 5 grants, exceeding the baseline.
4. For fiscal year 2010-2011, Cooperative Extension contacts totaled 115,997, exceeding the target.

Year 3

1. The website revision committee evaluated the departmental website and working with web developers in Ag Communications launched a new web platform. Individual Extension groups moved resources to the new platform with additional enhancements in the works. Approximately 75% of Extension websites have been updated and most have expanded resource availability.
2. Extramural funding for support personnel have contributed to program expansion in certain areas. High priority Extension training sessions and programs are being maintained and appear to be on track. Our faculty continue to play key roles in at least 3 eXtension Communities of Practice. One new Community of Practice has been established and the website is being populated with resource materials.
3. Grant funding for Extension faculty in fiscal year 2011-2012 (to date) was \$363,243 for 3 grants, exceeding the baseline.
4. The Cooperative Extension contacts for FY 2011-2012 totaled 78,832, exceeding the target by 53%.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <ol style="list-style-type: none"> 1. Although progress tends to be slow, we are on target for revitalizing Extension web pages. 2. The department has sustained all major Extension programming with an increase in contacts. This is, in part, due to extramural funding that provides needed support personnel. 3. The Cooperative Extension Service's emphasis on generating grant dollars in support of extension research and programs has been successful, with a five-fold increase over the baseline in FY 2009-2010. 4. Cooperative Extension Service contacts increased in the 2009-2010 fiscal year due to the continuing efforts of Extension personnel to reach more individuals within the state. 	<ol style="list-style-type: none"> 1. Extension website revision is making progress. No action plan is needed. 2. The department has sustained or increased service to programs; therefore, no action plan is needed. 3. The department has sustained or increased grantsmanship in Extension or Integrated Projects (eXtension); therefore, no action plan is needed. 4. The Cooperative Extension Service has sustained contacts at or above target; therefore, no action plan is needed.
<p>Year 2</p> <ol style="list-style-type: none"> 1. We have made significant progress and are on target for revitalizing Extension web pages. 2. The department has sustained all major Extension programming with an increase in contacts. This is due to extramural funding that provides needed support personnel and the dedication of the Extension faculty to meeting the needs of clientele. 3. The Cooperative Extension Service's emphasis on generating grant dollars in support of extension research and programs has been successful, with a 4-fold increase over the baseline. 4. Cooperative Extension Service contacts increased in the 2010-2011 fiscal year due to the continuing efforts of Extension to reach more of the citizenry. 	<ol style="list-style-type: none"> 1. Extension website revision is making progress. No action plan is needed. 2. The department has sustained or increased service to programs; therefore, no action plan is needed. 3. The department has sustained or increased grantsmanship in Extension or Integrated Projects (eXtension); therefore, no action plan is needed. 4. The Cooperative Extension Service has sustained contacts at or above target; therefore, no action plan is needed.
<p>Year 3</p> <ol style="list-style-type: none"> 1. Our new website is online and we are on target for revitalizing Extension web pages. 2. Due in part to extramural funding that provides needed support personnel, the department has sustained all major Extension programming with an increase in contacts. 3. With a three-fold increase over the baseline in FY 2011-2012 to date, the Cooperative Extension Service's emphasis on generating grant dollars in support of extension 	<ol style="list-style-type: none"> 1. New Extension websites have gone live and additional resources are being added. 2. The department has sustained or increased service to programs; therefore, we will continue to evaluate the impact of our programs on the citizens of the commonwealth. 3. The department has sustained grantsmanship in Extension or Integrated Projects (eXtension) and a new funding source has been identified. The department will pursue

research and programs has been successful.

4. Although 2011-2012 contacts exceeded the target, the contact numbers represent a 32% decrease from 2010-2011. This is readily explained. In 2010-2011, the department hosted a number of special events and programs associated with the 2010 FEI World Equestrian Games in Lexington. This, plus some other one-time programs, resulted in a particularly large number of contacts for 2010-2011. The department is also increasing the use of social media and online materials (videos, decision tools) to increase the service to some portions of our citizenry. Those individuals served online are not included in the contact totals; only face-to-face data are currently collected. After analyzing the ongoing programs in each species area of Animal and Food Science, our existing programs continue to meet the needs of the clientele across the state. One example of such programming in 2011-2012 was a Beef Leadership Retreat where a strategic plan on beef extension programs was developed collaboratively by UK faculty and county agents, beef producers, and industry personnel.

Year 4

Year 5

additional funding opportunities within the USDA competitive grants program.

4. Although we have maintained contacts at or above target numbers, each commodity group (e.g. beef, dairy, equine, etc.) and program area (e.g. youth development) will continue to receive feedback from the county agents, clientele groups, and Farm Bureau advisory committees to evaluate future programs that are needed to meet their needs. The department will continue to increase its use of social media and online materials (videos, decision tools) to increase the service to additional portions of our citizenry.



Department of Animal and Food Sciences Strategic Plan

2009-2014



MISSION AND VISION ANIMAL AND FOOD SCIENCES

WHO WE ARE

The Department of Animal and Food Sciences addresses the major issues faced by animal agriculture today – production efficiency, sustainability, animal welfare, environmental stewardship, food safety and food quality – through our programs in research, instruction and extension. These issues represent challenges and areas for science-based discussions with clientele and consumers. We are involved in multidisciplinary research programs that advance our knowledge of animal biology and production systems and their relationship to the environment, as well as processing, preservation, and improvement of human foods. Our instructional programs focus on the application of science and technology to animal and food production. Our extension programs advance sustainable agricultural and food systems and assist our youth to develop character traits needed to be successful citizens.

OUR VISION

As a part of the Land Grant system, our teaching, research and extension programs strive to make a positive difference in people's lives.

LAND-GRANT VALUES

We are guided by the values underlying the land-grant philosophy:

- learning – enhancing access to educational opportunities for all;
- discovery – expanding knowledge through research; and
- engagement – collaborating with diverse institutions, communities, and people to improve lives.

A hallmark of our work is the integration of these three values – learning, discovery, and engagement – into programs that make a difference.

OUR MISSION

The mission of the Department of Animal and Food Sciences is to:

- develop, improve, and promote sustainable animal production systems;
- improve the health and well-being of animals in food and non-food production systems;
- enhance the quality, utilization and safety of food products;
- facilitate life-long learning through:
 - creative research and discovery,
 - challenging and encompassing education,
 - effective engagement and technology transfer.

GOAL 1

Prepare Students for Leadership in an Innovation-Driven Economy and Global Society

The Department of Animal and Food Sciences takes pride in offering an educational program that provides students with current, research-based information and a solid base of concepts related to animal products, production, performance, and well-being. The Department strives to attract, retain, and graduate outstanding students who will become leaders in their professions and communities. This includes providing appropriate advising to assist students in achieving their academic goals in a timely manner, extracurricular activities to complement coursework and facilitation of internship opportunities and other interactions with the animal industry.

Most Significant Challenges

1. Classroom space is increasingly limited and some current classrooms are inadequately equipped.
2. Potential increases in funding opportunities are limited.
3. The current system of tracking graduates needs to be strengthened and improved.
4. Freshman retention and six-year graduation rates are less than desired.

Strategies

1. Provide the best possible learning environment for students with dedicated faculty, instructors, advisors and staff.
2. Implement current and new technology in the classroom, including the development of virtual classrooms.
3. Foster student participation and growth through personal and professional development opportunities beyond the classroom.
4. Use the experience of incoming students, career paths of recent graduates, and feedback from graduates' employers to help drive curriculum changes.
5. Expand faculty involvement in and financial support of Departmental scholarship and recruitment programs.
6. Increase expertise and recognition of faculty for academic and extracurricular advising.

Key Indicators, by 2014 the Department will have:

1. Increased the first-to-second year retention rate of full-time, degree-seeking students in the program to over 65%.
2. Increased scholarship funding awarded to students within the department by 10%.
3. Increased the percentage of full-time students graduating within a 6 year period from time of first enrollment.
4. Established a working database of graduates; actively monitored career paths.

GOAL 2

Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders

The Department of Animal and Food Sciences' land-grant mission encourages truly creative research endeavors that result in the discovery of new knowledge. The Department's research activities will be focused on acquiring fundamental knowledge related to animal biology and management, animal and human nutrition, processing of food products and ensuring of their safety/security, and the interface of animal agriculture with the environment. The Department aspires to capitalize on the individual and collective achievement of our faculty by applying discoveries to the improvement of agriculture, industry, families, and communities at the state and national levels.

Most Significant Challenges

1. Infrastructure and facilities limit the potential for continued growth of research:
 - Increasing operating costs and lack of adequate equipment funds hinder research capability and productivity. Our most successful research programs have insufficient equipment support for further expansion and development.
 - Off-campus research facilities (farms) are not well maintained due to repeated state, university, and college budget cuts.
2. Repeated budget cuts have created key vacancies in both faculty and staff lines which pose real challenges to attain the top 20 status.

Strategies

1. Aggressively pursue funding opportunities and sources that support fundamental/applied research, particularly federal competitive and targeted initiative funds.
2. Identify opportunities for both intra- and extramural equipment funds and encourage faculty to apply to those programs.
3. Encourage faculty to include salary savings in federal grant submissions as an incentive to generate more extramural support.
4. Strengthen existing and develop new multi-disciplinary research programs that target funding opportunities available only to multi-university (institution) collaborations.
5. Continue to actively compile, document and communicate impacts of our research.

Key Indicators, by 2014 the Department will have:

1. Maintained the annual total external grant awards above \$100,000 per research FTE.
2. Maintained at least 2 graduate students per research FTE.
3. Maintained at least four extramurally funded postdoctoral scholars/research associates.
4. Obtained at least two pieces of major equipment.
5. Increased patent submissions by 20%.
6. Maintained the number of refereed journal publications per research FTE above 3 per year.

GOAL 3

Develop the Human and Physical Resources of the Department to Achieve Top 20 Stature

The Department of Animal and Food Sciences offers access to knowledge and learning for citizens and students throughout the Commonwealth. Our mission is to discover and disseminate knowledge through innovative programs in teaching, research and extension. We will continue to recruit and retain faculty and students of the highest caliber in order to maintain our status as one of the top departments of its kind in the nation.

Most Significant Challenges

1. Infrastructure and capacity appear likely to constrain further growth and advancement in all mission areas, and across most units in the Department. Limits have been reached in:
 - quantity and quality of office, laboratory, meeting and teaching space,
 - ability to sustain and update existing farm, laboratory and teaching facilities,
 - IT and communications support and hardware,
 - business and document management of grants/contracts, animal units and other functions.
2. Budget circumstances portend limited growth in faculty numbers, and may result in decreased faculty numbers. Expansion of enrollment or grant funding is difficult without addition of faculty.
3. Attracting, retaining and compensating highly skilled staff remains a challenge.
4. Recruitment or development of faculty at the most distinguished level (e.g., academy-level) remains severely limited by budget cuts and by the limitations in infrastructure for the development of state of the art laboratory and research facilities.

Strategies

1. We will strive to recruit, develop and retain nationally distinguished faculty and students.
 - We will opportunistically reallocate resources to retain exceptional mid-career faculty who bring elevated recognition and leadership to the department.
 - We will improve strategies for recruiting and developing new faculty who have the potential to become national leaders in their area of expertise.
 - We will continue to recruit and support excellent graduate students and postdoctoral scholars who can contribute to the research, teaching and extension missions of the Department.
2. We will further develop plans for expanding and enhancing the physical infrastructure needed to sustain the growth and advancement of the last decade.
3. We must seek increased funding for high-quality lab, teaching, and field facilities, as well as for extension programs and projects.
4. We will seek to improve recruitment, retention, and remuneration of staff.
5. We will continue to improve access to resources and infrastructure through enhanced business management, information technology, and support systems.

Key Indicators, by 2014 the Department will have:

1. Sustained its funding and publication record.
2. Increased the principal value of its endowment by 10%.

3. Continued its high level of nationally and internationally-recognized programs, faculty and graduate students.
4. Continued to renovate and maintain the functionality of existing facilities, laboratories and classrooms to support teaching, research and extension programs.

GOAL 4

Promote Diversity and Inclusion

The Department of Animal and Food Sciences is committed to creating an environment where diversity is valued and all individuals can fulfill their highest potential. Respect for diversity of thought, culture and all human differences is the cornerstone of all our actions. To implement this mission, diversity, fairness, and equity in policies and practices must be an essential part of learning, discovery and engagement.

Most Significant Challenges

1. Funding is limited for support of minority positions.
2. There is a paucity of qualified minority candidates for either faculty, staff or graduate student positions.

Strategies

1. A network of partners with the 1890 land-grant universities, especially Kentucky State University, will be utilized to recruit faculty, staff and students and fulfill the different land grant missions.
2. The Department will utilize the Office of Diversity in support of recruitment of students, staff and faculty.
3. The Department will take advantage of financial resources available for the recruitment and retention of a diverse student body, faculty and staff.
4. Each Departmental Search Committee must actively pursue qualified minority and women candidates when positions are available.
5. The Department should promote and encourage interaction with established diverse disciplines (e.g. African American, Asian, Hispanic, and Women's Studies programs).
6. The Department will seek to recruit undergraduate and graduate students from minority, under-represented and non-traditional agricultural areas (e.g. urban populations).
7. The Department will seek to recruit undergraduate students from minority, non-traditional agriculture areas and from under-represented groups for internships and work-study or student worker positions.
8. The Department will enhance the recruitment of doctoral students for the Lyman T. Johnson Graduate Fellowship.

Key Indicators, by 2014 the Department will have:

1. Sought qualified minority candidates for faculty and staff vacancies, graduate assistants and post-doctoral scholars.
2. Continued the inclusion of a diversity-related seminar that is held at least once yearly as part of the regular departmental seminar series.

3. Partnered with one or more 1890's land-grant institutions for recruitment of graduate students.

GOAL 5

Improve the Quality of Life for Kentuckians through Extension, Outreach and Service

Issues in the animal and food industries have created an unprecedented demand for knowledge- and research-based educational programs applicable to the needs of all Kentuckians. Economic development, leadership development, nutrition and health issues, opportunities for youth, and a rapidly changing agricultural landscape in Kentucky require a vital, progressive and responsive Animal and Food Sciences Cooperative Extension Service.

Most Significant Challenges

1. Ag Development Board funds have been critical to the success of Animal and Food Sciences Extension programs for over 5 years. These funds have become increasingly more limited and may expire in the near future. Alternative funding, alternative delivery methods or selective downsizing of programs will likely become necessary.
2. Adapting to new technologies available in the college for delivery of programs. This challenge is two-fold: difficult for Extension personnel to adapt to new technology; acceptance by some clientele audiences is not evident.
3. The college has implemented a requirement that newly hired Extension agents must complete their Master's degree. There are currently few opportunities for agents to take graduate level courses in Animal and Food Sciences and there are no graduate level distance learning courses in Animal and Food Sciences.
4. Operating funds for Extension and applied research becomes increasingly limited. Reliance on extramural sources necessarily increases. Opportunities for these alternative funding mechanisms are limited and extremely competitive.
5. In some species, increased concentration has led to sparse producer populations within individual counties. As a result, county level programming efforts are not effective use of resources in many cases. Regional programming increases travel distances for clientele and requires more coordination.

Strategies

1. Continue the pursuit of extramural funding from a variety of sources. In particular, the USDA-AFRI integrated extension and research grants provide new opportunities.
2. Sustain traditional Extension strengths while offering innovative new programs to serve increasingly diverse stakeholders.
3. Maintain and establish new Extension and outreach partnerships within and outside UK.
4. Increase the deployment of new information technologies such as eXtension, YouTube, electronic distribution lists, and enhanced web effectiveness.
5. Work to develop courses/opportunities in Animal and Food Sciences for county educators to pursue graduate degrees.
6. Establish clearly understood measures to assess and communicate the impact of Extension programs.

7. Engage key constituencies – including commodity groups – to help the department achieve its objectives.

Key Indicators, by 2014 the Department will have:

1. Enhanced and refined Extension section of the Animal and Food Sciences website; tracked users through online tracking device.
2. Sustained current level of Extension educator training sessions and number trained.
3. Increased grantsmanship from sources other than the Ag Development Board, as evidenced by numbers of proposals submitted and funded and total funding amount.
4. Sustained departmental contacts at or above the current level.



Biosystems and Ag Engr Strategic Plan 2009-2014

BAE Strategic Plan Implementation Project 2009-2014

Annual Review of Progress

Unit Mission

Serve and benefit the people of Kentucky and beyond through learning, discovery, and engagement in engineering for food, energy, agricultural, biological, and environmental systems.

Unit Objective	BAE Objective 1 Prepare Students for Leadership in and Innovation-Driven Economy and Global Society
Related Goals/Metrics	Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society BAE Goal 1. Preparing Students BAE Standard 1.1 Increase BS Enrollment BAE Standard 1.2 Increase BS Graduation Rate BAE Standard 1.3 Increase Students Taking FE Exam BAE Standard 1.4 Undergraduate International Experience BAE Standard 1.5 Graduate Degrees Awarded BAE Standard 1.6 Graduate Student Publications BAE Standard 1.7 International Graduate Students BAE Standard 1.8 Graduate Student Sandwich Program ENGR Goal 1: Prepare Students UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.
Related Mission Area	Education

Strategies

- Redesign student recruitment processes to attract high quality undergraduate and graduate students.
- Redevelop the departmental web portals to be more student-oriented and to accurately reflect career and post-graduate opportunities.
- Expand cooperative education, internship, and international opportunities for all students.
- Encourage faculty to include competitive graduate assistantship levels and tuition in all grant proposals that permit these costs.
- Review and update the graduate curriculum.
- Maintain ABET accreditation (Next General Visit) of our undergraduate program.
- Redouble our efforts to seek outside funding for graduate fellowships.

Assessment Method

1. Increase average number of undergraduate students (68.2) by 5% per year until reaching a desired program goal of 145 enrolled students.
2. Increase six year graduation rates to 70% of enrolled students.
3. Increase the number of undergraduate students taking the Fundamentals of Engineering exam to 90% of the graduating class.
4. Increase by 5% per year to a target of 50% the number of graduating BS students who take advantage of international educational experiences.
5. Graduate 3 Ph.D., 6 M.S. - Plan A and 2 M.S. -Plan B students per year (from current rates of 1.8 Ph.D., 6.2 M.S. - Plan A and 0.2 M.S. - Plan B based on the most recent five-year average).
6. Increase number of peer reviewed journal publications and scientific presentations by graduate students.
7. Maintain a balance of international graduate students enrolled in our program.
8. Increase number of foreign national students we host for "sandwich" programs and internships.

Actual Results

Data Tables

Year	B.S. Enrollment					
	Male	Female	Minority	Black	Total	5 yr AVG
02-03	49	25	2	2	74	-
03-04	44	26	6	4	70	-
04-05	47	27	6	3	74	-
05-06	43	20	6	3	63	-
06-07	53	23	5	3	76	71.4
07-08	49	18	3	3	67	70.0
08-09	34	27	4	3	61	68.2
09-10	37	27	5	2	64	66.2
10-11	65	30	10	3	95	72.6
11-12	79	29	13	3	108	79.0

Year	M.S. Degrees Awarded					
	Male	Female	Minority	Black	Total	5 yr AVG
02-03	1	0	0	0	1	-
03-04	7	2	1	1	9	-
04-05	8	1	0	0	9	-
05-06	2	0	0	0	2	-
06-07	2	4	1	0	6	5.4
07-08	3	1	0	0	4	6.0
08-09	6	6	0	0	12	6.6
09-10	2	1	1	0	3	5.4
10-11	2	2	1	0	4	5.8
11-12	1	4	0	0	5	5.6

Year	Ph.D. Degrees Awarded					
	Male	Female	Minority	Black	Total	5 yr AVG
02-03	2	0	0	0	2	-
03-04	1	1	1	1	2	-
04-05	2	1	0	0	3	-
05-06	1	1	0	0	2	-
06-07	2	0	0	0	2	2.2
07-08	0	1	0	0	1	2.0
08-09	2	0	0	0	2	2.0
09-10	1	0	0	0	1	1.6
10-11	1	1	0	0	2	1.6
11-12	2	1	1	1	3	1.8

FE Exam Results					
Source: http://www.engr.uky.edu/fe_results/					
Year	No. Taking FE	No. Passing FE	No. Graduating	% Sitting for FE	% Yr. Avg.
'98-'99	4	4	11	36.4%	-
'99-'00	4	4	14	28.6%	-
'00-'01	3	3	8	37.5%	-
'01-'02	5	5	12	41.7%	-
'02-'03	8	7	14	57.1%	40.2%
'03-'04	6	5	11	54.5%	43.9%
'04-'05	6	5	10	60.0%	50.2%
'05-'06	6	5	12	50.0%	52.7%
'06-'07	3	3	11	27.3%	49.8%
'07-'08	9	7	26	34.6%	45.3%
'08-'09	4	3	17	23.5%	39.1%
'09-'10	2	2	9	22.2%	31.5%
'10-'11	13	-	17	76.5%	36.8%
'11-'12	8	-	9	88.9%	49.1%

Graduate Student Scientific Publications (First Author)

Source: http://dept.ca.uky.edu/agc/pub_prefix.asp?Prefix01=AR

Year	Peer Reviewed	5 Yr. Avg.	Assistantships	Pubs./Assist.
2002	6			
2003	7			
2004	7			
2005	10			
2006	4	6.80	18	0.378
2007	14	8.40	22	0.467
2008	5	8.00	18	0.444
2009	10	8.60	20	0.478
2010	8	8.20	24	0.456
2011	8	9.00	24	0.310
2012	11	8.40	31	0.355

Number of Grants Paying Tuition

Source: Tuition invoice files on S: drive and on Graduate School Site

Year	Semester	Semesters of Tuition from Grants	5-year AVG
2005	Spring	3	
	Fall	3	
2006	Spring	2	
	Fall	6	
2007	Spring	3	
	Fall	2	
2008	Spring	2	
	Fall	2	
2009	Spring	1	
	Fall	4	5.60
2010	Spring	4	
	Fall	5	6.20
2011	Spring		
	Fall		

Graduate Student Assistantships		
Source: SAP Database		
Year	Assistantships	% Diff.
2006	18	-
2007	22	22.2%
2008	18	-18.2%
2009	20	11.1%
2010	24	20.0%
2011	24	0.0%
2012	31	29.1%

Year 1

2. Using the 2001 cohort of 28.6% as the baseline, the six-year degree completion rate for 2002 as reported by IRPE was 35.3%.

4. During the '10-'11 academic year four of our undergraduate students participated in a Study Abroad experience to Brazil. This is in follow-up to a previous FIPSE-CAPES grant where five undergraduate students studied for one semester in Brazil during the '07-'08 academic year and one student during the '08-'09 academic year. During the summer of the '09-'10 one student went to Australia for a Study Abroad experience. BAE has initiated a process to track these experiences. For the '10-'11 academic year, 4 of 17 graduating seniors had international educational experiences.

6. Graduate student publication rates are being tracked through the Agricultural Experiment Station reports available on-line at: http://dept.ca.uky.edu/agc/pub_prefix.asp?Prefix01=AR. During the '06-'08 calendar years we host our first two "sandwich" students. In calendar year '09 we hosted our first "sandwich" student from Brazil, Rodrigo Baldo.

7. BAE currently exceeds the target for enrolled international graduate students as we have students from Brazil (6), China (1), Ghana (1), India (1) and Zimbabwe (1). We have a total of 10 international students enrolled out of 33 total M.S. and Ph.D. students.

8. During the '10-'11 calendar years we hosted our fourth Ph.D. "sandwich" student. Partnering with the Federal University of Vicosa (Vicosa, M.G.), Flavio Damasceno came to Lexington conduct research on his dissertation topic.

Year 2

1. The current five year average of BAE undergraduate enrollment for 2010-2011 is 72.6, and increase of 4.4% from 2009-2010.

2. The six-year degree completion rate for 2003 as reported by IRPE was 41.2%.

3. In 2010-2011, 13 students completed the Fundamentals of Engineering exam. This equals 72.2% of the 2010-2011 BAE graduating class. In 2009-2010, five of nine graduating students took the Fundamentals of Engineering exam, for a percentage of 55.5%. This represents an increase of 16.7% from 2009-2010 to 2010-2011.

4. In 2010-2011, four of 17 graduating BAE students participated in international study experiences. 23.5% of all graduating students took advantage of international educational experiences.

5. The five-year graduation rate average for master's degrees was 5.8% and 1.4% for doctoral candidates for 2010-2011. For 2009-2010, the five-year graduation rate average for master's degrees was 5.4% and 1.4% for doctoral candidates.

6. In 2010-2011, eight of 26 graduate students published peer reviewed articles, equaling .31 articles per supported graduate student per year.

7. In 2010-2011, of 30 total students enrolled in BAE graduate programs, there were 8 international graduate students.

8. In 2010-2011, the department hosted 2 "sandwich students" compared to 1 "sandwich student" hosted in 2009-2010.

Year 3

1. The current five year average of BAE undergraduate enrollment for 2011-2012 is 79.0.

2. The six-year graduation completion rate for 2004 as reported by IRPE was 42.9%.

3. For 2011-2012, 6 students completed the FE exam, with 2 additional students scheduled to take the exam in spring of 2013. This equals 88.9% of the graduating class who will have taken the exam by spring 2013. (67% had taken the exam by the time of graduation.)

4. Of the nine graduating students from the class of 2011-2012, one student had an international experience for a total of 11.1%.

5. The five-year average of degrees awarded was 5.6 for master's degrees and 1.8 for doctoral candidates in 2011-2012.

6. In 2011-2012, 31 graduate students were supported in the BAE Department. Of those 31 students, 11 published peer reviewed articles, equaling 0.355 articles per supported student per year.

7. In 2011-2012, of 31 total students enrolled in BAE graduate programs, there were five international students, or 16% of the graduate population.

8. In 2011-2012, the BAE Department hosted one foreign national "sandwich" student.

Year 4

Year 5

Year 1

1. The combination of the College of Engineering's new focus on student recruiting, redevelopment of the BAE web page, and hiring of a new Student Services Coordinator have combined to place BAE in a favorable position with regard to recruitment and undergraduate students numbers. The past two years BAE has exceeded target growth rates with a 4.9% increase between 2008-2009 and 2009-2010 and a 29.7% increase from 2009-2010 to 2010-2011. Changes to the recruitment program appear to be working well as we anticipate a double digit percentage increase in enrollment in 2011-2012.
2. Degree completion is on the rise.
3. The number of students taking the FE exam is somewhat difficult to track as students can register for the exam under agricultural, environmental, general and soon, biological engineering. We have implemented a process to track applications as the Chair signs off on applications for enrolled students. Further, tracking numbers forwarded by NCEES may include students who have completed degree requirements.
4. For the 2010-2011 academic year, 25.3% of graduating seniors had international educational experiences.
5. The current five-year average for M.S. Degrees awarded is 5.8, down slightly from the initial benchmark of 6.2 degrees awarded. The five-year average of Ph.D. degrees awarded is 1.8 degrees per year, which remains at the target level. At this point we are unable to track Plan A versus Plan B M.S. degrees. We are working to review existing degree awards and begin tracking these numbers moving forward.
6. Currently, the only mechanism for tracking graduate student publication is the Annual Experiment Station report. Given the lag between submission and publications, we feel we need to track submissions as well. We have implemented a Graduate Student Scientific Publication Scholarship in the hopes of both increasing and tracking this activity. Implemented during the '10/'11 academic year, this scholarship award is beginning to show results.

Year 2

1. Undergraduate enrollment in 2010-2011 rose significantly with a 48.4% increase over 2009-2010 enrollment figures, reflecting the departmental emphasis on student recruitment, employment of a Student Services Coordinator, and recreation of the BAE

2. No action needed at this time.
3. A new approach to tracking students registering for and taking the FE will be developed and implemented. The process will require tracking of applications in the department office. Further, we will redouble our efforts to highlight the importance of sitting for the FE while in school. While the ability to track our students in the FE process, we must begin to focus on the continuing drop in the 5-year average that began in '05-'06.
4. For the '11-'12 academic year the Course and Curriculum Committee will develop a plan to increase student participation in study abroad programs.
6. A new graduate student seminar has been developed which stresses scientific publications. The intent is to require students to develop a draft of a scientific publication suitable for submission. Implementation of the seminar series should prove beneficial for achieving target publications rates for supported graduate students. · We will need to develop a method for tracking which students are supported from grants. While we can track tuition payments easily. However, the sources of student assistantships change frequently between grants and state/federal funds making it more difficult to determine where the source of additional assistantships – grants or salary savings.
7. BAE must identify and access data to track the number of international students enrolled at all levels. This will be the responsibility of the DUS and DGS moving forward.

1. The BAE department remains committed to the recruitment of superior undergraduates to the program.

web page.

2. Degree completion is on the rise.

3. This is an increase of 16.7% from 2009-2010 to 2010-2011.

4. This is a decrease from 2009-2010, when seven of nine BAE undergraduate students participated in international study experiences.

5. The 2010-2011 five-year average for M.S. degrees awarded was 5.8, an increase of .4 over the 2009-2010 five-year average. The five-year average of Ph.D. degrees awarded for 2010-2011 was 1.8, which increased slightly by .2 over the average for 2009-2010. The department remains on target for both M.S. and Ph. D. degrees awarded.

6. The 2010-2011 results are below the goal of .5 articles per supported graduate student per year.

7. In 2010-2011, 26.6% of the graduate student population consisted of international students, which was consistent with 26.6% for 2009-2010.

8. The number of "sandwich students" hosted in 2010-2011 increased by 100%.

Year 3

1. The 2011-2012 five-year average for undergraduate enrollment rose by 6.4% above 2010-2011. The five year average remains above the 5% goal.

2. Degree completion is on the rise.

3. The number of graduating undergraduate students taking the FE exam represents an increase of 16.6% from 2010-2011 to 2011-2012. This increase is due to the continued emphasis that the department places on undergraduate students taking the FE exam.

2. No action needed at this time.

3. The department will continue to stress the importance of the Fundamentals of Engineering exam to undergraduate students until the goal of 90% is met.

4. The BAE Course and Curriculum Committee continues to work to increase student participation in international educational experiences.- The department will mentor, assist, and advise master's and doctoral students in order to further increase graduation rates.

5. The department will mentor, assist, and advise masters and doctoral students in order to further increase graduation rates.

6. A new BAE graduate student seminar that stresses scientific publication was recently approved by the University Senate and the course will be implemented in fall of 2012. This seminar should increase the number of peer reviewed articles and scientific presentations per graduate student to the desired goal.

7. The department will continue to recruit high quality international graduate students and track the number of international students enrolled at all levels.

8. The department will continue to seek and host foreign national students for "sandwich" programs and internships.

1. The department will continue to actively recruit high quality undergraduate students.

2. Although no action is needed at this time, the BAE department chair will continue to monitor this metric.

3. The department will continue to stress the importance of the Fundamentals of Engineering exam to undergraduate students and facilitate students knowledge of exam deadlines until the goal of 90% is met.

4. The number of BAE graduating students who participated in an international experience in 2011-2012 (11.1%) represents a 12.4% decrease from 2010-2011, when 23.5% of BAE graduating students had an international experience. This decrease may be a reflection of the current economic climate. Additional data is necessary for more detailed analysis.

5. Compared to the 2010-2011 five-year graduation rate averages of 5.8 for master's degrees and 1.6 for doctoral candidates, the master's degree rate decreased by 0.2 and the doctoral candidate rate increased by 0.2.

6. The number of peer reviewed articles published by graduate students in 2011-2012 represents an increase of .045 peer reviewed articles over 2010-2011. However, this number is still below the goal of 0.5 articles per supported graduate student per year.

7. In 2011-2012, the percentage of international graduate students fell from 26.6% in 2010-2011 to 16% due to some key graduations.

8. In 2011-2012, the number of "sandwich" students decreased by 50% compared to the total for 2010-2011.

Year 4

Year 5

4. The BAE department will continue to encourage undergraduate students to take advantage of international experiences, and the department will evaluate its curriculum to determine how restructured courses could make international study easier for students.

5. The department will mentor, assist, and advise master's and doctoral students in order to further increase graduation rates.

6. A Graduate Student Scientific Publication Scholarship has been implemented to track and increase the number of graduate student publications. A new BAE graduate student seminar that stresses scientific publication was recently approved by the University Senate and the course will be implemented in fall of 2012. This seminar should increase the number of peer reviewed articles and scientific presentations per graduate student to the desired goal.

7. The department will continue to recruit high quality international graduate students.

8. The department will continue to seek and host foreign national students for "sandwich" programs and internships. We are initiating a "dual degree" program with Vicoso University in Brazil, which may increase student exposure to "sandwich" student possibilities.

Unit Objective	BAE Objective 2 Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World Beyond Its Borders
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>BAE Goal 2. Research and Creative Work</p> <p>BAE Standard 2.1 Wethington Awards</p> <p>BAE Standard 2.2 Annual external awards</p> <p>BAE Standard 2.3 Program financial support</p> <p>BAE Standard 2.4 Peer reviewed publications</p> <p>BAE Standard 2.5 Patent disclosures</p> <p>ENGR Goal 2: Promote Research and Creative Work</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Provide creative incentives for faculty performance tied to level of scholarly productivity as indicated in the "Statement of Evidences."
 Aggressively pursue extramural funding locally, regionally and nationally from commodity-oriented, corporate, state, industrial, and standards organization sources.
 Create a community where retention of soft-funded professionals is a common goal supported by all.
 Increase and amplify faculty productivity through hiring soft-funded research professors, post-doctoral scholars, scientists, and engineers.
 Focus and encourage research directed toward high impact areas and applications.

Assessment Method

1. Increase total Wethington Award values from most recent department total of \$80,453 (FY 2010) by 5% per year.
2. Maintain level of annual external awards at \$250K per research faculty FTE and/or \$150K per faculty FTE.
3. Raise the five-year average peer reviewed publication rate from 3.41 to 3.75 articles per faculty research FTE per year.
4. Raise the five-year average number of patent disclosures submitted to the Intellectual Property Committee to three per year.
5. Increase the number of on-going faculty appointments to state and national boards to one per year in two of the four major research areas.

Actual Results

Data Tables

Research Grant Direct Awards			
Year	Total	\$/Research FTE	\$/FTE
02-03	\$1,252,739		
03-04	\$1,195,214	\$132,801.56	\$66,400.78
04-05	\$2,365,220	\$275,025.58	\$139,130.59
05-06	\$4,430,217	\$445,695.88	\$246,123.17
06-07	\$3,449,746	\$338,542.30	\$172,487.30
07-08	\$2,971,839	\$323,729.74	\$156,412.58
08-09	\$2,210,598	\$268,929.20	\$116,347.26
09-10	\$3,394,482	\$451,994.94	\$199,675.41
10-11	\$2,407,530	\$341,009.92	\$141,619.41
11-12	42,203,659	\$299,410.19	\$137,728.69

Non-Contract Program Support				
Source: SAP departmental reports				
Year	Endowed Scholarship Return	Gift Account Totals	Total Gifts and Endowments	% Change
2006	\$50,318.00	\$304,250.88	\$354,568.88	
2007	\$49,544.00	\$353,958.77	\$403,502.77	13.8%
2008	\$54,178.00	\$304,740.80	\$358,918.80	-11.0%
2009	\$65,903.00	\$273,262.71	\$339,165.71	-5.5%
2010	\$64,815.00	\$251,769.62	\$316,584.62	-6.7%
2011				

Research Publications				
Source: http://www.ca.uky.edu/agc/pubs/ar/ar121/ar121.pdf				
Year	Books/Chapters	Refereed	Pubs./FTE	5 Yr. Avg.
'04-'05	1	21	2.6	
'05-'06	2	39	4.12	
'06-'07	9	22	3.04	
'07-'08	2	44	5.01	
'08-'09	2	26	3.41	3.64
'09-'10	2	25	3.60	3.84
'10-'11	4	19	3.26	3.68
'11-'12	3	17	2.72	3.60

Year	Total Wethington Awards	Five Year AVG	Award per FTE

04-05	\$6,592.00		\$387.76
05-06	\$100,088.00		\$5,560.44
06-07	\$85,337.00		\$4,266.85
07-08	\$93,130.00		\$4,901.58
08-09	\$106,911.00	\$78,411.60	\$5,626.89
09-10	\$79,995.00	\$93,092.20	\$4,705.59
10-11	\$62,984.00	\$85,670.80	\$3,704.76
11-12	\$116,096.00	\$91,823.20	\$15,773.91

Year 1

1. Using 2009's award total of \$106,910 as a baseline year, in 2010 faculty in the department of BAE received a total of \$79,996 in Wethington Awards.
3. Program financial support generated through non-research contract gifts, scholarships, fellowships, and professorships was \$131,307 for 2010.
4. The five-year average of peer reviewed publications was 3.84 for 2009-2010 compared to 3.64 for 2008-2009.

Year 2

1. In 2011, BAE faculty received a total of \$62,984 in Wethington Awards.
2. The annual external awards per research faculty FTE were \$341,010 for 2010-2011.
3. Program financial support from non-research contract gifts, scholarships, fellowships, and professorships was \$200,854 for 2011, and increase of 52.3% over 2010.
4. The five-year average of peer reviewed publications for 2010-2011 was 3.26 compared to 3.84 for 2009-2010.
5. In 2010-2011, five patent disclosures were submitted to the Intellectual Property Committee, compared to two patent disclosures in 2009-2010.
6. In 2010-2011, six faculty members were appointed to state and national boards compared to six faculty members appointed in 2009-2010.

Year 3

1. In 2012, BAE faculty received a total of \$116,096 in Wethington Awards.
2. The annual external awards per research faculty FTE were \$297,390 for 2011-2012.
3. For FY 2012, program financial support from non-research contract gifts, scholarships, fellowships, and professorships was \$139,539.31.

4. For 2011-2012, the number of publications per research FTE was 2.72 and the five-year average of peer reviewed publications was 3.60.

5. In 2011-2012, there were four patent disclosures submitted to the Intellectual Property Committee.

6. The BAE Department faculty had five appointments to state and national boards in 2011-2012.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>1. The decrease reflects the downturn in grants in general.</p> <p>2. Direct awards per research FTE have exceeded \$250K for the past six years and per faculty FTE for the past for five of the past six years. Performance is meeting key indicators.</p> <p>3. The baseline total for BAE program financial support from non-research contract gifts, scholarships, fellowships, and professorships is a good starting point.</p> <p>4. Research publication productivity is meeting target.</p> <p>5. Currently, no method exists for obtaining data on patent disclosures. Patents awarded are tracked in the annual Experiment Station Reports.</p>	<p>1. No action is needed.</p> <p>2. No action is needed.</p> <p>3. No action is needed.</p> <p>4. Continuing productivity will be stressed to the faculty. No further action is warranted.</p> <p>5. No action is needed.</p> <p>6. The departmental database will be improved to begin tracking appointment to federal and state boards along with standards development activities.</p>
<p>Year 2</p> <p>1. The decrease reflects the continuing downturn in grants in general.</p> <p>2. The annual external awards per research faculty FTE for 2010-2011 exceeded the goal of \$250,000 per faculty FTE and \$150,000 per faculty FTE.</p> <p>3. This goal has been met with great success for 2011.</p> <p>4. There was a .58 decrease in the five-year average of peer reviewed publications per research FTE from 2009-2010 to 2010-2011.</p> <p>5. The number of patent disclosures submitted in 2010-2011 increased by 150% over the number for 2009-2010.</p> <p>6. The 2010-2011 results indicate no change in the number of faculty members appointed to state and national boards from 2009-2010.</p>	<p>1. No action is needed.</p> <p>2. No action is needed.</p> <p>3. No action is needed.</p> <p>4. The department will provide creative incentives for faculty performance tied to the level of scholarly productivity as indicated in the "Statement of Evidences."</p> <p>5. The department will continue to encourage and support the submission of patent disclosures to the Intellectual Property Committee.</p> <p>6. The BAE department will continue to encourage faculty member participation in state and national boards.</p>

Year 3

1. By next year, we should be able to determine if the upswing is going to continue.
2. The annual external awards per research faculty FTE was above the goal of \$250K per research faculty FTE.
3. The 2012 fiscal year total for BAE program financial support from non-research contract gifts, scholarships, fellowships, and professorships fell by \$100,333.69 from FY 2011.
4. In 2011-2012, there was a .54 decrease in the number of research publications per research FTE compared to 2010-2011, while the five year average fell slightly (.08) from 2010-2011 to 2011-2012.
5. The number of patent disclosures for 2011-2012 was four, which surpasses the departmental goal of three per year.
6. The data for 2011-2012 show that BAE faculty members sit on one less board than the previous year.

Year 4

Year 5

1. We will continue to monitor the Wethington totals and note that new award ceilings could affect this indicator.
2. While no action is currently warranted, the department chair will continue to closely monitor this metric.
3. The non-research contracts fluctuate yearly, so a five year average is probably a better measure of performance. Regardless, faculty will be encouraged to pursue non-research contracts as well as grant dollars.
4. The department will provide creative incentives for faculty performance tied to the level of scholarly productivity as indicated in the "Statement of Evidences." In addition, the faculty will be required to submit publication goals for 2013 and 2014 and will be held accountable for those goals.
5. Mentoring and support for the submission of patent disclosures to the Intellectual Property Committee will remain a priority of the BAE Department.
6. BAE faculty members will continue to be encouraged to participate in state and national boards.

Unit Objective	BAE Objective 3 Develop the Human and Physical Resources of the Department to Achieve Top 20 Stature
Related Goals/Metrics	Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature BAE Goal 3. Top 20 BAE Standard 3.1 Full-time faculty BAE Standard 3.2 Endowed faculty chair BAE Standard 3.3 Post-doctoral scholars and research professors BAE Standard 3.4 Faculty achievement honors BAE Standard 3.5 Professional Engineering registration UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.
Related Mission Area	Overall

Strategies

Aggressively recruit outstanding new faculty members in high opportunity areas.
 Promote the accomplishments and recognition of the members of the Department locally, regionally, nationally and internationally.
 Continue to encourage faculty, staff and graduate student creativity.
 Emphasize involvement in high-impact, high-visibility projects and programs.
 Encourage strategic planning of research focus toward high-impact or high-risk/high-impact areas.
 Encourage strategic planning of research focus toward high impact or high-risk-high-impact areas.

Assessment Method

1. Increase total faculty size from 18 in 2009 to 21 in 2014.
2. Maintain a five-year average of two or more post-doctoral scholars and two or more research professors supported per year.
3. Increase or maintain rate of two major awards/recognitions per year for the faculty.
4. Maintain Professional Engineering registration rate of 80% or above for faculty members.

Actual Results

Data Tables

BAE DOE Summary by Academic Year				
Year	Research (FTE)	Teaching (FTE)	Extension (FTE)	Total (FTE)
02-03	-	-	-	
03-04	9.00	-	-	18
04-05	8.60	-	-	17
05-06	9.94	-	-	18
06-07	10.19	-	-	20
07-08	9.18	-	-	19
08-09	8.22	-	-	19
09-10	7.51	-	-	17
10-11				17

Year	Post-Doctoral					5 yr AVG
	Male	Female	Minority	Black	Total	
02-03	1	0	0	0	1	-
03-04	2	1	0	0	3	-
04-05	5	3	0	0	8	-
05-06	4	2	0	0	6	-
06-07	6	2	0	0	8	5.2
07-08	2	2	0	0	4	5.8
08-09	1	1	0	0	2	5.6
09-10	0	1	0	0	1	4.2
10-11	1	0	0	0	1	3.4

Year 1

1. The number of full-time faculty members was 17 in 2009-2010.
2. The department has not achieved this goal, but it remains a priority.
3. The five-year average of post-doctoral scholars for 2009-2010 was 4.2.
4. Zero awards reported at the unoiversity, regional, national, or international level.
5. Professional registration current stands at 14 of 19 faculty members (73.7%) which is at or above the rates for similar units in the College of Engineering.

Year 2

1. In 2010-2011, the number of full-time faculty members was 17.
2. This goal has not been achieved.
3. The five-year average of post-doctoral scholars for 2010-2011 was 3.4.
4. Zero awards reported at the unoiversity, regional, national, or international level.
5. For 2010-2011, 76.4% of current BAE faculty members (13 of 17) are registered professional engineers, compared to 73.7% for 2009-2010.

Year 3

1. The number of full-time faculty members was 17 in 2011-2012.
2. This goal has not been achieved, but remains a priority.

3. The five-year average of post-doctoral scholars for 2011-2012 was 1.8, compared to 3.4 for 2010-2011.

4. Zero awards reported at the university, regional, national, or international level.

5. In 2011-2012, 76.4% of BAE faculty members (13 of 17) are registered engineers.

Year 4

Year 5

Analysis of Results and Reflection

Improvement Actions

Year 1

1. The current budget situation is constraining new hires. We recently hired one research assistant professor on external money.
2. Fundraising of this magnitude is difficult in the current economic climate.
3. The five year average of faculty awards remains strong in spite of the economy. Faculty recently attracted a major grant that will positively impact these numbers over the next three years.
4. Some faculty are receiving awards, but are not focused on reporting them.
5. No further action will be undertaken to increase the faculty professional registration rates with the exception of making registration a requirement of incoming faculty members.

Year 2

1. Current budget constraints prevent the addition of new faculty members.
2. The goal might not be attainable as the economic situation begins a slow incline.
3. For 2010-2011, the goal of a five-year average of at least two post-doctoral scholars supported per year has been met.
4. It is difficult for faculty to take time to write reports.
5. The 2010-2011 figure reflects an increase of 2.7% over 2009-2010, yet is below the stated goal of 80%.

2. Over the next two years BAE will investigate and assess the feasibility of starting a campaign to endow a professorship.
4. BAE has developed and implemented a departmental database to track awards and honors. Unfortunately, maintenance of this database lapsed. The database implementation plan will be reviewed and revised accordingly.

1. In order for the department to meet the goal of 21 full-time faculty members by 2014, the department must aggressively recruit 3.3 new faculty members per year.
2. The department continues to work towards finding donors to support this goal.
3. No action is needed.
4. While difficult to take time to focus on applying for awards, the department needs to put effort into this goal. BAE continues to work on the database where faculty award information is collected and stored.
5. Registration as a professional engineer is now required of all incoming faculty members.

Year 3

1. The number of full-time faculty members remained constant from 2009-2010 to 2010-2011 to 2011-2012, however the number has declined since 2008-2009.
2. Fundraising of this magnitude is difficult in the current economic climate.
3. For 2011-2012, the results are slightly below the stated goal of two or more post-doctoral scholars supported per year.
4. Faculty need to be encouraged to report these awards.
5. There was no change in this number for 2011-2012, which continues to be below the goal of 80%.

Year 4

Year 5

1. In order for the department to meet the goal of 21 full-time faculty members by 2014, the department must aggressively recruit 3.3 new faculty members per year. However, recent budget cuts to state appropriations for education have made the goal of 21 faculty members unfeasible at this time.
2. This goal is an important one and remains a priority for the department.
3. The department will continue to pursue extramural funding to support post-doctoral scholars.
4. The department will put more emphasis on achieving this goal.
5. Eventual registration as a professional engineer is now required of all incoming faculty members.

Unit Objective	BAE Objective 4 Promote Diversity and Inclusion
Related Goals/Metrics	Ag Goal 4 Promote Diversity and Inclusion BAE Goal 4. Diversity and Inclusion BAE Standard 4.1 Underrepresented groups BAE Standard 4.2 Candidates from underrepresented groups
Related Mission Area	Overall

Strategies

Recruit students, faculty, and staff from diverse backgrounds and cultures.

Develop a targeted recruitment approach for all departmental searches.

Maintain and promote an open environment in which diversity is recognized and welcomed.

Assessment Method

Increase the percentages of undergraduate students, graduate students, technical staff, and professional staff from underrepresented groups by 5%.

Increase the number of candidates from underrepresented groups applying for tenure-track faculty positions.

Actual Results

Data Tables

Year	B.S. Students Enrolled						5 yr AVG
	Male	Female	Minority	Black	International	Total	
02-03	49	25	2	2		74	-
03-04	44	26	6	4		70	-
04-05	47	27	6	3		74	-
05-06	43	20	6	3		63	-
06-07	53	23	5	3		76	71.4
07-08	49	18	3	3		67	70.0
08-09	34	27	4	3		61	68.2
09-10	37	27	5	2		64	66.2
10-11	55	28	10	2		83	70.2
Year	M.S. Students Enrolled						5 yr AVG
	Male	Female	Minority	Black	International	Total	
02-03	17	3	1	1		20	-
03-04	16	3	1	1		19	-
04-05	12	4	1	0		16	-
05-06	13	7	1	0		20	-
06-07	13	10	1	0		23	19.6
07-08	14	10	2	0		24	20.4
08-09	10	6	2	0		16	19.8
09-10	11	7	2	0		18	20.2
10-11	16	7	5	0		23	20.8
Year	Ph.D. Students Enrolled						5 yr AVG
	Male	Female	Minority	Black	International	Total	
02-03	4	3	1	1		7	-
03-04	9	2	0	0		11	-
04-05	11	2	0	0		13	-
05-06	6	2	0	0		8	-
06-07	4	2	0	0		6	9.0
07-08	2	3	0	0		5	8.6
08-09	5	5	0	0		10	8.4
09-10	7	4	1	0		11	8.0
10-11	7	3	5	0		10	8.4
Year	Post-Doctoral Scholars						5 yr AVG
	Male	Female	Minority	Black	Total		
02-03	1	0	0	0	1	-	
03-04	2	1	0	0	3	-	
04-05	5	3	0	0	8	-	
05-06	4	2	0	0	6	-	
06-07	6	2	0	0	8	5.2	
07-08	2	2	0	0	4	5.8	
08-09	1	1	0	0	2	5.6	
09-10	0	1	0	0	1	4.2	
10-11	1	0	0	0	1	3.2	

Year 1

1. The percentage of undergraduate students from underrepresented groups was 7.8% for 2009-2010. The percentage of graduate students from underrepresented groups was 11.1% for 2009-2010. The percentage of doctoral candidates from underrepresented groups was 9.0% for 2009-2010. The number of post-doctoral individuals from underrepresented groups was 0.0% for 2009-2010.

2. During tight budget times, hiring has been minimal.

Year 2

1. The percentage of undergraduate students from underrepresented groups was 10.5% for 2010-2011 compared to 7.8% for 2009-2010. The percentage of graduate students from underrepresented groups was 0.0% for 2010-2011 compared to 11.1% for 2009-2010. The percentage of doctoral candidates from underrepresented groups was 50.0% for 2010-2011 compared to 9.0% for 2009-2010. The number of post-doctoral individuals from underrepresented groups was 0.0% for 2010-2011 compared to 0.0% for 2009-2010.

2. Hiring remains frozen, however the new department chair is a woman.

Year 3

1. The percentage of undergraduate students from underrepresented groups was 11.3% for 2011-2012, compared to 10.5% for 2010-2011. The percentage of graduate students from underrepresented groups was 11.1% for 2011-2012, compared to 20.0% for 2010-2011. The percentage of doctoral students from underrepresented groups was 55% for 2011-2012, compared to 50.0% for 2010-2011. The number of post-doctoral students from underrepresented groups was 0.0% for 2011-2012, compared to 0.0% for 2010-2011.

2. Hiring remains minimal.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
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Year 1

1. BAE has done an excellent job of recruiting and attracting students from underrepresented groups. We plan to continue our existing efforts in this area.

2. No analysis is possible when hiring is at a halt.

1. The department will look for new ways to partner with students organizations and university recruiters to identify and recruit a board cross-section of students to the discipline.

2. No action possible at this time.

Year 2

1. While the BAE department increased the percentage of undergraduate students from under-represented groups, it did not achieve the 5% goal. The percentage of graduate students from under-represented groups declined in 2010-2011, however, the department significantly increased the percentage of doctoral candidates from under-represented groups by 41%. The number of post-docs from under-represented groups remained static at 0%. - There are currently no individuals from under-represented groups on the BAC faculty.

2. No analysis is possible when hiring is not occurring.

1. The department will develop strategies to recruit additional undergraduate, graduate, and post-doctoral candidates from underrepresented groups.

2. No action possible at this time.

Year 3

1. The department increased the percentage of undergraduate students from underrepresented groups and surpassed the 5% goal. The percentage of graduate students from underrepresented groups increased slightly. The percentage of doctoral students from underrepresented groups is high, which is primarily an artifact of low PhD numbers. The percentage of post-doctoral students from underrepresented groups remained static at 0.0%.

2. No analysis is possible when hiring is at a halt.

1. The department will continue to employ strategies to recruit additional undergraduate, graduate, doctoral, and post-doctoral candidates from underrepresented groups.

2. No action is possible at this time due to budget constraints.

Year 4

Year 5

Unit Objective	BAE Objective 5 Improve the Quality of Life for Kentuckians through Extension, Outreach, and Service
Related Goals/Metrics	<p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>BAE Goal 5. Extension</p> <p>BAE Standard 5.1 Extension grant activity</p> <p>BAE Standard 5.2 Extension program award submissions</p> <p>BAE Standard 5.3 Extension series publications</p> <p>BAE Standard 5.4 Balance of faculty</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

Maintain a basic level of faculty support for extension programming that is vital to advancement of traditionally served areas including: agriculture, forestry, mining, environmental agencies, utilities, and property and business owners.

Seek new and creative approaches to joint and split faculty appointments and/or the use of non-faculty positions to meet the existing and emerging extension programming needs.

Expand extension programming through non-traditional funding sources in areas such as energy and the environment.

Utilize web-based technologies in new and different ways to reach non-traditional clientele through distance learning.

Work with neighboring land-grant institutions to develop regional solutions for meeting common clientele needs.

Assessment Method

1. Increase the number of Extension grants submitted and funded to 2 per Extension FTE per year.
2. Increase the number of award nominations for Extension programs to one per Extension faculty FTE per year.
3. Increase the number of new or revised publication to four per Extension faculty FTE per year.
4. Maintain a critical balance of faculty appointments between Extension and research.

Actual Results

Data Tables

Numbered Series Extension Publications			
Year	No. of Pubs	5 yr AVG	% Inc.
02-03	0	-	
03-04	4	-	
04-05	2	-	
05-06	5	-	
06-07	5	3.20	
07-08	3	3.80	-18.8%
08-09	4	3.80	0.0%
09-10	4	4.20	10.5%
10-11	6	4.40	4.8%
11-12	18	7.0	59.1%

Year 1

1. In the baseline fiscal year of 2009, the department received five grants in the extension are for a total of \$1,366,832. In fiscal year 2010, the department received 10 extension grants totaling \$1,969,618.
2. Two award nominations were prepared for Dr. Doug Overhults. Doug received both the Outstanding Extension Program and the M.D. Whitaker Extension Excellence awards.
3. In the 2009 baseline year, using an approximate extension title series FTE of 5.8, faculty produced 1.55 new or revised publications per FTE. For the 2010 FY, faculty produced 2.07 publications per FTE.
4. Using the 2009 fiscal year as a baseline, in the 2010 fiscal year, there were seven extension title series faculty and nine regular title series faculty.

Year 2

1. In fiscal year 2011, the department received 8 extension grants for a total of \$686,178.
2. In 2010-2011, two of six extension faculty members submitted extension programs for awards, compared to three submissions per six faculty for 2009-2010.
3. In FY 2011, faculty produced 2.59 publications per extension FTE.
4. From the 2010 fiscal year to the 2011 fiscal year, there were seven extension title series faculty and nine regular title series faculty.

Year 3

1. In fiscal year 2012, the department submitted 58 Extension grants per 5.24 Extension FTE or 11.07 grant submissions per Extension FTE. The department received 10 Extension grants per 5.24 Extension FTE equalling 1.91/FTE. The amount of Extension grants for FY 2012 totaled \$4,950,000.
2. In 2011-2012, six Extension programs were submitted for awards per 5.24 Extension FTE, equaling 1.14 awards submitted per Extension FTE.
3. In FY 2012, Extension faculty produced eighteen new or revised publications per 5.24 Extension FTE, equaling 2.48 publications per extension FTE.
4. For fiscal year 2012, there were seven extension title series faculty and nine regular title series faculty.

Year 4

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>1. While data on grants submitted is not available, grants received increased from the baseline year. With approximately 5.8 FTE extension faculty, this goal is close to being met.</p> <p>2. In 2009-2010, three of six extension faculty submitted extension programs for awards.</p> <p>3. This is a good start towards meeting the goal.</p> <p>4. The balance did not change from 2009 to 2010.</p>	<p>1. No action needed.</p> <p>2. The BAE department will devise a method for tracking extension awards and award nominations.</p> <p>3. No action needed at this time.</p> <p>4. No action indicated at this time.</p>
<p>Year 2</p> <p>1. The decline in extension grant funding reflects the national decline in availability of grants. With approximately 5.8 FTE extension faculty, this goal remains attainable.</p> <p>2. The number of extension programs submitted for awards in 2010-2011 was below the goal of one per extension faculty FTE per year.</p> <p>3. This is an increase over the previous year.</p> <p>4. The balance did not change from 2010 to 2011, which is promising.</p>	<p>1. No action needed.</p> <p>2. The BAE department will encourage extension faculty members to submit extension programs for awards.</p> <p>3. No action needed at this time.</p> <p>4. No action needed at this time.</p>
<p>Year 3</p> <p>1. The BAE Department far exceeded its goal of 2 submitted grants per Extension faculty, averaging 11.07 submitted grants per Extension FTE. The number of funded grants per Extension FTE equaled 1.91, falling slightly below the goal of 2.0 per Extension FTE.</p> <p>2. The department exceeded the goal of one award submission per Extension faculty FTE for 2011-2012.</p>	<p>1. Although no action is currently needed, the department chair will continue to stress the importance of grant submissions and monitor future submissions.</p> <p>2. The BAE department will continue to encourage extension faculty members to submit extension programs for awards.</p>

3. The number of new or revised publications per Extension FTE increased by 59.1% from 2010-2011 to 2011-2012, with the total number of publications increasing by 66.7%.

4. The balance of Extension title series faculty and regular title series faculty did not change from 2011 to 2012, which continues to be promising.

Year 4

Year 5

3. The department chair will continue to encourage and support Extension faculty to produce new Extension publications and revise previously released publications.

4. The department will continue to monitor the balance between Extension title series faculty to regular title series faculty.

Strategic Plan 2009-2014
Biosystems and Agricultural Engineering
University of Kentucky

Approved April 28, 2010, Revised July 14, 2010

Mission: Serve and benefit the people of Kentucky and beyond through learning, discovery, and engagement in engineering for food, energy, agricultural, biological, and environmental systems.

Vision: Be recognized and valued as:

A critical information source to clientele because we:

- are the primary source of engineering expertise for solving contemporary problems of vital social and economic importance to the state and beyond;
- are responsive to clientele needs;
- are catalysts for positive, innovative technological change; and
- strive to enhance the quality of life for our citizens.

A leader because we:

- develop and disseminate relevant engineering knowledge;
- utilize multidisciplinary and multi-institutional team approaches to problem-solving; and
- design and implement cutting-edge undergraduate and graduate instructional programs.

A role model for all similar programs because we:

- achieve excellence and balance in our instructional, research, and extension programs; and
- value faculty, staff and students who work cooperatively to foster excellence.

Goal 1: Prepare Students for Leadership in an Innovation-Driven Economy and Global Society

Biosystems and Agricultural Engineering has a longstanding tradition of producing engineers that are preferred by industry, private consulting firms and government agencies as well as developing the next generation of researchers, educators and extension professionals. The Department expects its graduates to become leaders in their professions and their communities. To this end, the Department must attract and graduate outstanding students with diverse backgrounds and engineering skills to meet the challenges of the future.

Most Significant Challenges

- We have the potential to grow the size of our undergraduate program by fully populating existing course offerings. Our challenge is to recruit qualified entry-level students while competing with the more traditional engineering disciplines.
- Our graduate program is stable with a five year average enrollment of 28.4 students (8.4 Ph.D. and 19.8 M.S.) and has demonstrated potential for expansion. The challenge is to compete on a national level for the very best students with below-market assistantships and rapidly increasing tuition and medical costs.
- Improve program and profession identity with young people, career counselors and potential employers of our graduates.

Strategies

- Redesign student recruitment processes to attract high quality undergraduate and graduate students.
- Redevelop the departmental web portals to be more student-oriented and to accurately reflect career and post-graduate opportunities.
- Expand cooperative education, internship, and international opportunities for all students.
- Encourage faculty to include competitive graduate assistantships levels and tuition in all grant proposals that permit these costs.
- Review and update the graduate curriculum.
- Maintain ABET accreditation (Next General Visit) of our undergraduate program.
- Redouble our efforts to seek outside funding for graduate fellowships.

Key Indicators

1. Increase the size of the BAE undergraduate student program from the most recent five year average of 68.2 by 5% per year until reaching the desired program goal of 145 enrolled students.
2. Increase six year graduation rates to 70% of those students who enroll in the BAE undergraduate program.
3. Increase the number undergraduate students taking the Fundamentals of Engineering exam to 90% of the graduating class.
4. Increase by 5% per year to a target of 50% of graduating BS students who take advantage of international educational experiences.

5. Increase or maintain graduation rates of three Ph.D., six M.S. - Plan A and two M.S. - Plan B students per year (from current rates of 1.8 Ph.D., 6.2 M.S. - Plan A and 0.2 M.S. - Plan B based on the most recent five-year average).
6. Publish 0.5 peer reviewed articles and make 1.0 scientific presentation per supported-graduate-student-year.
7. Maintain a balance of international graduate students enrolled in our program.
8. Increase the number of foreign national students we host for “sandwich” programs and internships.

Goal 2: Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders

Biosystems and Agricultural Engineering’s land-grant mission encourages truly creative research endeavors that result in the discovery of new knowledge. Further, we aspire to capitalize on the individual and collective achievement of our faculty by applying discoveries to the improvement of agriculture, industry, families, communities, and the natural environment. The Department integrates discovery science and applied research and technology in teaching, technology transfer, and outreach activities to solve problems and generate economic, societal, and environmental benefits at state, national and international levels.

Most Significant Challenge

- Budget cuts have created expertise shortages in key areas.

Strategies

- Provide creative incentives for faculty performance tied to level of scholarly productivity as indicated in the “Statement of Evidences.”
- Aggressively pursue new sources of extramural research funding from commodity-oriented, industrial, standards organizations and competitive state and federal funding agencies.
- Create a community where retention of soft-funded professionals is a common goal supported by all.
- Increase and amplify faculty productivity through hiring soft-funded research professors, post-doctoral scholars, scientists, and engineers.
- Focus and encourage research directed toward high impact areas and applications.

Key Indicators

1. Increase total Wethington Award values from the most recent departmental total of \$80,453 (FY 10) by 5% per year.
2. Maintain the annual external awards at over \$250K per research faculty FTE and/or \$150K per faculty FTE.

3. Increase five-year average of peer reviewed publications from 3.41 to 3.75 per research FTE.
4. Increase five-year average number of patent disclosures submitted to the Intellectual Property Committee to three per year.
5. Increase faculty appointments to state and national boards.

Goal 3: Develop the Human and Physical Resources of the Department to Achieve Top 20 Stature

As part of land-grant institution, Biosystems and Agricultural Engineering offers access to knowledge and learning for citizens and students throughout the Commonwealth. Agricultural, biological, food, renewable energy and environmental systems are key components of Kentucky's economic future, and Biosystems and Agricultural Engineering is playing a prominent role in those areas with its research, teaching, and outreach programs. Our department seeks to be recognized as one of the top departments of its kind in the nation.

Most Significant Challenges

- Many national metrics are size-dependent and since we are a mid- to small-size department, the national rankings may be of limited value.
- Recruitment, retention or development of talented faculty remains limited by budget cuts.
- Retention and compensation of highly skilled staff remains problematic.
- Replacement of up to six faculty members who are expected to retire by 2015.

Strategies

- Aggressively pursue extramural funding locally, regionally and nationally from commodity-oriented, corporate, state and federal sources.
- Aggressively recruit outstanding new faculty members in high opportunity areas.
- Promote the accomplishments and recognition of the members of the Department locally, regionally, nationally and internationally.
- Continue to encourage faculty, staff and graduate student creativity.
- Emphasize the involvement in high-impact, high-visibility projects and programs.
- Encourage strategic planning of research focus toward high impact or high-risk-high-impact areas.

Key Indicators

1. Increase the number of full-time faculty numbers from 18 in 2009 to 21 in 2014.
2. Maintain a five-year average of two or more post-doctoral scholars and two or more research professors supported per year.

3. Position the faculty to receive university, regional, national or international achievement honors at the rate of two per year.
4. Maintain Professional Engineering registration of faculty members at 80% or above.

Goal 4: Promote Diversity and Inclusion

The Department is committed to creating an environment where diversity is valued and all individuals can fulfill their highest potential. Respect for diversity of thought, culture, and all human differences are a cornerstone of the land-grant philosophy. To fulfill its mission, the Department must model the ways in which diversity, fairness, and equity in policies and practices facilitate learning, discovery and engagement. We seek to sustain an institutional climate wherein differences are valued, we create work and learning environments wherein every person has opportunities to achieve their highest potential, and we support an inclusive institution responsive to the needs of all students, staff, faculty and citizens.

Most Significant Challenges

- Enrollment of women students in our educational programs is well above that of contemporary programs (44% women for undergraduate and 40% women for graduate programs). However, the percentage of students from under-represented groups is not reflective of society at large.
- Identifying qualified candidates from underrepresented groups to fill open tenure-track faculty lines.

Strategies

- Recruit students, faculty and staff from diverse backgrounds and cultures.
- Develop a targeted recruitment approach for all departmental searches.
- Maintain and promote an open environment in which diversity is recognized and welcomed.

Key Indicators

1. Increase the percentages of undergraduate students, graduate students, technical staff, and professional staff from under-represented groups by 5%.
2. Increase the number of candidates from under-represented groups applying for tenure-track faculty positions.

Goal 5: Improve the Quality of Life for Kentuckians through Extension, Outreach and Service

Agricultural, environmental, energy, and economic issues create an unprecedented demand for knowledge- and research-based educational programs applicable to the needs of all Kentuckians. Economic development and rapidly changing urban, rural and agricultural landscapes in Kentucky require a vital, progressive and responsive engineering extension service programs.

Most Significant Challenges

- Budget cuts combined with turnover have created critical expertise shortages in key areas.
- Cuts in state funding increase dependence on developing alternative sources of funds.
- Extension engineering resources are limited compared to traditional and commodity-focused programs.
- Unique engineering solutions often require on-site assessment thereby limiting the overall number of extension clientele the department is capable of supporting.

Strategies

- Maintain a basic level of faculty support for extension programming that is vital to advancement of traditionally served areas including: agriculture, forestry, mining, environmental agencies, utilities, and property and business owners.
- Seek new and creative approaches to joint and split faculty appointments and/or the use of non-faculty positions to meet the existing and emerging extension programming needs.
- Expand extension programming through non-traditional funding sources in areas that include such as energy and the environment.
- Utilize web-based technologies in new and different ways to reach non-traditional clientele through distance learning.
- Work with neighboring land-grant institutions to develop regional solutions for meeting common clientele needs.

Key Indicators

1. Increase the level of extension grant activity as measured by the numbers of proposals submitted and funded to 2 per extension faculty FTE per year.
2. Increase the number of extension programs submitted for awards to 1 per extension faculty FTE per year.
3. Increase the number of new and revised extension series publications to 4 per extension faculty FTE per year.
4. Maintain a critical balance of faculty appointments between extension and research to insure program support for key areas.



Community and Leadership Development Strategic Plan 2009-2014

CLD Strategic Plan Implementation Project 2009-2014

Annual Review of Progress

Unit Mission

The mission of the Department of Community & Leadership Development is to teach, study, and address social issues within rural, urban, and agricultural contexts.

Unit Objective	CLD Objective 1: Prepare Students for Leadership in an Innovation-Driven Economy and Global Society
Related Goals/Metrics	<p>CLD Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society</p> <p>CLD Metric 1.1 Double the number of CTLE graduate students supported by graduate assistantships which are not associated with faculty start-up packages.</p> <p>CLD Metric 1.2 Maintain the ratio of CTE Agricultural Education undergraduate majors to teaching/advising faculty at less than 20/1.</p> <p>CLD Metric 1.3 Reduce the ratio of CCLD undergraduate majors to teaching/advising faculty to less than 20/1.</p> <p>CLD Metric 1.4 Successfully revise and implement CCLD curriculum which institutes requirements designed to both manage enrollment and insure students are better prepared for upper-division courses.</p> <p>CLD Metric 1.5 Offer both undergraduate and graduate students opportunities for international study.</p> <p>UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.</p>
Related Mission Area	Education

Strategies

Use the opportunities provided by the university changes in general education requirements to develop more efficient and effective curriculum and instruction delivery at the program level.

Develop plans and actions that will make the Department a leader in integrating experiential education into the curriculum.

Aggressively promote student participation in personal and professional development opportunities beyond the classroom, including student research, student and professional organization membership, international travel experience, and internships.

Actively recruit students who will enter Department undergraduate programs as freshmen or sophomores.

Monitor and revise undergraduate curriculum to integrate the department's disciplines and share teaching resources.

Increase opportunities for distance learning and evening education.

Actively promote graduate student financial support with grant funds.

Assessment Method

1. The department chair will utilize departmental records to determine the number of CTLE graduate students supported on graduate assistantships that are not associated with faculty start-up packages. 2. The College of Agriculture Undergraduate Majors-to-Teaching/Advising Faculty Ratio information will be used to establish the ratio of CTE Agricultural Education undergraduate majors to teaching/advising faculty. 3. The College of Agriculture Undergraduate Majors-to-Teaching/Advising Faculty Ratio information will be used to ascertain the ratio of CCLD undergraduate majors to teaching/advising faculty. 4. The department chair will assess whether the department has revised and implemented a CCLD curriculum which institutes requirements designed to both manage enrollment and insure students are better prepared for upper-division courses. 5. The department chair will verify that the department offers both undergraduate and graduate students international study opportunities and provide the number of undergraduate and graduate students who participate.

Actual Results

Data Tables

Descriptive Results

Year 1

1. In year one, 2009-2010, the number of CTLE graduate students supported by graduate assistantships not associated with faculty start-up packages was two. 2. For 2009-2010, the CTE student to teaching/advising faculty was 18:1. 3. The CCLD student to teaching/advising faculty was 30:1 for 2009-2010. 4. The department is scheduled to begin the curriculum revision and implementation process in 2010-2011. 5. CLD undergraduate and graduate students were offered the opportunity for international study in 2009-2010 through the department-sponsored trip to Scotland and seven plan to participate.

Year 2

1. In 2010-2011 the number of CTLE graduate students supported by graduate assistantships not associated with faculty start-up packages rose from two to three. 2. The ratio of CTE Agricultural Education undergraduate majors to teaching/advising faculty for 2010-2011 was 16:1. 3. The ratio of CCLD undergraduate majors to teaching/advising faculty is 38:1. 4. A major proposal to revise the curriculum was developed and approved by the department and submitted to the College of Agriculture in the fall of 2010. By the end of 2010-2011, it had received approval by the College of Agriculture and the University of Kentucky Undergraduate council and is awaiting final approval by the University Senate. 5. Seven students, including graduates and undergraduates, participated in an international rural development course in rural Scotland in the summer of 2010.

Year 3

1. In 2011-2012, the number of CTLE graduate students supported by graduate assistantships not associated with faculty start-up packages rose from three to four. 2. The ratio of CTE Agricultural Education undergraduate majors to teaching/advising faculty for 2011-2012 was 15:1. 3. The ratio of CCLD undergraduate majors to teaching/advising faculty for 2011-2012 was 36:1. 4. The revised curriculum, which created 23 new courses and changed the program's name from Community Communications and Leadership Development (CCLDD) to Community and Leadership Development (CLD), received final approval in spring of 2012. 5. Fourteen undergraduate and graduate students participated in a leadership course in Prague during May of 2012.

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

1. The department will monitor the number of CTLE graduate assistantships not associated with faculty start-up packages. 2. The 2009-2010 ratio of CTE undergraduate majors to teaching/advising faculty was below the goal of 20:1. 3. The 2009-2010 ratio of CCLD undergraduate majors to teaching/advising faculty was above the 20:1 goal. 4. The chair and departmental faculty will exercise diligence in the planning and implementation of the curriculum revision process. 5. The department-sponsored trip to Scotland gave both graduate and undergraduate students in CLD the chance to experience international study.

Year 2

1. The number did not double, but did increase by 50% from two to three CTLE graduate assistantships not associated with faculty start-up packages. 2. This is below the goal ratio of 20:1, which promotes more efficient and effective curriculum and instruction delivery at the program level. 3. This ratio of 37.8:1 is nearly double the stated college goal of 20:1. This increase was primarily due to an increase in CCLD students. 4. The process to revise and implement CCLD curriculum is well underway. 5. In 2010-2011, both undergraduate and graduate students in the department were presented with opportunities for international study.

Year 3

1. With the addition of another graduate assistantship, this goal was achieved. Securing an external grant which included funding for an assistantship resulted in the increase. 2. The ratio of CTE Agricultural Education undergraduate majors to teaching/advising faculty of 15:1 meets the goal of maintaining a ratio of less than 20:1. 3. The minor decline in the majors to faculty ratio from 2010-2011 was entirely due to a slight decline in the number of majors after an unusually large number graduated in May 2011. 4. The goal of revising the curriculum has been achieved and plans are in place to begin implementation in the fall 2012. 5. Due to the department's commitment to international travel experiences for students, a new leadership course in Prague gave both undergraduate and graduate students in CLD the chance to experience international study. The number of undergraduate and graduate students participating in an international experience increased by 200% from 2010-2011 to 2011-2012.

Year 4**Year 5**

1. The department chair and faculty will annually review the number and way in which graduate assistantships are funded. 2. This goal has been met; no action is needed. 3. The number of CCLD undergraduate students will be monitored, while the department explores ways to increase the number of teaching and advising faculty. 4. The department will proceed to schedule and execute the modification and implementation of a revised CLD curriculum. 5. The CLD department will continue to offer students high-impact academic and cultural activities through international study opportunities.

1. The department will continue to increase the number of CTLE graduate students supported by graduate assistantships not associated with faculty start-up packages. 2. This goal has been met. 3. An increase of 5 teaching/advising faculty members would reduce the majors to teaching/advising faculty ratio and meet the goal, however this is unlikely to happen given the current budget climate. The department chair will continue to closely monitor the majors to faculty ratio. 4. Once the proposal is approved by the University Senate, the revisions to the CCLD curriculum will be implemented. 5. The department will continue to offer undergraduate and graduate students opportunities for international study.

1. Since the department's ability to continue to offer this assistantship is dependent on grant funding, the department will continue to seek opportunities to include funding for graduate assistantships in grant applications. 2. The goal of maintaining a ratio of less than 20:1 has been met, but the department will continue to monitor the situation. 3. With additional faculty slated for 2012-2013, the ratio of majors to faculty should be reduced substantially next year. The chair and faculty will also explore ways to control the total number of CCLD majors. 4. The department's focus will turn from revising the curriculum to implementing the new curriculum and monitoring the results to determine if it is effective in managing enrollment and better preparing students for upper-division courses. 5. The department will continue to offer students high-impact academic and cultural activities through international study opportunities.

Unit Objective	CLD Objective 2: Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders
Related Goals/Metrics	<p>CLD Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>CLD Metric 2.1 Increase the ratio of refereed journal publications, books, and book chapters per tenure-track faculty research FTE by 3% per year.</p> <p>CLD Metric 2.2 Increase the number of external grant and contract awards, on a three-year rolling average, by 3% per year.</p> <p>CLD Metric 2.3 Increase the total amount of external grant and contract awards, on a three-year rolling average, by 20%.</p> <p>CLD Metric 2.4 Replicate the 2009 Kentucky Communities Survey.</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Aggressively pursue targeted initiatives to increase extramural research funding from all sources, with particular emphasis on federal competitive funding. Develop and/or participate in multi-disciplinary research teams and projects within the Department, within the College, across the University and with other universities. Continue to actively compile, document and communicate impacts of our research.

Assessment Method

1. The College of Agriculture Research Office KAES Annual Reports will be used to establish the ratio of refereed journal publications, books, and book chapters per tenure-track faculty research FTE.
2. UK OSPA Fiscal Year-to-Date Sponsored Projects Awards Totals Reports will be utilized to determine the number of external grant and contract awards, on a three-year rolling average.
3. UK OSPA Fiscal Year-to-Date Sponsored Projects Awards Totals Reports will be utilized to assess the total amount of external grant and contract awards, on a three-year rolling average.
4. The department chair will report on the replication of the 2009 Kentucky Communities Survey.

Actual Results

Data Tables

Year 1

1. In 2009-2010, the ratio of refereed journal publications, books, and book chapters per tenure track faculty research FTE was 4.5:1. 2. In 2009-2010, the three-year rolling average of external grant and contract awards was 6.7. 3. In the baseline year, 2009-2010, the three-year average of the total amount of external grant and contract awards was \$488,154. 4. The 2009 Kentucky Communities Survey was not duplicated.

Year 2

1. In 2010-2011 the ratio of refereed journal publications, books, and book chapters per tenure-track faculty research FTE was 2.1:1, compared to 4.5:1 for 2009-2010. 2. The three-year rolling average of collaborative external grant and contract awards for 2010-2011 was 8.7, compared to 6.7. for 2009-2010. 3. The total amount of external grant and contract awards, on a three-year rolling average, for 2010-2011 was \$429,883 compared to \$488,154 for 2009-2010. 4. The 2009 Kentucky Communitites Survey was not replicated in 2010-2011.

Year 3

1. The 2011-2012 ratio of refereed journal articles, books, and book chapters per tenure track research faculty FTE was 3.1:1. 2. The three-year rolling average number of external grants and awards was 10.0 in 2011-2012. This is an increase from 8.7 in 2010-2011 and 6.7 in 2009-2010. 3. The total amount of external grants and contract awards, on a three-year rolling average, was \$480,908 for 2011-2012 compared to 429,883 in 2010-2011 and \$488,154 in 2009-2010. 4. The 2009 Kentucky Communities Survey was not replicated in 2011-2012.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>1. The department's baseline ratio of refereed journal publications, books, and book chapters per tenure track faculty research FTE is at an acceptable level. 2. Increasing the number of external grant and contract awards per three-year rolling average will be a focus of the department. 3. In 2009-2010, the first year of the reporting period, the three-year rolling average of total external grant and contract awards increased by \$141,641 (40.9%) over the previous year. 4. The 2009 Kentucky Communities Survey was not reproduced due to a lack of funding.</p>	<p>1. The department will monitor the number of refereed journal publications, books, and book chapters produced annually within the department. 2. The department will encourage faculty members to pursue collaborative external grant and contract awards. 3. Strategies to increase the number of external grants and contract awards will be developed by the departmental faculty. 4. Replication of the 2009 Kentucky Communities Survey is indefinitely suspended until funding can be obtained.</p>
<p>Year 2</p> <p>1. The ratio of refereed journal publications, books, and book chapters per tenure-track faculty research FTE fell in 2010-2011. 2. This is a 29.9% increase. 3. Despite the department's efforts to encourage and mentor faculty in the grant process, the three-year rolling average of total external grant and contract awards declined by 11.9% for 2010-2011. 4. A lack of funding prevented the replication of the Kentucky Communities Survey, however other funding sources are being explored.</p>	<p>1. The department will develop and/or participate in multi-disciplinary research teams and projects within the department, college, and university and with other universities and will actively continue to compile, document and communicate impacts of our research. 2. The department will continue to actively pursue collaborative external grant and contract awards and faculty members will be urged to develop an oversight committee to ensure that the department pursues all available external grant and contract awards. 3. As a faculty, we will aggressively continue to implement strategies to pursue both external grant and contract awards. 4. The project is on hold until additional funding can be obtained.</p>
<p>Year 3</p> <p>1. The ratio of refereed journal articles, books, and book chapters per tenure track research faculty FTE rose from 2.1:1 to 3.1:1 during 2011-2012. While significant, this increase, which is largely due to junior faculty members developing their research programs, does not get the department back to its 2009-2010 ratio of 4.5:1. 2. This is a 14.9% increase from 2010-2011 and 49.3% from 2009-2010. 3. The three-year rolling average of total external grant and contract awards increased by 11.9% from 2010-2011. This figure is approaching the 2009-2010 baseline. 4. A lack of funding prevented replication of the 2009 Kentucky Communities Survey.</p>	<p>1. The department will, whenever possible, increase support for scholarly activities and encourage the development of research teams and interest groups. The department chair will closely monitor scholarly activity and obtain reports from faculty members on research and publications at all faculty meetings. 2. The department will continue to encourage faculty to identify and apply for grants and awards that further the department's mission and programs. 3. We will continue efforts to pursue both external grant and contract awards. 4. Budget cuts have made the replication of the Kentucky Communities Survey unlikely without new external funding sources. The department will seek external grant funding to facilitate this project.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Unit Objective	CLD Objective 3: Develop the Human and Physical Resources to Achieve Top 20 Stature
Related Goals/Metrics	<p>CLD Goal 3. Develop the Human and Physical Resources of the Department to Achieve Top 20 Stature</p> <p>CLD Metric 3.1 Increase the amount of gifts to support department programs, on a three-year running average, by 5% per year.</p> <p>CLD Metric 3.2 Reconfigure and renovate department space to better support top-tier programs.</p> <p>CLD Metric 3.3 Increase staff participation in HR/professional development opportunities to two per year.</p> <p>CLD Metric 3.4 Eliminate faculty inversion in salaries.</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Overall

Strategies

The Department will strive to recruit, develop and retain nationally distinguished faculty.

We will work with College administration to recruit exceptional mid-career faculty who bring elevated recognition and leadership to department programs.

Expediently and aggressively explore ways to improve faculty salaries and to eliminate salary inversions & disparities, with particular emphasis on increasing the lowest half of faculty salaries to be more equitable with those in the highest half.

We will improve strategies for enhanced development of new faculty.

The Department will work with College and University infrastructure planning to enhance the physical infrastructure needed to develop and sustain top-tier programs.

We will seek to improve recruitment, retention, and remuneration of highly skilled staff.

Assessment Method

1. UK College of Agriculture Alumni and Development Office figures will be used to gauge the amount of gifts to support department programs, on a three-year running average.
2. The department chair will supply information on the reconfiguration and renovation of department space.
3. The department chair will use departmental records to report staff participation in HR/professional development opportunities.
4. The department chair will evaluate departmental data on inversion in faculty salaries.

Actual Results

Data Tables

Year 1

1. For the first year of the reporting period, 2009-2010, the three-year running average of gifts to support department programs was \$21360. 2. The 5th floor lobby, 7th floor lobby, and 7th floor conference room were reconfigured and renovated by the CLD department in 2009-2010. 3. In 2009-2010, CLD staff participated in two HR or professional development activities. 4. Faculty inversion was addressed in 2009-2010 when an assistant professor, whose salary was higher than some associate professors, left UK to assume a position at another university.

Year 2

1. The three-year running average of gifts was 24,322 in 2010-2011 which is a 13.9% increase over 2009-2010. 2. Teaching Incentive Funds were obtained to make further technology upgrades to rooms 301, 501, and 701 which will be done next year. 3. Staff now routinely participate in HR/professional development activities at least twice per year. 4. This continues to be a concern.

Year 3

1. The three-year running average of gifts was 48,086 in 2011-2012 which is a 97.7% increase over 2010-2011 and a 125.1% increase over 2009-2010. 2. In 2011-2012, both Room 301 and Room 701 in Garrigus Building were equipped for distance courses and conferences. Room 301 was also equipped to serve as a 'teaching lab' for CTE students, and additional equipment was purchased to upgrade the 'media lab' in Room 501 Garrigus Building. 3. All administrative support staff continue to participate in HR/professional development activities at least twice a year. 4. One case of salary inversion for CLD faculty remains (an associate professor with higher salary than full professor).

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
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Year 1

1. The three-year running average of gifts in support of department programs will be compiled and analyzed annually. 2. This goal has been met. 3. This goal was met in 2009-2010. 4. The department is progressing toward the elimination of salary inversion by 2014.

1. The department will work with the College of Agriculture Office of Advancement and Office of Development to increase the amount of gifts in support of department programs. 2. The department will continue to assess its utilization of space and develop spacial strategies to further enhance program effectiveness. 3. The department will continue to offer and monitor staff participation in HR/professional development opportunities annually. 4. Until there is further attrition of faculty members, no action is possible.

Year 2

1. Due to collaboration with the College of Agriculture Office of Advancement, the goal of increasing gifts supporting the department by 5% has been met for the 2011 reporting year.
2. The faculty and staff are optimistic about the changes to date which will assist the department in the recruitment of distinguished faculty and the development of a top-tier program.
3. For 2010-2011, this goal has been met due to the department's vigilance in promoting HR and professional development.
4. This continues to be a concern, because of the limited availability of funding to equalize salaries.

1. Although no improvement action is needed at this time, the department will continue to monitor and strive to increase the amount of gifts in support of department programs.
2. The department will continue to work towards this goal by annually assessing the spatial needs of the faculty, staff, and students.
3. No improvement action is needed at this time, however the department will require and monitor staff participation in HR and professional development activities.
4. Due to budget constraints, no improvement action is possible at this time.

Year 3

1. The goal of increasing gifts supporting department programs by 5% was dramatically surpassed for the 2012 reporting year. 2. Upgrades accomplished during 2011-2012 have increased department capacity to utilize technology to enhance both instruction and Extension programming. 3. With 100% compliance among departmental support staff, this goal has been met. 4. Funds for adequate salary adjustments have not been available. Therefore, no progress has been made in eliminating the one remaining instance of faculty salary inversion.

1. While the goal has been achieved, most gifts are for the Kentucky Nonprofit Network and from the Duvall endowment. Future effort will focus on increasing gifts in support of other department activities and programs. 2. Budget cuts have made further progress in this area unlikely. 3. The chair will continue to encourage administrative support staff to take advantage of both college and university opportunities to enhance their professional skills. 4. With no funds for raises or salary adjustments, progress on eliminating the remaining faculty salary inversions is unlikely during the coming year.

Year 4

Year 5

Unit Objective	CLD Objective 4: Promote Diversity & Leadership
Related Goals/Metrics	<p>CLD Goal 4. Promote Diversity and Inclusion</p> <p>CLD Metric 4.1: Maintain the percentage of enrolled undergraduate CCLD students from underrepresented groups at 20%</p> <p>CLD Metric 4.2: Increase the percentage of enrolled undergraduate CTE students from underrepresented groups to 5%</p> <p>CLD Metric 4.3: Increase the percentage of enrolled graduate students from underrepresented groups to 9%</p> <p>CLD Metric 4.4: Maintain the percentage of female tenure-track faculty in the 40-60% range</p> <p>CLD Metric 4.5: Maintain the percentage of tenure-track faculty from underrepresented groups in the 10-25% range</p> <p>UK Goal 4. Promote Diversity and Inclusion</p>
Related Mission Area	Overall

Strategies

Continue to utilize College and University diversity resources to recruit and retain diverse students, staff, and faculty.
 Target 1890 land grant universities for recruitment of students and faculty.

Assessment Method

1. UK IRPE data will be used to report on the percentage of enrolled undergraduate CCLD students from underrepresented groups.
2. UK IRPE data will be assessed to determine the percentage of enrolled undergraduate CTE students from underrepresented groups.
3. UK IRPE data will be analyzed to ascertain the percentage of enrolled graduate students from underrepresented groups.
4. Using information from the Faculty Database, the department chair will determine the percentage of female tenure-track faculty.
5. Using information from the Faculty Database, the department chair will calculate the percentage of tenure-track faculty from underrepresented groups.

Actual Results

Data Tables

Year 1

1. In 2009-2010, year one of the reporting period, the percentage of enrolled undergraduate CCLD students from underrepresented groups was 21.6%. 2. The percentage of enrolled undergraduate CTE students from underrepresented groups was 5.5% in 2009-2010. 3. In 2009-2010, the percentage of enrolled graduate students from underrepresented groups was 2.9%. 4. The percentage of female tenure-track faculty for 2009-2010 was 33.3%. 5. The percentage of tenure-track faculty from underrepresented groups was 46.7%.

Year 2

1. In 2010-2011, the percentage of enrolled undergraduate CCLD students from underrepresented groups was 21.2%.
2. The percentage of enrolled undergraduate CTE students from underrepresented groups was 5.5% in 2009-2010. This increased to 6.25% in 2010-2011.
3. There were no graduate students from underrepresented groups enrolled in the department in 2010-2011.
4. The percentage of female tenure-track faculty for 2010-2011 was 53%.
5. The percentage of tenure-track faculty from underrepresented groups was 20% for 2010-2011.

Year 3

1. The 2011-2012 percentage of CCLD undergraduate students from underrepresented groups was 20.2%. 2. The 2011-2012 percentage of CTE undergraduate students from underrepresented groups was 11.1%. 3. In 2011-2012, the percentage of enrolled graduate students from underrepresented groups was 3.3%. 4. The percentage of female tenure-track faculty members in 2011-2012 was 46.7%. 5. In 2011-2012, the percentage of tenure-track faculty members from underrepresented groups was 33.3%.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

1. With the percentage of CCLD undergraduate students from underrepresented groups for 2009-2010 above the goal of 20%, this goal has been met. 2. Since the percentage of CTE undergraduate students from underrepresented groups for 2009-2010 was above the goal of 5%, this goal has been met. 3. The percentage of graduate students from underrepresented groups for 2009-2010 was 6.1% below the goal of 9%. 4. The percentage of female tenure-track faculty for 2009-2010 was 46.7%, which is within the target range of 40-60%. 5. With the percentage of tenure-track faculty from underrepresented groups above the goal of 10-25%, this goal has been met.

Year 2

1. This figure maintained the percentage of enrolled undergraduate CCLD students from underrepresented groups at over 20% due to departmental recruiting.
2. The percentage of enrolled undergraduate CTE students from underrepresented groups for 2010-2011 increased by .75% over the previous year due to the continued efforts of the department.
3. This represents a decrease of 2.9% in graduate students from underrepresented groups from the previous year despite the department's utilization of the UK Office of Diversity and the College of Agriculture Office of Diversity.
4. The percentage of female tenure-track faculty for 2010-2011 rose to 53%, remaining within the target range of 40-60% as the result of departmental efforts.
5. Due to the continued efforts of the department, the percentage of tenure-track faculty from underrepresented groups for 2010-2011 remained within the acceptable range of 10-25%.

Year 3

1. With the percentage of CCLD undergraduate students from underrepresented groups at 20.2%, in 2011-2012 the proportion of CCLD undergraduates from underrepresented groups remains above the goal of 20.0%. 2. With the percentage of CTE undergraduate students from underrepresented groups at 11.1%, in 2011-2012 the proportion of CTE undergraduate students from underrepresented groups remains above the goal of 5%. 3. While the number of graduate students from underrepresented groups increased in 2011-2012, the 3.3% figure is well below the goal of 9.0%. 4. In 2011-2012, the department continued to meet the goal of maintaining the percentage of female tenure-track faculty members in the range of 40-60%. 5. For 2011-2012, the department has exceeded the goal of maintaining the percentage of tenure-track faculty members from underrepresented groups in the 10-25% range.

Year 4

Year 5

Improvement Actions

1. No action is currently needed, but the department will continue to monitor. 2. Although no action is needed, the department will continue to monitor. 3. The department will use the services of both the UK Office for Institutional Diversity and the College of Agriculture Office of Diversity to recruit graduate students from underrepresented groups. 4. No action is needed, however the department will continue to monitor and support the number of women in the tenure-track process. 5. No action is needed, however the department will continue to monitor faculty numbers from underrepresented groups.

1. The department will continue to monitor the number of CCLD undergraduate students from underrepresented groups.
2. Although no formal action is required, the department will continue to monitor the number of undergraduate students from underrepresented groups in the CTE program.
3. Efforts will be redoubled to utilize college and university diversity resources to recruit and retain graduate students from underrepresented groups.
4. While no immediate action is required, the department will continue to closely monitor the number of female faculty in tenure-track positions.
5. While the number of tenure-track faculty from underrepresented groups remains within an acceptable range, the department will continue to monitor this.

1. While this goal was met in 2011-2012, the department will continue to strive to increase the number of CCLD undergraduate students from underrepresented groups.
2. Although this goal was met for 2011-2012, the department will continue to monitor the number of CTE undergraduate students from underrepresented groups. 3. The department will continue to utilize college and university diversity resources to recruit and retain graduate students from underrepresented groups. The department will also meet to devise new strategies to recruit and retain graduate students from underrepresented groups. 4. While the goal of maintaining the percentage of female tenure-track faculty in the 40-60% range was met in 2011-2012, the department will continue to monitor this percentage. 5. While the goal of maintaining the percentage of tenure-track faculty from underrepresented groups was exceeded in 2011-2012, the department will remain attentive to this issue.

Unit Objective	CLD Objective 5: Improve the Quality of Life for Kentuckians through Extension, Outreach and Service
Related Goals/Metrics	CLD Goal 5. Improve the Quality of Life for Kentuckians through Extension, Outreach and Service CLD Metric 5.1: Increase the three-year running average of number of Extension/engagement grant proposals funded by 25 % CLD Metric 5.2: Maintain the three-year running average in total amount of grant funding for Extension/Engagement CLD Metric 5.3: Establish an active Departmental Advisory Group/Board UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.
Related Mission Area	Service

Strategies

Sustain traditional Department strengths while offering innovative new programs in leadership development and support of the nonprofit sector.
Promote new Extension and outreach partnerships within and outside UK.
Increase the deployment of new information technologies such as eXtension, YouTube, and enhanced web effectiveness.
Increase the number of Extension in-services offered by the department.
Establish mechanisms to assess and communicate the impact of Extension programs.
Engage key constituencies – including alumni – to help the Department achieve its objectives.

Assessment Method

1. Data from UK OSPA will be used to determine the three-year running average of numbers of Extension/engagement grant proposals.
2. Data from UK OSPA will be used to ascertain the three-year running average in total amount of grant funding for Extension/Engagement.
3. The department chair will evaluate progress toward the establishment of an active Departmental Advisory Group/Board.

Actual Results

Data Tables

Year 1

1. For 2009-2010, the three-year running average of funded extension/engagement grant proposals was 3.7. 2. The 2009-2010 three-year running average of total grant funding for Extension/Engagement was \$480,404. 3. A departmental advisory group or board has not been formed.

Year 2

1. The three-year running average of the number of extension/engagement grant proposals funded in 2010-2011 was 3.7 which is unchanged from 2009-2010. 2. The three-year running average of the total amount of grant funding for extension/engagement for 2010-2011 was \$324,095 which is a decline of 32.5% from 2009-2010. 3. An advisory group/board has not yet been established. Potential board members have been identified with the goal of officially establishing the board by the summer of 2012.

Year 3

1. The three-year running average of the number of extension/engagement grant proposals funded in 2011-2012 was 3.7 which is unchanged from both 2010-2011 and 2009-2010. 2. The three-year running average of the total amount of grant funding for extension/engagement was 376,928 which is a 16.3% increase from 2010-2011, but a 21.5% decline from 2009-2010. 3. An advisory group/board has not yet been established. Potential board members have been identified with the goal of officially establishing the board in the summer of 2012.

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

1. Extension/Engagement grant proposals will be a priority for the department. 2. The three-year running average of total grant funding for Extension/Engagement was established in 2009-2010, so analysis is limited by a lack of accumulated data. 3. No advances were made in 2009-2010 in the formation of a department advisory group/board.

Year 2

1. Despite the diligents efforts of the department, the 2010-2011 results indicate no change in the number of funded extension/engagement grant proposals. 2. Despite maintaining the number of funded extension/engagement grant proposals, the total amount of funding declined significantly in 2010-2011 because of the inability to replace a highly funded project. 3. The department continues its efforts to establish an advisory group/board and progress is being made towards this goal.

Year 3

1. As was the case last year, the number of funded extension/engagement funded proposals remained unchanged. 2. While the total amount of extension/engagement funding increased significantly in 2011-2012, the total remains significantly below the baseline total from 2009-2010. Once again, this is due to the inability to replace a highly funded project. 3. While potential board members have been identified, forming the advisory board has been postponed in order to give the department faculty time to more clearly articulate the department's focus areas before finalizing advisory board membership.

Year 4**Year 5**

1. The department will encourage the submittal of extension/engagement grant proposals and closely monitor the number the number of grants awarded. 2. The department will mentor and support the submittal of collaborative extension/engagement grant proposals and closely monitor the number of grants awarded. 3. The department will actively pursue the establishment of an advisory group or board and identify potential members.

1. The department continues to mentor and support the submittal of extension/engagement grant proposals and closely monitors the number the number of grants awarded.
2. The submittal of extension/engagement grant proposals will continue to be encouraged by the department and the number of grants awarded will be closely monitored.
3. The department continues to strive to initiate an active departmental advisory group or board.

1. The department continues to support the submittal of extension/engagement grant proposals. 2. The department will continue to encourage the submittal of extension/engagement grant proposals. 3. The department will complete preliminary work and officially invite selected individuals to join the advisory board during the fall of 2012.



Department of Community & Leadership Development

Strategic Plan 2009-2014

Mission

The mission of the Department of Community & Leadership Development is to teach, study, and address social issues within rural, urban, and agricultural contexts.

Vision

The vision of the Department of Community & Leadership Development is to become a premier leader in integrating the fields of communication, agricultural education, community development, leadership, and rural sociology. This integration occurs both within our fields and through the scholarship of:

- *Teaching/Learning:* Through formal and non-formal educational venues;
- *Research:* Engaging in scholarship and ideas to address needs and concerns;
- *Extension/Outreach:* Serving as the source of interdisciplinary outreach programs that address contemporary issues.

GOAL 1

Prepare Students for Leadership in an Innovation-Driven Economy and Global Society

Educating students is the most important way that we enhance the future of the Commonwealth. Instruction is fully integrated with our other missions – research and extension. The Department expects its graduates to become leaders in their professions and their communities. To this end, the Department must attract and graduate outstanding students with diverse backgrounds and the skills to meet the challenges of the future.

Most Significant Challenges

- Undergraduate enrollment in the Community Communications and Leadership Development program has consistently increased. Maintaining, let alone further increasing, enrollment will not be possible without additional faculty instructional DOE.
- Quality and quantity of classroom space on south campus has become limiting.
- Some classrooms are inadequately equipped.
- Limited faculty instructional DOE restricts the number of non-required graduate course offerings making it difficult for graduate students to find appropriate specialty support.
- Lack of funding for graduate assistantships severely limits ability to recruit quality, full-time students for the Career, Technical, and Leadership Education MS program.

Strategies

- Use the opportunities provided by the university changes in general education requirements to develop more efficient and effective curriculum and instruction delivery at the program level.
- Develop plans and actions that will make the Department a leader in integrating experiential education into the curriculum.
- Aggressively promote student participation in personal and professional development opportunities beyond the classroom, including student research, student and professional organization membership, international travel experience, and internships.
- Actively recruit students who will enter Department undergraduate programs as freshmen or sophomores.
- Monitor and revise undergraduate curriculum to integrate the department's disciplines and share teaching resources.
- Increase opportunities for distance learning and evening education.
- Actively promote graduate student financial support with grant funds.

Key Indicators, by 2014 the Department will have:

1. Doubled the number of CTLE graduate students supported on graduate assistantships which are not associated with faculty start-up packages.
2. Maintained the ratio of CTE Agricultural Education undergraduate majors to teaching/advising faculty at less than 20/1.
3. Reduced the ratio of CCLD undergraduate majors to teaching/advising faculty to less than 20/1.
4. Successfully revised and implemented a CCLD curriculum which institutes requirements designed to both manage enrollment and insure students are better prepared for upper-division courses.
5. Offered both undergraduate and graduate students opportunities for international study.

GOAL 2
**Promote Research and Creative Work to Increase the Intellectual, Social
and Economic Capital of Kentucky and the World Beyond its Borders**

The Department's land-grant mission encourages truly creative research endeavors that result in the discovery of new knowledge. Further, we aspire to capitalize on the individual and collective achievement of our faculty by applying discoveries to the development of individuals and communities. The Department integrates discovery science and applied research in teaching and outreach activities to solve problems and generate community and societal benefits at the state and national levels.

Most Significant Challenges

- Facilities limit the potential for growth of research requiring additional staff and/or space.
- On-campus facilities are inadequate to support Top 20-caliber programs.
- Budget cuts and uncertainty have capped faculty expansion and created key research vacancies.

Strategies

- Aggressively pursue targeted initiatives to increase extramural research funding from all sources, with particular emphasis on federal competitive funding.
- Develop and/or participate in multi-disciplinary research teams and projects within the Department, within the college, across the university and with other universities.
- Continue to actively compile, document and communicate impacts of our research.

Key Indicators, by 2014 the Department will have:

1. Increased the ratio of refereed journal publications, books, and book chapters per tenure-track faculty FTE by 3% per year. .
2. Increased the number of external grant and contract awards, on a three-year rolling average, by 3% per year.
3. Increased the total amount of external grant and contract awards, on a three-year rolling average, by 20%.
4. Replicated the 2009 Kentucky Communities Survey.

GOAL 3

Develop the Human and Physical Resources of the Department to Achieve Top 20 Stature

As part of a land-grant institution, the Department offers access to knowledge and learning for citizens and students throughout the Commonwealth. Both community development and leadership development are essential elements for Kentucky's future, and the Department is playing a prominent role in those areas with its research, teaching, and outreach programs. The Department seeks to be recognized as one of the top departments of its kind in the nation.

Most Significant Challenges

- Limited office, meeting, and teaching space.
- IT and communications support and hardware.
- Business management for increasingly complex operations at the department level.
- The Department's composition is somewhat unique and the number of similar departments is limited resulting in few national metrics which are of limited validity.
- Budget circumstances portend limited growth, if not stagnation or reductions, in faculty numbers. Further expansion of enrollment or grant funding is difficult without addition of faculty.
- Retention and compensation of highly skilled staff remains a challenge.
- Recruitment and retention of faculty at the most distinguished levels remains severely limited by budget cuts.
- Low faculty salaries, salary inversions between ranks (e.g., assistant professors having higher salaries than associate professors), and salary disparities or wide variations within rank challenge the Department in supporting the quest for Top 20-caliber status.
- The above challenges are largely out of the Department's control.

Strategies

- The Department will strive to recruit, develop and retain nationally distinguished faculty.
- We will work with college administration to recruit exceptional mid-career faculty who bring elevated recognition and leadership to department programs.
- We will expeditiously and aggressively explore ways to improve faculty salaries and to eliminate salary inversions and disparities, with particular emphasis on increasing the lowest half of faculty salaries to be more equitable with those in the highest half of salaries.
- We will improve strategies for enhanced development of new faculty.
- The Department will work with college and university infrastructure planning to enhance the physical infrastructure needed to develop and

- sustain top-tier programs.
- We will seek to improve recruitment, retention, and remuneration of highly skilled staff.

Key Indicators, by 2014 the Department will have:

1. Increased the amount of gifts to support Department programs, on a three-year running average, by 5% per year.
2. Reconfigured and renovated Department space to better support top-tier programs.
3. Staff participating in HR/professional development opportunities twice per year.
4. Eliminated faculty inversion in salaries.

GOAL 4

Promote Diversity and Inclusion

The Department is committed to creating an environment where diversity is valued and all individuals can fulfill their highest potential. Respect for diversity of thought, culture, and all human differences is a cornerstone of the land-grant philosophy. To fulfill its mission, the Department must model the ways in which diversity, fairness, and equity in policies and practices facilitate learning, discovery and engagement. We seek to sustain a climate wherein differences are valued, we create work and learning environments wherein every person has opportunities to achieve their highest potential, and we support an inclusive institution responsive to the needs of all students, staff, faculty and citizens.

Most Significant Challenges

- The Department has achieved targets in some, but not all, areas. Specifically, diversity remains limited in CTE.
- The limited national pool of potential students and faculty from underrepresented groups in agricultural education makes efforts to address CTE diversity difficult.

Strategies

- Continue to utilize college and university diversity resources to recruit and retain diverse students, staff, and faculty.
- Target 1890 land-grant universities for recruitment of students and faculty.

Key Indicators, by 2014 the Department will have:

1. Maintained the percentage of enrolled undergraduate CCLD students from underrepresented groups at 20%.
2. Increased the percentage of enrolled undergraduate CTE students from underrepresented groups to 5%.
3. Increased the percentage of enrolled graduate students from underrepresented groups to 9%.
4. Maintained the percentage of female tenure-track faculty in the 40-60% range.
5. Maintained the percentage of tenure-track faculty from underrepresented groups in the 10-25% range.

GOAL 5

Improve the Quality of Life for Kentuckians through Extension, Outreach and Service

Community and societal issues create an unprecedented demand for knowledge- and research-based educational programs applicable to the needs of all Kentuckians. Issues surrounding economic development, leadership, family, youth, and a rapidly changing agricultural landscape in Kentucky require a vital and progressive response.

Most Significant Challenges

- Increased instructional demands have reduced faculty Extension DOE.
- The expectation for graduate education for agents has been established. While the Department has had significant success in meeting the demand for accessible graduate work, the lack of additional resources has limited our ability to respond.
- New communication/information tools are available, but have not been adapted and incorporated fully into Extension programming.

Strategies

- Sustain traditional Department strengths while offering innovative new programs in leadership development and support of the nonprofit sector.
- Promote new Extension and outreach partnerships within and outside UK.
- Increase the deployment of new information technologies such as eXtension, YouTube, and enhanced web effectiveness..
- Increase the number of Extension in-services offered by the department.
- Establish mechanisms to assess and communicate the impact of Extension programs.
- Engage key constituencies – including alumni – to help the Department achieve its objectives.

Key Indicators, by 2014 the Department will have:

1. Increased the three-year running average of number of Extension/engagement grant proposals funded by 25 %.
2. Maintained the three-year running average in total amount of grant funding for Extension/Engagement.
3. Established an active Departmental Advisory Group/Board.
4. Increased the percentage of Extension/engagement trainings delivered via by new technologies to 25%.



College of Agriculture Strategic Plan 2009-2014

Ag Strategic Plan Annual Progress Report 2009-2014

Annual Review of Progress

Unit Mission

The mission of the College is:

- to promote sustainable farming and food systems, from production through consumption;
- to enhance health and well-being of people and the environment in which they live; and
- to expand economic opportunity by sharing the knowledge and tools for wise, innovative uses of natural resources and development of human potential.

As full partners in the University of Kentucky and in every Kentucky county we:

- facilitate lifelong learning, informed by scholarship and research;
- expand knowledge through creative research and discovery; and
- serve Kentuckians by sharing and applying knowledge.

The College shall honor, sustain and advance the land-grant heritage and mission.

Unit Objective	Ag Objective 1 Prepare Students for Leadership in an Innovation-Driven Economy and Global Society
Related Goals/Metrics	Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society Ag Metric 1.1: Increase the first-to-second year in-college retention rate to 80 percent by 2014 Ag Metric 1.2: Reduce the ratio of majors to teaching/advising faculty to less than 20/1 in each undergraduate program by 2014 Ag Metric 1.3: Shift enrollment growth to targeted, higher capacity majors in biological and environmental sciences by 2014 Ag Metric 1.4: Increase the number of graduate degrees awarded by an average of 5% per year by 2014 UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.
Related Mission Area	Education

Strategies

Use the opportunities provided by the university changes in general education requirements to develop more efficient and effective curriculum and instruction delivery at the program level.

Develop plans and actions that will make the College a leader in integrating experiential education into the curriculum.

Aggressively promote student participation in personal and professional development opportunities beyond the classroom, including student research, student and professional organization membership, international travel experience, and internships.

Sustain an active, effective college-level recruitment program, but plan to more selectively target defined student populations and relatively under-enrolled majors.

Continue to develop, refine and assess the Student Advising Center and related strategies to enhance retention and graduation.

Increase opportunities for distance learning and continuing education.

While sustaining and fostering the identity of the School of Human Environmental Sciences, continue to integrate students and faculty into the College.

Secure additional support for college-based scholarship and recruiting programs.

Increase faculty recognition and reward for excellence in academic and extracurricular advising.

Implement incentives for leveraging graduate student financial support with grant funds.

Assessment Method

1. Using UK Office of Institutional Research, Planning & Effectiveness annual data, first-to-second year in-college retention rates will be tracked to see whether or not the College reaches to 80 percent by 2014.

2. Using UK Office of Institutional Research, Planning & Effectiveness annual enrollment data and information from department chairs, the number of majors to teaching/advising faculty will be tracked each year to determine whether or not the College reaches a less than 20/1 ratio in each undergraduate program.

3. Using UK Office of Institutional Research, Planning & Effectiveness annual enrollment data, enrollment in Biosystems & Agricultural Engineering, Food Science, Forestry, Natural Resources & Conservation, and Plant & Soil Sciences will be tracked each year to see whether or not enrollment growth occurs in these undergraduate programs.

4. Using UK Office of Institutional Research, Planning & Effectiveness annual graduation data, the number of graduate degrees awarded will be tracked each year to determine whether or not the number of degrees awarded increases by an average of 5% per year.

Actual Results

Data Tables

Year 1

1. Baseline data for first-to-second-year College of Agriculture student retention was 74.8 percent from the 2007 Fall Semester to the 2008 Fall Semester. Retention from the 2008 Fall Semester to the 2009 Fall Semester fell to 72.8 percent.
2. Three undergraduate programs have a higher majors-to-teaching/advising faculty ratio than in the 2008-2009 baseline year. Community Communications and Leadership Development has increased from 24:1 to 30:1. Hospitality Management has increased from 24:1 to 28:1. Foods, Nutrition and Wellness (Nutrition & Food Science) has increased from 26:1 to 32:1. The Apparel & Textiles program has a decrease in the ratio from 32:1 to 29:1. All other programs stayed on target.
3. Three of the five undergraduate programs targeted for enrollment growth show an increase during the first year of the reporting period, while two show a decrease. The programs showing an increase are: BAE from 61 to 64; Food Science from 14 to 18; NRC from 63 to 65. The two programs with a decrease are: Forestry from 52 to 47 and Plant & Soil Sciences (Agronomy & Crop Science) from 63 to 44.
4. Graduate degrees awarded in 2009-2010 totaled 85.

Year 2

1. In the second year's reporting period, retention from the 2009 Fall Semester to the 2010 Fall Semester fell to 64.7 percent.
2. In the second year of reporting, five undergraduate programs have a higher majors-to-teaching/advising faculty ratio than in the 2008-2009 baseline year. Community Communications and Leadership Development has increased from 24:1 to 38:1. Hospitality Management has increased from 24:1 to 35:1. Foods, Nutrition and Wellness (Nutrition & Food Science) has increased from 26:1 to 35:1. The Apparel & Textiles program has a decrease in the ratio from 32:1 to 29:1 and has stayed in that range. Biosystems & Agricultural Engineering has seen an increase from 12:1 to 23:1. All other programs stayed on target.
3. In the second year's reporting period, four of the five undergraduate programs targeted for enrollment growth show an increase, while one shows a decrease. The programs showing an increase are: BAE from 64 to 95; Food Science from 18 to 26; Forestry from 47 to 59; and NRC from 65 to 78. Plant & Soil Sciences (Agronomy & Crop Science) is slightly down from 44 to 41.
4. In the second year's reporting period, graduate degrees awarded in 2010-2011 totaled 86.

Year 3

1. In the third year's reporting period, retention from the 2010 Fall Semester to the 2011 Fall Semester rose to 69.6%.
2. In the third reporting year, four undergraduate programs within the College of Agriculture exceeded the 20:1 ratio of majors to the teaching/advising faculty. However, the ratios of three programs decreased from the previous year: Community Communications & Leadership Development decreased from 38:1 to 36:1; Apparel & Textiles decreased

from 29:1 to 25:1; and Hospitality Management decreased from 35:1 to 23:1. Nutrition & Food Science increased from 35:1 to 45:1.

3. In the third year's reporting period, four of the five undergraduate programs targeted for enrollment growth show an increase, while one undergraduate program shows a decrease. The programs showing an increase are: Biosystems & Agricultural Engineering from 95 to 108, Food Science from 26 to 28, Forestry from 59 to 69, and Natural Resources & Conservation from 78 to 79. Plant & Soil Sciences (Agronomy & Crop Science) decreased from 41 to 31.

4. For the third year's reporting period, graduate degrees awarded for 2011-2012 totaled 105.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

1. While the college's first-to-second-year retention fell two percentage points, the historic trend shows a continuing increase in retention, even though there are year-to-year fluctuations in gains. More analysis will be possible over multiple years.
2. Clearly, the majors-to-teaching/advising faculty ratios have been affected by decreasing budgets and the inability to hire new faculty members while retirements and resignations continue.
3. Forestry experienced a spike in enrollment during the baseline year, which explains in part a relative drop the subsequent year. An average of the past several years shows the department is on target to increase enrollment, especially with the hiring of a new chair that has an active recruitment plan. Forestry also plans on conducting an assessment of undeclared students taking Forestry course work. Plant & Soil Sciences reports that despite efforts to attract students to the undergraduate program, enrollment continued to drop in 2009-2010. There is optimism that the new curriculum starting in the 2010 Fall Semester will be able to attract turfgrass science students, despite the depressed golf industry.
4. Graduate degree completion in the College tends to fluctuate on a two-year cycle. Longer term, MS enrollment is declining and PhD enrollment is increasing slightly. This may reflect increased reliance on doctoral and post-doctoral appointments in programs that are increasingly research-based and grant-dependent.

Year 2

1. For the second year of the reporting period, retention figures continue to be a concern.
2. For the second year of the reporting period, enrollment continues to rise while hiring additional faculty members becomes increasingly difficult to accomplish because of budget constraints.
3. For the second year of the reporting period, four of the five undergraduate programs show an increase in enrollment. The chair of the fifth program notes that while the numbers continue to drop, the change from last year is slight.
4. In the second year's reporting period, overall graduate enrollment continues to show slight increases and has surpassed the 2008-2009 total by 3 percent. Increases in graduation rates should eventually follow this trend. The goal of an average of 5% per year is increasingly difficult to achieve with dwindling faculty and reduced funding.

Improvement Actions

1. The Office of Academic Programs will further analyze first-to-second year in-college retention data to look for patterns and/or departments where retention has dropped instead of increased.
 2. The college dean will seek ways to fund targeted faculty positions.
 3. Forestry, which has a new chair, is starting a targeted student recruitment program. Plant & Soil Sciences has a new undergraduate curriculum starting in the 2010 Fall Semester. Both chairs remain optimistic that their efforts will increase enrollment numbers, contingent upon no additional losses in faculty, contingent upon no additional losses to faculty and no external pressures such as a continuing decline in the turfgrass industry affect the numbers.
 4. That graduate degrees decreased from 97 in 208-2009 to 85 in 2009-2010 deserves further analysis if the figures do not increase for 2010-2011. This information will be shared with department chairs for further discussion.
1. For the second year of the reporting period, the Associate Dean for Instruction in the Office of Academic Programs, professional advising and student services staff, directors of undergraduate studies, and department chairs continue to examine college retention rates and determine strategies for improvement. Staff will further analyze first-to-second year in-college retention data to look for patterns and/or departments where retention has dropped instead of increased, and discussions with chairs and DUSs will continue.
 2. For the second year of the reporting period, the college dean continues to seek ways to fund targeted faculty positions whenever possible.
 3. For the second year of the reporting period, enrollment in targeted undergraduate programs has increased in all but the turfgrass area. Faculty members plan to recruit to the turfgrass science area of the program and to that end, Dr. David Williams has been visiting high school science classes. The department has hired a new turfgrass specialist to begin in January 2012 who will also help recruit students interested in

Year 3

1. For the third year of the reporting period (2012), the college's first-to-second year retention rate rose by 4.9 percentage points. While this is a substantial increase over retention rates from the previous year, the college remains below the goal of 80%.
2. Although still above the goal of a 20:1 ratio of majors to teaching/advising faculty, the ratios from three programs, Community Communications & Leadership Development, Apparel & Textiles, and Hospitality Management, actually decreased from 2010-2011 to 2011-2012. Both of the Apparel & Textiles and Hospitality Management programs are approaching the goal ratio. For Nutrition & Food Science, however, the ratio increased from the previous year.
3. For the third year of the reporting period, four of the five targeted undergraduate programs exhibited increased enrollment. The fifth program experienced a decrease of 24% in enrollment for the 2012 reporting period.
4. In the third year of the reporting cycle, the 2011-2012 academic year, the number of graduate degrees conferred by the College of Agriculture increased by 19 or 22% over the 2010-2011 figure. The college definitely exceeded its goal of an average increase of 5% per year for 2011-2012, however, such significant increases may be difficult to sustain in the future.

Year 4

Year 5

turfgrass. So while recruitment has been difficult with the depressed golf industry, and student numbers in this area have decreased, the department is optimistic that enrollment will increase for fall 2013.

4. In the second year of the reporting period, graduate enrollment has increased and an increase in graduation rates should follow this trend. No additional action needed at this time.

1. For year three, college staff will continue to analyze first-to-second year in-college retention data to look for patterns and/or departments where retention has dropped or remained static, and discussions with chairs and DUSs will continue. College retention rates will continue to be evaluated by the Associate Dean for Instruction in the Office of Academic Programs, department chairs, directors of undergraduate studies, professional advising staff, and student services staff. Strategies for improvement will be developed.

2. For the third year of the reporting period, the Dean of the College of Agriculture continues to pursue innovative ways to new fund faculty positions within the targeted programs.

3. For the third year of the reporting period, enrollment in all of the targeted undergraduate programs increased except in Plant & Soil Sciences. This decrease is partially the result of decreased enrollment in the turfgrass program, due in part to the depressed golf industry. Dr. David Williams continues to visit high school science classes, recruiting students to the turfgrass science area of the program. Dr. Gregg Munshaw, hired as the new turfgrass specialist in January 2012, will also help recruit students interested in this program. The department is confident that enrollment for fall 2012 will increase.

4. Graduate enrollment continued to rise in the third year of the reporting period, increasing by more than 4%. Graduation rates are expected to rise in direct relation to enrollment. The college will continue to monitor graduate enrollment and graduation rates.

Unit Objective	Ag Objective 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>Ag Metric 2.1: Increase the annual total of external awards to \$35M or above by 2014.</p> <p>Ag Metric 2.2: Increase federal competitive grant awards from 33 to 40 percent of the College's extramural funding portfolio by 2014.</p> <p>Ag Metric 2.3: Increase at the college level the number of refereed journal publications by 3% per year by 2014.</p> <p>Ag Metric 2.4: Sustain the number of patents awarded on a four-year rolling average of five per year by 2014</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Assessment Method

1. Using Office of Sponsored Projects Administration annual grants and contracts reports, the amount of total external awards will be tracked each year to determine whether or not the College has reached \$35M or above.
2. Using annual reports from the College of Agriculture Research Office, the total federal competitive awards will be tracked each year to determine whether or not the College has increased from 33 to 40 percent federal competitive awards out of the College's extramural funding portfolio.
3. Using the Kentucky Agricultural Experiment Station Annual Reports, the College's total number of refereed journal articles will be tracked annually to determine whether or not there is a 3% increase per year.
4. Using UK Commercialization & Economic Development data, track the number of patents awarded on a four-year rolling average of five per year to determine if that number has been sustained.

Actual Results

Data Tables

Year 1

1. For the 2010 fiscal year, the College totaled \$34,221,048 in grants and contracts.
2. For the 2010 fiscal year, federal competitive grants and contracts totaled \$11,620,468, or 33.95 % of the College's extramural funding portfolio.
3. For the 2009 calendar year, refereed journal articles totaled 397.
4. For the 2010 fiscal year, patents totaled 5, for a four-year rolling average of 6.

Year 2

1. For the second year of the reporting period (the 2011 fiscal year), the College totaled \$32,312,992 in grants and contracts.
2. For the second year of the reporting period (the 2011 FY), federal competitive grants and contracts totaled \$12,472,231, or 39% of the College's extramural funding portfolio.
3. For the second year of the reporting period (the 2010 calendar year), refereed journal articles totaled 377.
4. For the second year of the reporting period, patents totaled 6, for a four-year rolling average of 6.

Year 3

1. For the third fiscal year ending June 30, 2012, grants and contracts totaled \$22,105,234.
2. For the 2012 fiscal year, federal competitive grants and contracts totaled \$9,155,187, which is 41% of the college's extramural funding portfolio.
3. For 2011, the third year of the reporting period, refereed journal articles totaled 326.
4. For fiscal year 2012, patents totaled 12, for a four-year rolling average of 7.5.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <ol style="list-style-type: none"> 1. Grants and contracts are on target. 2. Federal competitive grants are on target. 3. Refereed journal articles are down slightly, but empty faculty lines could be contributing to the lower number. 4. Patents are on target. 	<ol style="list-style-type: none"> 1. Grants and contracts are on target; college administration will continue to monitor this metric. 2. Federal competitive grants are on target. The Associate Dean for Research will continue to monitor this indicator. 3. Refereed journal articles are down slightly, probably due to a decrease in the number of faculty members. The number of refereed journal articles will be reassessed next year. 4. Patents are on target. The Associate Dean for Research will continue to monitor this indicator.
<p>Year 2</p> <ol style="list-style-type: none"> 1. For the second year of the reporting period, the grant and contract total decreased, following the general university and nationwide trend. The College of Agriculture joined nine other UK colleges, as well as Libraries and the Graduate School, in seeing a decline in grant dollars for this reporting period. Overall, the UK total was down 11% while the College of Agriculture was down less than 4%. 2. For the second year of the reporting period, the total dollar amount of federal competitive grants increased. 3. For the second year of the reporting period, refereed journal article totals dropped, due to decreases in senior faculty, empty faculty lines, and faculty at the level of assistant professor not having yet built their publication portfolios. 4. Patents are on target. 	<ol style="list-style-type: none"> 1. In year two, the decrease in grants and contracts is due to a national trend. The college will continue to monitor this metric. 2. In year two, federal competitive grants are on target. The college will continue to support the submission of federal competitive grants. 3. The number of articles is not expected to increase until faculty lines are filled and new faculty members have time to develop their publication portfolios. This is unlikely to happen given the current budgetary climate at the university. 4. In year two, patents remain on target. The Associate Dean for Research will continue to monitor this indicator.
<p>Year 3</p> <ol style="list-style-type: none"> 1. For fiscal year 2012, the third year of the reporting cycle, grants and contracts fell by \$10,207,758 or 31.6%. During this period, six other colleges within the university also experienced decreases in grants and contracts, while the university total for grants and contracts declined by \$24,968,264 or 8.4%. 	<ol style="list-style-type: none"> 1. For fiscal year 2012, grants and contracts have declined, following the prevalent national trend, as well as trends within the University of Kentucky. The College of Agriculture continues to monitor this key indicator.

2. In fiscal year 2012, the total amount for federal competitive grants was down by \$3,317,044 over the previous year, however, the percentage of federal competitive grants in the college's extramural funding portfolio rose from 39% to 41%. This percentage remains within the goal range for this indicator.

3. For 2011, refereed journal articles decreased from the previous year.

4. For fiscal year 2012, the four-year rolling average for the number of patents increased, continuing to meet the goal for this metric.

Year 4

Year 5

2. The College of Agriculture will continue to actively promote the pursuit of federal competitive grants by the departments and faculty members.

3. As reported in year two, the number of refereed journal articles is not expected to increase until faculty lines are filled and new faculty members have time to develop their publication portfolios. Without the hiring of additional faculty members, this metric is unlikely to increase.

4. For fiscal year 2012, patents continue to be on target. The college will continue to encourage the submission of patent applications.

Unit Objective	Ag Objective 3 Develop the Human and Physical Resources of the College to Achieve Top 20 Stature
Related Goals/Metrics	<p>Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature</p> <p>Ag Metric 3.1: Sustain at least two listings in the top 10 or top quartile according to Academic Analytic's Faculty Productivity Index by 2014</p> <p>Ag Metric 3.2: Increase the contributed value of the college endowment by \$500,000 per year by 2014.</p> <p>Ag Metric 3.3: Sustain a Top 20 national ranking as indicated by NSF-reported research funding from USDA by 2014.</p> <p>Ag Metric 3.4: Renovate, modernize, or add 50,000 gross sq. ft. of educational, general, research, and student support space available for use by College of Agriculture faculty, staff, and students by 2014.</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Overall

Strategies

We will strive to recruit, develop, retain nationally distinguished faculty by opportunistically reallocating resources to recruit exceptional mid-career faculty to bring elevated recognition and leadership to targeted programs.

The College will further develop plans for expanding and enhancing the physical infrastructure needed to sustain the growth and advancement of the last decade.

We must seek increased funding for high-quality lab, teaching, and field facilities.

We will seek to improve recruitment, retention, and remuneration of staff.

The College will continue to improve access to resources and infrastructure through enhanced business management, information technology, and support systems.

Assessment Method

1. Report from Academic Analytics Faculty Productivity Index to determine if the college has sustained at least two listings in the top 10 or top quartile.
2. Report from annual UK Controller and Treasurer fiscal year data to determine if the contributed value of the college endowment has increased by \$500,000 per year.
3. To determine if the College has sustained a high ranking, report from NSF Web site for a Top 20 national ranking in USDA research expenditures.
4. Report from UK Budget Office Capital and Financial Analyst data to determine if the College has renovated, modernized, or added 50,000 gross sq. ft. of educational, general, research, and student support space available for use by College faculty, staff, and students.

Actual Results

Data Tables

Year 1

1. Plant Pathology continues to be ranked at 4 in the nation. Plant Physiology remains in the top 10.
2. Contributed endowment value for fiscal year 2009 was \$68,910,605. Contributed value for fiscal year 2010 was \$70,727,002.
3. As of November 2010, the College continues to rank in the Top 20 of NSF-reported USDA research expenditures with a ranking of 15th.
4. Square footage in the College has increased from 2,433,104 total square feet in 2008 to 2,805,638 square feet in 2009.

Year 2

1. For the second year of the reporting period, the Academic Analytics Web site shows the Department of Plant Pathology as the number one plant pathology program in the nation. The Department of Entomology ranks 11th out of 43 programs in the nation.
2. For the second year of the reporting period, Fiscal Year 2011, the contributed endowment value was \$73,919,076.
3. For the second year of the reporting period (2011), this NSF report has not changed.
4. For the second year of the reporting period, the college's square footage has decreased from 2,805,638 in 2009 to 2,630,016 in 2010. This is a loss of 175,622 square feet.

Year 3

1. For the third year of the reporting period, Plant Pathology is ranked as the number one plant pathology program in the nation according to Academic Analytics data as of April 2012. For nationally ranked entomology programs, the Department of Entomology is ranked 11 of 43, placing it almost in the top quartile. Additionally, the Plant Physiology department is ranked 11 of 35 national programs by Academic Analytics.
2. For the third year of the reporting period, fiscal year 2012, the contributed endowment value was \$76,668,191.
3. Since there was no change in the NSF report, UK continues to rank in the Top 20 of NSF-reported USDA research expenditures for the third year of the reporting period (2012).
4. For 2011, year three of the reporting period, square footage in the College of Agriculture increased from 2,630,016 in 2010 to 2,740,552 in 2011. This is an increase of

110,536 square feet.

Year 4

Year 5

Year 1

1. Inquiries to the Graduate School, IRPE, and Academic Analytics did not result in an explanation of the status of the "Plant Sciences" and "Agricultural Sciences" programs. According to a UK Web site, in 2007-2008, these two programs ranked fifth and tenth respectively, but these programs are not included in current AA data. During 2011, the COA will determine the best course of action regarding this indicator, since the situation to date indicates AA data are not at a level to provide consistent, useful information over time at this institution.

2. The College is on target with this indicator.

3. NSF has not updated the USDA report.

4. The College is on target with new and renovated square footage.

Year 2

1. For year two, according to Academic Analytics data, one college program, Plant Pathology, is top in the nation and another, Entomology, is in the top quartile of programs in the discipline.

2. For year two, contributions to the college endowment funds increased by \$3,192,074 or 4.5%, greatly surpassing the goal of increasing the contributed value of the college endowment by \$500,000 per year.

3. For year two, NSF data remain the same.

4. For year two, this decrease is directly related to the demolition of research farm buildings no longer being used for research and student support. Even though square footage decreased, renovations occurred in student classrooms and learning laboratories, research laboratories, 4-H camps, and research-related barns. Even with a decrease in square footage in fiscal year 2010, the college remains ahead in this strategic plan indicator.

Year 3

1. For 2012, the third year of the reporting period, Plant Pathology continues to be

All four indicators are on target. The College of Agriculture will closely monitor these indicators.

For year two, all indicators are on target. The College will continue to closely monitor these indicators.

ranked number one nationally and Entomology remains in the top quartile. Plant Physiology, while not in the top quartile, is within the top 32% of nationally ranked plant science programs.

2. For year three, the contributed endowment value rose by \$2,749,115 or 3.7%, once again surpassing the goal of increasing the contributed value of the college endowment by \$500,000 per year.

3. For year three, NSF data remain the same.

4. For year three, this goal has been met.

Year 4

Year 5

For year three, all indicators are on target. The college will continue to monitor these indicators and annually assess progress.

Unit Objective	Ag Objective 4 Promote Diversity and Inclusion
Related Goals/Metrics	<p>Ag Goal 4 Promote Diversity and Inclusion</p> <p>Ag Metric 4.1: Increase the percentage of enrolled undergraduate students from underrepresented groups from 9% in 2007 to 14% in 2014.</p> <p>Ag Metric 4.2: Increase the percentage of enrolled graduate students from underrepresented groups from 7% in 2007 to 9% in 2014</p> <p>Ag Metric 4.3: Complete County Program/Civil Rights Reviews for each of 120 counties, including development of Affirmative Action Plans by 2014.</p> <p>Ag Metric 4.4: Increase the percentage of female faculty to 30% by 2014.</p> <p>UK Goal 4. Promote Diversity and Inclusion</p>
Related Mission Area	Overall

Strategies

Continue to strive for full implementation of the College of Agriculture Diversity Review and Planning Task Force Report.
 Review and report annually on the progress towards addressing recommendations of the College of Agriculture Diversity Review and Planning Task Force.
 Review, evaluate, and optimize resources and operations of the Office of Diversity in support of recruitment and retention.
 Establish a network of partners with 1890 land grant universities for recruitment of students, faculty, and staff.
 Sustain and expand the extension internship program and add support for other summer programs targeted for potential undergraduate students from under-represented groups.
 Maintain the number of doctoral students receiving College matching funds for Lyman T. Johnson Graduate Fellowship support.

Assessment Method

1. To determine increases in the percentage of enrolled undergraduate students from underrepresented groups from 9% in 2007 to 14% in 2014, use Office of Institutional Research, Planning and Effectiveness data.
2. To determine increases in the percentage of enrolled graduate students from underrepresented groups from 7% in 2007 to 9% in 2014, use Office of Institutional Research, Planning and Effectiveness data.
3. To determine the number of completed County Program/Civil Rights Reviews for each of 120 counties, including development of Affirmative Action Plans, use Cooperative Extension data.
4. To determine increased percentage of female faculty to 30%, use Faculty Database reports.

Actual Results

Data Tables

Year 1

1. Undergraduate students from underrepresented groups totaled 11.75% in 2008-2009.
2. Graduate students from underrepresented groups totaled 7% in 2008-2009.
3. The 2009-2010 fiscal year was a scheduled planning year for these reviews. County Affirmative Action Plans were reviewed, updated, and reported on the regular annual schedule.
4. For the 2009-2010 fiscal year, female faculty totaled 25%.

Year 2

1. For the second year of the reporting period, 2009-2010, undergraduate students from underrepresented groups totaled 12%.
2. For the second year of the reporting period, 2009-2010, graduate students from underrepresented groups totaled 8%.
3. The second year of the reporting period was the first year of a four-year cycle of county program reviews. Ten county review teams conducted county reviews in a total of 30 counties. Reports, including recommendations for improvements, were written and shared with the counties. Counties will implement recommendations and submit a follow-up report within six months of their review. County Affirmative Action Plans were reviewed, updated, and reported on the regular annual schedule.
4. For the second year of the reporting period, the 2010-2011 FY, female faculty totaled 26%.

Year 3

1. For 2011-2012, the third year of the reporting period, 12% of all undergraduate students were from underrepresented groups.
2. For 2010-2011, the third year of the reporting period, the percentage of graduate students from underrepresented groups is 7.5%.
3. The 2011-2012 fiscal year (year three of the reporting process) was the second year of a four-year cycle of county program reviews. Ten county review teams, made up of an administrator, a specialist, and an agent, conducted county reviews in a total of 30 counties. The findings were reported by the review teams and shared with the counties under review. The review teams made recommendations for improvement, which will be implemented by the counties. Within six months of the review, a follow-up report will be submitted by the counties. County Affirmative Action Plans were reviewed, updated, and reported on as part of the regular annual schedule.

4. For the third year of the reporting period, FY 2011-2012, female faculty members comprised 26% of the total faculty.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

1. The number of undergraduate students from underrepresented areas has increased.
2. The number of enrolled graduate students from underrepresented areas has remained the same. This flat number can be attributed to the decrease in available funds to support these graduate students, who are highly sought after nationwide. Competitive graduate student stipends are difficult to achieve in this budget climate.
3. The 2009-2010 fiscal year was a scheduled planning year for these reviews. During the planning year, materials were revised, ten new review teams consisting of three people each were developed, and these teams attended training sessions in anticipation of the regularly-scheduled continuation of the reviews in 2010-2011. County Affirmative Action Plans were reviewed, updated, and reported on the regular annual schedule.
4. That the number of women faculty decreased 1% from the baseline year can be attributed at least in part to the inability to hire new faculty as women faculty retire. Longer term, representation of women on the faculty has increased.

Year 2

1. For year two of the reporting period, the number of undergraduate students from underrepresented groups has increased.
2. For year two of the reporting period, the number of graduate students from underrepresented groups has increased.
3. For year two of the reporting period, these county affirmative action reviews are on target. Additionally, in the fall of 2011, the college underwent a periodic civil rights compliance review conducted by the USDA's National Institute of Food and Agriculture. Reviews were conducted for all activities related to the University of Kentucky Agricultural Experiment Station and the Cooperative Extension Service. A review team of five individuals from USDA and the Department of Justice completed a five-day campus visit to conduct interviews and analyze data with numerous college and university administrators, four academic departments, and six county extension offices. Topics covered in the review included diversity of existing personnel, hiring practices, resource allocation, facility access, public information dissemination, and civil rights/non-discrimination training. Preparation for the compliance review was a tremendous undertaking that provided an opportunity to conduct updated training and self-assess our progress toward ensuring compliance with civil rights laws and in meeting our diversity

Improvement Actions

1. Since the number of undergraduate students from underrepresented groups has increased, no improvement plan is needed.
2. This report will be shared with department chairs and the assistant dean for diversity for further discussion and guidance regarding the flat number of graduate students from underrepresented groups.
3. County Program/Civil Rights Reviews for each of 120 counties, including development of Affirmative Action Plans, are on target and the action plan is in place.
4. Increasing the number of women faculty in the College of Agriculture remains a priority. The College has responded to the 2009-2010 Jordan report, http://www2.ca.uky.edu/deanadmin-files/College_of_Agriculture_Response_to_the_Women_Faculty_Report_10012010_2.pdf

For year two of the reporting period, no improvement actions are indicated.

goals. While we anticipate that the final report will include recommendations to expand our efforts in recruitment, training, and reaching clients with limited English proficiency, the reviewers' closing comments reflected a generally positive experience resulting from the substantial preparation and cooperation displayed by those involved.

4. For year two of the reporting period, the percentage of women faculty has increased.

Year 3

1. For year three of the reporting period, both the number of undergraduate students from underrepresented groups and the total undergraduate population increased. There was no change in the percentage of undergraduate students from underrepresented groups.

2. For year three of the reporting period, there was a slight decrease in the number of graduate students from underrepresented groups. The percentage declined from 8% to 7.5%.

3. For year three of the reporting period, the county affirmative action reviews are on target. The USDA Federal Civil Rights Review report on the diversity of existing personnel, hiring practices, resource allocation, facility access, public information dissemination, and civil rights/non-discrimination training within Cooperative Extension Service has been received and reviewed. The USDA Federal Civil Rights Review report for Kentucky Agricultural Experiment Station arrived in April 2012 and is under review.

4. While the percentage of female faculty members remained static for year three of the reporting period, the college continues to battle against the tradition of a predominantly male faculty body. Because careers typically last three decades or more, change is a slow process. New hires within the College of Agriculture since 1999 show 34% women and 66% men, which places the college at the university mean of 33.9%. New hires since 2005 have been 39% women, placing the college above the university mean.

Year 4

Year 5

1. For year three of the reporting period, the percentage of undergraduate students from underrepresented groups remained static. Department chairs and the assistant dean for diversity continue to work on strategies to recruit undergraduate students from underrepresented groups.

2. For year three of the reporting period, the percentage of graduate students from underrepresented groups declined. Department chairs and the assistant dean for diversity continue to develop strategies to increase the number of graduate students from underrepresented groups.

3. No improvement actions are required for year three of the reporting period.

4. Increasing the number of female faculty members remains a priority for the College of Agriculture. To that end, the college will continue to reinforce expectations for diversity considerations in all faculty searches; continue to closely monitor progress in the hiring of women faculty in all units and reinforce expectations in those units where women remain grossly underrepresented; analyze attrition; and work with chairs and other faculty leaders to develop a response to this challenge.

Unit Objective	Ag Objective 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service
Related Goals/Metrics	<p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>Ag Metric 5.1: Enhance and refine an accessible, easily understood database of Extension outcomes, with annual data reported for each priority program area of Cooperative Extension by 2014.</p> <p>Ag Metric 5.2: Sustain or increase grantsmanship in Extension or Integrated Projects as evidenced by numbers of proposals funded and total funding amount by 2014.</p> <p>Ag Metric 5.3: Sustain Cooperative Extension Service contacts at or above 6 million by 2014.</p> <p>Ag Metric 5.4: Increase or sustain accession and sample numbers at the UK Veterinary Diagnostic Laboratory and Regulatory Services by 2014.</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

Sustain traditional Extension strengths while offering innovative new programs in health and wellness, business, engineering, and humanities to serve increasingly diverse stakeholders.

Promote new Extension and outreach partnerships within and outside UK.

Increase the deployment of new information technologies such as eXtension, YouTube, and enhanced web effectiveness.

Enhance recruiting, retention, training, and support for outreach personnel statewide.

Establish clearly understood measures to assess and communicate the impact of Extension programs.

Engage key constituencies – including alumni – to help the College achieve its objectives.

Enhance the service capacity of the Livestock Disease Diagnostic Center and Regulatory Services.

Assessment Method

1. Enhancement and refinement of an accessible, easily understood database of Extension outcomes, with annual data reported for each priority program area of Cooperative Extension, will be determined by reports generated from the Extension reporting system, CatPaws.
2. The number of sustained or increased grantsmanship in Extension or Integrated Projects as evidenced by numbers of proposals funded and total funding amount will be reported using Office of Sponsored Projects Administration data for each fiscal year.
3. The Extension reporting system, CatPaws, will be used to determine sustained or increased Cooperative Extension Service contacts at or above 6 million.
4. The increased or sustained accession and sample numbers at the UK Veterinary Diagnostic Laboratory (formerly the Livestock Disease Diagnostic Center) and Regulatory Services will be determined using annual reports.

Actual Results

Data Tables

Year 1

1. Cooperative Extension participants reported 307,179 changes as a result of participation in the following priority programs: Producers adopting new practices resulting in increased profits: 18,474; 4-H youth acquiring life skills: 98,851; Individuals changing diet and exercise to improve health: 103,541; Leadership development: 58,297; Youth and adults reducing debt and increasing savings: 28,016.
2. A total of 116 new or revised grants in the COA public service category totaled \$11,620,440 for fiscal year 2010.
3. For fiscal year 2010, Cooperative Extension contacts totaled 7,659,048.
4. For fiscal year 2009, the UK Veterinary Diagnostic Laboratory (formerly LDDC) has a total number of 53,628 accessions. Regulatory Services sample numbers totaled: Feed: 2,393; Fertilizer: 2,475; Seed: 1,969; Milk: 2,903; and Total: 9,740.

Year 2

1. For the second year of the reporting period, Cooperative Extension participants reported 243,643 changes as a result of participation in the following priority programs: • Producers adopting new practices resulting in increased profits: 18,921 • 4-H youth acquiring life skills: 89,168 • Individuals changing diet and exercise to improve health: 57,262 • Leadership development: 48,350 • Youth and adults reducing debt and increasing savings: 29,942
2. For year two, a total of 112 new or revised grants in the COA public service category totaled \$11,825,808 for fiscal year 2011.
3. For the second year of the reporting period, Cooperative Extension contacts totaled 7,852,194.
4. For year two of the reporting period which is fiscal year 2010, the UK Veterinary Diagnostic Laboratory has a total number of 53,088 accessions. Regulatory Services sample numbers totaled: Feed: 2,388; Fertilizer: 2,285; Seed: 1,533; Milk: 2,083; and Total: 8,289.

Year 3

1. For year three of the reporting period ending June 30, 2012, Cooperative Extension participants reported 294,303 changes as a result of participation in the following priority programs: • Producers adopting new practices resulting in increased profits: 18,335; • 4-H youth acquiring life skills: 80,708; • Individuals changing diet and exercise to improve health: 50,162; • Leadership development: 92,309; • Youth and adults reducing debt and increasing savings: 52,789.
2. For fiscal year 2012 (year three of the reporting cycle), a total of 132 new and revised grants in the COA public service category totaled \$8,909,188.
3. For year three of the reporting period, contacts reported for 2012 totaled 7,568,239.

4. For 2011 (year three of the reporting period), the UK Veterinary Diagnostic Laboratory had a total number of 54,939 accessions. Regulatory Services sample numbers were: Feed - 2,507; Fertilizer - 2,672; Seed - 1,574; and Milk - 7,492. The total was 14,245.

Year 4

Year 5

Year 1

1. The objective of developing an "accessible, easily understood database of extension outcomes" has been addressed by developing detailed and comprehensive reporting systems for priority areas. Full coverage of all extension program initiatives would be unmanageable, and would not result in meaningful, quantitative results. Overall, the number of participants in Cooperative Extension targeted programs reporting change surpassed the baseline by 60,791. Increases show in number of producers adopting new practices, 4-H youth acquiring life skills, and individuals changing their diet and exercise. Diet and exercise showed the largest increase over the baseline, more than doubling with 52,745 more than last year. Two targeted programs had a decrease in participation, leadership development and people influenced to reduce debt and increase savings. Both these decreases can be attributed to the continuing economic struggles that individuals and families in the Commonwealth face.

2. The Cooperative Extension Service's emphasis on generating grant dollars in support of extension research and programs has been successful.

3. Cooperative Extension Service contacts increased in the 2010 fiscal year due to the continuing efforts of Extension to reach more of the citizenry.

4. KYVDL accessions are down 4,167 from the baseline year. This can be attributed to the downturn in the economy, which results in reduced livestock production. Sample testing by Regulatory Services is down 2,129 from the baseline year and is also directly attributable to the downturn in the economy.

Year 2

1. For the second year of the reporting period, Cooperative Extension has increased numbers in two of the five targeted areas. The drop in numbers in three of the targeted areas is attributed to a significant reduction in extension faculty FTE, and redirection of Extension DOE to the research and academic missions. The total reduction is approximately 20 FTE. Lower totals are also likely related to greater numbers of vacancies in county agent positions due to budget reductions.

2. The Cooperative Extension Service's emphasis on generating grant dollars in support of extension research and programs continues to be successful, with a sustained grant dollar total.

3. For year two of the reporting period, total contacts continue to rise, indicating

1. Cooperative Extension has increased numbers in three of the five targeted areas. The drop in numbers in two of the targeted areas can be attributed to the economic situation across the state. No action plan is needed.

2. The College has sustained or increased grantsmanship in Extension or Integrated Projects; therefore, no action plan is needed.

3. The Cooperative Extension Service has sustained contacts at or above 6 million; therefore, no action plan is needed.

4. While figures are down for both the KYVDL and Regulatory Services, figures remain in the high range. The drop is in direct correlation to the decrease in agricultural production due to the economic situation across the state. No action plan is needed.

1. For year two, no action plan is needed. Variation is normal and expected due to redirection of resources according to local priorities, and given that the indicators listed are only a subset of the total effort of UK COA CES.

2. For year two, extension and integrated project grantsmanship has been sustained; no action plan is needed.

3. For year two, the Cooperative Extension Service has increased contacts; therefore, no action plan is needed.

continued high productivity by staff, agents, and faculty towards College and University goals.

4. KYVDL accessions are down 4,707 from the previous year. This decrease is directly attributable to the continuing downturn in agricultural production. Sample testing by Regulatory Services is down 1,451 from the previous year and is directly attributable to Regulatory Services having one less field inspector taking feed, fertilizer and seed samples for six months of 2010, as well as feed and fertilizer reported tonnage sold in Kentucky for 2010 being down about 11 percent below 2009. Dairy farm numbers decreased by 14 in Kentucky from 2010 to 2009 and in general, the farm economy of increased pricing for crop production inputs and reduction in cattle numbers has affected fertilizer and feed purchases.

Year 3

1. For year three of the reporting period (2012), the manner in which Priority Indicator and Featured Program data was reported by the Cooperative Extension Service was revised. As a result of the revision, the categories measured within Metric 5.1 have also been altered. The categories "Producers adopting new practices resulting in increased profits," "4-H youth acquiring life skills," "Leadership development," and "Youth and adults reducing debt and increasing savings" were all eliminated. "Producers adopting new practices resulting in increased profits" was most closely replaced by "Number of producers utilizing new marketing opportunities introduced by Extension" and "Number of farmers self-reporting an increase in profits as a result of adopting one or more practices recommended by Extension." "4-H youth acquiring life skills" was altered to "Number of youth reporting the acquisition of one or more life skills as a result of participation in non-formal youth development programs conducted by Extension." "Leadership development" was changed to "Number of youth indicating increased leadership skills, knowledge or confidence through participation in Extension-related leadership programs" and Number of adults indicating increased leadership skills, knowledge, and/or confidence through participation in volunteer programs related to youth development." While "Youth and adults reducing debt and increasing savings" was superseded by "Number of individuals adopting one or more practices to reduce debt or increase savings" and "Number of youth reporting an increase in knowledge, opinions, skills, or aspirations related to personal financial budgeting/management." For the one measurement that remained virtually unchanged, "Number of individuals who made lifestyle changes (diet, exercise, etc.) for the purpose of improving their health," the number reported for 2012 fell by 7,100. This decrease may be the result of the implementation of the new reporting categories. Due to the revision in the data set, additional analysis is impossible in 2012.

2. The emphasis on generating grant dollars in support of extension research and programs continues to be a priority within the College of Agriculture. The total number of funded grant proposals increased by 18% over FY 2011, however the total amount of

4. While figures are down for both the KYVDL and Regulatory Services, figures remain in the high range. The drops are in direct correlation to the decrease in agricultural production due to the continuing economic situation across the state. No action plan is needed.

1. Since the data set for this metric was almost completely altered, the college must wait for the results from FY 2013 to thoroughly analyze the current Cooperative Extension Service data for 2012.

2. The college will continue to focus on sustained and increased grantsmanship, stressing the importance of grant funding to department chairs and college faculty members.

3. The college will closely monitor this metric to insure that the number of Cooperative Extension contacts remains on track.

4. With increases in both UK Veterinary Diagnostic Laboratory accessions and Regulatory Services testing for 2011, the college will remain diligent to insure the continued success of this metric.

those funded grants fell by \$2,916,620 or 24.6% over FY 2011. This decrease follows both national and university-wide trends reflecting decreased grant funding.

3. For year three of the reporting period (fiscal year 2012), contacts reported totaled 7,568,239, compared to 7,852,194 for FY 2011. This slight (3.6%) decrease may be an anomaly which will be reversed next year.

4. KYVDL accessions for year three of the reporting period rose by 1,851 from 53,088 in 2010 to 54,939 in 2011, an increase of 3.5%. Total sample testing by Regulatory Services for 2011 increased by 5,956 samples, an increase of 72% over 2010. This increase was primarily due to an increase in milk samples from 2,083 to 7,492, although increases were also reported in feed, fertilizer, and seed testing for 2011.

Year 4

Year 5

UK
UNIVERSITY OF
KENTUCKY
College of Agriculture



THE LAND-GRANT VISION:
COLLEGE OF AGRICULTURE
STRATEGIC PLAN
2009-2014



WHO WE ARE

The College of Agriculture was founded as, and remains, a land-grant institution, offering access to knowledge and learning to enhance the lives of Kentuckians. The College is fundamentally interdisciplinary; we apply the biological, physical, and social sciences to challenges in agricultural, food, and environmental systems. Our work encompasses farms and forests, food and fiber, families and communities.

The College holds a unique position as the home of the Kentucky Agricultural Experiment Station and the Kentucky Cooperative Extension Service. Our teaching, research, and extension programs are part of a national system that maintains a statewide presence and links local, state, and global issues.

OUR VISION

The College will be recognized for excellence in fostering:

- learning that changes lives,
- discoveries that change the world, and
- opportunities that shape the future.

LAND-GRANT VALUES

As a College, we are guided by the values underlying the land-grant philosophy:

- learning – enhancing access to educational opportunities for all;
- discovery – expanding knowledge through research; and
- engagement – collaborating with diverse institutions, communities, and people to improve lives.

A hallmark of our work is the integration of these three values – learning, discovery, and engagement – into programs that make a difference.

OUR MISSION

The mission of our College is:

- to promote sustainable farming and food systems, from production through consumption;
- to enhance health and well-being of people and the environment in which they live; and
- to expand economic opportunity by sharing the knowledge and tools for wise, innovative uses of natural resources and development of human potential.

As full partners in the University of Kentucky and in every Kentucky county we:

- facilitate lifelong learning, informed by scholarship and research;
- expand knowledge through creative research and discovery; and
- serve Kentuckians by sharing and applying knowledge.

The College shall honor, sustain and advance the land-grant heritage and mission.

GOAL 1

Prepare Students for Leadership in an Innovation-Driven Economy and Global Society

Educating students was the earliest mission of the College and remains the most important way that we enhance the future of the Commonwealth. Instruction is fully integrated with our other missions – research and extension. The College expects its graduates to become leaders in their professions and their communities. To this end, the College must attract and graduate outstanding students with diverse backgrounds and the skills to meet the challenges of the future.

Most Significant Challenges

- ❖ In several programs that have experienced significant enrollment growth during the last several years, additional undergraduate enrollment will not be possible without additional faculty instructional DOE.
- ❖ Quality and quantity of classroom space on south campus has become limiting.
- ❖ Some classrooms and teaching labs are inadequately equipped.
- ❖ University-wide, and in the College of Agriculture, freshman retention and six-year graduation rates are not up to the standards of Top 20 benchmarks.
- ❖ Advising and teaching quality is inconsistent in some programs.
- ❖ Graduate enrollment could be increased in most College programs.

Strategies

- Use the opportunities provided by the university changes in general education requirements to develop more efficient and effective curriculum and instruction delivery at the program level.
- Develop plans and actions that will make the College a leader in integrating experiential education into the curriculum.
- Aggressively promote student participation in personal and professional development opportunities beyond the classroom, including student research, student and professional organization membership, international travel experience, and internships.
- Sustain an active, effective college-level recruitment program, but plan to more selectively target defined student populations and relatively under-enrolled majors.
- Continue to develop, refine and assess the Student Advising Center and related strategies to enhance retention and graduation.
- Increase opportunities for distance learning and continuing education.
- While sustaining and fostering the identity of the School of Human Environmental Sciences, continue to integrate students and faculty into the College.
- Secure additional support for college-based scholarship and recruiting programs.
- Increase faculty recognition and reward for excellence in academic and extracurricular advising.
- Implement incentives for leveraging graduate student financial support with grant funds.

Key Indicators, by 2014 the College will have:

1. Increased the first-to-second year in-college retention rate to 80 percent.
2. Reduced the ratio of majors to teaching/advising faculty to less than 20/1 in each undergraduate program.

3. Shifted enrollment growth to targeted, higher capacity majors in biological and environmental sciences: Five initial targets are Biosystems & Agricultural Engineering, Food Science, Forestry, Natural Resources & Conservation, and Plant & Soil Sciences.
4. Increased the number of graduate degrees awarded by an average of 5% per year.

GOAL 2

Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders

The College's land-grant mission encourages truly creative research endeavors that result in the discovery of new knowledge. Further, we aspire to capitalize on the individual and collective achievement of our faculty by applying discoveries to the improvement of agriculture, industry, families, communities, and the natural environment. The College integrates discovery science and applied research and technology in teaching, technology transfer, and outreach activities to solve problems and generate economic, societal, and environmental benefits at the state and national levels.

Most Significant Challenges

- ❖ Infrastructure and facilities limit the potential for continued growth of research:
 - Increasing operating costs and accumulating deferred maintenance threatens off-campus research facilities. Our most distinguished and successful research programs have insufficient laboratory space for further expansion.
 - On-campus facilities for the environmental sciences and for Human Environmental Sciences are inadequate and will not support Top 20-caliber programs.
- ❖ The research attainment of some units in the College remains below expectations.
- ❖ Repeated budget cuts have capped faculty expansion and created key vacancies.

Strategies

- Aggressively pursue targeted initiatives to increase extramural research funding from all sources, with particular emphasis on federal competitive funding.
- Review and update the College's "Targets of Opportunity" to identify research opportunities areas where cutting-edge science and critical mass exist to achieve national and international prominence.
- Develop inter- and multi-disciplinary research teams, facilities, and resources within the College, across the University and with other universities (including Kentucky State and other state universities).
- Continue to actively compile, document and communicate impacts of our research.
- Advance planning for and articulation of resource and facility priorities and aggressively advocate for these priorities.

Key Indicators, by 2014 the College will have:

1. Increased the annual total of external awards to \$35M or above.
2. Increased federal competitive grant awards from 33 to 40 percent of the College's

- extramural funding portfolio.
3. Increased at the college level the number of refereed journal publications by 3% per year.
 4. Sustained the number of patents awarded on a four-year rolling average of five per year.

GOAL 3

Develop the Human and Physical Resources of the College to Achieve Top 20 Stature

As a land-grant institution, the College of Agriculture offers access to knowledge and learning for citizens and students throughout the Commonwealth. Agriculture, food, and environmental systems are key components of Kentucky's economic future, and the UK College of Agriculture is playing a prominent role in those areas with its research, teaching, and outreach programs. The UK College of Agriculture seeks to be recognized as one of the top colleges of its kind in the nation.

Most Significant Challenges

- ❖ Infrastructure and capacity appears likely to constrain further growth and advancement in all mission areas, and across most units in the College. Limits have been reached in:
 - quantity and quality of lab space
 - ability to sustain Top 20 caliber farm and forest research capacity
 - office, meeting, and teaching space
 - IT and communications support and hardware
 - business management for rapidly growing operations.
- ❖ Many national metrics are size-dependent. We are a mid-size institution.
- ❖ National rankings in most agricultural disciplines are of limited validity.
- ❖ Budget circumstances portend limited growth in faculty numbers. Further expansion of enrollment or grant funding is difficult without addition of faculty.
- ❖ Retention and compensation of highly skilled staff remains a challenge.
- ❖ Recruitment or development of faculty at the most distinguished level (e.g., academy-level) remains severely limited by budget cuts.

Strategies

- The College will strive to recruit, develop and retain nationally distinguished faculty.
 - We will opportunistically reallocate resources to recruit exceptional mid-career faculty who bring elevated recognition and leadership to targeted programs.
 - We will improve strategies for enhanced development of new faculty.
- The College will further develop plans for expanding and enhancing the physical infrastructure needed to sustain the growth and advancement of the last decade.
- We must seek increased funding for high-quality lab, teaching, and field facilities.
- We will seek to improve recruitment, retention, and remuneration of staff.
- The College will continue to improve access to resources and infrastructure through enhanced business management, information technology, and support systems.

Key Indicators, by 2014 the College will have:

1. Sustained at least two listings in the top 10 or top quartile according to Academic Analytic's Faculty Productivity Index.
2. Increased the contributed value of the college endowment by \$500,000 per year.
3. Sustained a Top 20 national ranking as indicated by NSF-reported research funding from USDA.
4. Renovated, modernized, or added 50,000 gross sq. ft. of educational, general, research, and student support space available for use by College of Agriculture faculty, staff, and students.

GOAL 4 Promote Diversity and Inclusion

The College is committed to creating an environment where diversity is valued and all individuals can fulfill their highest potential. Respect for diversity of thought, culture, and all human differences is a cornerstone of the land-grant philosophy. To fulfill its mission, the College must model the ways in which diversity, fairness, and equity in policies and practices facilitate learning, discovery and engagement. We seek to sustain an institutional climate wherein differences are valued, we create work and learning environments wherein every person has opportunities to achieve their highest potential, and we support an inclusive institution responsive to the needs of all students, staff, faculty and citizens.

Most Significant Challenges

- ❖ The College has yet to achieve targets in most areas. Diversity remains unacceptably limited in many departments and program areas.
- ❖ At the faculty level, both gender and racial diversity are inadequate. Only four African-American faculty members have been hired in five years.
- ❖ While substantial efforts are being made to hire and retain county agents from under-represented groups, progress remains slow.

Strategies

- Continue to strive for full implementation of the College of Agriculture Diversity Review and Planning Task Force Report.
- Review and report annually on the progress towards addressing recommendations of the College of Agriculture Diversity Review and Planning Task Force.
- Review, evaluate, and optimize resources and operations of the Office of Diversity in support of recruitment and retention.
- Establish a network of partners with 1890 land-grant universities for recruitment of students, faculty, and staff.
- Sustain and expand the extension internship program and add support for other summer programs targeted for potential undergraduate students from under-represented groups.
- Maintain the number of doctoral students receiving College matching funds for Lyman T. Johnson Graduate Fellowship support.

Key Indicators, by 2014 the College will have:

1. Increased the percentage of enrolled undergraduate students from underrepresented groups from 9% in 2007 to 14% in 2014.
2. Increased the percentage of enrolled graduate students from underrepresented groups from 7% in 2007 to 9% in 2014.
3. Completed County Program/Civil Rights Reviews for each of 120 counties including development of Affirmative Action Plans.
4. Increased the percentage of female faculty to 30%.

GOAL 5

Improve the Quality of Life for Kentuckians through Extension, Outreach and Service

Agricultural, environmental, economic, and societal issues create an unprecedented demand for knowledge- and research-based educational programs applicable to the needs of all Kentuckians. Economic development, leadership development, family, nutrition and health issues, opportunities for youth, and a rapidly changing agricultural landscape in Kentucky require a vital, progressive and responsive College of Agriculture and Cooperative Extension Service system.

Most Significant Challenges

- ❖ Budget cuts combined with turnover have created critical capacity shortages in key areas, including family and consumer science, health/wellness, community and economic development, and program and staff development.
- ❖ Extension's role in health programs such as the National Extension Primary Health Care initiative should be carefully reviewed.
- ❖ Cuts in state funding of mandated programs and increasing burdens on alternative funds sources, including county extension funds.
- ❖ New communication/information tools are available, but have not been adapted and incorporated fully into Extension programming.
- ❖ The expectation for graduate education for agents has been established. Now more accessible and appropriate graduate degree options must be developed.
- ❖ Operating funds for extension, teaching and some applied research becomes increasingly limited. Reliance on extramural sources necessarily increases. Not all faculty and staff have successfully adjusted to this shift.

Strategies

- Sustain traditional Extension strengths while offering innovative new programs in health and wellness, business, engineering, and humanities to serve increasingly diverse stakeholders.
- Promote new Extension and outreach partnerships within and outside UK.
- Increase the deployment of new information technologies such as eXtension, YouTube, and enhanced web effectiveness.
- Enhance recruiting, retention, training, and support for outreach personnel statewide.
- Establish clearly understood measures to assess and communicate the impact of Extension programs.

- Engage key constituencies – including alumni – to help the College achieve its objectives.
- Enhance the service capacity of the Livestock Disease Diagnostic Center and Regulatory Services.

Key Indicators, by 2014 the College will have:

1. Enhanced and refined an accessible, easily understood database of Extension outcomes, with annual data reported for each priority program area of Cooperative Extension.
2. Sustained or increased grantsmanship in Extension or Integrated Projects as evidenced by numbers of proposals funded and total funding amount.
3. Sustained Cooperative Extension Service contacts at or above 6 million.
4. Increased or sustained accession and sample numbers at Livestock Disease Diagnostic Center and Regulatory Services.



Dietetics and Human Nutrition Strategic Plan 2009-2014

Dietetics and Human Nutrition Strategic Plan Implementation Project 2009-2014

Annual Review of Progress

Unit Mission

The mission of our department in our education, research, and service is to: promote healthy lifestyles through wise, nutritionally-sound, food choices and regular physical activity; enhance the well being of people through meaningful and enjoyable hospitality and tourism experiences; and expand economic opportunity by generating and sharing knowledge of human nutrition, dietetics, foods, hospitality, and tourism. As full partners in the University of Kentucky and in every Kentucky county we: facilitate lifelong learning, informed by scholarship and research; expand knowledge through creative research and discovery; and serve Kentuckians by sharing and applying knowledge. The Department shall honor, sustain and advance the land-grant heritage and mission.

Unit Objective	NFS Objective 1.1 Improve student success, with particular attention to attrition and time-to-degree
Related Goals/Metrics	Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society NFS Goal 1 Prepare Students for Leadership in an Innovation-Driven Economy and Global Society Nutrition and Food Science Metric 1.1: Increase the six-year graduation rate to 80 percent. UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.
Related Mission Area	Education

Strategies

Establish an academic staffing model based on evidence-based practices with an optimal mix of teaching assistants and full-time faculty to improve student to faculty ratio.
Implement a rigorous and on-going assessment of the effectiveness of programs aimed at improving undergraduate student success in the first two years (when attrition is highest).
Expand efforts to monitor student progress toward degree completion and implement a robust set of intervention and support strategies.
Use the opportunities provided by the University changes in general education requirements to develop more efficient and effective curriculum and instruction delivery.
Increase faculty recognition and rewards for excellence in academic and extracurricular advising.

Assessment Method

To report on the six-year graduation rate, data will be collected from the Report on Performance of First-Year, Full-Time Students – Status of Students Over a 6 Year Reporting Period (http://www.uky.edu/IRPE/students/ret_grad/ret_grad_college0009.pdf) from the UK Office of Institutional Research.

Actual Results

Data Tables

Year 1

9.5% of incoming freshmen who declared a major in the department graduated from that major within six years. 14.3% of incoming freshmen who declared a major in the department either graduated from that major, or another in the College of Agriculture, within six years. 38.1% of incoming freshmen who declared a major in the department either graduated from that major, or another at the University of Kentucky, within six years.

Year 2

The 2010-2011 six-year graduation rate for NFS was 28.6%.

Year 3

The 2011-2012 six-year graduation rate for DHN was 33.3%.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Much work needs to be done to increase the department's six-year graduation rate. To reach this objective by 2014, the six year graduation rate will have to increase by nearly 10.5 percentage points per year.</p>	<p>Good advising throughout the students' experience in the department may be one of the best ways to increase retention. However, preempting some issues that might lead to attrition can be difficult for advisors because of the number of advisees with which each faculty member must work. Encouraging more freshmen to take UK 101 may help with retention as well.</p>
<p>Year 2</p> <p>The most recent data available are for the 2004 cohort group which showed a substantial increase over the 2003 cohort group data (28.6% compared to 9.5%). Departmental efforts to place good student advising at the forefront and also encourage students to take UK 101, Freshman Orientation, might be factors in the rise in the retention rate. The department needs to focus on assessing what has led to this rise in retention, but also must note that more time is needed in order to determine whether or not this is a trend.</p>	<p>The faculty will continue to provide students with quality advising and encourage all incoming freshmen to enroll in UK 101. Additionally, the department might find it beneficial to engage in analysis of retention based on enrollment in UK 101. The department might also find it beneficial to continue to seek funding sources for scholarships and department-based recruitment activities.</p>
<p>Year 3</p> <p>Data continues to show a slow increase. With the hiring of a Department Advisor for Freshman, we expect better customer service will lead to an increase in retention rate. We continue to encourage students to take UK 101, Freshman Orientation, and connect in Student Association activities.</p>	<p>The faculty and the Department Advisor have implemented a quarterly newsletter to connect students with important academic activities that is sent out via an undergraduate listserv and is available on our bulletin boards. An open door policy initiated by the Interim Chair has also seen an increase in student meetings about academic concerns.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	NFS Objective 1.2 Establish an academic staffing model based on evidence-based practices with an optimal mix of teaching assistants and full-time faculty to improve student to faculty ratio.
Related Goals/Metrics	Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society NFS Goal 1 Prepare Students for Leadership in an Innovation-Driven Economy and Global Society Nutrition and Food Science Metric 1.2: Reduce the ratio of majors to teaching/advising faculty to less than 20/1. UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.
Related Mission Area	Education

Strategies

Establish an academic staffing model based on evidence-based practices with an optimal mix of teaching assistants and full-time faculty to improve student to faculty ratio.

Assessment Method

Using departmental records, data on the ratio of majors to teaching/advising faculty will be collected and assessed.

Actual Results

Data Tables

Descriptive Results

Year 1

The ratio of majors to teaching/advising faculty for 2009-2010 is currently 30:1.

Year 2

The ratio of majors to teaching/advising faculty is 35:1 for 2010-2011.

Year 3

The ratio of majors to teaching/advising faculty is 46:1 for 2011-2012.

Year 4

Year 5

Analysis of Results and Reflection**Year 1**

As the number of majors continues to increase, the ratio of majors to teaching/advising faculty continues to be a challenge. This problem is exacerbated by limitations in being able to hire new faculty. With roughly 450 students in the department, nearly eight new faculty members are needed to bring the ratio to 20/1.

Year 2

The ratio of students to faculty rose in 2010-2011 due to the increased number of students (70) and the decrease in faculty members from 15 to 12. Continuing budget cuts make the reduction of the student to teaching/advising faculty improbable.

Year 3

Increased enrollment and a decrease in teaching faculty in 2011-2012 caused the ratio to increase significantly. Even though the department has attempted to maximize access to major courses through efficient use of faculty instructional DOE, if student numbers continue to rise while faculty numbers continue to fall due to continuing budget cuts, options for decreasing student-to-teaching/advising faculty ratios are limited.

Year 4**Year 5****Improvement Actions**

The department will hire at least one new assistant professor in 2010/2011, which will help the department get closer to the 20/1 ratio, as long as enrollment does not increase disproportionately.

In order to achieve the goal of a 20:1 ratio by 2014, the department needs to significantly increase the number of faculty members. We were unable to hire a new assistant professor in 2010-2011, due to a transition between chairs.

Beyond increasing the number of teaching faculty, an enrollment management plan will be implemented upon approval of the University Senate. If the University Senate does not approve an enrollment management plan, other options are quite limited.

Unit Objective	NFS Objective 1.3 Ensure graduate students are able to demonstrate expertise in their disciplines and are prepared to succeed in professional and community settings
Related Goals/Metrics	NFS Goal 1 Prepare Students for Leadership in an Innovation-Driven Economy and Global Society Nutrition and Food Science Metric 1.3: Increase the number of graduate degrees awarded by an average of 5 percent per year. UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.
Related Mission Area	Education

Strategies

Create well-articulated learning outcomes for each course.

Expand instructional development opportunities for innovative pedagogies that focus on active learning, effective use of technology, and assessment.

Expand instructional development opportunities for innovative pedagogies that focus on active learning, effective use of technology, and assessment.

Develop cohesion between the curricular, co-curricular, and community service activities, particularly with regard to leadership, internationalization, diversity, and inclusion.

Assessment Method

To report on the number of graduate degrees awarded per year, graduate degree information will be collected from the departmental chairperson and annual departmental reports.

Actual Results

Data Tables

Descriptive Results

Year 1

Seven students earned graduate degrees from the department in August 2009, December 2009, or May 2010, an increase from 3 students who earned a graduate degree from the department in 2008-2009.

Year 2

The number of graduate degrees awarded in 2010-2011 was 7.

Year 3

The number of graduate degrees awarded in 2011-2012 was six.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The number of students graduating each year has fluctuated from three to seven over recent years, which makes the magnitude of change each year somewhat misleading (i.e. 200% increase, 80% decrease). An average of 5% per year for the next five years should not be difficult for the department to achieve.</p>	<p>Faculty will be available to offer all graduate students quality advising, mentoring, instruction, feed-back and enrichment opportunities that will assist students in staying on track towards finishing their degree.</p>
<p>Year 2</p> <p>There was no increase in the number of graduate degrees awarded from 2009-2010 to 2010-2011, but based on so few years of data, at this time it is not possible to determine whether or not this is a trend, as graduate degrees tend to rise and fall on the short term.</p>	<p>The faculty will assist master's students in the completion of their degrees through increased advising, mentoring, and assessment opportunities for students. The number of graduate students entering internships this year has delayed their graduation and thus impacted the graduation rate. Continual monitoring and working with students to graduate in a timely fashion is our priority.</p>
<p>Year 3</p> <p>Although the number has not risen to the objective, the next year and subsequent year are on track to meet the goal.</p>	<p>Customarily a new Director of Graduate Studies is assigned every year, which fails to provide continuity to students, faculty, and staff. The new chair plans to provide more continuity with a DGS that will serve for a longer term. This should increase the number of graduate students in the program.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	NFS Objective 2.1 Continue research that impacts the lives of Kentuckians and garners national and international recognition
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>NFS Goal 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>Nutrition and Food Science Metric 2.5: Increase extramural grants to \$150,000/Research FTE per year.</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Develop a Department of Nutrition and Food Science research agenda.
 Sustain and expand research and scholarly activity.
 Expand research collaborations with business and industry.
 Develop inter- and multi-disciplinary research teams, facilities, and resources within the Department, School and College, across the University, and with other Universities.
 Participate in School, College, University, state, regional, and national research committees, task forces, and consortiums.

Assessment Method

The amount of extramural grants awarded per research FTE will be calculated using data collected from departmental faculty and research FTE calculated by departmental chairperson.

Actual Results

Data Tables

Descriptive Results

Year 1

Total extramural grant funding for the department for 2009-2010 was \$905,114, which equals \$523,187/research FTE.

Year 2

Total extramural grant funding for 2010-2011 was \$858,035, which equals \$617,291/research FTE.

Year 3

Total extramural grant funding for 2011-2012 was a collaborative total of \$3,631,019, which equals \$726,203 per research FTE.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

The 2009-2010 average is significantly above the goal of \$150,000/research FTE per year.

Year 2

As the result of the department's concerted efforts, the 2010-2011 average remains well above the \$150,000/research FTE per year goal. Faculty had increased opportunities for competitive grants due to the federal stimulus package.

Year 3

As the result of the department's concerted efforts, the 2011-2012 average remains well above the \$150,000/research FTE per year goal. With the newly implemented core values in the department, collaborative efforts will increase in the future.

Year 4

Year 5

Improvement Actions

While the goal has been met, the department will continue to pursue sources of funding.

In collaboration with the University of Kentucky Sponsored Projects Development Office and the COA Research Office, the department will continue to pursue additional sources of extramural funding for targeted research, research fellowships, and assistantships to support graduate students.

In order to continue to pursue additional sources of extramural funding for targeted research, research fellowships, and assistantships to support graduate students, the Dietetics and Human Nutrition Department, formerly Nutrition and Food Science, will collaborate with the University of Kentucky Sponsored Projects Development Office and the COA Research Office to identify new funding sources.

Unit Objective	NFS Objective 2.2 Increase funding for research and scholarly activity
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>NFS Goal 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>Nutrition and Food Science Metric 2.4: Increase the number of departmental submissions for federally competitive grant awards to 3/Research FTE per year.</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Submit funding proposals for targeted research and scholarly activity.
 Secure additional research fellowships and assistantships to support graduate students.

Assessment Method

Using data collected from departmental faculty and research FTE calculated by department chairperson, the number of departmental submissions for federally competitive grant awards per research FTE per year will be calculated.

Actual Results

Data Tables

Year 1

Thirteen grants, averaging 7.7/research FTE, were submitted for federally competitive grant awards in 2009-2010.

Year 2

The department received no federally competitive grants in 2010-2011.

Year 3

In 2011-2012, the department received 13 federally funded grants with a PI total of \$184,007 and a collaborative total of \$3,631,019.

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

A high student load makes submission for federally competitive grant awards a challenge in the department. Faculty need more time dedicated to their research interests, which would allow for greater submission of grants. A clear understanding of grant funding in the department is difficult from one year of data. It will important to evaluate averages over several years as numerous departmental grants cover multiple years. Data from the current year does show significant funding for the department, both at the PI and collaborative level.

Year 2

The department hired a new faculty member who will devote a large percentage of time to research. The need for additional faculty support will also be explored, however, in these budget times more support is unlikely. We as a faculty need to be more diligent in applying for federally competitive grants.

Year 3

The COA Research Office presented information to the Nutrition and Food Science department on how to collaborate internally, interdisciplinarily, and multiinstitutionally on federally competitive grant awards. With the new faculty applying for grant funding and others working with medicine, grant funding rose as a collaborative effort and will continue to rise. The new faculty member is also building a research program that should result in publications over time.

Year 4**Year 5**

The department is in the process of recruiting new faculty at the assistant professor level. New faculty members will have approximately half of their time dedicated to research. Additional faculty support allows for a greater number of grant submissions and enhanced original research. Faculty will continue to submit grants.

Faculty members will be urged to submit federally competitive grants. The department will ask the COA Research Office to conduct a workshop on how to collaborate internally, interdisciplinarily, and multiinstitutionally on federally competitive grants.

The department chair continues to encourage faculty to apply for grants. Getting groups together within the department will be pursued to facilitate more primary funding. The new faculty member, who is currently building a research program, will be encouraged to publish, resulting in additional publications over time.

Unit Objective	NFS Objective 2.3 Increase publication of research and scholarly activity
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>NFS Goal 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>Nutrition and Food Science Metric 2.3: Increase the number of refereed journal publications per research FTE by 5% per year.</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Publish in premier peer-reviewed journals.
 Author books and chapters.
 Present scholarly work at national and international conferences.

Assessment Method

To report on the number of refereed journal publications per research FTE, data will be collected from departmental faculty and the research FTE calculated by department chairperson.

Actual Results

Data Tables

Year 1

Refereed journal publications per research FTE for 2009-2010 was 4.8.

Year 2

Refereed journal publications per research FTE for 2010-2011 equaled 7.2.

Year 3

Refereed journal publications per research FTE for 2011-2012 was 5.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Refereed journal publications per research FTE for 2009-2010 was 4.8, compared to 8.0 for 2008-2009, representing a 40% decrease. A high student load makes research and publication of refereed journal articles a challenge in the department. Faculty members need more time dedicated to their research interests, which would allow for more publication of original research.</p>	<p>The department is in the process of recruiting new faculty at the assistant professor level. New faculty will dedicate approximately half of their effort to research and subsequent publication of research results. This should increase departmental publications over time, but could take some time for new faculty to build a research program and publish.</p>
<p>Year 2</p> <p>The goal of a 5% increase per year was definitely met for 2010-2011, which is encouraging and an early indicator of the faculty's focus on this metric. Compared to the 2009-2010 refereed journal publications per research FTE of 4.8, refereed journal publications per research FTE for 2010-2011 increased by 33%. The hiring of a new assistant professor allowed faculty to devote time to scholarly activities.</p>	<p>Hiring new faculty members who can devote time to research is crucial to this outcome. The department will mentor faculty regarding publishing in refereed journals. The department will continue to monitor the figures and continue to discuss this indicator over the coming years.</p>
<p>Year 3</p> <p>The faculty were unable to maintain the 5% increase in research FTEs. A high student load makes research and publication of refereed journal articles a challenge in the department. Faculty members need more time dedicated to their research interests, which would allow for more publications of original research. This is unlikely to happen until additional faculty can be hired. Budget constraints at the university make this unlikely, as well.</p>	<p>Hiring new faculty members who can devote time to research is crucial to this outcome, but currently there is a defacto moratorium on hiring new faculty. The department will mentor faculty regarding publishing in refereed journals. The department will continue to monitor the figures and continue to discuss this indicator over the coming years.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Unit Objective	NFS Objective 2.4 Foster undergraduate student presentations and publications
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>NFS Goal 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>Nutrition and Food Science Metric 2.2: At least 20% of undergraduate students presenting original research at local, regional, or national events before they graduate.</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Foster undergraduate and graduate student presentations and publications.

Assessment Method

To assess the number of undergraduate students presenting original research at local, regional, or national events before they graduate to reach the goal of 20%. Data will be collected from the Director of Undergraduate Studies in Nutrition and Food Science.

Actual Results

Data Tables

Year 1

Thirty-three Human Nutrition students presented original research at local, regional, or national events during 2009-2010, for 7% of all undergraduate students in the department.

Year 2

41 Human Nutrition students participated in the University's Showcase for Undergraduate Research to showcase their research project results. Two Dietetics students also presented at the American Dietetic Association annual conference and four presented at the Obesity Society annual conference. 9% of the department's undergraduate students presented original research.

Year 3

92 students (15.8%) in the Human Nutrition and Dietetics degrees presented original undergraduate research.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Undergraduate research is emphasized in the Human Nutrition program. All human nutrition graduates complete an undergraduate research project as part of their required coursework. Students present posters at the UK Undergraduate Showcase of Scholars. Students in Dietetics conduct research as part of their dietetic internship. Hospitality Management are not engaged in research, but all participate in internship opportunities.</p>	<p>Human nutrition students will continue to be required to participate in undergraduate research projects. Dietetics and hospitality management faculty will evaluate possible opportunities for research.</p>
<p>Year 2</p> <p>The percentage of undergraduate presentations was below the goal of 20%, but we are on track now to keep good records of the number who present and focus on increasing the number.</p>	<p>The department will continue to encourage and mentor undergraduates in the submission and presentation process for original research. New accreditation requirements will assist faculty in offering quality research opportunities at the undergraduate level.</p>
<p>Year 3</p> <p>The percentage of undergraduate student presentations, while doubled in size over the previous year, is still below the goal of 20%. Enrollment increases, coupled with severe budget restraints, will make this a difficult goal to achieve. We intend to continue to focus on this metric in order to further develop the department's research agenda and expand scholarly activity, as well as give undergraduate students this opportunity.</p>	<p>Until more faculty or an enrollment management plan is in place, it will be difficult to increase the percentage of undergraduate students presenting their research. However, departmental faculty will continue to encourage and mentor undergraduates to submit and present original research. Departmental faculty will discuss strategies to increase the number of undergraduate students making presentations. The new department chair has implemented a tracking system that should provide an accurate analysis of this activity in the future.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Unit Objective	NFS Objective 2.5 Foster graduate student presentations and publications
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>NFS Goal 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>Nutrition and Food Science Metric 2.1: At least 50% of graduate students presenting original research at local, regional, or national events before they graduate.</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Foster undergraduate and graduate student presentations and publications.

Assessment Method

To evaluate the number of graduate students presenting original research at local, regional, or national events before they graduate, to determine whether or not at least 50% are presenting original research. Data will be collected from the Director of Graduate Studies in Nutrition & Food Science.

Actual Results

Data Tables

Year 1

For 2009-2010, original research was presented at local, regional, or national events by 52% of all NFS graduate students.

Year 2

In 2010-2011, 66.7% of graduate students presented original research at local, regional, or national events.

Year 3

In 2011-2012, over 50% of graduate students presented original research at local, regional, or national events.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Graduate students presented original research, mostly at the 2009 American Dietetic Association Annual meeting, a significant national meeting. Although the goal was exceeded and ADA is an exceptional opportunity, faculty will strive to encourage students to present in different venues.</p>	<p>We will continue to encourage graduate students to present all research at a variety of professional meetings. Faculty will be encouraged to mentor students on projects. As travel funds are not always available, faculty and students will be encouraged to seek funding for graduate travel for research presentations in order to foster these activities.</p>
<p>Year 2</p> <p>The 66.7% figure of graduate students who presented original research at local, regional, or national events in 2010-2011 exceeds the stated goal of 50%. This is the second year of reporting, so trends cannot be determined at this time.</p>	<p>We will continue to monitor the number of students who present research at professional meetings and work to determine what barriers the students face, as needed. Presentations are a pathway to publishing in peer-reviewed journals and this activity is important for our students.</p>
<p>Year 3</p> <p>Students presented original research at the Kentucky Dietetic Association, ADA FNCE, and at other national conferences, at the 50% level. This decrease from last year might reflect natural swings in the number of graduate students who present research. Analysis of trends will not be possible until later in the five-year reporting period. The department needs to determine whether or not the economic down turn, as well as continuing budget cuts affect the number of students able to travel to meetings.</p>	<p>We will continue to encourage all graduate students to present their work at professional conferences and next year will be in a position to examine what barriers the students might face regarding travel, such as personal finances or familial responsibilities, the ability of the department and the Graduate School to fund travel, continuing budget cuts, locations of meetings.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Unit Objective	NFS Objective 2.6 Increase scholarly activity at national and international conferences
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>NFS Goal 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>Nutrition and Food Science Metric 2.6: Faculty presenting at at least one professional or regional meeting per FTE per year.</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Present scholarly work at national and international conferences.

Assessment Method

Data collected from departmental faculty will be used to assess the number of faculty presenting at at least one professional or regional meeting per FTE per year.

Actual Results

Data Tables

Descriptive Results

Year 1

Nine of thirteen faculty members (69%) presented at at least one professional or regional meeting in 2009-2010. Of the nine faculty members, several presented at multiple meetings.

Year 2

100% of faculty members presented original research at one or more professional or regional meetings per FTE in 2010-2011.

Year 3

100% of 12 faculty members presented original research findings at at least one professional or regional meeting per FTE.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Several departmental faculty were invited to present at professional meetings over the past year. Faculty were well-represented at the regional, national, and international level.

Year 2

The stated goal of all faculty members presenting at one or more professional or regional meetings per FTE per year was met for 2010-2011, due to the continued diligence of the departmental faculty. The federal stimulus package and additional grant dollars allowed for additional travel.

Year 3

With continued faculty activity in professional organizations, the goal of 100% faculty member participation in presenting research findings to at least one professional or regional meeting per FTE was met. Additional grant dollars and university incentive monies allowed for increased travel to professional meetings.

Year 4

Year 5

Improvement Actions

Faculty will continue to be active in professional organizations and will continue to present at major professional or regional meetings.

No action is required, however the department will continue to encourage faculty members to present original research annually at professional and regional meetings.

Although the goal was met, the department will continue to encourage faculty members to present their research in appropriate venues. We need to continue to monitor this trend.

Unit Objective	NFS Objective 3.1 Strive to recruit, develop, and retain nationally distinguished faculty
Related Goals/Metrics	Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature NFS Goal 3 Develop the Human and Physical Resources of the College to Achieve Top 20 Stature Nutrition and Food Science Metric 3.1: Decrease by half the disparity between average salary and benchmark median for all faculty and staff. UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.
Related Mission Area	Overall

Strategies

Provide a creative and supportive work environment.
 Provide support to enable faculty members to receive tenure and promotion.
 Decrease the disparity between average salary and benchmark median for all faculty and staff.
 Increase staff support by 1 FTE.

Assessment Method

Through a yearly review of salary status, the disparity between average salary and benchmark median for all faculty and staff will be calculated.

Actual Results

Data Tables

Descriptive Results

Year 1

Faculty and staff have not received any salary raises in the past three years.

Year 2

The average salary for NFS faculty members for 2010-2011 was \$85,036, while the average salary for NFS faculty members (using FAEIS Southern Region land grant and non-land grant public institutions data set for all institutions that reported) was \$75,961.

Year 3

The average salary for NFS faculty members remained unchanged in 2011-2012 at \$85,036.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The disparity among salaries may be a reason for loss of faculty. Obtaining appropriate pay scale will enhance the quality of the NFS department by motivating and encouraging excellence in performance.</p>	<p>The department will seek to hire new faculty at benchmark salaries and increase the salaries of faculty who are not at benchmark level. At this time there is no good national indicator of salaries for faculty and staff in Dietetics, Human Nutrition, or Hospitality Management.</p>
<p>Year 2</p> <p>According to FAEIS salary comparison data (where not all institutions were reporting), the average salary for NFS faculty members for 2010-2011 appeared to be above the national average. More accurate data would more accurately reflect this metric.</p>	<p>This goal has been met, but the department will continue to monitor the average NFS salaries at UK, as well as average NFS salaries at other land grant and non-land grant institutions.</p>
<p>Year 3</p> <p>For 2011-2012, the average salary for NFS faculty members remained above the national average. In order for the NFS department to continue to be competitive, the average salary must remain above the national average.</p>	<p>Although this goal has been met, the NFS department will continue to monitor average departmental and national NFS salaries while providing support to all faculty members.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	NFS Objective 3.2 Aggressively seek to recognize and reward superior achievement and scholarship by both faculty and staff
Related Goals/Metrics	Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature NFS Goal 3 Develop the Human and Physical Resources of the College to Achieve Top 20 Stature Nutrition and Food Science Metric 3.2: Increase the total number of individual or team state, national, and international awards received by faculty and staff by a 3 year rolling average of 1 per year. UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.
Related Mission Area	Overall

Strategies

Nominate qualified faculty, staff, and Family and Consumer Sciences Extension specialists for applicable School, College, University, state, national, and international awards. Coordinate nominations for college and university awards and recognitions.

Assessment Method

To report on the total number of individual or team state, national, and international awards received by faculty and staff, the annual departmental report of awards will be utilized.

Actual Results

Data Tables

Descriptive Results

Year 1

Four departmental faculty received five individual or team awards during 2009-2010.

Year 2

The total number of individual or team state, national, and international awards received by faculty and staff was three in 2010-2011.

Year 3

In 2011-2012, individual or team state, national, and international awards received by Dietetics and Human Nutrition faculty and staff totaled five .

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The department is on target to meet this goal and in year three will begin using available data available to compute the three year rolling average.</p>	<p>Seek and apply for awards that fit the skills and achievements of the faculty.</p>
<p>Year 2</p> <p>Data for the three year average is incomplete. In year three (2011-2012) we will be better able to begin determining and evaluating three-year rolling averages.</p>	<p>The department will continue to nominate qualified faculty, staff, and Extension specialists for appropriate awards.</p>
<p>Year 3</p> <p>It appears that the faculty nomination process is positively impacting the number of awards bestowed upon NFS faculty. The three-year rolling average for 2011-2012 is 4.3. The new department chair is placing an emphasis on looking for ways to reward recognition for high quality scholarly activity.</p>	<p>The NFS department will continue to work with faculty, staff, and Family and Consumer Sciences Extension specialists to coordinate and submit nominations for school, college, university, state, national, and international awards.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Unit Objective	NFS Objective 3.3 Seek increased funding for high-quality lab, teaching, and field facilities
Related Goals/Metrics	<p>Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature</p> <p>NFS Goal 4 Promotion of Diversity and Inclusion</p> <p>Nutrition and Food Science Metric 3.3: Renovate and expand the administrative offices, classrooms, and laboratories required for the effective teaching of students.</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Overall

Strategies

Seek funding from University, College and School funds.
 Seek funding from alumni and community partners.
 Seek grant monies through research funding.

Assessment Method

Through bi-yearly assessment of the spacial needs of the department, the administrative offices, classrooms, and laboratories will be evaluated for the effective teaching of students.

Actual Results

Data Tables

Year 1

The department completed the renovation of former laboratory space into five new faculty offices in spring of 2010. In addition, the renovation included updating the original office space within the lab. Other departmental laboratory spaces were also renovated and now serve as a graduate student office and the nutritional assessment laboratory. The nutritional assessment facility contains space to conduct biochemical and anthropometrical assessments for student learning and faculty research. The BodPod, for assessment of body composition, was also created.

Year 2

The department completed an extensive office, laboratory, and equipment renovation in 2010-2011 that enhanced the effective teaching of students.

Year 3

The department completed additional office and laboratory renovations that improved the teaching effectiveness of our space.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The review of facilities, course needs, and materials required for meeting accredited program standards and other program requirements is ongoing.</p>	<p>The department will continue to seek funding for classroom upgrades, lab maintenance and update and continued program review to identify needs for effective teaching.</p>
<p>Year 2</p> <p>This goal to renovate and expand the administrative offices, classrooms, and laboratories for the effective teaching of students was met for 2010-2011.</p>	<p>Bi-yearly assessment of departmental facilities will continue and additional funding for future renovations will be sought.</p>
<p>Year 3</p> <p>The annual goal was met for 2011-2012 with the renovation and expansion of administrative offices, classrooms, and laboratories to enhance the effective teaching of students.</p>	<p>Monies have been sent forward to complete new office and laboratory space next year. Spatial assessments will continue to be made annually for the effective teaching of students and to further the mission of the university. These will be dependent upon future student and faculty needs.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	NFS Objective 4.1 Continue to implement recommendations from the College of Agriculture's Diversity Review and Planning Task Force
Related Goals/Metrics	Ag Goal 4 Promote Diversity and Inclusion NFS Goal 4 Promotion of Diversity and Inclusion Nutrition and Food Science Metric 4.1: Increase the percentage of male undergraduate students to 30%. UK Goal 4. Promote Diversity and Inclusion
Related Mission Area	Overall

Strategies

Establish a plan for better internal and external communication with respect to the Department's efforts.
Review and report annually on progress toward meeting recommendations of the College and the University.

Assessment Method

Data obtained through the University of Kentucky's Institutional Research Planning and Effectiveness web site (http://www.uky.edu/IRPE/students/enrollment/gender/0009gender_enrollment.html) will be used to determine the percentage of male undergraduate students.

Actual Results

Data Tables

Descriptive Results

Year 1

According to 2009-2010 enrollment data, 22.9% of undergraduates in the department were male.

Year 2

The 2010-2011 percentage of male undergraduate students was 24.8%.

Year 3

The percentage of male undergraduate students dropped to 18%.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>At this time the department is currently not meeting the goal of 30% male undergraduate students.</p>	<p>The department will continue to work diligently to meet and exceed the current standard of 30%.</p>
<p>Year 2</p> <p>While 24.8% was an increase over the male undergraduate percentage for 2009-2010 (22.9%), this percentage is still below the targeted 30%. The departmental efforts fell short of the goal, however progress toward the goal was evident. With the development of new undergraduate degrees that are attractive to male students entering PharmD, medical school, PT, and dental school, these numbers may fluctuate greatly.</p>	<p>The department will work to recruit males to the program through participation in university and college marketing and communication efforts.</p>
<p>Year 3</p> <p>With the percentage of male undergraduates at 18%, the department is below the 30% target, despite diligent efforts. While the decrease is a surprise and a disappointment, perhaps this is an indicator that we need to reevaluate the strategies employed and possibly assess if a 30% target is realistic.</p>	<p>The department will continue to recruit excellent undergraduate male students into our program. Recruitment is continually underway.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	NFS Objective 4.2 Promote curricular programs that recognize educational advantages of diversity
Related Goals/Metrics	Ag Goal 4 Promote Diversity and Inclusion NFS Goal 4 Promotion of Diversity and Inclusion Nutrition and Food Science Metric 4.3: Maintain ethnic diversity of the student population with African American BS enrollment at or above 6.6%. UK Goal 4. Promote Diversity and Inclusion
Related Mission Area	Overall

Strategies

Establish clearly defined expectations, and accountability measures as components of the departmental programs.

Assessment Method

To gauge the ethnic diversity of the student population with the goal of African American BS enrollment at or above 6.6% (state's population), data will be obtained through the College of Agriculture's page on the University of Kentucky's Institutional Research Planning and Effectiveness web site. http://www.uky.edu/IRPE/students/enrollment/gender/0009gender_enrollment.html

Actual Results

Data Tables

Descriptive Results

Year 1

In 2009-2010, 8.6% of the BS enrollment within the department was African American.

Year 2

African American enrollment was 9.0% of the total undergraduate student population in 2010-2011.

Year 3

For 2011-2012, the current percentage of undergraduates who are African American is 7.3%.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
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<p>Year 1</p> <p>The department currently meets this goal.</p> <p>Year 2</p> <p>The 2010-2011 percentage of African American undergraduate enrollment represents a 0.4% increase over the previous year and continues to exceed the target of 6.6% by 2.4 %. The department sponsors a high school major exploration program where many underrepresented students attend.</p> <p>Year 3</p> <p>While the department continues to meet this goal, the percentage of African American undergraduate students declined by 2.0% from 2010-2011 to 2011-2012. In the past two years the department has experienced a spike in enrollment of over 100 students, with an increase of only one African American student. More data is needed to determine if this is a trend or an anomaly.</p> <p>Year 4</p> <p>Year 5</p>	<p>The department will continue to work diligently to exceed the current standard.</p> <p>The department continues to strive to exceed this goal. We will continue to offer underrepresented high school students meaningful opportunities to explore our majors.</p> <p>The department will continue to recruit excellent African American students for our undergraduate program and will closely monitor result for the coming year.</p>
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Unit Objective	NFS Objective 4.3 Continue to provide opportunities to increase understanding and acceptance of thought, cultural, gender, and ethnic differences
Related Goals/Metrics	Ag Goal 4 Promote Diversity and Inclusion NFS Goal 4 Promotion of Diversity and Inclusion Nutrition and Food Science Metric 4.4: At least 30% of faculty participating in some international experience each year. UK Goal 4. Promote Diversity and Inclusion
Related Mission Area	Overall

Strategies

Develop partnerships with local, regional and statewide organizations that promote opportunities for graduates in non-traditional avenues of employment.

Assessment Method

Departmental records will be analyzed to determine the number of faculty participating in an international experience each year.

Actual Results

Data Tables

Descriptive Results

Year 1

Thirty-one percent of faculty members in the department participated in some international experience in 2009-2010.

Year 2

Forty-six percent of the faculty participated in an international experience in 2010-2011.

Year 3

In 2011-2012, 50% of departmental faculty members participated in an international experience.

Year 4

Year 5

Analysis of Results and Reflection**Year 1**

The department is currently meeting this goal.

Year 2

The percentage of faculty members who participated in an international experience in 2010-2011 exceeded the goal of 30%.

Year 3

The goal has been exceeded for 2011-2012.

Year 4**Year 5****Improvement Actions**

The department will continue to work diligently to exceed the current standard.

While the goal has been met, the department will continue to foster faculty participation in international experiences.

With adequate funding, the department will continue to participate in international experiences.

Unit Objective	NFS Objective 4.4 Enroll more high-quality students from under-represented groups
Related Goals/Metrics	Ag Goal 4 Promote Diversity and Inclusion NFS Goal 4 Promotion of Diversity and Inclusion Nutrition and Food Science Metric 4.2: Maintain the percentage of non-White graduate students at 25% or above. UK Goal 4. Promote Diversity and Inclusion
Related Mission Area	Overall

Strategies

Participate in University and College marketing and communication efforts statewide and in strategic out-of-state and international target areas.
Increase opportunities for distance learning and continuing education.
Secure additional support for department-based scholarship and recruiting programs.
Implement incentives for leveraging graduate student financial support with grant funds.

Assessment Method

Data to evaluate the percentage of graduate students from underrepresented groups will be obtained using the College of Agriculture's page on the University of Kentucky's Institutional Research Planning and Effectiveness web site. http://www.uky.edu/IRPE/students/enrollment/gender/0009gender_enrollment.html

Actual Results

Data Tables

Descriptive Results

Year 1

According to 2009-2010 enrollment data, 21% of departmental graduate students were from underrepresented groups .

Year 2

The percentage of graduate students from underrepresented groups for 2010-2011 was 21%.

Year 3

Enrollment data indicates that in 2011-2012 20% of graduate students were from underrepresented groups .

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

The department is currently meeting this goal.

The department will continue to work diligently to exceed the current standard.

Year 2

The current percentage of graduate students from underrepresented groups is at the targeted goal.

Although this goal has been met, the department will continue monitor the number of graduate students from underrepresented populations.

Year 3

The current level of graduate students from underrepresented groups continues to be at the targeted goal with only minor fluctuations from year to year.

The department will continue to recruit and monitor excellent graduate students from underrepresented groups.

Year 4**Year 5**

Unit Objective	NFS Objective 5.1 Implement research-based programs that provide the knowledge and skills necessary for individuals to make positive changes in their personal, family, and work life
Related Goals/Metrics	<p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>NFS Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>Nutrition and Food Science Metric 5.1: Increase extramural funding for Extension Food and Nutrition or outreach programs by 10%.</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

- Establish a Family and Consumer Sciences Extension program planning process.
- Update and expand existing curricula.
- Pilot new programs in preparation for statewide implementation.
- Integrate new delivery methods and technologies into Extension programs.
- Maximize the use of volunteers and paraprofessionals in program delivery.
- Establish baseline measures to assess and communicate the impact of Extension programs.

Assessment Method

Data on primary and collaborative extramural Extension programs will be tracked using official UK data sources through the website: <http://www.research.uky.edu/reports.html>.

Actual Results

Data Tables

Descriptive Results

Year 1

Data for 2009-2010 reveals \$1,100,500 in extramural funding for Extension Food and Nutrition or outreach program funding compared to \$225,515 for 2008-2009.

Year 2

The collaborative total of extramural funding for Extension Food and Nutrition or outreach programs was \$2,127,187 for 2010-2011 compared to \$1,100,500 for 2009-2010.

Year 3

The collaborative total of extramural funding for Extension Food and Nutrition or outreach programs was \$313,960 for 2011-2012 compared to \$2,127,187 for 2010-2011.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

The 2009-2010 total of extramural funding reflects an increase of \$874,985 or 388%.

Year 2

The 2010-2011 total represents an increase of \$1,112,073 or 110%. Stimulus funding offered an increase in grant opportunities and allowed for the development of multi-disciplinary/institutional collaborations.

Year 3

2011-2012 saw a large decrease in external Extension Food and Nutrition funding. The ending of smaller collaborative research opportunities that switched to larger center funding, reduced the opportunities for social science research in the department's expertise areas.

Year 4

Year 5

Improvement Actions

By developing multi-disciplinary/institutional collaborations, collaborators can start the process of strategizing and writing in a timely fashion when appropriate RFAs are announced.

While the department has very successful in meeting this goal, we will continue to seek new sources of extramural funding for Extension programming.

The department was unsuccessful in reaching the goal this year. A renewed focus on larger, center-type grants will be pursued in the near future.

Unit Objective	NFS Objective 5.2 Improve the economic, social, and physical well being of individuals and families through lifelong educational programming
Related Goals/Metrics	<p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>NFS Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>Nutrition and Food Science Metric 5.2: Increase Extension faculty publication and/or completion of invited presentations to an average of 3/ Extension FTE per year.</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

Link all Kentucky communities and the University through Cooperative Extension offices and agents in every county, applying leadership in research-based nutrition and food science information to enhance the well-being of Kentuckians.
 Provide training to enhance small and home-based businesses.
 Promote entrepreneurship.

Assessment Method

Annual Extension faculty publication of external peer-reviewed articles or abstracts and/or completion of invited presentations directly related to featured or other FCS programs will be assessed using departmental records and [The Kentucky Agricultural Experiment Station 123rd Annual Report, 2010](#).

Actual Results

Data Tables

Year 1

A total of 18 items were reported under this indicator, averaging 5.6/Extension FTE per year.

Year 2

Extension faculty publication of external peer-reviewed articles or abstracts and/or completion of invited presentations directly related to featured or other FCS programs averaged 3/Extension FTE in 2010-2011.

Year 3

Extension faculty averaged 3 peer-reviewed publications per Extension FTE for 2011-2012, along with invited presentations on featured programs.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>We are meeting this goal and continue to increase the number of peer-reviewed articles. In Extension, however, few have a research appointment. We continue to strategize ways to continue to increase the number of submission of articles to peer-reviewed journals.</p>	<p>State-wide and national collaborations will help in this area. The department purchased a well respected book on writing journal articles for each faculty in the department using research incentive dollars.</p>
<p>Year 2</p> <p>Although the number declined, the goal of 3 externally peer-reviewed articles or abstracts and/or invited presentations directly related to featured or other FCS programs per Extension FTE faculty member was met in 2010-2011. The purchase and distribution of a well-known book on writing journal publications apparently had little effect on this number.</p>	<p>The department will continue to encourage the publication of articles and abstracts and the completion of presentations directly related to featured and other FCS programs.</p>
<p>Year 3</p> <p>For 2011-2012, the department continued to meet this goal, although the number remained static compared to the previous year. With a limited number of Extension research faculty appointments, increases in this category will require additional resources.</p>	<p>Extension faculty will continue to receive resources to publish and present information related to featured programs. The chair and faculty will continue to focus on the importance of state-wide and national collaborations.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	NFS Objective 5.3 Improve the capacity of communities to address critical issues through programs promoting food safety, good nutrition, and health promotion
Related Goals/Metrics	<p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>NFS Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>Nutrition and Food Science Metric 5.5: Provide state-wide data to document both the effectiveness of all extension featured programs and other Departmentally-determined key programs, one per year on a rotating basis.</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

Sustain a high-level of quality education and support for outreach personnel statewide on food, nutrition, and hospitality issues.

Assessment Method

The CATPAWS system, the College of Agriculture Reporting System, as well as the CES Reports of Interest website (<https://warehouse.ca.uky.edu/AgWeb/pubreports>), will be used to document the effectiveness of Extension featured programs and other departmentally-determined key programs.

Actual Results

Data Tables

Year 1

Two featured programs, "Weight the Reality Series" and "Microprocessing", were provided for the reporting year and evaluation of program effectiveness is in progress.

Year 2

In 2011 the featured program "Taking Control of your Diabetes," 958 people participated in the program in Kentucky. 378 of those participants were able to reach three of their goals that improved their health. Eighteen volunteers were trained under the Champion Food Volunteer Program. They spent 512 hours training 3045 adults and children who participated in trainings. 138,966 individuals stated that they experienced a change in knowledge, opinions, skills, or aspirations regarding lifestyle changes (diet, exercise, etc.) as the result of Extension programming. 57,262 individuals stated that they would make lifestyle changes (diet, exercise, etc.) to improve their health as the result of Extension programming.

Year 3

In 2012 the featured program "Taking Control of your Diabetes," 2127 people participated in the program in Kentucky. 559 of those participants were able to reach three of their goals that improved their health. After tasting a sample of fruit or vegetables at a farmers market, 22,722 participants indicated that they were more likely to buy fruits and vegetables. 7,424 indicated that recipe cards influenced their decision to buy. 175,993 individuals stated that they experienced a change in knowledge, opinions, skills, or aspirations regarding lifestyle changes (diet, exercise, etc.) as the result of Extension programming. 50,162 individuals stated that they would make lifestyle changes (diet, exercise, etc.) to improve their health as the result of Extension programming.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
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Year 1

We are currently providing state-wide data for this goal.

Year 2

The number of contacts indicates the important role this department plays in educating the citizens of the Commonwealth about this disease. The number of individuals who experienced a change in knowledge, opinions, skills, or aspirations regarding lifestyle changes (diet, exercise, etc.) and the number of individuals who would make lifestyle changes (diet, exercise, etc.) to improve their health as a result of Extension featured programs were significant in the education of Kentucky citizens about their health. Based upon the number of contacts throughout, this strategy has been very successful.

Year 3

The number of contacts indicates the important role this department plays in educating the citizens of the Commonwealth about this disease. The number of individuals who experienced a change in knowledge, opinions, skills, or aspirations regarding lifestyle changes (diet, exercise, etc.) and the number of individuals who would make lifestyle changes (diet, exercise, etc.) to improve their health as a result of Extension featured and other programs were significant in the education of Kentucky citizens about their health. Based upon the number of contacts throughout, this strategy has been very successful.

Year 4

Year 5

We will continue to meet this goal.

The NFS department will continue to offer informative, educational programs in health and wellness to the citizens of Kentucky. The department will also continue to offer "Homebased Processing and Microprocessing" in 15 workshops throughout the state from January 2012 to July 2012 and to produce "Healthy Choices for Healthy Families," a bi-monthly newsletter distributed to food stamp offices, WIC/health clinics, Head Start Centers, Senior Centers, housing authorities, food pantries, and other locations that serve clientele with limited resources.

The NFS department will continue to offer informative, educational programs in health and wellness to the citizens of Kentucky. The department will also continue to offer "Homebased Processing and Microprocessing" in 15 workshops throughout the state from January 2012 to July 2012 and to produce "Healthy Choices for Healthy Families," a bi-monthly newsletter distributed to food stamp offices, WIC/health clinics, Head Start Centers, Senior Centers, housing authorities, food pantries, and other locations that serve clientele with limited resources.

Unit Objective	NFS Objective 5.4 Develop and expand programs that build leadership capacity among Kentucky citizens and families
Related Goals/Metrics	<p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>NFS Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>Nutrition and Food Science Metric 5.4: Enhance and refine the collection and reporting of Department related Extension outcomes.</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

Promote development of leadership skills of Extension faculty and support grant initiatives conducted with other faculty in the College, University, and nation.
 Collaborate with Kentucky Extension Homemakers Association (KHEA) to foster learning, leadership, and service.
 Develop and expand programs that build skills in family and citizen leadership.
 Establish and coordinate master volunteer programs.

Assessment Method

Extension outcomes will be evaluated using CATPAWS, the College of Agriculture Reporting System and a count of direct contact with all clientele where information was exchanged at the website <https://warehouse.ca.uky.edu/agweb/frames.asp>.

Actual Results

Data Tables

Year 1

Extension outcomes are reported using both qualitative and quantitative methodologies, through CATPAWS, the College of Agriculture Reporting System. Through this mechanism we report impact statements and numbers of contacts. The impact statement includes a discussion of the importance of programs or projects, a description of what was done, and the realized or anticipated impact. Contact reports include a count of direct contact with all clientele where information was exchanged.

Year 2

The collection and reporting of department-related Extension outcomes were enhanced and refined as a result of all Extension faculty members reporting their contacts through CATPAWS and the reporting of outcomes through the UK Engagement Measurement Instrument. The CATPAWS instrument is evaluated on a regular rotating basis.

Year 3

The collection and reporting of department-related Extension outcomes were enhanced and refined as a result of all Extension faculty members reporting their contacts through CATPAWS and the reporting of outcomes through the UK Engagement Measurement Instrument. The CATPAWS instrument is evaluated on a regular rotating basis. Statistical contacts for the four Extension faculty within the department were reported as 13,611.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>This system has worked well. All Extension employees report on a yearly basis making it easy to determine the effectiveness of Extension's efforts.</p>	<p>Steps were taken to refine evaluation instruments that measure the effectiveness of our efforts throughout the year. For example, the evaluation of in-service education has been revamped and refined.</p>
<p>Year 2</p> <p>The collection and reporting of department-related Extension outcomes were enhanced and refined in 2010-2011 because the CATPAWS system was refined to meet current reporting needs of department Extension activities.</p>	<p>While no action is required, the department will continue to monitor and analyze the information gathered from the college's web site and the CATPAWS system. The new metrics available will give us additional information.</p>
<p>Year 3</p> <p>Extension contacts generated from DHN grew by 675. Two new feature programs were highlighted where contacts indicated they made healthy lifestyle changes as a result of participation in these programs.</p>	<p>The department will continue to work with the College to collect data and keep up-to-date featured programs available for use. The department will also continue to provide leadership in programming issues that make a difference in the lives of Kentuckians.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	NFS Objective 5.5 Advance sustainable food and nutrition education systems
Related Goals/Metrics	Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service NFS Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service Nutrition and Food Science Metric 5.3: Offer two or more in-service training programs annually to provide FCS Agents with new programs, curricula, and updates on food and nutrition topics. UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.
Related Mission Area	Service

Strategies

Sustain traditional Extension strengths while offering innovative new programs in health and wellness to serve increasingly diverse stakeholders.
Enhance the integration of the Department's programs with food related endeavors throughout the College and University.
Promote enhanced linkages between the Department, Cooperative Extension, and new partners within and outside the University.

Assessment Method

The CATPAWS system, the College of Agriculture Reporting System, as well as the CES Reports of Interest website (<https://warehouse.ca.uky.edu/AgWeb/pubreports>), will be used to report the number of in-service training programs offered annually to FCS agents.

Actual Results

Data Tables

Descriptive Results

Year 1

Eighteen in-service programs were offered for the reporting year 2009-2010.

Year 2

Fifteen in-service training programs were offered in 2010-2011 to FCS Agents to provide them with new programs, curricula, and updates on food and nutrition topics.

Year 3

Nineteen in-service trainings were offered to promote food and nutrition education in all counties of Kentucky.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>We are presently exceeding this goal. Most of our in-service programs are offered during the time of the agent's training but we also have many training sessions offered at other times in the year.</p>	<p>Although this goal was met in 2009-2010, the department's focus on providing quality in-service training to FCS agents remains basic.</p>
<p>Year 2</p> <p>With 15 in-service training programs offered to FCS Agents in 2010-2011, the department significantly surpassed the goal of two or more programs per year.</p>	<p>While no action is required, the department will continue to support the creation of in-service training programs for FCS Agents providing them with new programs, curricula, and updates on food and nutrition topics.</p>
<p>Year 3</p> <p>The department continues to meet the needs of agents in the field in regard to foods and nutrition programming. After a decrease from year 1 to year 2, this increase from year 2 to year 3 validates the improvement actions that the department has initiated.</p>	<p>While we continue to meet this goal, the department endeavors to be proactive in our training, providing FCS agents new, up-to-date programs, curricula, and information on food and nutrition topics.</p>
<p>Year 4</p> <p>Year 5</p>	



**Department of Nutrition & Food Science
School of Human Environmental Sciences
College of Agriculture
University of Kentucky**

STRATEGIC PLAN 2009-2014

Who We Are

The Department of Nutrition and Food Science is situated in the School of Human Environmental Sciences, College of Agriculture. As an integral part of a land-grant institution, the Department of Nutrition and Food Science offers a range of knowledge and skills to enhance human health and well being. The Department uses a multidisciplinary approach to educate and help individuals, families, businesses, and communities. The arts and sciences provide the basis for the program areas. We apply the biological, physical, and social sciences to challenges in nutrition, foods, dietetics, hospitality management, and tourism.

The Department holds a unique position in Family and Consumer Sciences Education. Our teaching, research, and extension programs are part of a national system that maintains a statewide presence and links local, state, and global issues.

Our Vision

The Department will be a leader in improving the quality of life of individuals and families in Kentucky, the region, and the nation through rigorous academic programs, state-of-the-art research, community-driven extension, and engagement opportunities.

Land-Grant Values

As a Department, we are guided by the values underlying the land-grant philosophy:

- **learning** – enhancing access to education opportunities for all;
- **discovery** – expanding knowledge through research; and
- **engagement** – collaborating with diverse institutions, communities, and people to improve lives.

A hallmark of our work is the integration of these three values – learning, discovery, and engagement – into programs that make a difference.

Our Mission

The mission of our Department in our education, research, and service is to:

- promote healthy lifestyles through wise, nutritionally-sound, food choices and regular physical activity;
- enhance the well being of people through meaningful and enjoyable hospitality and tourism experiences; and
- expand economic opportunity by generating and sharing knowledge of human nutrition, dietetics, foods, hospitality, and tourism.

As full partners in the University of Kentucky and in every Kentucky county we:

- facilitate lifelong learning, informed by scholarship and research;

- expand knowledge through creative research and discovery; and
- serve Kentuckians by sharing and applying knowledge.

The Department shall honor, sustain and advance the land-grant heritage and mission.

Goal 1

Prepare Students for Leadership in an Innovation-Driven Economy and Global Society

Educating students remains the most important way we enhance the future of the Commonwealth. Instruction is fully integrated with our other missions – research and extension. The Department expects its graduates to become leaders in their professions and their communities. To this end, the Department must attract and graduate outstanding students with diverse backgrounds and the skills to meet the challenges of the future.

Most Significant Challenges

- In majors that have experienced significant enrollment growth during the last several years, additional undergraduate enrollment will not be possible without additional faculty instructional DOE.
- Some classrooms and teaching labs are inadequately supplied.
- Freshman retention and six-year graduation rates are not up to the standards of Top 20 benchmarks.
- Graduate enrollment could be increased in the Department.

Objective 1.1 Enroll more high-ability students from under-represented groups.

- Strategy 1.1.1 Participate in University and College marketing and communication efforts statewide and in strategic out-of-state and international target areas.
- Strategy 1.1.2 Increase opportunities for distance learning and continuing education.
- Strategy 1.1.3 Secure additional support for department-based scholarship and recruiting programs.
- Strategy 1.1.4 Implement incentives for leveraging graduate student financial support with grant funds.

Objective 1.2 Improve student success, with particular attention to attrition and time-to-degree.

- Strategy 1.2.1 Establish an academic staffing model based on evidence-based practices with an optimal mix of teaching assistants and full-time faculty to improve student to faculty ratio.
- Strategy 1.2.2 Implement a rigorous and on-going assessment of the effectiveness of programs aimed at improving undergraduate student success in the first two years (when attrition is highest).
- Strategy 1.2.3 Expand efforts to monitor student progress toward degree completion and implement a robust set of intervention and support strategies.
- Strategy 1.2.4 Use the opportunities provided by the University changes in general education requirements to develop more efficient and effective curriculum and instruction delivery.
- Strategy 1.2.5 Increase faculty recognition and rewards for excellence in academic and extracurricular advising.

Objective 1.3 Ensure graduates at all levels are able to demonstrate expertise in their disciplines and are prepared to succeed in professional and community settings.

- Strategy 1.3.1 Create well-articulated learning outcomes for each course.
- Strategy 1.3.2 Expand instructional development opportunities for innovative pedagogies that focus on active learning, effective use of technology, and assessment.
- Strategy 1.3.3 Extend opportunities for high-impact academic and cultural activities for students at all levels.
- Strategy 1.3.4 Develop cohesion between the curricular, co-curricular, and community service activities, particularly with regard to leadership, internationalization, diversity, and inclusion.

Objective 1.4 Increase the number of graduates at all levels to address the critical needs of the Commonwealth and United States.

- Strategy 1.4.1 Maximize access to major courses through efficient use of faculty instructional DOE.
- Strategy 1.4.2 Expand academic and laboratory space through efficient relocation of ancillary functions.
- Strategy 1.4.3 Provide training opportunities for graduate and professional students to serve the needs of the Commonwealth and beyond, through research, teaching, clinical or professional expertise.

Key Indicators, by 2014 the Department will have:

1. Maintained ethnic diversity of the student population with African American BS enrollment at or above 6.6% (state's population).
2. Increased the six-year graduation rate to 80 percent.
3. Reduced the ratio of majors to teaching/advising faculty to less than 20/1.
4. Increased the number of graduate degrees awarded by an average of 5 percent per year.

Goal 2

Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders

The Department's land-grant mission encourages truly creative research endeavors that result in the discovery of new knowledge. We aspire through our research and work to improve the quality of life for individuals and families. The Department integrates discovery science and applied research in teaching and outreach activities.

Most Significant Challenges

- Infrastructure and facilities limit the potential for continued growth of research.
- Faculty in the Department have a significant teaching load due to higher than average student-to-faculty ratios as compared to the College and University.
- Repeated budget cuts have capped faculty expansion and created vacancies.

Objective 2.1 Continue research that impacts the lives of Kentuckians and garners national and international recognition.

- Strategy 2.1.1 Develop a Department of Nutrition & Food Science research agenda.
- Strategy 2.1.2 Sustain and expand research and scholarly activity.
- Strategy 2.1.3 Expand research collaborations with business and industry.

Strategy 2.1.4 Develop inter- and multi-disciplinary research teams, facilities, and resources within the Department, School and College, across the University, and with other Universities.

Strategy 2.1.5 Participate in School, College, University, state, regional, and national research committees, task forces, and consortiums.

Objective 2.2 Increase funding for research and scholarly activity.

Strategy 2.2.1 Submit funding proposals for targeted research and scholarly activity.

Strategy 2.2.2 Secure additional research fellowships and assistantships to support graduate students.

Objective 2.3 Increase publication of research and scholarly activity.

Strategy 2.3.1 Publish in premier peer-reviewed journals.

Strategy 2.3.2 Author chapters and books.

Strategy 2.3.3 Present scholarly work at national and international conferences.

Strategy 2.3.4 Foster undergraduate and graduate student presentations and publications.

Objective 2.4 Use research findings to revise and design academic, extension, and engagement programs.

Strategy 2.4.1 Develop translational research projects.

Strategy 2.4.2 Utilize research findings to develop and revise Extension curricula.

Key Indicators, by 2014 the Department will have:

1. At least 50% of graduate students presenting original research at local, regional, or national events before they graduate.
2. At least 20% of undergraduate students presenting original research at local, regional, or national events before they graduate.
3. Increased the number of refereed journal publications, as measured by research FTE, by 5% per year.
4. Increased the number of Departmental submissions for federally competitive grant awards to 3/Research FTE per year.
5. Increased extramural grants to \$150,000/Research FTE per year.
6. Faculty presenting at at least one professional or regional meeting per FTE per year.

Goal 3

Develop the Human and Physical Resources of the College to Achieve Top 20 Stature

The Department's land-grant mission provides access to knowledge and learning for citizens and students throughout the Commonwealth. A distinguished faculty characterized by diversity, exceptional scholarship, superb teaching and dedicated service is the cornerstone for a successful department in the college. To this end, the achievement of the Department's mission depends upon commitment to quality, recognition of excellence, appropriate compensation, and the building of excellent support for faculty and staff.

Most Significant Challenges

- Salaries are not competitive with benchmark institutions.
- Infrastructure and facilities limit the potential for continued growth of research.
- Faculty in the Department have a significant teaching load due to higher than average student-to-faculty ratios as compared to the College and University.
- Repeated budget cuts have capped faculty expansion and created vacancies.

Objective 3.1 Strive to recruit, develop, and retain nationally distinguished faculty.

Strategy 3.1.1 Provide a creative and supportive work environment.

Strategy 3.1.2 Provide support to enable faculty members to receive tenure and promotion.

Strategy 3.1.3 Decrease the disparity between average salary and benchmark median for all faculty and staff.

Objective 3.2 Aggressively seek to recognize and reward superior achievement and scholarship by both faculty and staff.

Strategy 3.2.1 Nominate qualified faculty, staff, and Family and Consumer Sciences Extension specialists for applicable School, College, University, state, national, and international awards.

Strategy 3.2.2 Coordinate nominations for college and university awards and recognitions.

Objective 3.3 Selectively reallocate resources to identify, recruit and support exceptional mid-career faculty who bring recognition and leadership to targeted programs in the Department.

Strategy 3.3.1 Recognize faculty excellence in extension, research, and teaching through the HES Awards of Excellence.

Strategy 3.3.2 Seek support from internal and external sources.

Strategy 3.3.3 Encourage and support service in leadership positions of state, regional, national, and international organizations.

Objective 3.4 Improve strategies for enhanced development of new faculty.

Strategy 3.4.1 Receive professional development monies from internal and external sources.

Strategy 3.4.2 Provide opportunities to co-author publications and curricula.

Strategy 3.4.3 Propose mentoring programs for faculty and campus based staff .

Objective 3.5 Seek to improve recruitment, retention, and remuneration of staff.

Strategy 3.5.1 Provide professional development to prepare for successful progress up the career ladder.

Strategy 3.5.2 Establish a shared work experience between campus-based faculty and staff and Family and Consumer Sciences Extension agents.

Strategy 3.5.3 Propose mentoring programs for faculty and campus based staff.

Objective 3.6 Seek increased funding for high-quality lab, teaching, and field facilities.

Doe

Strategy 3.6.1 Seek funding from University, College and School funds.

Strategy 3.6.2 Seek funding from alumni and community partners.

Strategy 3.6.3 Seek grant monies through research funding.

Key Indicators, by 2014 the Department will have:

1. Decreased by half the disparity between average salary and benchmark median for all faculty and staff.

2. Equalized base salaries among disciplines (dietetics, human nutrition, hospitality management in the Department according to current salary trends of key university benchmarks in order to improve recruitment and retention of highly qualified faculty.
3. Faculty and staff receiving state, regional, and national awards and honors annually.
4. Increased staff support by 1 FTE.
5. Renovated and expanded the administrative offices, classrooms, and laboratories required for the effective teaching of students.

Goal 4
Promotion of Diversity and Inclusion

The Department being an academic unit is committed to creating work and learning environments where diversity is highly valued and all individuals can fulfill their potential as respect for human differences are fundamental to the success of the Department's programs. To this end, the Department will continue in the recruitment and promotion of a diversified faculty by following the model set by the College and facilitate an environment of discovery and engagement in all learning, service and research environments.

Most Significant Challenges

- Not all programs in the Department have a diverse student population.

Objective 4.1 Continue to implement recommendations from the College of Agriculture's Diversity Review and Planning Task Force.

- Strategy 4.1.1 Establish a plan for better internal and external communication with respect to the Department's efforts.
- Strategy 4.1.2 Review and report annually on progress toward meeting recommendations of the College and the University.

Objective 4.2 Utilize available resources and operations in faculty and staff recruitment, promotion and retention.

- Strategy 4.2.1 Support, recognize, and reward faculty and professional staff achievement.
- Strategy 4.2.2 Enhance resources to provide opportunities for advancement and development that serve the interests of the individual and the Department.
- Strategy 4.2.3 Implement work-life practices that enhance competence and accountability.

Objective 4.3 Promote curricular programs that recognize educational advantages of diversity.

- Strategy 4.3.1 Establish clearly defined expectations, and accountability measures as components of the departmental programs.

Objective 4.4 Continue to provide opportunities to increase understanding and acceptance of thought, cultural, gender and ethnic differences.

- Strategy 4.4.1 Develop partnerships with local, regional and statewide organizations that promote opportunities for graduates in non-traditional avenues of employment.

Key Indicators, by 2014 the Department will have:

1. Increased the percentage of male undergraduate students to 30%.
2. Maintained the percentage of non-White graduate students at 25% or above.
3. At least 30% of faculty participating in some international experience each year.
4. Develop avenues of communication with industry partners with respect to the diversity of our student body and develop opportunities in order to increase awareness of potential career paths for our graduates.

Goal 5

Improve the Quality of Life for Kentuckians through Extension, Outreach and Service

Agricultural, environmental, economic, behavioral, and societal issues create an unprecedented demand for knowledge and research-based educational programs applicable to the needs of all Kentuckians. Food, nutrition, health, and hospitality issues, opportunities for youth, and a rapidly changing agricultural landscape in Kentucky require a vital, progressive and responsive Department of Nutrition and Food Science.

Most Significant Challenges

- Budget cuts combined with turnover have created critical capacity shortages in key areas, including family and consumer science, health/wellness, community and economic development, and program and staff development.
- Extension's role in health programs such as the National Extension Primary Health Care initiative should be carefully reviewed.
- Cuts in state funding of mandated programs and increasing burdens on alternative funds sources, including county extension funds.
- New communication/information tools are available, and will need to be adapted and incorporated fully into Extension programming.
- The expectation for graduate education for agents has been established. Now more accessible and appropriate graduate degree options must be developed.
- Operating funds for extension, teaching and some applied research becomes increasingly limited. Reliance on extramural sources necessarily increases. Faculty and staff need to adjust to this shift.

Objective 5.1 Implement research-based programs that provide the knowledge and skills necessary for individuals to make positive changes in their personal, family, and work life.

- Strategy 5.1.1 Establish a Family and Consumer Sciences Extension program planning process.
- Strategy 5.1.2 Update and expand existing curricula.
- Strategy 5.1.3 Pilot new programs in preparation for statewide implementation.
- Strategy 5.1.4 Integrate new delivery methods and technologies into Extension programs.
- Strategy 5.1.5 Maximize the use of volunteers and paraprofessionals in program delivery.
- Strategy 5.1.6 Establish baseline measures to assess and communicate the impact of Extension programs.

Objective 5.2 Improve the economic, social, and physical well being of individuals and families through lifelong educational programming.

- Strategy 5.2.1 Link all Kentucky communities and the University through Cooperative Extension offices and agents in every county, applying leadership in research-based nutrition and food science information to enhance the well-being of Kentuckians.
- Strategy 5.2.2 Provide training to enhance small and home-based businesses.

Strategy 5.2.3 Promote entrepreneurship.

Objective 5.3 Improve the capacity of communities to address critical issues through programs promoting food safety, good nutrition, and health promotion.

Strategy 5.3.1 Sustain a high-level of quality education and support for outreach personnel statewide on food, nutrition, and hospitality issues.

Objective 5.4 Develop and expand programs that build leadership capacity among Kentucky citizens and families.

Strategy 5.4.1 Promote development of leadership skills of Extension faculty and support grant initiatives conducted with other faculty in the College, University, and nation.

Strategy 5.4.2 Collaborate with Kentucky Extension Homemakers Association (KHEA) to foster learning, leadership, and service.

Strategy 5.4.3 Develop and expand programs that build skills in family and citizen leadership.

Strategy 5.4.4 Establish and coordinate master volunteer programs.

Objective 5.5 Advance sustainable food and nutrition education systems.

Strategy 5.5.1 Sustain traditional Extension strengths while offering innovative new programs in health and wellness to serve increasingly diverse stakeholders

Strategy 5.5.2 Enhance the integration of the Department's programs with food related endeavors throughout the College and University.

Strategy 5.5.3 Promote enhanced linkages between the Department, Cooperative Extension and new partners within and outside the University.

Key Indicators, by 2014 the Department will have:

1. Increased extramural funding for Extension Food and Nutrition or outreach programs by 10%.
2. Collected, analyzed, and reported in the literature outcomes of featured FCS Programs and other major Extension Food and Nutrition initiatives as measured by at least one (1) journal publication, abstract publication or presentation per year by Extension Faculty.
3. Offered two or more in-service training programs annually to provide FCS Agents with new programs, curricula, and updates on food and nutrition topics.
4. Enhanced and refined the collection and reporting of Department related Extension outcomes.
5. Provided state-wide data to document the effectiveness of extension featured programs.



Entomology Strategic Plan 2009-2014

Entomology Strategic Plan Implementation Project 2009-2014

Annual Review of Progress

Unit Mission

Our mission is to improve the quality of human life and protect our environment through a better understanding of insects and related arthropods. We conduct fundamental and applied research on insects, deliver information through education and outreach activities, educate graduate and undergraduate students, develop and provide resources for agricultural and pest management professionals, implement integrative and effective systems for insect pest management, and enhance science education and public appreciation of human-insect interactions.

Unit Objective	ENT Objective 1: Prepare Students for Leadership in an Innovation-Driven Economy and Global Society
Related Goals/Metrics	<p>Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society</p> <p>ENT Metric 1.1 Graduate an average of 5 PhD and 4 MS students each year (based on a 4 yr avg).</p> <p>ENT Metric 1.2 Publish approximately 0.5 refereed publications/graduate student/year and 1.5 scientific presentations/graduate student/year.</p> <p>ENT Metric 1.3 Maintain a multi-year average of 8 post-doctoral scholars within the Department.</p> <p>ENT Metric 1.4 Increase the number of grants that support graduate student assistantships and tuition.</p> <p>UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.</p>
Related Mission Area	Education

Strategies

- Develop a recruitment program in the department involving senior PhD students paired with faculty members to visit selected colleges in Kentucky
- Encourage faculty to participate in the ABT program with the College of Agriculture
- Encourage faculty to include graduate assistantships in grant proposals
- Continue to seek outside funding for endowed graduate fellowships
- Continue to fund the publication scholarship program within the department

Assessment Method

Using IRPE annual reports, calculate the four year average of PhD and MS graduates to determine if department has met goal of 5 PhD and 4 MS students graduating each year. Using Graduate School data and chair survey, calculate the number of refereed publications/graduate student/year and the number of scientific presentations/graduate student/year. Using IRPE annual reports, calculate the four year average number of post-doctoral scholars in the Department. Using SAP data, calculate the number of grant funded assistantships within the Department.

Actual Results

Data Tables

Year 1

In the baseline period (05-09) the 4-year average number of PhD students graduated was 3.8; the number of MS students graduated was 3. In the first year of data collection (2010) the 4-year average number of PhD students graduated was 4.8 and the number of MS students was 4. In the baseline period (05-09), the 4 year average number of post-doctoral scholars in the Department was 8. In the first year of data collection (2010), the 4-year average number of post-doctoral scholars in the Department was 9.

Year 2

In the second year of data collection, the 4-year average number of PhD students graduated was 5 and the number of MS students graduating was 4. In the second year of data collection, the 4-year average number of post-doctoral scholars in the Department of Entomology was 9.

Year 3

1. In the third year of data collection, the 4-year average number of PhD students graduated was 4.5 and the number of MS students graduating was 3.
2. In the third year of data collection, graduate students in Entomology published 0.9 publications/graduate/year. Students presented 1.5 presentations/graduate student/year.
3. In the third year of data collection, the 4-year average number of post-doctoral students in the Department of Entomology was 9.
4. In the third year of data collection, three students were awarded NSF Dissertation Fellowships that provided fellowship funding and tuition. Graduate students in the Entomology program have received a 3-year Graduate Student Fellowship and a Presidential Fellowship from the Graduate School at the University of Kentucky.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The department has met our goals of graduating (based on a 4-year average) 5 PhD students and 4 MS students between 2006 and 2010. The 4-year average number of post-doc scholars has increased from a baseline average of 8 in 2009 to an average of 9 in 2010.</p> <p>Year 2</p> <p>The department is slightly below our goal for PhD student graduation numbers. The department has met our goal for graduating MS students. The department has exceeded our goal for average number of post-doc scholars enrolled in the Entomology program.</p> <p>Year 3</p> <p>During the third year of data collection, the department of Entomology is slightly below our goal for multi-year average number of PhD and MS student graduation numbers. During this third year of data collection, the Department met its goal of 1.5 graduate student presentations/year and exceeded our goal of 0.5 refereed publications/graduate student/year. In this third year, the department has exceeded our goal for average number of post-doc scholars enrolled in the Entomology program. The numbers of applicants to the Entomology program has fluctuated during the past two years for unknown reasons. The faculty admitted a large cohort of new graduate students in 2011 (N=15). As this cohort of students graduates, our multi-year average number of PhD and MS graduates should increase and reach our goals of 5 PhD and 4 MS students. The Department has met or exceeded our goals for graduate student productivity. The numbers of post-doctoral researchers in the Entomology program is largely dependent on faculty securing extramural grant funding. Funding for federally competitive grants, which are the types of grants that fund post-docs, has become more competitive, so there might be a slight reduction in the multi-year average number of post-docs within the Entomology program.</p> <p>Year 4</p> <p>Year 5</p>	<p>Entomology faculty will continue to evaluate the current graduate student recruiting activities to determine how to increase the number of graduate student applications to our graduate programs. Entomology will continue to recruit and mentor graduate students to maintain our average number of PhD and MS graduates at 5 and 4. The faculty will continue to recruit post-doc scholars to their research programs.</p> <p>The Entomology faculty has discussed new approaches to recruit graduate students to our program. We will continue to recruit and mentor graduate students to maintain our average numbers of PhD and MS graduates. The faculty will continue to recruit post-doc scholars to their research programs, which will be highly dependent on the success of faculty in securing external grants.</p> <p>Three new Dissertation Fellowships awarded by the National Science Foundation to students in Entomology have increased the number of grants that support graduate student fellowships and tuition. The department will continue to work with current students to submit NSF dissertation fellowships and dissertation improvement grants. We will continue to encourage faculty to include graduate assistantship stipends in grant proposals. The department will also continue to participate in UK Graduate School's fellowship competitions.</p>

Unit Objective	ENT Objective 2: Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>ENT Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>ENT Metric 2.1 Maintain the annual total of external awards at over \$2.2M.</p> <p>ENT Metric 2.2 Maintain a multi-year average of federal competitive grant awards at approximately 50% of the Department's extramural funding portfolio</p> <p>ENT Metric 2.3 Maintain a multi-year average of 4 refereed journal publications/research FTE / year</p> <p>ENT Metric 2.4 Increase the number of patent submittals and patents awarded by an average of 1 per year</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Aggressively pursue extramural research funding from diverse sources
 Provide creative incentives for faculty to seek extramural funding
 When needed, provide partial funding for graduate students, if a faculty member is between grants

Assessment Method

Using IRPE annual reports, determine if the department is maintaining an annual total of external awards at over \$2.2M.
 Using IRPE annual reports, calculate the multi-year average of federal competitive grant awards within the Department's extramural funding portfolio.
 Using IRPE annual reports, calculate the multi-year average number of refereed journal publications/research FTE / year.
 Using IRPE annual reports and chair survey determine the number of patent submittals and patents awarded to entomology faculty.

Actual Results

Data Tables

Descriptive Results

Year 1

In 2009 over \$2.3 million in grants were awarded to faculty in the Department of Entomology. In 2009, 36 % of the grants awarded to faculty in the department were from federally competitive sources. In 2009, the faculty in the Department published 5.1 journal publications/research FTE. In 2009 one patent was awarded to faculty in the Department of Entomology.

Year 2

In 2010, over \$2.6 million in grants were awarded to faculty in the Dept of Entomology. Approximately 30 % of these grants were from federally competitive sources. In 2010, the faculty published 4.3 journal publications/research FTE. In 2010, one patent was awarded to faculty in the Department of Entomology.

Year 3

1. In year 3 of data collection, over \$2.5 million in grants were awarded to faculty in the Department of Entomology.
2. In year 3 of data collection, 53% of these grants were from federally competitive sources.
3. In year 3 of data collection, faculty in the Department of Entomology published 4.6 refereed journal articles and chapters / research faculty FTE.
4. in year 3 of data collection, one patent was awarded to faculty in the Department of Entomology.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

The faculty in Entomology continue to seek competitive federal funding for their research programs. They are maintaining a high level of productivity as measured by refereed journal publications.

Year 2

The department continues to be in the target range of all four of these metrics. The faculty in Entomology continue to seek competitive federal funding for their research programs. The faculty are maintaining a high level of productivity as measured by refereed journal publications, extramural grants, and patents.

Year 3

In year three of data collection, the faculty in the Department of Entomology continue to submit and secure federally competitive grants. They also continue to publish in highly regarded refereed scientific journals. The Department of Entomology is in the top quartile in research productivity of all public research institutions in the United States.

Year 4

Year 5

Improvement Actions

The department chair will continue to encourage faculty to seek appropriate grant funding to support their research.

The chair will continue to encourage faculty to seek appropriate grant funding to support their research. The chair and departmental advisory committee will continue to monitor and assess these metrics.

The faculty in the Department of Entomology will be encouraged to continue to apply for extramural grant funds to support their programs. The chair will encourage the faculty to continue to seek patents for their new ideas and concepts. The department's advisory committee continues to focus on these metrics. Departmental funds generated by F & A revenue will be used to match College of Agriculture funds to support creative research ideas. The department will provide partial funding for graduate students when a faculty member is between grants.

Unit Objective	ENT Objective 3: Develop the Human and Physical Resources of the College to Achieve Top 20 Stature
Related Goals/Metrics	<p>Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature</p> <p>ENT Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature</p> <p>ENT Metric 3.1 Maintain the department's upper 25% quartile ranking according to Academic Analytic's Faculty Productivity Index.</p> <p>ENT Metric 3.2 Add one more endowed faculty chair</p> <p>ENT Metric 3.3 Renovate / modernize research laboratories in Ag Science North and Dimmock Building</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Overall

Strategies

- Continue to encourage faculty, staff, and graduate student creativity
- Develop plans and pursue funding to renovate research facilities
- Work towards housing all members of the department in one building
- Promote the accomplishments and recognition of the members of the department locally, regionally, nationally, and internationally.
- Retain outstanding mid-career faculty members
- Aggressively recruit outstanding new faculty members in high opportunity areas

Assessment Method

Using nationally recognized measures for graduate programs (e.g., NRC and Academic Analytic's Faculty Productivity Index) maintain an upper quartile ranking for the graduate program. Add one more endowed faculty chair for the entomology faculty. Renovate / modernize research laboratories in Ag Science North and the Animal Pathology Building.

Actual Results

Data Tables

Year 1

In the recent NRC rankings of graduate programs, the graduate program in Entomology at UK was considered one of the top 4 programs in the country based on the "r-statistic" calculated by the NRC. Discussions with potential donors are underway to initiate funding for an endowed chair within the Department. The renovations for Dr. Zhou's lab in Ag Science North is completed. Renovations of Drs Palli and Webb's laboratories are underway. The renovations of Dr White's lab in Animal Pathology are almost completed.

Year 2

In the recent Academic Analytics assessment of entomology graduate programs based on measures of faculty productivity, the Department of Entomology at UK was ranked 11th. This places the Dept of Entomology at UK in the upper 25% of all graduate programs in Entomology. Among the 80 graduate programs at UK, Academic Analytics ranked the graduate program in Entomology 8th. This places the Entomology program among the top 10% of graduate programs at UK. Discussions with potential donors have continued regarding an endowed chair within the Department. The renovations of Dr. Jen White's lab have been completed. The renovations of Dr. Palli's lab have been completed. The renovations of Dr. Webb's lab should be completed by Dec 2011.

Year 3

1. During the third year of data collection, Department of Entomology was ranked 11th in the Academic Analytics assessment of graduate programs. This places the Department of Entomology in the upper 25% of all graduate programs in Entomology in the United States.
2. Discussions regarding an additional endowed faculty chair in the Department of Entomology have continued with potential donors.
3. The renovations of Drs. Webb and Palli's laboratories in Ag North have been completed.

Year 4

Year 5

Analysis of Results and Reflection**Year 1**

Excellent progress in laboratory renovations have been made during 2010

Year 2

Excellent progress in laboratory renovations have been made during 2010. The department will continue to strive for high rankings by the Academic Analytics group.

Year 3

In year three of data collection, the Department continues to be ranked among the top Entomology programs in the United States. The major renovations of laboratory space in Ag North have been completed. Little progress has been made to add a second endowed faculty chair in the Department of Entomology. The chair has engaged in discussions with the Kentucky Pest Control Association to create an endowed chair in urban entomology, however this effort has not yet been successful. The department received two regional awards - one in research and one in extension from the Entomological Association of America. The department also received the extension/research team award from the College of Agriculture Experiment Station. An Entomology graduate student was awarded the Comstock Award by the Entomological Society of America, the highest graduate student award from the society. A plan for a new research facility at Spindletop has been submitted to the college administration. The department did retain outstanding mid-career faculty members due to laboratory improvements. No additional faculty were added because there were no retirements or resignations.

Year 4**Year 5****Improvement Actions**

The Chair will continue to work to secure funding for an additional endowed chair in Entomology.

The chair and the awards committee will nominate individuals for university, regional, and national recognition in order to promote the accomplishments of departmental faculty. The chair will continue to work to secure funding for an additional endowed chair in Entomology. The chair will continue to work on improving the departmental facilities at the Spindletop Research Farm.

While budgetary constraints prohibit the hiring of additional faculty members, discussions with potential donors will continue in order to add a second endowed chair to the department. Plans will continue to be developed to improve the departmental facilities at the Spindletop (North) research farm. The department will continue to explore providing funds from the incentive account for renovation projects when the College of Agriculture provides the majority of funding.

Unit Objective	ENT Objective 4: Promote Diversity and Inclusion
Related Goals/Metrics	Ag Goal 4 Promote Diversity and Inclusion ENT Goal 4. Promote Diversity and Inclusion ENT Metric 4.1 Increase the percentages of graduate students, professional staff, and faculty from under-represented groups by 5% in each group ENT Metric 4.2 Increase the percentage of female faculty to 20% of the faculty UK Goal 4. Promote Diversity and Inclusion
Related Mission Area	Overall

Strategies

Recruit members of the Department from diverse sources
 Maintain an open environment in which diversity is recognized and welcomed
 Targeted recruitment activities will be a significant activity in all departmental searches

Assessment Method

Using data provided by the University of Kentucky, calculate the percentages of graduate students, professional staff, and faculty in under-represented groups. Determine increases or decreases in each group. Using data from the University of Kentucky, determine the percentage of female faculty in the Department of Entomology.

Actual Results

Data Tables

Year 1

Compared to baseline 2009 data, the percentage of females on the Entomology faculty remained constant at 11 %. Compared to 2009 data, the percentage of female staff members in Entomology remained constant at 70%. The percentage of female graduate students enrolled in the graduate program in Entomology in 2010 was 41 %.

Year 2

The percentage of females on the Entomology faculty remained constant at 11%. The percentage of female staff members in Entomology declined to 60%. The percentage of female graduate student enrolled in the graduate program in Entomology increased to 51 %.

Year 3

1. In the third year of data collection, the percentage of female graduate students enrolled in the graduate program in Entomology increased slightly to 53%. Due to individuals leaving technical positions for other employment opportunities, the percentage of female staff members in Entomology declined to 50%. During the third year of data collection, three females with PhD degrees in Entomology were hired as instructors within the Department of Entomology.
2. During the third year of data collection, the percentage of females on the Entomology faculty remained constant at 11 %. The faculty in the Department of Entomology is internationally diverse, individuals are citizens of the following countries; Canada, China, Great Britain, India, and Venezuela.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Continued recruiting efforts are needed to increase the percentage of under-represented groups in the department. Continued efforts are needed to increase the percentage of females on the faculty in Entomology.</p>	<p>The chair will continue to develop recruitment plans for the department.</p>
<p>Year 2</p> <p>Continued recruiting efforts are needed to increase the percentage of under-represented groups in the department. Efforts to increase the percentage of females on the faculty in Entomology will depend upon the ability to fill vacant positions when they become available within the department.</p>	<p>The chair and faculty will work with adjunct members of the department at Kentucky State University to enhance our recruitment efforts.</p>
<p>Year 3</p> <p>The department faculty and chair will continue efforts to increase the percentage of under-represented groups in the graduate program in Entomology. Increasing the percentage of females on the faculty in Entomology will occur when vacant positions become available in the department.</p>	<p>During year 3 of data collection, the chair has continued discussions with faculty at Kentucky State University to enhance our recruitment efforts. Two members of the Kentucky State University faculty are adjunct faculty members in the Department of Entomology at the University of Kentucky.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	ENT Objective 5: Improve the Quality of Life for Kentuckians through Extension, Outreach and Service
Related Goals/Metrics	<p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>ENT Goal 5. Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>ENT Metric 5.1 Continue to create responsive programs to support agents and client needs, measured by bi-annual agent evaluations of programs.</p> <p>ENT Metric 5.2 Maintain our level of grantsmanship in Extension or Integrated Projects as evidenced by numbers of proposals submitted and funded</p> <p>ENT Metric 5.3 Maintain the quality and visibility of the Department's web-based resources</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Overall

Strategies

- Maintain the level of faculty commitment to extension programs within the department
- Continue to seek creative approaches to research/extension split appointments
- Continue to support the IPM extension program within the department
- Continue to creatively use web-based technologies to distribute current and up to date information
- Pursue new funding sources to maintain the quality of extension programs

Assessment Method

Using the College of Agriculture bi-annual agent evaluations of Extension Entomology Specialists, continue to create responsive programs to support extension agents and clientele needs. Using University of Kentucky data and Chair survey data, maintain the current levels of grantsmanship in Extension and Integrated Projects, determined by the numbers of proposals submitted and funded. Based on Google statistics, maintain the quality and visibility of the Department's web-based resources.

Actual Results

Data Tables

Year 1

Compared to evaluations of entomology extension programs in 2008, the extension specialists and their programs in 2010 were rated similarly positively for their degree of interaction, responsiveness, value of their programs information, and effectiveness of program/information. The extension faculty continue to seek grants to support their programs and have been successful in securing grant funds from industry, state and federal sources. The ENT-fact series continue to be a widely used source of information on the web.

Year 2

The extension specialists are evaluated on a two-year cycle. Extension faculty continue to seek grants to support their programs.

In 2010, the Entomology departmental website received 2,370,000 pageviews, an increase of 13% over 2009. Visitors were from 217 countries. 84,000 visits were from Kentucky in 2010, an increase of 10 % over 2009.

The most popular page on our website was the Bed Bug Factsheet which received 304,000 pageviews in 2010.

Year 3

1. During year three of data collection, the percentage of female faculty involved in Extension programs remained constant. The percentage of female staff devoted to extension programs remained at 50%, surpassing the goal of 20%.
2. During the third year of data collection, extension faculty received funding for 11 grants that supported their programs.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The chair will continue to assist the extension faculty to meet the needs of their programs.</p>	<p>The chair will meet with the extension faculty to discuss their programs.</p>
<p>Year 2</p> <p>The chair continues to work with entomology faculty to meet the needs of their programs. We continue to update the contents on our website to provide current and timely information.</p>	<p>The chair will meet with our new computer IT employee in the Department of Entomology to continue to improve the content of our website.</p>
<p>Year 3</p> <p>During year three, the chair continued to work with extension faculty to provide the resources needed to meet the needs of the citizens of Kentucky. The extension faculty and staff continue to update information on our website to provide timely and up-to-date information on insects and arthropods that affect the quality of life of Kentuckians.</p>	<p>The chair will meet with the computer IT employee and the extension staff member who is responsible for the content of the Departmental website to evaluate the website for modifications and updates.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Department of Entomology Strategic Plan 2009-2014

The members of the Department of Entomology are committed to providing high quality programs. We strive to be among the strongest research, extension, and graduate education programs in Entomology in the nation. We are continually looking for new opportunities and adjusting current programs to enhance our ability to meet the changing needs of society. From 2006-09, the Department of Entomology was ranked among the top 10 graduate programs in the United States based on Academic Analytics' Faculty Productivity Index. Our intent is to maintain our top 10 status during the next 5 years.

Within the Department, we strive for a creative synergy between fundamental and applied entomological research, developing long-term solutions to entomological problems, while providing answers that address immediate short-term problems. We have a strong integration of research and extension efforts that enhances our visibility and effectiveness. We also integrate our graduate education program with our research and extension strengths. We ambitiously pursue an extramural funding base that includes competitive federal grants, and we seek funding for the formation of endowed chairs and graduate student fellowships.

Members of the Department foster a creative environment for scholarly activities. The Department provides the intellectual environment for new discoveries and the application of knowledge to improve the quality of life. We adapt to new opportunities and challenges as they arise, e.g., novel insect-vertebrate interactions, new invasive species, or the planting of insect resistant transgenic crops. The influence of our activities extends beyond the University of Kentucky, through our teaching, outreach, and the strengths of our graduate students. The Department of Entomology, through its extension programs, fosters the adoption of Integrated Pest Management and sustainable management practices while promoting the wise stewardship of the commonwealth's natural resources.

Beyond our national recognition in research productivity, faculty in Entomology is dedicated instructors who take pride in their graduate and undergraduate teaching responsibilities. Our extension faculty is recognized locally, nationally and internationally for addressing current pest problems with up-to-date information that is delivered directly to clientele or through web-based technologies.

Mission for the Department of Entomology

Our mission is to improve the quality of human life and protect our environment through a better understanding of insects and related arthropods. We conduct fundamental and applied research on insects, deliver information through education and outreach activities, educate graduate and undergraduate students,

develop and provide resources for agricultural and pest management professionals, implement integrative and effective systems for insect pest management, and enhance science education and public appreciation of human-insect interactions.

The Department of Entomology will address the 5 goals of the College of Agriculture Strategic Plan (2009-2014).

Goal 1

Prepare Students for Leadership in an Innovation-Driven Economy and Global Society

Educating students was one of the earliest missions of the Department and remains the most important way that we enhance the future of the Commonwealth. Graduate education is fully integrated with our other missions – research and extension. The Department expects its graduates to become leaders in their professions and their communities. To this end, the Department must attract and graduate outstanding students with diverse backgrounds and the skills to meet the challenges of the future.

Strategies

1. Develop a recruitment program in the Department involving senior PhD students paired with faculty members to visit colleges in Kentucky
2. Encourage faculty to participate in the ABT program within the College of Ag.
3. Encourage faculty to include graduate assistantships in grant proposals
- 4. Continue to seek outside funding for endowed graduate fellowships**
5. Continue to fund the publication scholarship program within the Department

Key Indicators for the Department of Entomology:

1. Graduate an average of 5 PhD and 4 MS students each year (based on a 4 yr. avg.).
2. Publish approximately 0.5 refereed publications/graduate student/year and 1.5 scientific presentations/graduate student/year.
3. Maintain a multi-year average of 8 post-doctoral scholars within the Department.
4. Increase the number of grants that support graduate student assistantships and tuition.

Goal 2

Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders

The Department's land-grant mission encourages truly creative research endeavors that result in the discovery of new knowledge. Further, we aspire to capitalize on the individual and collective achievement of Entomology faculty by applying discoveries for the improving pest management and the natural environment. The Department integrates discovery science and applied research and technology in teaching, technology transfer, and outreach activities to solve entomological problems and provide environmental benefits for Kentucky, the nation, and the world.

Strategies

1. Aggressively pursue extramural research funding from diverse sources
2. Provide creative incentives for faculty to seek extramural funding
3. When needed, provide partial funding for graduate students, if a faculty member is between grants

Key Indicators for the Department of Entomology

1. Maintain the annual total of external awards at over \$2.2M.
2. Maintain a multi-year average of federal competitive grant awards at approximately 50% of the Department's extramural funding portfolio.
3. Maintain a multi-year average of 4 refereed journal publications/research FTE / year.
4. Increase the number of patent submittals and patents awarded by an average of 1 per year.

Goal 3

Develop the Human and Physical Resources of the College to Achieve Top 20 Stature

As part of a land-grant institution, the College of Agriculture offers access to knowledge and learning for citizens and students throughout the Commonwealth, nation, and world. The UK Department of Entomology is playing a prominent role in those areas with its research, teaching, and extension programs. The UK Department of Entomology seeks to be recognized as one of the top graduate programs in entomology in the nation.

Strategies

1. Continue to encourage faculty, staff and graduate student creativity
2. Develop plans and pursue funding to renovate research facilities
3. Work towards housing all members of the Department in one building
4. Promote the accomplishments and recognition of the members of the Department locally, regionally, nationally and internationally.
5. Retain outstanding mid-career faculty members
6. Aggressively recruit outstanding new faculty members in high opportunity areas

Key Indicators, the Department of Entomology will:

1. Maintain the Department's upper 25% quartile ranking according to Academic Analytics' Faculty Productivity Index.
2. Add one more endowed faculty chair.
3. Renovate / modernize research laboratories in Ag Science North and Dimmock Building.

Goal 4

Promote Diversity and Inclusion

The Department of Entomology is committed to creating an environment where diversity is valued and all individuals can fulfill their highest potential. We seek to sustain a departmental climate wherein differences are valued, create an environment in which every person has opportunities to achieve their highest potential, and we support an inclusive institution that is responsive to the needs of all students, staff, faculty and citizens.

Strategies

1. Recruit members of the Department from diverse sources
2. Maintain an open environment in which diversity is recognized and welcomed
3. Targeted recruitment activities will be a significant activity in all departmental searches

Key Indicators, by 2014 the Department of Entomology will have:

1. Increased the percentages of graduate students, professional staff, and faculty from under-represented groups by 5% in each group.
2. Increased the percentage of female faculty to 20% of the faculty.

Goal 5

Improve the Quality of Life for Kentuckians through Extension, Outreach and Service

Agricultural, forestry, environmental, economic and societal issues create an unprecedented demand for knowledge- and research-based educational programs to address the needs of Kentuckians and citizens of the world. A rapidly changing natural resource landscape in Kentucky and a highly mobile world population require progressive and responsive Entomology Extension programs.

Strategies

1. Maintain the level of faculty commitment to extension programs within the department
2. Continue to seek creative approaches to research/extension split appointments

3. Continue to support the IPM extension program within the Department
4. Continue to creatively use web-based technologies to distribute current and up to date information
5. Pursue new funding sources to maintain the quality of extension programs

Key Indicators, the Department of Entomology will:

1. Continue to create responsive programs to support agents, and clientele needs, as measured by the bi-annual agent evaluations of programs.
2. Maintain our level of grantsmanship in Extension or Integrated Projects as evidenced by numbers of proposals submitted and funded.
3. Maintain the quality and visibility of the Department's web-based resources.



Family Sciences Strategic Plan 2009-2014

Family Sciences Strategic Plan Implementation Project 2009-2014

Annual Review of Progress

Unit Mission

The Vision of the Department of Family Sciences at the University of Kentucky is to be a leader in improving the quality of life of individuals and families in Kentucky, the region, and the nation through rigorous academic programs, state-of-the-art research, community-driven extension, and engagement opportunities.

Unit Objective	FAM Objective 1 Prepare students for leading roles
Related Goals/Metrics	<p>FAM Goal 1. Prepare Students for Leadership</p> <p>Family Sciences Metric 1.1 Reduce the student/faculty ratio to an average of 30:1 in each upper division undergraduate class.</p> <p>Family Sciences Metric 1.2 Increase number of students who have a GPA of 2.5 or higher.</p> <p>Family Sciences Metric 1.3 Fill vacant faculty lines.</p> <p>Family Sciences Metric 1.4 Increase number of doctoral degrees awarded to 5 each year, based on a 3 year rolling average.</p> <p>Family Sciences Metric 1.5 Provide opportunities for students to participate in collecting and reporting research data at conferences and in publications.</p> <p>UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.</p>
Related Mission Area	Education

Strategies

- Recruit more high-ability students. Increase the number and quality of graduates at all levels to enhance the reputation of the department
- Enhance marketing and communication efforts statewide and in strategic out-of-state and international target areas
- Increase faculty numbers to improve student-to-faculty ratio and academic program quality
- Ensure that graduates at all levels are able to demonstrate expertise in their disciplines and are prepared to succeed in professional and community settings
- Expand instructional development opportunities for innovative pedagogies that focus on active learning, effective use of technology, and assessment, given appropriate faculty-student ratios
- Provide training opportunities for graduate and professional students to serve the needs of the Commonwealth and beyond, through research, teaching, and clinical or professional expertise

Assessment Method

Use IRIS/SAP data to determine the student/faculty ratio in each upper division undergraduate class. We will track grade point average (gpa) using information provided by the Office of Institutional Reserach, Planning and Effectiveness (<http://www.uky.edu/IRPE/>). We will obtian information associated with faculty vacancies from the Department Chair and/or Dean's Office to track goals associated with hiring new faculty. We will measure opportunities to participate in research by (a) reporting the number of students hwo complete practicum, and (2) the number of students who present reserach at conferences or who author journal articles.

Actual Results

Data Tables

1. Baseline for student/faculty ratio for each upper division undergraduate class is 25:1
2. Students with a GPA of 2.5 or higher: Fall 2008 - 117; Spring 2009 - 109. There were 180 majors at baseline, so percentage of students with a GPA greater than 2.5 was 65% in fall and 60% in spring.
3. Fill vacant faculty lines - converted one tenure-track line to permanent lecturer (Haleman). Five vacancies remain.
4. Increasing the number of doctoral degrees awarded to 5 each year, based on a 3 year rolling average: 0 graduated, 3 year average = 1.33.
5. Opportunities for students to participate in collecting and reporting research data at conferences and in publications: FAM 495 - 88; FAM 499 - 60; Conference Presentations - 19; Publications - 3.

Descriptive Results

Year 1

1. The student/faculty ratio for each upper division undergraduate class for 2009-2010 was 24:1
2. Students with a GPA of 2.5 or higher: Fall 2009 - 128; Spring 2010 - 127. There were 185 majors during the 2009-2010 academic year, so percentage of students with a GPA greater than 2.5 was 70% in fall and 69% in spring.
3. Fill vacant lines - filled two faculty lines (Parker, Wood) and one lecturer (T. Werner-Wilson); one lecturer retired (Ellington), and two tenure line resignations (Mimbs-Johnson, Mowery). Five vacancies remain.
4. Increase the number of doctoral degrees awarded to 5 each year, based on a 3 year rolling average: 4 graduated, 3 year average = 2.
5. Opportunities for students to participate in collecting and reporting research data at conferences and in publications: FAM 495 - 19; FAM 499 - 67; Conference Presentations - 10; Publications - 7.

Year 2

1. The student/faculty ratio for each upper division undergraduate class for 2010-2011 was 24:1.
2. Students with a GPA of 2.5 or higher: Fall 2010 - 156; Spring 2011 - 151. There were 180 majors during the 2010-2011 academic year, so percentage of students with a GPA greater than 2.5 was 87% in fall and 84% in spring.
3. Fill vacant lines - College provided federal funding to hire Cooperative Extension Assistant Professor; combined two faculty lines in order to hire one tenured Professor (Vazsonyi). Three vacancies remain.
4. Increase the number of doctoral degrees awarded to 5 each year, based on a 3 year rolling average: 4 graduated, 3 year average = 2.66.
5. Opportunities for students to participate in collecting and reporting research data at conferences and in publications: FAM 495 - 23; FAM 499 - 57; Conference Presentations - 10; Publications - 6.

Year 3

1. The student/faculty ratio for each upper division undergraduate class for 2011-2012 was 27:1.
2. Students with a GPA of 2.5 or higher: Fall 2011 - 131; Spring 2011 - data not available. There were 150 majors during the 2010-2011 academic year, so percentage of students with a GPA greater than 2.5 was 87% in fall and the data was unavailable for spring.
3. Fill vacant lines - converted two faculty lines to fund graduate assistantships and operating expenses, so department is less dependent on salary savings; lost one vacancy to budget cut. Zero vacancies remain.
4. Increase the number of doctoral degrees awarded to 5 each year, based on a 3 year rolling average: 2 graduated, 3 year average = 3.33.
5. Opportunities for students to participate in collecting and reporting research data at conferences and in publications: FAM 495 - 20; FAM 499 - 65; conference presentations - 12; and publications - 11.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>We believe that we are making progress associated with preparation of students.</p> <p>We are have achieving some success associated with our outcomes for undergraduate students. The University of Kentucky Strategic Plan for higher retention and graduation rates Slight targets a faculty-student ratio 25:1. Baseline ratio was already 25:1, which is University target, but Department reduced ratio to 24:1. The percentage of students who obtained a GPA greater than 2.5 increased from baseline (from 60-65% to 69-70%).</p> <p>Our goal associated with filling faculty vacancies during a University hiring freeze have not been met. Although we filled two tenure track faculty lines, two tenure track faculty resigned to accept other positions so there was no progress associated with increasing the number of faculty.</p> <p>Graduation of doctoral students is a concern (no students graduated in baseline year). The Department implemented an external review of the doctoral program as another step to increase enrollment and graduation. The Department began an aggressive review of policies and procedures associated with doctoral recruitment, retention, support (number of doctoral students receiving assistantships support increased), and graduation. Demonstrated improvement in graduation: from 0 at baseline to 4 in 2009-2010 academic year.</p> <p>Opportunities for students to present and publish research improved. Although the number of conference presentations was slightly lower than baseline, the number of students publishing doubled from baseline.</p>	<p>We believe that we are successfully preparing students and seek to maintain a student:faculty ratio lower than 30:1. We will continue to aggressively recruit doctoral students, provide them with financial support and mentoring, and make improvements to the program to increase their success. Efforts to have more tenured faculty via promotion from Assistant to Associate and faculty recruitment will improve the experience of students more by providing them with experienced faculty to teach and mentor.</p>
<p>Year 2</p> <p>We believe that we are continuing to make progress associated with preparation of students.</p> <p>We continue to demonstrate some success associated with our outcomes for undergraduate students. Student teacher ratio shows improvement from baseline (25:1) and is holding steady compared to Year 2: ratio is 24:1 in both Year 1 and Year 2. Ratio exceeds University goal. The percentage of students who obtained a GPA greater than 2.5 increased from baseline (from 60-65% to 84-87%).</p> <p>Our goal associated with filling faculty vacancies demonstrated improvement. We decided to combine two of the vacancies in order to attract a senior faculty member. Even though there was a hiring freeze, we successfully recruited a Full Professor using this strategy. We now have fewer vacancies.</p> <p>Strategies identified by the external review of the doctoral program post-baseline continued to have positive effects. More students were admitted and the number of students who graduated increased from 0 at baseline to 4 which is near the goal to have a 3-year rolling average of 5 doctoral students graduate.</p> <p>Opportunities for students to present and publish research continued to show improvement compared to baseline. Although the number of conference presentations was slightly lower than baseline, the number of students publishing doubled from</p>	<p>We believe that we are successfully preparing students and seek to maintain a student:faculty ratio lower than 30:1. We will continue to aggressively recruit doctoral students, provide them with financial support and mentoring, and make improvements to the program to increase their success.</p> <p>Efforts to have more tenured faculty via promotion from Assistant to Associate and faculty recruitment will improve the experience of students more by providing them with experienced faculty to teach and mentor. Since baseline, we have promoted one faculty member and successfully recruited a tenured Professor (he will begin his position in Year 3).</p> <p>In addition, the Department submitted a proposal to the Dean to convert some of the vacant faculty positions into stable funding for graduate students. Given the current hiring freeze, it seems unlikely that the Department will be permitted to fill all vacancies in a timely manner so increasing funding for students will enhance our ability to recruit strong students.</p>

baseline.

Year 3

We believe that we are continuing to make progress associated with preparation of students. Although the student to teacher ratio is higher than baseline (25:1), the ratio remains below the goal of 30:1. The ratio exceeds the University goal. The percentage of students who obtained a GPA greater than 2.5 increased from baseline (from 60-65% to 84-87%). Our goal associated with filling faculty vacancies demonstrated improvement. We decided to combine two of the vacancies in order to attract a senior faculty member. Even though there was a hiring freeze, we successfully recruited a Full Professor using this strategy. We no longer have any vacancies due to budget restructuring (using funds from vacant faculty line to fund assistantships). Strategies identified by the external review of the doctoral program post-baseline continued to have positive effects. More students were admitted and the number of students who graduated increased from 0 at baseline to a three year rolling average of 3.33 which demonstrates continued improvement. Opportunities for students to publish research continued to show improvement compared to baseline.

Year 4

Year 5

We will continue to aggressively recruit doctoral students, provide them with financial support and mentoring, and make improvements to the program to increase their success. The proposal to convert some of the vacant faculty positions into stable funding for graduate students was approved (this proposal was described in the previous year's improvement action plan). Given the current hiring freeze, it seemed unlikely that the Department would be permitted to fill all vacancies in a timely manner, so increased funding for students enhances our ability to recruit strong students.

Unit Objective	FAM Objective 2 Promote Research and Creative Work
Related Goals/Metrics	<p>FAM Goal 2. Promote Research</p> <p>Family Sciences Metric 2.1 Sustain extramural funding of at least \$200,000 per year, on a rolling 3 year average.</p> <p>Family Sciences Metric 2.2 Increase scholarship in appropriate high quality outlets.</p> <p>Family Sciences Metric 2.3 Provide Assistant Professors more time (e.g., course release) to work on scholarship.</p> <p>Family Sciences Metric 2.4 Have more tenured than untenured faculty with research DOE.</p> <p>Family Sciences Metric 2.5 Increase Faculty Research FTE</p> <p>Family Sciences Metric 2.6 Provide incentives for tenured faculty to submit grant proposals.</p> <p>Family Sciences Metric 2.7 Aggressively retain tenured faculty or advanced Assistant Professors.</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Provide incentives/opportunities for tenured faculty to submit grants. Possible incentives: (a) offer course release of at least 15% of DOE during academic year; (b) provide one month summer ; (c) support faculty sabbaticals.

Increase faculty research FTE

Provide Assistant Professors with more research FTE

Aggressively retain Advanced Assistant, Associate, and Full Professors

Assessment Method

Report number of faculty sabbaticals (information provided by Department Chair). Use the www.research.uky.edu website to determine extramural funding for Family Studies; also obtain information from faculty for projects that may not be listed in VP for Research database (e.g., if FAM faculty is serving as co-PI). Research FTE information will be identified from the FES database to track goal to increase research FTE for all faculty, especially Assistant Professors. Department Chair will provide information associated with faculty retention.

Actual Results

Data Tables

1. Baseline for extramural funding for 2008-2009 was \$235,882
2. Increase scholarship in appropriate high quality outlets - 12 peer-reviewed journal articles; 28 conference proceedings; 2 Extension publications; 5 other Publications.
3. Provide Assistant Professors more time to work on scholarship (DOE)- Avg Research DOE = 44%
4. Have more tenured than untenured faculty with research DOE - 6 tenured faculty (1 administrator with no research DOE), 5 Assistant Professors, and 3 Lecturers. Ratio of tenured/untenured = 5:8.
5. Increase faculty research FTE - 3.98 FTE
6. Provide incentives for tenured faculty to submit grant proposal - none provided.
7. Retain tenured faculty or advanced Assistant Professors - n/a.

Year 1

1. Extramural funding for 2009-2010 - \$70,867 (BHMI grant by Werner-Wilson, PI) + \$247,511 (one-third of Beginning Farmer Grant with Hunter as co-PI = \$318,378.
2. Increase scholarship in appropriate high quality outlets - 16 peer-reviewed journal articles; 13 conference proceedings.
3. Provide assistant Professors more time to work on scholarships (DOE) - Avg Research DOE = 45%
4. Have more tenured than untenure faculty with research DOE - 6 tenured faculty (1 administrator with no research DOE), 5 Assistant Professors, and 3 Lecturers. Ratio of tenured/untenured = 5:8.
5. Increase faculty research FTE - 2.63 FTE
6. Provide incentives for tenured faculty to submit grant proposals - Hyungsoo Kim was provided with a one-semester sabbatical.
7. Retain tenured faculty or advanced Assistant Professors - Mimbs-Johns, an advanced Assistant Professor resigned to take another position.

Year 2

1. Extramural funding for 2010-2011 - \$247,511 (one-third of Beginning Farmer Grant with Hunter as co-PI) + \$84,900 (Hunter, co-PI for FINRA grant) = \$332,411.
2. Increase scholarship in appropriate high quality outlets - 7 peer-reviewed journal articles; 15 conference proceedings; 18 Extension Publications.
3. Provide Assistant Professors more time to work on scholarship (DOE)- Avg. Research DOE = 47.5%.
4. Have more tenured than untenured faculty with research DOE - 7 tenured faculty (1 administrator with no research DOE), 4 Assistant Professors, and 3 Lecturers. Ratio of tenured/untenured = 6:7.
5. Increase faculty research FTE - 2.25 FTE
6. Provide incentives for tenured faculty to submit grant proposal - Jason Hans was awarded a Fulbright, so he was granted a year-long sabbatical.
7. All current tenured faculty were retained and no Assistant Professors were advanced.

Year 3

1. Extramural funding for 2011-2012 (as of 4/22/2012) - \$247,333 (one-third of Beginning Farmer Grant with Hunter as co-PI) = \$247,333.
2. Increase scholarship in appropriate high quality outlets - 16 peer-reviewed journal articles; 1 book chapter; 16 conference proceedings; 15 Extension publications.
3. Provide Assistant Professors more time to work on scholarship (DOE)- Avg. Research DOE = 51.5%.
4. Have more tenured than untenured faculty with research DOE - 8 tenured faculty (1 administrator with no research DOE), 4 Assistant Professors, and 2 Lecturers. Ratio of tenured to untenured = 7:6.
5. Increase faculty research FTE - 2.75 FTE
6. No incentives for tenured faculty to submit grant proposals were provided.
7. All current tenured faculty were retained and no Assistant Professors were advanced.

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

Despite a reduction in research FTE from 3.98 at baseline to 2.63 for Year 1, two of the major goals associated with scholarship were met: (1) goal to obtain at least \$200,000 in extramural funding was exceeded by almost \$120,000, and (2) the number of research publications increased from 12 to 16. According to data provided by the College, the ratio of publications to research FTE was higher in our Department than any other department in the College.

Although ratio of tenured faculty (who are more usually more competitive at obtaining extramural grants) to untenured faculty continued to be a problem, the goal to increase research distribution of effort (DOE) was increased for untenured faculty from 44% at baseline to 45% in Year 1.

Although the Department was short-staffed, a sabbatical was approved for Dr. Hyungoo Kim in order to incentivize grant-writing.

Year 2

The continued reduction in research FTE from 3.98 at baseline to 2.25 for Year 2, inhibited some goals associated with scholarship: the number of research publications decreased from 12 to 7, but a new Assistant Professor in Extension was hired which contributed to more extension publications: from 0 at baseline to 18. Despite the reduction in FTE, the Department continued to exceed goals associated with extramural funding: (1) goal to obtain at least \$200,000 in extramural funding was exceeded by more than \$130,000, but (2)

Although ratio of tenured faculty (who are more usually more competitive at obtaining extramural grants) to untenured faculty continued to be a problem, the goal to increase research distribution of effort (DOE) was increased for untenured faculty from 44% at baseline to 47.5% in Year 2.

The Department decided to combine two faculty lines in order to successfully recruit a tenured faculty member who has successfully published and obtained extramural funding. We anticipate that this strategy will increase scholarly productivity in subsequent years.

Although the Department remained short-staffed, a sabbatical was approved for Dr. Jason Hans so that he could accept a Fulbright award.

Year 3

The research FTE increased from 2.25 in year 2 to 2.71 for year 3, but it is still below baseline. Despite the reduced research FTE compared to baseline, the number of research publications and other scholarship has increased. Further, the Department

The Department will continue to support current faculty (especially untenured faculty), seek to increase the number of tenured faculty through promotion and faculty searches, reduce student credit hours to a reasonable number, and increase research FTE. Professional development opportunities associated with publishing and grant-writing will be provided in Year 2.

The Department will continue to support current faculty (especially untenured faculty), seek to increase the number of tenured faculty through promotion and faculty searches, reduce student credit hours to a reasonable number, increase research FTE, and increase student participation in research and other professional opportunities. Now that the Department has successfully recruited a Full Professor, who is an endowed professor, he will serve as a mentor to other colleagues to help improve research productivity and grant-writing.

In its efforts to promote research and creative work, the Department will continue to increase the number of tenured faculty through promotion and faculty searches, support current faculty (especially untenured faculty), reduce student credit hours to a

continued to exceed goals associated with extramural funding. The goal of increasing research distribution of effort (DOE) for Assistant Professors continues to increase. The Department successfully recruited a Full Professor who has made important contributions to scholarship and mentoring younger faculty. Given current budget reductions and other demands, we were unable to provide incentives for the submission of grant proposals. There was no need to develop a retention package, due to the already high retention of tenured faculty within the department.

Year 4

Year 5

reasonable number, increase research FTE, and increase student participation in research and other professional opportunities. The Department will introduce a series of professional development opportunities for faculty that will focus on tips to improve scholarly productivity. The department chair will continue to monitor the number of grants submitted annually, as well as tenured faculty retention for the department.

Unit Objective	FAM Objective 3 Develop Human & Physical Resources to Obtain Top 20 Status
Related Goals/Metrics	<p>FAM Goal 3 Develop the Human and Physical Resource</p> <p>Family Sciences Metric 3.1 Recruit at least two, ideally three, new tenure track faculty (but preferably three because that is the current number of vacancies).</p> <p>Family Sciences Metric 3.2 Sustain extramural funding of at least \$200,000 per year.</p> <p>Family Sciences Metric 3.3 Have more tenured than untenured faculty with research DOE.</p> <p>Family Sciences Metric 3.4 Increase faculty research DOE.</p> <p>Family Sciences Metric 3.5 Reduce the ratio of student credit hours/major.</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Overall

Strategies

Reduce the number of student credit hours, providing faculty with increased time to focus on scholarly activities

Invest salary saving from vacant faculty lines to provide assistantship support to faculty for scholarly activities. This has the added benefit of helping to recruit graduate students, who also contribute to the Top-20 mission

When given permission to recruit, there are two priorities: (1) replace position in family finance, and (2) recruit a mid-career or senior faculty area (open specialization) who has already demonstrated grant-writing success

Assessment Method

Use FES Database to assess research FTE. The Office of institutional Research, Planning, and Effectiveness publishes information associated with student credit hours; the College also provided this information to units. Information associated with faculty vacancies, recruitment, and hiring will be provided by the Department Chair; budget information associated with vacancies will be provided by the College.

Actual Results

Data Tables

1. Recruit at least two new tenure track faculty members, 5 lines available at baseline. 2. Sustain extramural funding of at least \$200,00 per year - Baseline \$235,882 3. Have more tenured than untenured faculty with research DOE - 6 tenured faculty (1 administrator with no research DOE), 5 Assistant Professors, and 3 Lecturers. Ratio of tenured/ untenured = 5:8. 4. Increase faculty research FTE - 3.98 5. Reduce the ratio of student credit hours/major - 9251 SCH/180 majors = 51.39

Year 1

1. Recruit at least two new tenure track faculty members, 5 lines available. 2. Sustain extramural funding of at least \$200,00 per year - \$70,867 (BHMI grant by Werner-Wilson, PI) + \$247,511 (one-third of Beginning Farmer Grant with Hunter as co-PI = \$318,378. 3. Have more tenured than untenured faculty with research DOE - 6 tenured faculty (1 administrator with no research DOE), 5 Assistant Professors, and 3 Lecturers. Ratio of tenured/untenured = 5:8. 4. Increase faculty research FTE - 2.63 5. Reduce the ratio of student credit hours/major - 7053 SCH/185 majors = 38.12

Year 2

1. Recruit at least two new tenure track faculty members, 3 lines available. 2. Sustain extramural funding of at least \$200,00 per year - \$247,511 (one-third of Beginning Farmer Grant with Hunter as co-PI) + \$84,900 (Hunter, co-PI for FINRA grant) = \$332,411. 3. Have more tenured than untenured faculty with research DOE - 7 tenured faculty (1 administrator with no research DOE), 4 Assistant Professors, and 3 Lecturers. Ratio of tenured/untenured = 6:7. 4. Increase faculty research FTE - 2.25 5. Reduce the ratio of student credit hours/major - 6134 SCH/180 majors = 34.07.

Year 3

1. Recruit at least two new tenure-track faculty members, 0 lines available. 2. Sustain extramural funding of at least \$200,00 per year - \$247,333 (one-third of Beginning Farmer Grant with Hunter as co-PI) = \$247,333. 3. Have more tenured than untenured faculty with research DOE - 8 tenured faculty (1 administrator with no research DOE), 4 Assistant Professors, and 2 Lecturers. Ratio of tenured to untenured = 7:6. 4. Increase faculty research FTE - 2.75 5. Reduce the ratio of student credit hours/major - The Office of Institutional Effectiveness (<http://www.uky.edu/IRPE/students/hours.html>) has not yet published student credit hour data for 2011-2012. We use their information as the basis for calculating this ratio, so no data is currently available for the 2011-2012 academic year.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Faculty recruitment efforts were stagnant which influenced other objectives (e.g., publications, research FTE). Five faculty vacancies remained.</p> <p>Research FTE, associated with faculty vacancies, declined from baseline to Year 1: from 3.98 to 2.63.</p> <p>Two goals were achieved: (1) despite reduced research FTE, the Department exceeded goals associated with extramural funding; (2) ratio of Student Credit Hours/majors was reduced from 51.39 at baseline to 38.12.</p> <p>Year 2</p> <p>Faculty recruitment efforts were stagnant which influenced other objectives (e.g., publications, research FTE). Five faculty vacancies remained during the year, but two lines were combined to successfully recruit a tenured Professor who will begin duties in subsequent year.</p> <p>Research FTE, associated with faculty vacancies, declined from baseline to Year 2: from 3.98 to 2.71 (a slight improvement from Year 1).</p> <p>Two goals were achieved: (1) despite reduced research FTE, the Department exceeded goals associated with extramural funding; (2) ratio of Student Credit Hours/majors was reduced from 51.39 to 34.07.</p> <p>Actions associated with Objective 2 will also contribute to efforts to improve Objective 3 to develop human resources: The Department successfully recruited a tenured Professor who will begin his position in Year 3. He successfully published and obtained extramural funding in his previous position.</p> <p>Year 3</p> <p>Our efforts to recruit a tenured professor were successful and our new colleague has made important contributions to scholarship, graduate education, and mentoring.</p> <p>Research FTE improved from year 2, but remains lower than baseline.</p> <p>Despite reduced research FTE, the Department exceeded the goals associated with extramural funding and publishing.</p>	<p>Actions associated with Objective 2 will also contribute to efforts to improve Objective 3 to develop human resources: The Department will continue to support current faculty (especially untenured faculty), seek to increase the number of tenured faculty through promotion and faculty searches, reduce student credit hours to a reasonable number, and increase research FTE. Professional development opportunities associated with publishing and grant-writing will be provided in Year 2.</p> <p>The department expects the newly recruited and tenured Professor to make a positive contribution to scholarly productivity. Since this person was hired into an endowed position with a reduced teaching load, research FTE should also increase in Year 3.</p> <p>Actions associated with Objective 2 will also contribute to efforts to improve Objective 3 - to develop human resources. The new endowed professor will continue to mentor faculty regarding scholarship, graduate education, and publishing. We expect him to submit grants. As described in Outcome 2, the Department will also introduce a series of professional development seminars. These seminars will also contribute to developing human resources. The department chair will continue to monitor the ratio of student credit hours to majors when the 2011-2012 data becomes available.</p>

Current analysis of the student credit hours to major ration is impossible, due to lack of 2011-2012 data from the Office of Institutional Effectiveness.

Year 4

Year 5

Unit Objective	FAM Objective 4 Promote Diversity
Related Goals/Metrics	<p>Ag Goal 4 Promote Diversity and Inclusion</p> <p>FAM Goal 4 Promote Diversity</p> <p>Family Sciences Metric 4.1 Include a proportion of faculty that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion.</p> <p>Family Sciences Metric 4.2 Include a proportion of staff that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion.</p> <p>Family Sciences Metric 4.3 Include a proportion of students that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion.</p> <p>UK Goal 4. Promote Diversity and Inclusion</p>
Related Mission Area	Overall

Strategies

Faculty members in the Family Studies Department have made a commitment to completing scholarship and delivering outreach programs associated with understanding the needs of families that are underserved or marginalized
The Family Studies curriculum with infuse themes of diversity throughout all courses

Assessment Method

Information from UK IRPE will provide information associated with student race/ethnicity to identify student diversity. Information associated with faculty and staff diversity will be collected from the FES database and/or the Department Chair. Curriculum, including attention to diversity issues, is an ongoing responsibility of the Department Curriculum Committee -- that committee will routinely evaluate the infusion approach to incorporating diversity that was identified as a strategy for the present objective.

Actual Results

Data Tables

1. Baseline for including a proportion of faculty that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: Male 6, Female 8, Underrep. Groups - 1
2. Baseline for including a proportion of staff that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: Female - 2, Underrep. Groups - 1
3. Baseline for including a proportion of students that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: Male - 37; Female - 164; Underrep. Groups - 56.

Year 1

1. Proportion of faculty that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: Male 6, Female 8, Underrep. Groups - 1
2. Proportion of staff that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: Female - 2, Male - 1; Underrep. Groups - 1
3. Baseline for including a proportion of students that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion:
Male - 34; Female - 179; Underrep. Groups - 66

Year 2

1. Proportion of faculty that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: Male 7, Female 6, Underrep. Groups - 1
2. Proportion of staff that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: Female - 2, Male - 1; Underrep. Groups - 1
3. Proportion of students that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion:
Male - 26; Female - 207; Underrep. Groups - 69

Year 3

1. Proportion of faculty that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: male - 7, female - 7, underrepresented groups - 1.
2. Proportion of staff that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: female - 2, male - 1, underrepresented groups - 1.
3. Proportion of students that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion: male - 29, female - 182, underrepresented groups - 58.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The Department has exceeded diversity goals in all areas associated with diversity, except for faculty composition from traditionally underrepresented groups. Efforts were made to aggressively recruit faculty from underrepresented groups, but with no success. Analysis of curriculum suggests that attention to diversity in families is an ongoing theme in courses. Scholarly work and outreach programs represent the lifespan from childhood to aging.</p>	<p>The Department aims to maintain our success in recruiting a diverse student body and staff. Our ability to recruit faculty from traditionally underrepresented groups is negatively influenced by the hiring freeze.</p>
<p>Year 2</p> <p>The Department has exceeded diversity goals in all areas associated with diversity, and has made some improvement associated with faculty composition: we successfully recruited a colleague who is a dual citizen who will begin his position in Year 3. Courses throughout the curriculum continue to include significant themes of diversity across the lifespan, attention to differences in family forms, and sensitivity to differences in face/ethnicity. Scholarship and outreach also represent the lifespan and incorporate attention to diversity.</p>	<p>The department will strive to continue its success in recruiting a diverse student body, staff, and faculty. The new endowed professor, who will begin his position in year 3, has extensive experience working in other countries and will help recruit more international students. Faculty will continue to emphasize diversity in teaching. Scholarship and outreach programs will continue to target families across the lifespan and from a variety of backgrounds.</p>
<p>Year 3</p> <p>The Department has exceeded diversity goals in all areas associated with diversity, and experienced some improvement associated with faculty composition: our faculty now includes a colleague who is Korean and a new colleague who holds dual citizenship. Courses throughout the curriculum continue to include significant themes of diversity across the lifespan, attention to differences in family forms, and sensitivity to differences in face/ethnicity. Scholarship and outreach also represent the lifespan and incorporate attention to diversity. More Lyman T. Johnson Awards were provided to graduate students which influenced our ability to successfully recruit graduate students from diverse backgrounds. The new endowed professor successfully recruited two new graduate students who will begin their studies in Year 4.</p>	<p>The new endowed professor, who has extensive experience working in other countries, will continue to help recruit more international students. Scholarship and outreach programs will continue to target families across the lifespan and from a variety of backgrounds. Faculty will continue to emphasize diversity in teaching.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Unit Objective	FAM Objective 5 Improve Quality of Life for Kentuckians
Related Goals/Metrics	<p>FAM Goal 5. Improve the Quality of Life</p> <p>Family Sciences Metric 5.1 Continue to provide outstanding research-based resources and educational programs relative to the Cooperative Extension FCS initiatives that improve quality of life for individuals and families while building sustainable and ...</p> <p>Family Sciences Metric 5.2 Increase, the number of students conducting research and/or practicum/internship experiences in community programs outside of the university.</p> <p>Family Sciences Metric 5.3 Increase Extension Grants</p> <p>Family Sciences Metric 5.4 Contribute to sustaining total College of Agriculture Cooperative Extension Service contacts.</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

The expectation for graduate education for agents has been established. Encourage graduate education for Family Consumer Science (FCS) agents

Sustain traditional Extension strengths while offering new programs within the major FCS. Promote enhanced linkages between Family Studies faculty, Cooperative Extension and new partners within and outside of the University that support Kentucky families

Build research programs within the FCS initiatives and the Department that emphasize topics that elevate the life of Kentuckians

Support the development of students to become leaders and professionals in the field of Family Studies through the graduate programs and FCS Cooperative Extension, to advance the quality of life for Kentuckians

Increase the deployment of web effectiveness and evolving information technologies such as Centra, eXtension, and YouTube

Enhance recruiting, training, and support of outreach personnel statewide

Establish clearly understood measures to assess and communicate the impact of Cooperative Extension programs

Engage key statewide constituencies - including alumni - to help the Department achieve its objectives

Faculty will continue to conduct engagement research

When appropriate, faculty will share research findings with Cooperative Extension Specialists for translation into Extension publications or media releases

Assessment Method

The College of Agriculture Extension Reporting Statistical Contacts

Actual Results

Data Tables

1. Continue to provide outstanding research-based resources and educational programs relative to the Cooperative Extension FCS initiatives that improve quality of life for individuals and families while building sustainable and resilient communities. Cooperative Extension faculty in Department develop and deliver too many Extension programs to describe. Extension faculty and staff in Department made 1,682 contacts.
2. Practicum/internship experiences in community programs outside of the university FAM 499 - 60
3. Increase grantsmanship or contracts in Cooperative Extension or Integrated Projects as evidenced by numbers of submitted proposals and total funding: \$20,000.
4. Contribute to sustaining total College of Agriculture Cooperative Extension Service contacts: Department faculty and staff contributed to the 7,200,000 total College of Agriculture Extension contacts. Extension faculty and staff in Department made 1,682 of those contacts.

Year 1

1. Continue to provide outstanding research-based resources and educational programs relative to the Cooperative Extension FCS initiatives that improve quality of life for individuals and families while building sustainable and resilient communities. Cooperative Extension faculty in Department develop and deliver too many Extension programs to describe. Department is providing leadership to the Managing in Tough times Initiative introduced by College of Agriculture. Extension faculty in Department made 2,104 contacts.
2. Practicum/internship experiences in community programs outside of the university FAM 499 - 67
3. Increase grantsmanship or contracts in Cooperative Extension or Integrated Projects as evidenced by numbers of submitted proposals and total funding: \$70,867 (BHMI grant by Werner-Wilson, PI) + \$247,511 (one-third of Beginning Farmer Grant with Hunter as co-PI = \$318,378).
4. Contribute to sustaining total College of Agriculture Cooperative Extension Service contacts: Department faculty and staff contributed to the 7,200,000 total College of Agriculture Extension contacts. Extension faculty and staff in Department made 2,104 of those contacts.

Year 2

1. Continue to provide outstanding research-based resources and educational programs relative to the Cooperative Extension FCS initiatives that improve quality of life for individuals and families while building sustainable and resilient communities. Cooperative Extension faculty in Department develop and deliver too many Extension programs to describe. Extension faculty in Department made 4,225 contacts.
2. Practicum/internship experiences in community programs outside of the university FAM 499 - 67
3. Increase grantsmanship or contracts in Cooperative Extension or Integrated Projects as evidenced by numbers of submitted proposals and total funding: \$247,511 (one-third of Beginning Farmer Grant with Hunter as co-PI) + \$84,900 (Hunter, co-PI for FINRa grant) = \$332,411.
4. Contribute to sustaining total College of Agriculture Cooperative Extension Service contacts: Department faculty and staff contributed to the 7,738,000 total College of Agriculture Extension contacts. Extension faculty in Department made 4,225 of those contacts.

Year 3

1. Continue to provide outstanding research-based resources and educational programs relative to the Cooperative Extension FCS initiatives that improve quality of life for individuals and families while building sustainable and resilient communities. Cooperative Extension faculty in Department develop and deliver Extension programs too numerous to describe. Number of contacts made by Extension faculty in Department in FY 2012 were 6,023.
2. Practicum/internship experiences in community programs outside of the university FAM 499 - 69
3. Increase grantsmanship or contracts in Cooperative Extension or Integrated Projects as evidenced by numbers of submitted proposals and total funding: \$247,333 (one-third of Beginning Farmer Grant with Hunter as co-PI) = \$247,333.
4. The total College of Agriculture Cooperative Extension Service contacts for FY 2012 were 7,568,239. Of the total College of Agriculture contacts, 6,023 were made by Family Sciences Departmental Extension faculty.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>As reported for the number of Extension contacts, activities associated with improving the life of Kentuckians were successful. Department faculty, staff, and students make contributions to improving well-being in the Commonwealth.</p>	<p>The Department successfully contributes to improving the quality of life for Kentuckians, so our goal is to sustain programs and efforts associated with engagement. Funding for the BHMI grant has ended, so we will need to look for other sources of funding for outreach programs.</p>
<p>Year 2</p> <p>Activities associated with improving the life of Kentuckians were successful. Department faculty, staff, and students make contributions to improving well-being in the Commonwealth. Funding from Health Education through Extension Leadership (not extramural funding that is reported in earlier goals), has contributed to program development associated with aging and grief. This new funding source is consistent with the Year 1 Action Plan.</p>	<p>The Department continues to successfully contribute to improving the quality of life for Kentuckians, so our goal is to sustain programs and efforts associated with engagement. Department will need to continue to seek funding for outreach programs. Funding for the Beginning Farmer program will be ending in Year 3, so we will need to seek renewal.</p>
<p>Year 3</p> <p>Activities associated with improving the life of Kentuckians were successful. Funding for the Managing in Tough Times Initiative and the Beginning Farmer Program contributed to outreach programming in those areas. Department faculty, staff, and students made contributions to improving well-being in the Commonwealth. Funding for Beginning Farmer grant was renewed, so these outreach programs will continue in Year 4 and 5. While the total number of College of Agriculture contacts fell from FY 2011 to FY 2012, the number of contacts made by departmental Extension faculty rose by 43% from FY 2011 to FY 2012.</p>	<p>The Department continues to successfully contribute to improving the quality of life for Kentuckians, so our ongoing goal is to sustain programs and efforts associated with engagement. Collaboration between regular faculty and extension faculty could help provide funding for outreach programs. The department chair will continue to monitor all of these metrics.</p>
<p>Year 4</p> <p>Year 5</p>	

**UK College of Agriculture
Family Sciences Strategic Plan 2009-2014**

**Goal 1:
Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society**

The Vision of the Department of Family Sciences at the University of Kentucky is to be a leader in improving the quality of life of individuals and families in Kentucky, the region, and the nation through rigorous academic programs, state-of-the-art research, community-driven extension, and engagement opportunities.

Challenges

- Faculty attrition creates significant difficulty – faculty are asked to do too much.
- Additional enrollment is not possible without additional faculty to meet the needs.
- Too little DOE time is allotted to advising.
- Some classrooms and teaching labs are inadequately equipped.
- Quality and quantity of classroom space limits optimal student-instructor contact and thus learning potential.
- Many students have lower grade point averages.

Strategies

- Recruit more high-ability students. Increase the number and quality of graduates at all levels to enhance the reputation of the department.
- Enhance marketing and communication efforts statewide and in strategic out-of-state and international target areas.
- Increase faculty numbers to improve student-to-faculty ratio and academic program quality.
- Ensure that graduates at all levels are able to demonstrate expertise in their disciplines and are prepared to succeed in professional and community settings.
- Expand instructional development opportunities for innovative pedagogies that focus on active learning, effective use of technology, and assessment, given appropriate faculty- student ratios.
- Provide training opportunities for graduate and professional students to serve the needs of the Commonwealth and beyond, through research, teaching, and clinical or professional expertise.

Key Indicators. by 2014 the Family Sciences Department will:

1. Reduce the student-faculty ratio to an average of 30:1 in each upper division undergraduate class.
2. Increase number of students who have a GPA of 2.5 or higher.

3. Fill vacant faculty lines.
4. Increase number of doctoral degrees awarded to 5 each year, based on a 3 year rolling average.
5. Provide opportunities for students to participate in collecting and reporting research data at conferences and in publications.

Goal 2:

Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World Beyond its Borders

Faculty members in the Family Sciences Department are committed to the dual purposes of research: the expansion of the body of knowledge and the translation of basic research into practical innovations for the people of Kentucky and those beyond the state's borders. Faculty members have made a commitment to completing basic research as well as translational and applied scholarship associated with understanding families that are underserved.

We are committed to developing and publishing high-quality scholarship.

Challenges

- The Family Sciences Department has more untenured than tenured faculty, creating difficulty for graduate students to form advisory committees and limiting the national reputation of the program.
- Faculty vacancies and lack of mid-career or senior faculty place the burden for service work and teaching responsibilities on junior faculty who need time to cultivate a research agenda.

Strategies

- Provide incentives/opportunities for tenured faculty to submit grants.
Possible incentives: (a) offer course release of at least 15% of DOE during academic year; (b) provide one month of salary in summer.
- Increase faculty research FTE.
- Provide Assistant Professors with more research FTE.
- Aggressively retain Advanced Assistant, Associate, and Full Professors.

Key Indicators, by 2014 the Family Sciences Department will:

1. Sustain extramural funding of at least \$200,000 per year.
2. Increase scholarship in appropriate high quality outlets.
3. Provide Assistant Professors more time (e.g., course release) to work on scholarship.
4. Have more tenured than untenured faculty with research DOE.
5. Increase faculty research FTE.

6. Provide incentives for tenured faculty to submit grant proposals.
7. Aggressively retain tenured faculty or advanced Assistant Professors.

Goal 3:

Develop the Human and Physical Resources of the Department to Achieve the Institution's Top 20 Goals

A university is only as strong as the people who populate it and the tools – both physical and professional – they are given to work effectively. The strength of the University of Kentucky and its capacity to achieve the goal of Top 20 status is defined by the faculty and staff who give the institution its personality and its vibrancy. The Family Studies Department is committed to becoming a Top-20 department, which will require recruiting and retaining a talented and committed cadre of faculty and staff. The Family Sciences Department is dedicated to creating and sustaining a work environment that positions faculty and staff for success.

Challenges

- The hiring freeze has inhibited our ability to achieve our goal to recruit Top-20 faculty.
- Faculty vacancies have created more service and teaching work for the faculty, impairing their ability to devote time to scholarly activities.
- The Family Sciences Department's ratio of student credit hours to majors is more than twice any other department in the College of Agriculture. This suggests that the Department is teaching too many service courses.
- Some of our physical facilities – especially office space – are in disrepair. Rain leaks through windows, and plaster and paint are falling from the ceiling in some offices and stairwells.
- There are more untenured than tenured faculty in the Department, making it difficult to achieve benchmarks (e.g., professional recognition, publications, extramural funding) associated with a top-20 Family Sciences Department.

Strategies

- Reduce the number of student credit hours, providing faculty with increased time to focus on scholarly activities.
- Invest salary savings from vacant faculty lines to provide assistantship support to faculty for scholarly activities. This has the added benefit of helping to recruit graduate students, who also contribute to the Top-20 mission.
- When given permission to recruit, there are two priorities: (1) replace position in family finance, and (2) recruit a mid-career or senior faculty area (open specialization) who has already demonstrated grant-writing success.

Key Indicators, by 2014 the Family Sciences Department will:

1. Recruit at least two new tenure track faculty (but preferably three because that is the current number of vacancies).
2. Sustain extramural funding of at least \$200,000 per year.
3. Have more tenured than untenured faculty.
4. Increase faculty research DOE.
5. Reduce the ratio of student credit hours/major

**Goal 4:
Promote Diversity and Inclusion**

The Family Sciences Department faculty enthusiastically endorses the University of Kentucky goals and objectives to promote diversity and inclusion. We agree that diversity is one of the strengths of American society and are keenly aware that participation in diverse families, workplaces, schools, and communities is the norm and not the exception. With an applied focus on families, the Family Sciences Department will prepare students for meaningful and responsible engagement within and across diverse communities. We share the University of Kentucky goal to help students

- attain a deeper understanding of and commitment to authentic democratic values and social justice.
- embrace a greater commitment to service and leadership for the common good.
- exhibit greater cultural knowledge and competence.
- play a personal role in Kentucky's success in the global economy.

We accept the responsibility to embrace and nurture diversity as a core value with the result that the goal of diversity is inherent in all of the Department's strategic goals.

Strategies

- Faculty members in the Family Sciences Department have made a commitment to completing scholarship and delivering outreach programs associated with understanding the needs of families that are underserved or marginalized.
- The Family Studies curriculum will infuse themes of diversity throughout all courses.

Key Indicators, by 2014 the Family Sciences Department will:

1. Include a proportion of faculty that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion.
2. Include a proportion of staff that is equivalent to the proportion in the community

relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion.

3. Include a proportion of students that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion.

Goal 5:

Improve the Quality of Life for Kentuckians through Outreach and Service

The Department of Family Sciences, including its Cooperative Extension specialists, and in collaboration with other units in the School of Human Environmental Sciences and the College of Agriculture, will be responsive to the need for knowledge and research-based educational programs that address the quality of life for Kentuckians in the areas of individual and family development and family resource management.

Most Significant Challenges

- Budget cuts combined with turnover have created critical capacity shortages for faculty and Cooperative Extension specialists in family science and family resource management. The collaboration between research faculty and Cooperative Extension faculty and specialists to address Kentucky residents' needs in health and well-being should be carefully reviewed.
- Cuts in state funding of mandated programs have increased burdens on alternative funds sources, including county extension funds.
- New communication and information tools are available that must be increasingly adapted and incorporated fully into Cooperative Extension programming.
- Operating funds for Cooperative Extension, teaching and some applied research are becoming increasingly limited, so extramural funding must increase.
- Cooperative Extension faculty members are challenged to balance program development and outreach, teaching, and research with seeking extramural funding sources.

Strategies

- The expectation for graduate education for agents has been established. Encourage graduate education for Family Consumer Science (FCS) agents.
- Sustain traditional Extension strengths while offering innovative new programs within the major FCS initiatives: Making Beneficial Lifestyle Choices, Nurturing Families, Embracing as Life as You Age, Securing Financial Stability, Promoting Healthy Homes and Communities, Accessing Nutritious Food, and Empowering Community Leaders. Promote enhanced linkages between Family

Studies faculty, Cooperative Extension, and new partners within and outside of the University that support Kentucky families.

- Build research programs within the FCS initiatives and the Department that emphasize topics that elevate the life of Kentuckians.
- Support the development of students to become leaders and professionals in the field of Family Studies through the graduate programs and FCS Cooperative Extension, to advance the quality of life for Kentuckians.
- Increase the deployment of web effectiveness and evolving information technologies such as Centra, eXtension, and YouTube.
- Enhance recruiting, training, and support of outreach personnel statewide.
- Establish clearly understood measures to assess and communicate the impact of Cooperative Extension programs.
- Engage key statewide constituencies – including alumni – to help the Department achieve its objectives.
- Faculty will continue to conduct engagement research.
- When appropriate, faculty will share research findings with Cooperative Extension Specialists for translation into Extension publications or media releases.

Key Indicators, by 2014 the Family Sciences Department will:

1. Continue to provide outstanding research-based resources and educational programs relative to the Cooperative Extension FCS initiatives that improve quality of life for individuals and families while building sustainable and resilient communities.
2. Increase the number of students conducting research and practicum experiences in community programs outside of the university.
3. Sustain or increase the procurement of grants, contracts, or integrated projects in Cooperative Extension as evidenced by numbers of submitted proposals and total funding amount.
4. Contribute to sustaining or increasing total College of Agriculture Cooperative Extension Service contacts.



Forestry Strategic Plan 2009-2014

FOR Strategic Plan Implementation Project 2009-2014

Annual Review of Progress

Unit Mission

Research, teaching, and outreach programs of the Department of Forestry at the University of Kentucky will effectively enhance sustainable economic, ecological, and social benefits of forests and related natural resources in Kentucky and beyond. Our programs will elevate the quality of life by:

- enhancing the integrity, stability, and health of forests and related biotic communities; and
- increasing the long-term value, sustainable income, and sustainable flow of services from forests and natural resources.

Unit Objective	FOR Objective 1.1 Recruit and retain students with high academic and professional potential.
Related Goals/Metrics	FOR Goal 1. Prepare Students Forestry Metric 1-1: Maintain a retention/graduation rate for forestry students (sophomore to graduation) in excess of 66% UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.
Related Mission Area	Education

Strategies

Revise the curriculum of the B.S. degree in Forestry with emphasis on producing 'society-ready' B.S. graduates capable of dealing effectively with the complex economic, ecological, and social issues involving forest resources today.

Enhance scholarship funding to recruit and retain students with high academic and professional potential.

Support student organizations in their efforts to enhance professionalism and support student involvement in professional and scientific activities and organizations.

Emphasize learner-centered, experiential activities in which students are engaged in service learning and other issues where they can help provide solutions to current forest resource challenges while learning through 'hands on' experiences.

Assessment Method

Using UK Office of Institutional Research, Planning & Effectiveness annual data, the first fall to second fall department retention rates will be tracked to see whether or not the forestry department reaches 66 percent by 2014.

Actual Results

Data Tables

Descriptive Results

Year 1

Baseline data for the 2007-2008 academic year for Forestry Department student retention was 64.3 percent. The retention rate for the 2008 fall semester to 2009 fall semester fell to 52.6 percent.

Year 2

The retention rate for fall 2008 to fall 2009 rose slightly to 53.3 percent.

Year 3

The retention rate for the 2009-2010 academic year rose to 83.3%.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The 2007-2008 retention rate fell 11.7 percentage points compared to the 2006-2007 baseline year. In fall 2009, the revised forestry curriculum was implemented. We anticipate the revised curriculum will help retain students in the forestry program.</p> <p>Year 2</p> <p>The Forestry undergraduate retention rate rose slightly by 0.7 percentage points in 2008-2009. In Fall 2009, the revised forestry curriculum was implemented. We anticipate the revised curriculum will help retain students in the forestry program. Due to the transition to a new chair, a designated member of the Forestry Department has not met with students leaving the program. However, other steps have been taken to help retain students. For example, information on scholarship opportunities is regularly sent to students. The forestry student organization (Student Chapter of the Society of American Foresters) is fully supported and involved in local, state, regional, and national forestry professional meetings. In several forestry classes, students are engaged in service learning or experiential activities.</p> <p>Year 3</p> <p>The retention rate for 2009-2010 rose by 30.0%. It is unclear at this time if this is an actual increase in the retention rate or a modification to the analysis of the UK Office of Institutional Research, Planning & Effectiveness annual data. We continue to ensure that forestry students are aware of scholarship opportunities, active in the student forestry organization, and participate in experiential activities. The Academic Coordinator will continue to develop a system to track students that leave the forestry program and get a better understanding of why students leave the forestry program.</p> <p>Year 4</p> <p>Year 5</p>	<p>A designated member of the Forestry Department will meet with students leaving the Forestry program to understand why they left and what may have helped them stay in the program. This information will then be used by the Forestry Department to take proactive steps to retain students in the forestry program.</p> <p>We are hopeful that the increased awareness in scholarship opportunities, full support of the student forestry organization, and experiential learning opportunities will help retain our forestry students. We are in the process of developing a system to track forestry students throughout their time in the program. This will help provide an accurate measure of the retention of all forestry students throughout the forestry program.</p> <p>It is too early to tell if our retention strategies are working. We will continue to monitor the student retention rates. Beginning in fall 2012, we plan to meet with students leaving the program to determine their reasons for leaving the forestry program and what may have helped them stay in the program. This information will then be used by the Forestry Department to continue to take proactive steps to retain students in the forestry program.</p>

Unit Objective	FOR Objective 1.2 The learning environment in the Department of Forestry will be rigorous and highly relevant to career opportunities for graduates. The teaching program will be focused and structured to prepare graduates for success.
Related Goals/Metrics	FOR Goal 1. Prepare Students Forestry Metric 1-2: Maintain a graduating student placement rate in excess of 75% UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.
Related Mission Area	Education

Strategies

Effectively communicate job announcements.
 Develop mechanisms to maintain contact with Forestry alumni, to engage them in our recruiting, teaching, and placement programs, and to track the employment and job responsibilities of our graduates.
 Increase opportunities for students to participate in cooperative education and student internship programs.
 Increase teaching-related cooperation and interaction with federal and state agencies, landowners, non-governmental organizations, and private industry.

Assessment Method

Using forestry department data (i.e., exit interviews and alumni survey data), the graduating student placement rate (employment in forestry or related professions or graduate school) will be tracked to see if graduating placement rates are in excess of 75 percent by 2014.

Actual Results

Data Tables

Year 1

Baseline data for 2009 graduating student placement rate (employment in forestry or related professions or graduate school) was 83%. The 2010 data for graduating student placement rate decreased to 73%.

Year 2

The May 2011 graduating student placement rate increased to 90%.

Year 3

The December 2011 and May 2012 graduating student placement rate decreased to 71%. Five of seven graduates (71%) are working in forestry related positions.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The graduating student placement rate is slightly below the goal of 75 percent. Of the three students that are not employed in forestry-related professions or graduate school, two are hoping to get a job with state or federal forestry agencies and the third individual's employment status is unknown at this time.</p>	<p>Exit interviews and alumni survey data will be used to closely track where students go once they graduate with a forestry degree. In 2011, the forestry department will begin a forestry employer survey to understand the current needs of the forestry employers. The results of these surveys will give faculty advisors and students the range of potential employment options for recent forestry graduates.</p>
<p>Year 2</p> <p>The graduating student placement rate for review year 2 is well above the goal of 75 percent. The one student not currently employed in forestry-related professions or graduate school recently lost her job in a forestry-related position at a university because the grant funding for the project ran out. Due to time constraints an employer survey has not been developed at this time. However, the department has implemented other strategies to help improve the graduating student placement rate. Job announcements are regularly emailed to students and posted in the forestry building. Faculty and staff maintain contact with forestry alumni and other forestry stakeholders. These alumni and stakeholders regularly let our faculty and staff know about job openings. We have also increased our efforts in identifying and publicizing internship opportunities for our students.</p>	<p>The department will continue to collect placement data and monitor the progress of the student placement efforts. Although the undergraduate student placement rate is on target, it is too early to tell if this is an upward trend. We will continue to publicize announcements, maintain contact with forestry alumni and stakeholders, and identify internship opportunities for our students. In fall 2012, a new course on professional development and communication for forestry majors will explore the different forestry career opportunities. This course will also help prepare forestry students for the job market by teaching them about preparing effective cover letters and resumes, networking, and interview skills. Our intention is to provide students with additional guidance on career placement that will successfully engage them in rewarding careers.</p>
<p>Year 3</p> <p>The graduating student placement rate is slightly below the goal of 75%. We continue to publicize job announcements, maintain contacts with forestry alumni and stakeholders, and identify internship opportunities for our students.</p>	<p>In fall of 2012, a new course "Communication and Professional Development in Forestry" and an Undergraduate Student Seminar Series were created to inform students about careers in forestry and natural resources. The class and seminar series allows students to make valuable contacts and learn more about professional opportunities, professional development, and leadership. We hope that providing students with additional guidance in career placement will help successfully place our students.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	FOR Objective 1.3 Increase support for teaching-related activities.
Related Goals/Metrics	FOR Goal 1. Prepare Students FOR Goal 3. Development Forestry Metric 1-3: Maintain an operating budget for teaching equipment purchase, upkeep, and repair UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.
Related Mission Area	Education

Strategies

Increase the use of University facilities (i.e., Robinson Forest, Wood Utilization Center, UK Herbarium, greenhouses), and other teaching-related facilities and resources to enhance student learning.

Effectively communicated funding and other needs for support relating to teaching within the College and University to key partners and constituents with an interest in our undergraduate and graduate teaching programs.

Continue work with the Development Office to increase endowment funding related to teaching in the Department of Forestry and communicate with faculty and others regarding development funding targets and progress that are teaching related.

Assessment Method

Using forestry department budget data, the operating budget values for teaching equipment purchase, upkeep, and repair will be tracked to see if operating budget values for teaching equipment purchase, upkeep and repair are maintained at a minimum of \$2,000 by 2014.

Actual Results

Data Tables

Descriptive Results

Year 1

Baseline data for the 2008-2009 forestry department operating budget for teaching equipment purchase, upkeep, and repair was \$2,000. The 2009-2010 operating budget for teaching equipment purchases, upkeep, and repair increased to \$6,360.

Year 2

The 2010-2011 operating budget for teaching equipment purchases, upkeep, and repair decreased to \$4,280.

Year 3

The 2011-2012 operating budget for teaching equipment purchases, upkeep, and repair increased to \$6,720.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The 2009-2010 operating budget for teaching equipment purchases, upkeep and repair increased to \$6,360. This increase is the result of a \$50 lab fee assessed for certain classes in the 2009-2010 academic year. The department receives 80% of the total of lab fees collected.</p> <p>Year 2</p> <p>The 2010-2011 operating budget for teaching equipment purchases, upkeep, and repair decreased to \$4,280. This decrease is the result of lower enrollment in classes assessed a \$50 lab fee in the 2010-2011 academic year. The department receives 80% of the total of lab fees collected. We continue to use university facilities such as Robinson Forest and the Wood Utilization Center to enhance student learning. Funding and other needs related to teaching are discussed with the college and our forestry stakeholders. The department chair is working with the Development Office to increase endowment funding related to teaching.</p> <p>Year 3</p> <p>The 2011-2012 operating budget for teaching equipment purchases, upkeep, and repair increased to \$6,720. The operating budget for teaching equipment purchases, upkeep, and repair is tied to lab fees. Strategies to increase enrollment seem to be working and, therefore, more lab fees were collected. We continue to look for other sources to help ensure that our teaching equipment is comparable to other nationally competitive forestry degree programs.</p> <p>Year 4</p> <p>Year 5</p>	<p>The operating budget for teaching equipment purchases, upkeep, and repair is currently tied to lab fees and thus may fluctuate with student enrollment numbers. As such, we will continue to monitor the operating budget to ensure a minimum of \$2,000 is maintained each year.</p> <p>Although the operating budget remains on target, we will continue to monitor the budget amounts. Since the current operating budget is tied to enrollment in forestry courses, we continue to investigate other funding sources to ensure our teaching equipment is consistent with other nationally competitive forestry degree programs.</p> <p>Currently, the operating budget for teaching equipment purchases, upkeep, and repair is on target. However, we continue to monitor the progress of our enrollment and assessed lab fees. The department chair continues to work with the college and forestry stakeholders on funding for equipment purchases, upkeep, repair, and other needs related to teaching.</p>

Unit Objective	FOR Objective 2.1 Continuously improve the quality, relevance, and effectiveness of the Department's research program.
Related Goals/Metrics	FOR Goal 2. Promote Research Forestry Metric 2-1: Maintain extramural funding at no less than \$100,000 per year per research faculty FTE UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.
Related Mission Area	Overall

Strategies

Develop and sustain highly collaborative relationships with individuals, institutions, agencies, and organizations that enhance the quality, capacity, and relevance of our research and scholarly activities.
 Adhere to College of Agriculture guidelines for McIntire-Stennis research project proposals.
 Continue to seek innovative and effective means of sharing and applying research developments and results.
 Continue work with the Development Office to increase endowment funding supporting research in the Department of Forestry and communicate with faculty and others regarding development funding targets and progress that are research related.

Assessment Method

Using forestry department budget data, the extramural funding will be tracked to see if extramural funding is maintained at no less than \$100,000 per year per research faculty by 2014. Using data from forestry faculty CVs, the number of refereed publications will be tracked to see if refereed publications are at no fewer than three per year per research faculty by 2014. Using forestry department internal data and USDA's Current Research Information System (CRIS), formula funded projects will be tracked to see if all forestry department research faculty with 25% or higher research DOE have a formula funded project by 2014. Using the UK Office of Institutional Research, Planning & Effectiveness annual data, Master's degrees awarded will be tracked to see if the forestry department maintains Master's degrees awarded at five per year for a three year running average by 2014. Using forestry department internal records, the number of departmental assistantships will be tracked to see if the forestry department doubles the number of departmental assistantships by 2014.

Actual Results

Data Tables

Year 1

1. For calendar year 2009, the Forestry Department had \$134,101 in extramural funding per research faculty. 2. For calendar year 2009, the number of refereed publications per Forestry Department research faculty was 2.6. 3. For 2010, 100 percent of Forestry Department research faculty with 25% or higher research DOE had a formula funded project. 4. From 2007-2008 to 2009-2010, 5.7 master's degrees were awarded for the three year running average. 5. For the 2010 fiscal year, two departmental assistantships were awarded.

Year 2

1. For calendar year 2010, the Forestry Department had \$155,216 in extramural funding per research faculty, compared to \$132,039 in extramural funding per research faculty in 2009. 2. For calendar year 2010, the number of refereed publications per Forestry Department faculty was 3.6, compared to 2.6 for calendar year 2009. 3. For 2010, 100 percent of Forestry Department research faculty with 25% or higher research DOE had a formula funded project. 4. From 2008-2009 to 2010-2011, 5.3 master's degrees were awarded for the three year running average, compared to 5.7 master's degrees awarded for the 2007-2008 to 2009-2010 baseline data. 5. For the 2010 fiscal year, four departmental assistantships were awarded.

Year 3

1. For calendar year 2011, the Forestry Department had \$172,429 in extramural funding per research faculty, compared to \$155,216 for 2010. 2. For calendar year 2011, the number of refereed publications per Forestry Department research faculty was 2.1. For calendar year 2010, the number of refereed publications per forestry department faculty was 3.6. 3. For 2011, 100 percent of the Forestry Department research faculty with 25% or higher research DOE had a formula funded project. 4. From 2009-2010 to 2011-2012, 7.3 master's degrees were awarded for the three year running average, compared to 5.3 master's degrees awarded for the 2008-2009 to 2010-2011 data. 5. For the 2011-2012 fiscal year, four departmental assistantships were awarded.

Year 4

Year 5

Year 1

1. Although there was a decrease in extramural funding from 2008 (\$198,068) to 2009 (\$134,101), extramural funding for 2009 is still above the goal of \$100,000 per research faculty per year. 2. There was a decrease in the number of refereed journal articles per research faculty from 3.2 in 2008 to 2.6 in 2009. There are two relatively new faculty members that are still growing their research program. We anticipate the number of publications per research faculty will increase as the new faculty's research programs mature. 3. All of the research faculty with 25% or higher research DOE have a formula funded project. 4. Although there was a decrease in the number of master's degrees awarded (5.7), the number of degrees awarded is still above the goal of five per year for a three year running average. 5. We hope to increase the number of assistantships offered by the department.

Year 2

1. There was an increase in extramural funding from 2009 to 2010. The extramural funding for 2010 remains above the goal of \$100,000 of funding per research faculty per year. 2. There was an increase in the number of refereed journal articles per research faculty from 2.6 in 2009 to 3.6 in 2010. 3. All of the research faculty with 25% or higher research DOE have a formula funded project. 4. Although there was a decrease in the number of master's degrees awarded (5.3), the degrees awarded is still above the goal of five per year for a three year running average. 5. We have doubled the number of assistantships offered by the department by effectively utilizing endowment resources to the department. We will continue to work toward increasing the number of assistantships offered by the department.

Year 3

1. There was an increase of \$17,213 in extramural funding from 2010 to 2011. The extramural funding for 2011 is above the goal of \$100,000 of funding per research faculty per year. 2. There was a decrease of 1.5 in the number of refereed journal articles per research faculty from 2010 to 2011. We have three relatively new faculty and it takes time for new faculty to establish research programs, apply for grants, attract graduate students, conduct research, and publish the research. We anticipate the number of research publications will increase as our new faculty establish and grow their research programs. 3. All of the research faculty with 25% or higher research DOE have a formula funded project. 4. The three year running average for graduate

1. Although the extramural funding per year per research faculty is on target, we will continue to monitor the extramural funding amounts to make sure the budget remains on target. 2. A Research Committee has been established within the department to strengthen research partnerships among faculty and mentor new research faculty. We anticipate this committee's collaboration and the maturation of the new faculty's research programs will help increase the number of refereed publications. 3. The number of formula funded projects is currently on target. However, the department will closely monitor to ensure that new research faculty with a 25% research DOE have a formula funded project. 4. Although the number of master's degrees awarded for a three year running average is on target, it is too soon to tell if this trend will continue to track upward. 5. We are currently seeking places in the budget to tighten certain expenses to create room for at least one more departmental assistantship. We are also proactively seeking opportunities for minority students, which increases the likelihood of assistantships from outside sources.

1. Our faculty continues to maintain collaborative relationships with individuals, institutions, and organizations to help obtain extramural funding. In this difficult budget climate, it may be too soon to tell if these collaborative relationships improve the amount of funding per research faculty. 2. The research faculty continues to sustain collaborative relationships to help enhance research and scholarly activities. We will continue to monitor the number of refereed journal articles per research faculty to ensure there are no fewer than three refereed journal publications per research faculty. 3. As new faculty enter the department, we continue to stress the importance of adhering to the College of Agriculture guidelines for McIntire-Stennis research project proposals. 4. Although, the number of master's degrees awarded for a three year running average is on target, it may be difficult to attract new graduate students due to limited budgets. 5. We are proactively seeking opportunities for minority students (which increases the likelihood of acquiring funding from outside sources) and through funded collaborative efforts with industry partners.

1. It is too soon to tell if the extramural funding per year per research faculty is on target or just an upward trend in the data. 2. The department will stress the importance of preparing and publishing refereed journal articles to faculty and will closely monitor this during 2012. The research committee seeks to find innovative and effective means of sharing and applying research developments and results. 3. This summer a new faculty member will begin an appointment as Assistant professor. The department chair will stress the importance of adhering to the College of Agriculture guidelines for McIntire-Stennis formula funds. 4. While budget cuts may negatively impact funding for graduate student assistantships, the department will continue to recruit graduate students and

degrees awarded increased significantly in 2011/2012. The average increased by two awarded graduate degrees and remains well above the goal of 5. The department maintained four assistantships from 2010-2011 to 2011-2012 by effectively utilizing endowment resources. The department continued to work toward increasing the number of assistantships offered by the department by applying for a Graduate School Academic Year Fellowship. The department did not receive this fellowship and we continue to seek additional funds for our students. Because of the current budget climate, it is challenging to obtain funding and increase endowments.

Year 4

Year 5

seek new funding for assistantships. It is too soon to ascertain if the increase in master's degrees awarded for a three year average is on target or merely an upward trend in the data. The department continues to proactively seek opportunities for our students. The department will continue to seek additional funding, such as the Graduate School Academic Year Fellowship, to increase support for departmental students.

Unit Objective	FOR Objective 2.2 Obtain additional support for research.
Related Goals/Metrics	FOR Goal 2. Promote Research Forestry Metric 2-2: Maintain refereed publications at no fewer than three per year per research faculty FTE UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.
Related Mission Area	Research and Creative Work

Strategies

Develop and sustain highly collaborative relationships with individuals, institutions, agencies, and organizations that enhance the quality, capacity, and relevance of our research and scholarly activities.
Continue to seek innovative and effective means of sharing and applying research developments and results.

Assessment Method

Using data from forestry faculty CVs, the number of refereed publications will be tracked to see if refereed publications are at no fewer than three per year per research faculty by 2014.

Actual Results

Data Tables

Descriptive Results

- Year 1**
For calendar year 2009, the number of refereed publications per Forestry Department research faculty was 2.6.
- Year 2**
For calendar year 2010, the number of refereed publications per Forestry Department faculty was 3.6.
- Year 3**
For calendar year 2011, the number of refereed publications per forestry department research faculty was 2.1.
- Year 4**
- Year 5**

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>There was a decrease in the number of refereed journal articles per research faculty from 3.2 in 2008 to 2.6 in 2009. There are two relatively new faculty members that are still growing their research program. We anticipate the number of publications per research faculty will increase as the new faculty's research programs mature.</p>	<p>A Research Committee has been established within the department to strengthen research partnerships among faculty and mentor new research faculty. We anticipate this committee's collaboration and the maturation of the new faculty's research programs will help increase the number of refereed publications.</p>
<p>Year 2</p> <p>There was an increase in the number of refereed journal articles per research faculty from 2.6 in 2009 to 3.6 in 2010.</p>	<p>The number of refereed publications per research faculty is on target, so no improvement action if needed at this time.</p>
<p>Year 3</p> <p>There was a decrease of 1.5 in the number of refereed journal articles per research faculty from 2010 to 2011.</p>	<p>The department will stress the importance of preparing and publishing refereed journal articles to faculty and will closely monitor this during 2012.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Unit Objective	FOR Objective 3.1 Enhance the Department's national and regional prominence and the impact of its research, teaching, and outreach programs.
Related Goals/Metrics	FOR Goal 3. Development Forestry Metric 3-1: Hire faculty to fill all vacant positions UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.
Related Mission Area	Overall

Strategies

Fill faculty positions with the most highly qualified individuals identified through nationwide search processes.
Develop a strong cadre of adjunct faculty members following Departmental, College, and University guidelines to leverage our capacity in research, teaching, and outreach programs.

Assessment Method

Using forestry department internal records, the number of vacant faculty positions will be tracked to see if the department has filled all vacant positions by 2014.

Actual Results

Data Tables

Descriptive Results

- Year 1**
As of December 2010, one faculty member was hired to fill the vacant department chair position.
- Year 2**
As of summer 2011, one faculty member was hired to fill the vacant Forestry and Natural Resource Management position and one faculty member in Forest Biometrics resigned from the position.
- Year 3**
As of April 2012, two vacant faculty positions remain unfilled in wildlife and forest biometrics.
- Year 4**
- Year 5**

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>In July 2010, Terrell Baker (Professor) filled the vacant department chair position.</p>	<p>The Forestry Department is currently in the process of hiring a Forest and Natural Resource Management faculty member. The closing date for this position is January 7, 2011 and has an anticipated start date of July 1, 2011.</p>
<p>Year 2</p> <p>In Summer 2011, Marco Contreras (Assistant Professor) filled the vacant Forestry and Natural Resource Management faculty position, and Songlin Fei (Assistant Professor) resigned from his Forest Biometrics faculty position.</p>	<p>The Forestry Department is currently in the process of hiring a Stream and Riparian Ecology faculty member for the open wildlife position. The closing date for this position is October 15, 2011, and has an anticipated start date of July 1, 2012.</p>
<p>Year 3</p> <p>In summer 2012, Steven Price (Assistant Professor) will fill the Stream Ecologist faculty position. The Forest Biometrics position and Wildlife faculty position have not been filled due to budget constraints.</p>	<p>Due to the university budget cuts, no new faculty members can be hired at this time.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Unit Objective	FOR Objective 3.2 Continuously improve the quality, effectiveness, and relevance of the Department's research, teaching, and outreach programs.
Related Goals/Metrics	FOR Goal 3. Development Forestry Metric 3-2: Fund faculty salaries at all levels, particularly full professor, to at least 90% of benchmark institutions UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.
Related Mission Area	Overall

Strategies

Department Chair will share benchmark institutions' salary information with the Dean.

Set faculty salary goals that are consistent with maintaining excellence.

Increase funding for endowed chairs and professorships and incentives and other policies that help retain superior faculty will be developed.

Assessment Method

Using internal salary information and national salary data, the salary levels will be tracked to see if the forestry department has funded faculty salaries at all levels, particularly full professor, to at least 90% of benchmark institutions by 2014.

Actual Results

Data Tables

Descriptive Results

Year 1

The 2009-2010 mean faculty salaries for all levels remained the same.

Year 2

The 2010-2011 mean faculty salaries increased for all levels to an average of \$69,850 for Assistant Professors, \$85,858 for Associate Professors, and \$96,004 for Full Professors.

Year 3

Raises were issued in July 2011.

Year 4

Year 5

Analysis of Results and Reflection**Year 1**

Due to several difficult budget years, no raises have been given to faculty.

Year 2

Small raises were given to faculty and staff in 2010-2011.

Year 3

The 2011-2012 mean faculty salaries increased for all levels to an average of \$70,350 for Assistant Professors, \$86,858 for Associate Professors, and \$97,004 for Full Professors due to raises in July 2011.

Year 4**Year 5****Improvement Actions**

Once the budget environment improves, we hope to increase faculty salaries.

Raises were issued in July 2011 and these values will be reflected in review year 3 data.

With a nearly \$20 million cut in the 2012-2013 university budget, future salary increases are unlikely.

Unit Objective	FOR Objective 3.3 Maintain a distinguished faculty committed to the Department's core purpose and values, and dedicated to achieving the Department's mission through high quality research, teaching, and outreach activities.
Related Goals/Metrics	FOR Goal 3. Development Forestry Metric 3-3: Create and increase annually a permanent endowment for the department UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.
Related Mission Area	Overall

Strategies

Continue to work with the Development Office to increase the endowment funding relating to teaching in the Department of Forestry and communicate with faculty and others regarding development funding targets and progress that are teaching related.

Assessment Method

Using internal forestry department materials such as committee reports and faculty/staff meeting minutes, the progress toward developing a permanent endowment for the department by 2014 will be tracked.

Actual Results

Data Tables

Descriptive Results

Year 1

Discussions have taken place with individuals and university officials to create a permanent endowment for Forestry Department operations.

Year 2

Discussions continue with individuals and university officials to create a permanent endowment for Forestry operations. This is in addition to the one recently set aside by the department chair, and James Graham Brown Professor of Forestry, for graduate student stipends.

Year 3

Discussions continue with individuals and university officials to create a permanent endowment for Forestry operations.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

One of the new department chair's objectives is to begin working with stakeholders throughout the state to create a permanent endowment for the department. Meetings between the department and those stakeholders have already taken place.

Year 2

Forestry has communicated with university administration the importance of establishing a permanent endowment related to Robinson Forest to create a sustainable source of operations, graduate student funding, and partial faculty FTEs. The department chair was appointed to the James Graham Brown Endowed Professorship of Forestry and funding was used to increase graduate student stipends in the department.

Year 3

Discussions continue regarding endowment funding for Robinson Forest. James Graham Brown Endowment funding remains on hold until investments improve. Conversations have recently taken place with multiple stakeholders about creating an endowment recognizing the death of a noted member of the KY forestry community; those discussions continue. We are also exploring the creation of an endowment through contributions from forestry alumni

Year 4

Year 5

Improvement Actions

The new department chair will work with stakeholders to identify appropriate expertise and funding sources for endowment.

The department chair will continue to work with university administration to pursue Robinson Forest endowment funding. James Graham Brown Endowment funding has suffered due to losses from university-level investments; funding for graduate students was suspended for the upcoming year until the endowment investment problem is resolved by the university.

The department chair will continue discussions with university officials regarding the Robinson Forest endowment. The department has placed on hold any expenditures beyond those already committed from the James Graham Brown Endowment. Discussions continue relative to the Pete McNeil Memorial Forestry Scholarship.

Unit Objective	FOR Objective 3.4 Improve recruitment, retention, and remuneration of technical, clerical, and professional staff to help ensure the highest quality of support for all programs.
Related Goals/Metrics	FOR Goal 3. Development Forestry Metric 3-3: Create and increase annually a permanent endowment for the department Forestry Metric 3-4: Find, use and purchase/access significant forest acreage close to Lexington for Teaching/Research/Extension Activities UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.
Related Mission Area	Overall

Strategies

Increase the use of University facilities (i.e., Robinson Forest, Wood Utilization Center, UK Herbarium, greenhouses) and other teaching-related facilities and resources to enhance student learning.

Increase the use of University facilities (i.e., Robinson Forest, Wood Utilization Center, UK Herbarium, Griffith Woods) and other physical resources and facilities in research and scholarly activities.

Continue improving the resources, infrastructure, facilities, and equipment operated by or made available to Departmental faculty and staff.

Assessment Method

Using internal forestry department materials such as committee reports and faculty/staff meeting minutes, the progress toward finding, using, and purchasing/accessing significant forest acreage close to Lexington for Teaching/Research/Extension Activities by 2014 will be tracked.

Actual Results

Data Tables

Descriptive Results

Year 1

Property close to Lexington has been identified for purchase and funding is reportedly being made available.

Year 2

Property close to Lexington has been identified for purchase and funding is reportedly being made available.

Year 3

No forest acreage near Lexington was purchased in 2011-2012 to date.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>A 200+ acre property has been identified. The department is awaiting funds apparently made available before purchase can be made.</p>	<p>The new department chair will work with faculty in the department to confirm the need for acreage and work with college and university administration to formalize purchase if needed.</p>
<p>Year 2</p> <p>The department continues to work with university officials to finalize the purchase of the 200+ acre Canoe Creek tract in Garrard County, KY within the next year.</p>	<p>Lack of clarity on responsibilities and requirements for purchasing and managing the Canoe Creek property stalled the acquisition. Additional conversations and strategy development will take place to clarify responsibilities and obligations under the terms of the funding.</p>
<p>Year 3</p> <p>The department chair worked with funding agencies (KY Transportation Cabinet and Heritage Land Conservation Fund) to identify responsibilities and obligations associated with purchase and acquisition of the proposed property. It was not clear whether this property would result in financial obligations to the department and College of Agriculture beyond the funding provided by the agencies. The effort to acquire the property was suspended and funding agencies and advocates were notified that acquisition was terminated.</p>	<p>The department will no longer seek to purchase the Canoe Creek Tract in Garrard County, KY, but will continue to work toward identifying other more appropriate properties for purchase and/or donation.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Unit Objective	FOR Objective 3.5 Create and update annually a faculty mentoring handbook.
Related Goals/Metrics	FOR Goal 3. Development Forestry Metric 3-5: Create and update annually a faculty mentoring handbook UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.
Related Mission Area	Overall

Strategies

Ensure effective mentoring and professional development of all faculty.

Assessment Method

Using internal forestry department data such as committee reports and faculty/staff meeting minutes, the progress toward creating faculty mentoring handbook by 2014 will be tracked.

Actual Results

Data Tables

Descriptive Results

Year 1

No progress has been made toward creating a faculty mentoring handbook.

Year 2

No progress has been made toward creating a faculty mentoring handbook.

Year 3

The faculty mentoring handbook was not created in 2011-2012.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>While no progress has been made on a mentoring handbook, a formal mentoring effort has been initiated for the newest faculty member in the department. From this effort, an outline of the handbook will be created. Also, a departmental Academic Coordinator has been hired who will work with two new committees to help formulate the new Faculty Handbook.</p> <p>Year 2</p> <p>Due to time and resource constraints, no progress has been made on a mentoring handbook. However, a formal mentoring effort has been initiated for the newest faculty members in the department.</p> <p>Year 3</p> <p>In view of existing mentoring efforts, the need for a mentoring handbook has been questioned. Other new faculty mentoring activities/resources have been developed, including assigning a formal faculty mentor to each new faculty member, a monthly mentoring lunch for new and senior faculty, and scheduled meetings to discuss new faculty progress between mentors, mentees, and the department chair. These activities/resources have been used in lieu of the proposed mentoring handbook.</p> <p>Year 4</p> <p>Year 5</p>	<p>An outline of the faculty handbook will be created and assigned sections will be written by appropriate departmental personnel.</p> <p>We are still considering the idea of a faculty handbook, but do not have the resources at this time to complete the faculty handbook. Formal mentoring efforts continue for our newest faculty members.</p> <p>The newly developed faculty mentoring activities/resources (assigning a formal faculty mentor to each new faculty member, a monthly mentoring lunch for new and senior faculty, and scheduled meetings to discuss new faculty progress between mentors, mentees, and the department chair) will continue to be employed and evaluated. The department will examine the need for a mentoring handbook at an upcoming faculty meeting given the formal inclusion of the aforementioned activities.</p>

Unit Objective	FOR Objective 4.1 Develop and implement actions that will result in a more diverse student body, faculty, and staff.
Related Goals/Metrics	FOR Goal 4. Promote Diversity and Inclusion Forestry Metric 4-1: Maintain or increase undergraduate female enrollment at a minimum of 15% UK Goal 4. Promote Diversity and Inclusion
Related Mission Area	Overall

Strategies
 Work with the College's Assistant Dean for Diversity, the Office of University Engagement and Multicultural Affairs, to develop an action plan for fostering the Department's diversity. Report on actions and progress in developing a more diverse student body, faculty, and staff and modify recruitment and retention strategies for best results.

Assessment Method

1. Using the UK Office of Institutional Research, Planning & Effectiveness annual data, the undergraduate female enrollment will be tracked to determine whether the Forestry Department maintains undergraduate female enrollment at a minimum of 15% by 2014. 2. Using the UK Office of Institutional Research, Planning & Effectiveness annual data, the graduate student enrollment will be tracked to determine whether the Forestry Department maintains diversity of gender and ethnicity among the master's student population by 2014. 3. Using forestry department staff data, the staff composition will be tracked to determine whether the Forestry Department maintains and enhances the gender/ethnic diversity among departmental staff by 2014.

Actual Results

Data Tables

Year 1

1. The 2009-2010 undergraduate female enrollment was 21.3%, compared to the 2008-2009 baseline year of 17.3%. 2. The 2009-2010 master's student gender and ethnic diversity percentages were 14.3% female and 85.7% white, compared to 23.5 and 82.35 white for 2008-2009. 3. The gender and ethnic percentages among Forestry faculty members were 20% female, 93% white, and 7% Asian in 2009-2010, compared to 21% female, 93% white, and 7% Asian for 2008-2009. 4. The gender and ethnic diversity percentages for Forestry staff for 2009-2010 were 36% female, 91% white, and 9% Asian, compared to 36% female, 95% white, and 5% Asian for the 2008-2009 baseline year.

Year 2

1. The 2010-2011 undergraduate female enrollment was 13.6%, compared to 21.3% for 2009-2010. 2. The master's student gender and ethnic diversity percentages for 2010-2011 were 12.5% female and 93.7% white, compared to 14.3% female and 85.7 white for 2009-2010. 3. The gender and ethnic percentages among Forestry faculty members for 2010-2011 were 20% female, 100% white, and 0% Asian, compared to 20% female, 93% white, and 7% Asian in 2009-2010. 4. The 2010-2011 gender and ethnic diversity percentages for Forestry staff for were 39% female, 94% white, and 6% Asian, compare to 36% female, 91% white, and 9% Asian in 2009-2010.

Year 3

1. Undergraduate female enrollment for 2011-2012 was 14.5 percent, compared to 13.6 percent for 2010-2011. 2. The 2011-2012 master's student population was 23.5% female and 76.5% white. In 2010-2011, the master's student population was 12.5% female and 93.7% white. 3. The faculty gender and ethnic diversity percentages for 2011-2012 are 14.3% female, 92.9% white, and 0.0% Asian, compared to 20% female, 100% white, and 0% Asian in 2010-2011. 4. For 2011-2012, the staff gender and ethnic diversity percentages are 46.7% female, 93.3% Caucasian, and 6.7% Asian, compared to 39% female, 94% white, and 6% Asian in 2010-2011.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

1. In 2009-2010, the number of females in the undergraduate program increased from 17.3% to 21.3%, an increase of 4%. 2. The diversity of gender among master's students fell slightly by 1.8% in 2009-2010, while ethnicity rose by 3.4%. 3. The gender and ethnic diversity of the Forestry faculty remained virtually unchanged from 2008-2009 to 2009-2010. 4. In 2009-2010, the percentage of female staff remained unchanged, while the percentage of white staff fell by 4% and the percentage of Asian staff rose by 4%.

Year 2

1. In 2010-2011, the number of females in the undergraduate program decreased from 21.3% to 13.6%, a decline of 7.7%. In December 2010, an Academic Coordinator was hired to help improve the diversity of the undergraduate program. Recruiting efforts have targeted high school students at 4-H and FFA events, although there may be lag time as sophomores and juniors in high school become freshmen in college. 2. In 2010-2011, the gender diversity among master's students declined by 1.8% for females, while the percentage of white graduate students increased by 8%. Due to restricted budgets, it is difficult to recruit a large number of students to the graduate program. 3. In 2010-2011, the percentage of female faculty members in the department remained constant, while the percentage of white staff rose by 7% and the percentage of Asian staff fell by 7%. 4. In 2010-2011, the percentage of female staff within the Forestry Department rose by 7.7%, while the ethnic diversity remained virtually unchanged. As faculty and staff retire or resign, the department will recruit candidates from diverse backgrounds.

Year 3

1. The 2011-2012 the undergraduate program female percentage increased by .9% from 2010-2011 to 2011-2012. We continue to expand our recruiting efforts to increase the diversity of our undergraduate population. The Academic Coordinator is working to increase awareness of the forestry program in a variety of locations on and off campus. 2. The percentage of female master's students nearly doubled from 2010-2011 to 2011-2012, while the percentage of white graduate students fell by 17.2% from 2010-2011 to 2011-2012. It remains difficult to recruit a diverse master's student population due to limited graduate assistantship funding. However, as assistantships become open, efforts are made to recruit from diverse backgrounds. 3. There was a 5.7% decrease in the gender diversity of faculty, while the percentage of white faculty decreased by 7.1%. The percentage of Asian faculty members remained unchanged. Due to budget cuts, it is difficult to hire new individuals at this time. 4. There was little change in the gender and ethnic diversity of staff, with the exception of the number of female staff members which increased by 7.7%. Again, with budget cuts it is difficult to hire new staff at this time.

Year 4

Year 5

Improvement Actions

1. Although the number of female undergraduate students is on target, we will continue to monitor the number of females in the undergraduate program. 2. The Department of Forestry will actively strive to increase gender and ethnic diversity of students within the master's program by working with the College of Agriculture Office of Diversity. 3. & 4. As faculty and staff retire or resign, the department will actively recruit outstanding candidates from diverse backgrounds.

1. An Academic Coordinator has been hired and is working to increase the diversity of gender and ethnicity in the undergraduate program. Recruiting efforts will continue at high school 4-H and FFA events and recruiting materials will continue to be distributed in a number of locations on campus. We continue to monitor our recruiting activities. 2. Due to a decrease in the number of female graduate students and graduate students from diverse backgrounds, the department will redouble its efforts to actively recruit those students. 3. As faculty positions become open, the department will diligently strive to increase the number of female and ethnically diverse faculty members. 4. While the number of female and staff members are at present nearly equal, the department will endeavor to increase the number of ethnically diverse staff personnel as current staff resign or retire.

1. The number of female undergraduate students is slightly below the minimum enrollment target of 15%. The Academic Coordinator continues to work to increase the diversity of gender and ethnicity in the undergraduate program. In fall of 2012 efforts will begin to recruit a diverse student population. The Academic Coordinator and department chair will continue to meet with the college's diversity office to explore additional opportunities to recruit diverse students. 2. Attracting diverse graduate students to the program continues to be a priority. As department assistantships become available, we will actively recruit a diverse graduate student population. 3. With two vacant faculty positions unfilled, the Forestry Department will continue its efforts to recruit diverse candidates and increase the gender and ethnic diversity of the faculty. 4. The department will renew its efforts to increase the diversity of the staff with each hire. Maintaining and enhancing the gender and ethnic diversity of our departmental staff remains a priority. However, due to budget constraints it is difficult to hire new individuals at this time.

Unit Objective	FOR Objective 5.1 Ensure that our research, teaching and outreach programs are highly relevant to important environmental and economic issues involving the forests and related natural resources of Kentucky.
Related Goals/Metrics	<p>FOR Goal 5. Quality of Life</p> <p>Forestry Metric 5-1: Total sustained direct and indirect contacts over 10,000 per extension faculty, associates, and specialists FTE</p> <p>Forestry Metric 5-2: Programs that will sustain or increase dollars saved/earned by forest industry (including logging) and woodland owners</p> <p>Forestry Metric 5-3: Programs that result in sustainable impacts to forests, open lands, and forest resources and the habitats and wildlife that they sustain</p> <p>Forestry Metric 5-4: On-going production and distribution of education, awareness, and training resources including electronic, video, and hardcopy materials</p> <p>Forestry Metric 5-5: Educational, awareness, and training programs/presentations developed and conducted for woodland owners, natural resource professionals, forest industry, youth, and the general public</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

Work with the KY Woodland Owners Association, KY Division of Forestry, county agents, and others to establish county-level forestry organizations who will disseminate up-to-date knowledge and information affecting Kentuckians and their forest resources.
 Be innovative in our use of electronic and other media in Extension outreach, as well as in developing new mechanisms for reaching Kentuckians with information relating to forests and related natural resources.

Provide Extension education, training programs, and materials to teachers, youth, general public, woodland owners, county agents, timber harvesting and wood-based industries professionals, and foresters and natural resource professionals.

Assessment Method

The Cooperative Extension Service Reports of Interest data will be used to determine whether the Forestry Department has, by 2014, total sustained direct and indirect contacts over 10,000 per extension faculty, associates, and specialists FTE. 2. The Annual Renewable Resource Extension Act Reports and the Cooperative Extension Service Reports of Interest data will be used to determine whether the Forestry Department has, by 2014, sustained or increased dollars saved/earned by forest industry (including logging) and woodland owners. 3. The Annual Renewable Resource Extension Act Reports and the Cooperative Extension Service Reports of Interest data will be used to determine whether the Forestry Department has, by 2014, programs that result in sustainable impacts to forests, open lands, forest resources, and the habitats and wildlife they sustain.

Actual Results

Data Tables

Year 1

1. The Forestry Department had 146,470 total sustained direct and indirect contacts for 2009-2010, which is over 18,000 contacts per faculty, specialists, and associates. 2. In 2009-2010, the Forestry Department had programs that resulted in 38.3 million dollars saved/earned by primary wood industries and 109 million dollars in income for woodland owners. 3. In 2009-2010, the Forestry Department had programs that resulted in 297,617 improved or enhanced acres and 853 perennial streams and 2,352 intermittent streams that provided environmental protection.

Year 2

1. The Forestry Department had 119,430 total sustained direct and indirect contacts for 2010-2011, which is over 14,000 contacts per per faculty, specialists, and associates. 2. In 2009-2010, the Forestry Department had programs that resulted in 74.8 million dollars saved/earned by primary wood industries and 111 million dollars in income for woodland owners. 3. In 2009-2010, the Forestry Department had programs that resulted in 297,617 acres improved or enhances, 853 perennial streams, and 2,352 intermittent streams that provided environmental protection.

Year 3

The Annual Renewable Resource Extension Act Report and the Cooperative Extension Service Reports of Interest are used to determine the results of this metric. The two reports will not be available until January 2013. Expect completion by January 31, 2013.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>1. In 2008-2009, the total sustained direct and indirect contacts were 126,470. In 2009-2010, there was an increase in total sustained direct and indirect contacts to 146,470. 2. The amount saved/earned by primary wood industries increased to 38.3 million dollars in 2009-2010 and the amount of income for woodland owners decreased from 212 million dollars to 109 million dollars. 3. There was an increase in sustainable impacts from the baseline year to the 2009-2010 reporting year. The sustainable impacts were measured by the number of acres improved or enhanced (359,065 acres), perennial streams (874,) and intermittent streams (2,410) provided environmental protection.</p>	<p>1. The total sustained direct and indirect contacts per extension faculty, associates, and specialists is currently on target. However, we will closely monitor the direct and indirect contacts to ensure our goal is met. 2. Although the programs continue to save/earn the forest industry and woodland owners, it is too early to tell if this is a trend; more monitoring is needed. 3. The programs that result in sustainable impacts to forests, open lands, forest resources, and the habitats and wildlife they sustain is currently on target. Since it is too early to determine if this is a trend, we will closely monitor our program impacts to ensure our goals are met.</p>
<p>Year 2</p> <p>In 2009-2010, there were 146,470 total sustained direct and indirect contacts. In 2010-2011, the number of total sustained direct and indirect contacts decreased to 119,430. 2. The amount saved/earned by primary wood industries was 38.3 million dollars in 2009-2010 and the amount of income for woodland owners was 109 million dollars. In 2010-2011, the amount saved/earned by primary wood industries increased to 74.8 million dollars and the amount of income for woodland owners increased to 111 million dollars. 3. For the 2009-2010 reporting year, sustainable impacts were measured by the number of acres improved or enhanced (359,065 acres), perennial streams (874), and intermittent streams (2,410) that provided environmental protection. In 2010-2011, the sustainable impacts decreased slightly as measured by the number of acres improved or enhanced (297, 617 acres), perennial streams (853), and intermittent streams (2,352) that provided environmental protection.</p>	<p>1. Although the total sustained direct and indirect contacts remains above our goal, the number of contacts continues to fluctuate. We will continue to work with a variety of organizations, such as the Kentucky Woodland Owners Association, the Kentucky Division of Forestry, county agent networks, and others to increase our impact. 2. Forestry programs continue to save/earn the forest industry and woodland owners. However, it is too soon to tell if this is a trend. Therefore, we continue to disseminate up-to-date information that affects Kentuckians and their forest resources. 3. The programs that result in sustainable impacts to forests, open lands, forest resources, and the habitats and wildlife they sustain is on target, but has fluctuated. Therefore, we will closely monitor our programs and make sure we disseminate information that produces sustainable impacts on our forest resources to a variety of audiences. Data not available at this time. Expect completion by the university reporting deadline of October 31.</p>
<p>Year 3</p> <p>Data not available as of October 31, 2012. The Annual Renewable Resource Extension Act Report and the Cooperative Extension Service Reports of Interest are used to determine the results of this metric, but will not be available until January 2013. Expect completion by January 31, 2013.</p>	<p>Data not available as of October 31, 2012. The Annual Renewable Resource Extension Act Report and the Cooperative Extension Service Reports of Interest are used to determine the results of this metric, but will not be available until January 2013. Expect completion by January 31, 2013.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	FOR Objective 5.2 Our Cooperative Extension Service faculty and staff will effectively deliver knowledge, insight, and solutions that address forest-related challenges affecting the quality of life of Kentuckians.
Related Goals/Metrics	<p>FOR Goal 5. Quality of Life</p> <p>Forestry Metric 5-4: On-going production and distribution of education, awareness, and training resources including electronic, video, and hardcopy materials</p> <p>Forestry Metric 5-5: Educational, awareness, and training programs/presentations developed and conducted for woodland owners, natural resource professionals, forest industry, youth, and the general public</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Overall

Strategies

Make easily available electronically, through our website and other online outlets, departmental Extension publications and related information.
 Be innovative in our use of electronic and other media in Extension outreach, as well as in developing new mechanisms for reaching Kentuckians with information relating to forests and related natural resources.

Assessment Method

1. The Annual Renewable Resource Extension Act Reports and the Cooperative Extension Service Reports of Interest data will be used to determine whether the Forestry Department has, by 2014, on-going production and distribution of education, awareness, and training resources including electronic, video, and hardcopy materials. 2. The Annual Renewable Resource Extension Act Reports and the Cooperative Extension Service Reports of Interest data will be used to determine whether the Forestry Department has, by 2014, educational, awareness, and training programs/presentations developed and conducted for woodland owners, natural resource professionals, forest industry, youth, and the general public.

Actual Results

Data Tables

Year 1

1. The Forestry Department produced 24 educational, awareness, and training resources related to forestry and wildlife in 2010-2011. 2. In 2010-2011, the Forestry Department developed and gave 235 presentations and programs.

Year 2

1. The Forestry Department had 24 educational, awareness, and training resources produced that related to forestry and wildlife in 2010-2011. 2. In 2010-2011, the Forestry Department had 235 presentations and programs developed and presented.

Year 3

The Annual Renewable Resource Extension Act Report and the Cooperative Extension Service Reports of Interest are used to determine the results for this metric. The two reports will not be available until January 2013. Expect completion by January 31, 2013.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>1. In 2009-2010, the Forestry Department had on-going production and distribution of 38 educational, awareness, and training resources including electronic, video, and hardcopy materials. 2. In 2009-2010, the Forestry Department continued to have educational, awareness, and training programs/presentations for woodland owners, natural resource professionals, forest industry, youth, and the general public. There were 185 presentations and programs developed and presented in 2009-2010.</p>	<p>1. The on-going production and distribution of educational, awareness, and training resources continues. We continue to monitor our innovative use of electronic and other media in Extension to ensure we are meeting our goals. 2. Educational, awareness, and training programs/presentations continue to be developed and conducted. We continue to provide Extension education training programs and presentations for diverse audiences and will monitor our programs to make sure our goals are met.</p>
<p>Year 2</p> <p>1. In 2009-2010, the Forestry Department had on-going production and distribution of 38 educational, awareness, and training resources including electronic, video, and hardcopy materials compared to 24 on-going production and distribution of educational, awareness, and training resources including electronic, video, and hardcopy materials for 2010-2011. 2. In 2009-2010, the Forestry Department had 185 educational, awareness, and training programs/presentations for woodland owners, natural resource professionals, forest industry, youth, and the general public. In 2010, the number of presentations and programs developed and presented increased to 235.</p>	<p>1. The Forestry Department continues its on-going production and distribution of educational, awareness, and training resources. We continue to be innovative in developing new mechanisms for providing Kentuckians with information relating to forests and natural resources. 2. The department continues to develop and conduct educational, awareness, and training programs and presentations. We continue to provide education and training programs to teachers, youth, the general public, woodland owners, county agents, and forest industry professionals.</p>
<p>Year 3</p> <p>Data not available as of October 31, 2012. The Annual Renewable Resource Extension Act Report and the Cooperative Extension Service Reports of Interest are used to determine the results of this metric, but will not be available until January 2013. Expect completion by January 31, 2013.</p>	<p>Data not available as of October 31, 2012. The Annual Renewable Resource Extension Act Report and the Cooperative Extension Service Reports of Interest are used to determine the results of this metric, but will not be available until January 2013. Expect completion by January 31, 2013.</p>
<p>Year 4</p> <p>Year 5</p>	

University of Kentucky
Department of Forestry
2009-2014 Strategic Plan

MISSION

Research, teaching, and outreach programs of the Department of Forestry at the University of Kentucky will effectively enhance sustainable economic, ecological, and social benefits of forests and related natural resources in Kentucky and beyond. Our programs will elevate the quality of life by:

- enhancing the integrity, stability, and health of forests and related biotic communities; and
- increasing the long-term value-added, sustainable income, and sustainable flow of services from forests and natural resources.

VISION

The University of Kentucky Department of Forestry will be widely recognized for improving the lives of people and for improving the condition of human and biotic communities through learning, discovery, and outreach activities relating to forests and natural resources.

PREAMBLE

Major forces of change are transforming forests and natural resources in Kentucky, the nation, and the world. Transformational forces of particular interest and concern in Kentucky today include:

- globalization of forest industry capital and forest products trade;
- increasing loss, fragmentation and degradation of forests and parcelization of ownerships;
- urban sprawl and the expanding wildland-urban interface;
- significant threats from exotic invasive plants, pathogens, insects, and other animals; and
- changing technologies of communication, analysis, and utilization.

To thrive in today's environment of change, university-based programs of forestry research, teaching, and outreach must be of high quality in terms of scientific and academic rigor, productive in terms of measured outputs, and innovative in the use of new scientific, teaching, and communications technologies. Increasingly today, state-supported university forestry programs are held closely accountable for their use of funds, and are expected to generate an increasing share of their financial support from extramural sources. To operate effectively, these programs must be highly leveraged in

terms of funding beyond traditional revenue sources such as tuition, state funds, and federal “formula” funds.

To be truly successful in the 21st century university-based forestry research, teaching, and outreach programs must be more than highly rigorous, productive, innovative, and financially leveraged – they must be recognized as effectively meeting important societal needs. That is, such programs must be widely recognized for effectively addressing important challenges facing the people and communities they serve. The Department of Forestry’s research, teaching, and outreach programs must therefore be highly relevant, and their relevance must be widely recognized by potential students, forest landowners, forest industry, policy makers, conservationists, and many other important constituents in Kentucky and beyond.

The overall purpose of the Department of Forestry’s planning process is to help ensure a high level of quality, effectiveness, and relevance in our research, teaching, and outreach programs. To accomplish this, the planning process is designed to guide the Department in:

- establishing and communicating a clear, Department-level core ideology, as well as overall vision and specific mission statements for our research, teaching, and outreach activities; and
- developing, communicating, and measuring progress toward broad goals and specific objectives and action steps for the Department’s research, teaching, and outreach programs.

An important goal of the planning process is therefore to produce and continuously update a Strategic Plan that clearly states the Department’s core ideology, vision, mission, goals, objectives, and action steps. The Plan’s purpose is to serve as a compass to orient the Department in broad terms, and also to serve as a map to guide the Department in achieving our vision and accomplishing our tri-partite mission and related goals and objectives through specific routes or actions over time. For the Strategic Plan to be effective, it should help guide the Department with many diverse issues and decisions – from macro-level, relatively long-term issues such as setting priorities among broad areas of research, to micro-level, relatively short-term decisions such as determining appropriate content for specific undergraduate courses in a particular semester.

The Strategic Plan is an important goal or end-product of the planning process, but it is not the only goal of planning and program directioning. If designed and implemented properly, the Department-level planning process will be just as important as the Plan produced. The process must be on going and dynamic, with the Plan being continuously updated as progress is reported and assessed, as issues, challenges, and opportunities

change, and as goals, objectives, and specific strategies in research, teaching, and outreach evolve over time.

Finally, for faculty, staff, administrators, and other important stakeholders to view the planning process as meaningful and the Strategic Plan as useful, they must be involved in the process of developing the Plan and in revising its content, as well as in assessing progress toward goals and objectives over time. Therefore, a very important goal of the planning process is that it result in shared ownership through appropriate involvement of key stakeholders within the Department, College, and University, as well as important constituents who are external to the University.

Department of Forestry Goal 1

GOAL 1.

Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society

Educating students is a fundamental means by which the University of Kentucky Department of Forestry enhances the future of the Commonwealth. The Department expects graduates to become leaders in forestry and natural resource professions, and also expects that graduates will become leaders in their communities. Forestry graduates will serve the Commonwealth, region, and nation by helping enhance sustainable economic, ecological, and social benefits of forests in Kentucky and beyond.

Objective 1.1 Recruit and retain students with high academic and professional potential.

Strategy 1.1.1 Scholarship funding will be enhanced to recruit and retain students with high academic and professional potential (see also Goal 1, Objective 1.3).

Strategy 1.1.2 To recruit graduate students with high potential, financial support will be competitive with peer institutions.

Strategy 1.1.3 The Department's laboratory facilities and equipment, computers, and other teaching-related resources will be consistent with offering nationally competitive degree programs at undergraduate and graduate levels.

Strategy 1.1.4 Graduate course offerings will be continuously reviewed for meeting the needs of current and potential students.

Strategy 1.1.5 We will effectively publicize undergraduate and graduate teaching programs.

Strategy 1.1.6 Job announcements will be effectively communicated.

Strategy 1.1.7 The Department will support student organizations in their efforts to enhance professionalism, and will support student involvement in professional and scientific activities and organizations.

Strategy 1.1.8 Mechanisms will be developed to maintain contact with Forestry alumni, to engage them in our recruiting, teaching, and placement programs, and to track the employment and job responsibilities of our graduates.

Objective 1.2 The learning environment in the Department of Forestry will be rigorous and will also be highly relevant to career opportunities for our graduates. The teaching program will be focused and structured to prepare graduates for success in achieving the Department's overall mission of enhancing the sustainable economic, ecological, and social benefits of forests and related natural resources.

Strategy 1.2.1 Society of American Foresters (SAF) accreditation of the B.S. degree in Forestry will be maintained. Input and guidance from the SAF Committee on Accreditation will be obtained between accreditation periods.

Strategy 1.2.2 The curriculum of the B.S. degree in Forestry will be revised with emphasis on producing B.S. graduates who are 'society-ready,' i.e., capable of dealing effectively with the complex economic, ecological, and social issues involving forest resources today.

Strategy 1.2.3 Department of Forestry graduate students will be well prepared for further scientific study, and/or for successful careers as practitioners, scientists, educators, and/or Extension professionals.

Strategy 1.2.4 Opportunities for students to participate in cooperative education and student internship programs will be increased; we will also increase other teaching-related cooperation and interaction with federal and state agencies, landowners, non-governmental organizations, and private industry.

Strategy 1.2.5 We will increase the use of University facilities (i.e., Robinson Forest, Wood Utilization Center, UK Herbarium, greenhouses), and other teaching-related facilities and resources to enhance student learning.

Strategy 1.2.6 As presented under Goal 3 (Objective 3.2), an Advisory Committee of external stakeholders will be created. The Committee will include employers of our graduates, and an important objective

of the Advisory Committee will be to help orient the Department's teaching program in both content and delivery.

Strategy 1.2.7 Learner-centered, experiential activities will be emphasized in our courses where possible and practical. In these activities, students will be engaged in service learning and other important issues where they can help provide solutions to current forest resource challenges – while learning through 'hands on' experiences.

Strategy 1.2.8 The faculty will be involved in scholarly activities relating to teaching, and will actively pursue opportunities for professional development that lead to more effective and innovative teaching.

Strategy 1.2.9 The values, vision, mission, goals, objectives, and actions in the Department's Strategic Plan that relate to teaching will be effectively communicated to Advisory Committee members, faculty, students, and other stakeholders each year; these groups will be appropriately involved in implementing the Strategic Plan and in updating it over time.

Objective 1.3 Increase support for teaching-related activities.

Strategy 1.3.1 Funding and other needs for support relating to teaching will be effectively communicated within the College and University, as well as with key partners and constituents with an interest in our undergraduate and graduate teaching programs.

Strategy 1.3.2 Excellence in undergraduate and graduate teaching and advising will be recognized and rewarded.

Strategy 1.3.3 We will work with the Development Office on a continuing basis to increase the endowment funding relating to teaching in the Department of Forestry, and will communicate with faculty and others regarding development funding targets and progress that are teaching related.

Strategy 1.3.4 Following Department, College, and University guidelines, we will continue to develop high quality adjunct faculty, and will encourage their participation in appropriate teaching and advising activities at both undergraduate and graduate levels.

Department of Forestry Goal 1 Metrics

By 2014, the Department of Forestry will demonstrate achievement of Goal 1 as indicated by the following metrics:

Metric 1-1. Maintain a retention/graduation rate for forestry students (sophomore to graduation) in excess of 90%.

Metric 1-2. Maintain a graduating student placement rate (employment in forestry or related professions or graduate school) in excess of 75%.

Metric 1-3. Maintain an operating budget for teaching equipment purchase, upkeep, and repair.

Department of Forestry Goal 2

GOAL 2.

Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World Beyond its Borders

The land-grant mission of the University, College, and Department encourages research activities that result in the discovery of new knowledge. Discovery is an essential part of the Department's vision of being widely recognized for improving the lives of people and for improving the condition of human and biotic communities. Research in the Department of Forestry will therefore help provide insight and solutions to important challenges relating to sustaining long-term economic, ecological, and social benefits provided by forests and natural resources in Kentucky and beyond.

Objective 2.1 Continuously improve the quality, relevance, and effectiveness of the Department's research program.

Strategy 2.1.1 National review processes will be used on a periodic basis to orient the research program of the Department.

Strategy 2.1.2 The values, mission, goals, objectives, and actions in the Department's Strategic Plan that relate to research will be effectively communicated to Advisory Committee members, faculty, students, research partners, and other stakeholders; these groups will be appropriately involved in implementing the Strategic Plan and in updating it over time.

Strategy 2.1.3 We will develop and sustain highly collaborative relationships with individuals, institutions, agencies, and organizations that enhance the quality, capacity, and relevance of our research and scholarly activities.

Strategy 2.1.4 We will increase the use of University facilities (i.e., Robinson Forest, Wood Utilization Center, UK Herbarium, Griffith Woods), and other physical resources and facilities in research and scholarly activities.

Strategy 2.1.5 We will adhere to College of Agriculture and Human Environmental Sciences guidelines for McIntire-Stennis research project proposals.

Strategy 2.1.6 We will continue to seek innovative and effective means of sharing and applying research developments and results.

Objective 2.2 Obtain additional support for research.

Strategy 2.2.1 Research accomplishments, benefits, needs, and opportunities will be effectively communicated; we will involve important constituents in this process.

Strategy 2.2.2 Assistance will be provided in proposal preparation as well as in other aspects of obtaining extramural support for research and scholarly activity.

Strategy 2.2.3 We will work with the Development Office on a continuing basis to increase endowment funding supporting research in the Department of Forestry, and will communicate with faculty and others regarding development funding targets and progress that are research related.

Strategy 2.2.4 Federal funding for research to help develop and sustain forestry and natural resources in Kentucky will be sought.

Strategy 2.2.5 Department of Forestry scientists will participate in federal special grants where appropriate.

Department of Forestry Goal 2 Metrics

By 2014, the Department of Forestry will demonstrate achievement of Goal 2 as indicated by the following metrics:

Metric 2-1. Maintain extramural funding at no less than \$100,000 per year per research faculty FTE.

Metric 2-2. Maintain refereed publications at no fewer than three per year per research faculty FTE.

Metric 2-3. All research faculty with 25% or higher research DOE will have a formula funded project.

Metric 2-4. Maintain Master's degrees awarded at five per year for a three year running average.

Metric 2-5. Double the number of departmental assistantships.

Department of Forestry Goal 3

GOAL 3.

Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals

As a unit within the University of Kentucky College of Agriculture and Human Environmental Sciences, the Department of Forestry offers access to knowledge and learning for citizens and students throughout the Commonwealth. Forests and related natural resources are vital components of Kentucky's economic future, and they are equally critical elements of long-term environmental and quality of life challenges in the Commonwealth, the region, and the nation. The Department of Forestry has a prominent role in ensuring that forests and related natural resources provide sustainable economic, ecological, and social benefits in Kentucky and beyond. While effectively addressing this important mission, the Department seeks to be recognized as one of the preeminent forestry research, teaching, and outreach programs in the nation.

Objective 3.1 Enhance the Department's national and regional prominence and the impact of its research, teaching, and outreach programs.

Strategy 3.1.1 The Department will be an active member of the National Association of University Forest Resources Programs (NAUFRP) and the National Association of University Fisheries and Wildlife Programs (NAUFWP). The Department Chair will represent the Department in NAUFRP and NAUFWP meetings, as well as in other activities at national and regional levels.

Strategy 3.1.2 Faculty and professional staff will take leadership roles in appropriate professional and scientific organizations and activities at national and regional levels; examples include serving as officers, associate editors, committee leaders, peer review panelists, and serving as planners and participants in nationally and regionally prominent conferences.

Strategy 3.1.3 Where appropriate, faculty and professional staff will be involved in multi-state, multi-agency, and multi-institutional projects and activities that leverage our capabilities and increase the regional and national visibility of our programs.

Strategy 3.1.4 Faculty, professional staff, and students will publish research, teaching, and Extension articles in appropriate outlets including refereed journals and non-refereed journals, books, book chapters, and national and regional conference proceedings. Where appropriate, they will also embrace electronic and other new publication media to effectively reach audiences for research, teaching, and outreach materials.

Strategy 3.1.5 Faculty, professional staff, and students will be competitive in acquiring extramural funding at the national level.

Strategy 3.1.6 Faculty, professional staff, and students will be recognized nationally and regionally for excellence.

Strategy 3.1.7 The website maintained by the Department will be continuously updated and enhanced, and will accurately reflect the stature and impact of our programs.

Strategy 3.1.8 The Department's accomplishments and benefits will be effectively communicated at College, University, and Commonwealth levels, as well as at regional and national levels.

Objective 3.2 Continuously improve the quality, effectiveness, and relevance of the Department's research, teaching, and outreach programs.

Strategy 3.2.1 National review processes will be used on a periodic basis to orient the research, teaching, and outreach programs of the Department.

Strategy 3.2.2 A standing Advisory Committee will be created to help ensure the Department is effectively addressing nationally, regionally, and locally significant issues and challenges. The Committee will meet at least once each year to discuss progress toward objectives, and to help revise objectives and actions over time.

Strategy 3.2.3 The resources, infrastructure, facilities, and equipment operated by or made available to Departmental faculty and staff will be improved on a continuing basis.

Strategy 3.2.4 Nationally prominent individuals will be brought to the Department as seminar speakers and guest lecturers – to heighten the awareness of nationally significant issues, and to increase the interaction of faculty, staff, and students with national leaders, agencies, and organizations. (In accordance with UK Administrative Regulations II-1.0-2)

Objective 3.3 Maintain a distinguished faculty committed to the Department's core purpose and values, and dedicated to achieving the Department's mission through high quality research, teaching, and outreach activities.

Strategy 3.3.1 Faculty positions will be filled with the most highly qualified individuals identified through nationwide search processes.

Strategy 3.3.2 We will ensure effective mentoring and professional development of all faculty. Professional development of the faculty will be encouraged and supported through sabbatical and other leave programs, through appropriate consulting activities, by

encouraging faculty coursework on and off campus, and by encouraging faculty attendance at professional development conferences, workshops, and seminars. We will seek additional funding to support faculty development, including activities that expose faculty to international issues and opportunities. A handbook will be developed for new faculty hires.

Strategy 3.3.3 On a continuing basis, the values, vision, mission, goals, objectives, and actions in the Department's Strategic Plan will be communicated to faculty; faculty will be appropriately engaged in implementing the Strategic Plan and in updating it over time.

Strategy 3.3.4 Superior faculty achievement and scholarship will be recognized and rewarded.

Strategy 3.3.5 Faculty salary goals will be set that are consistent with maintaining excellence; increased funding will be obtained for endowed chairs and professorships, and other policies and incentives that help retain superior faculty will be developed.

Strategy 3.3.6 Performance evaluation of faculty at the Department level will be an objective, meaningful, and productive process.

Strategy 3.3.7 Following Departmental, College, and University guidelines, a strong cadre of adjunct faculty members will be developed to leverage our capacity in research, teaching, and outreach programs.

Objective 3.4 Improve recruitment, retention, and remuneration of technical, clerical, and professional staff to help ensure the highest quality of support for all programs.

Strategy 3.4.1 Staff positions will be filled with highly qualified individuals identified through competitive search processes.

Strategy 3.4.2 Staff development will be encouraged by providing mentoring where appropriate, and by encouraging participation in appropriate conferences, courses, workshops, seminars, and other professional development activities.

Strategy 3.4.3 On a continuing basis, the values, vision, mission, goals, objectives, and actions in the Department's Strategic Plan will be communicated to staff members; staff will be appropriately involved in implementing the Strategic Plan and in updating it over time.

Strategy 3.4.4 Superior staff achievement and performance will be recognized and rewarded.

Strategy 3.4.5 Performance evaluation of staff at the Department level will be an objective, meaningful, and productive process.

Department of Forestry Goal 3 Metrics

By 2014, the Department of Forestry will demonstrate achievement of Goal 3 as indicated by the following metrics:

Metric 3-1. Hire faculty to fill all vacant positions.

Metric 3-2. Fund faculty salaries at all levels, particularly full professor, to at least 90% of benchmark institutions.

Metric 3-3. Create and increase annually a permanent endowment for the department.

Metric 3-4. Find, use and purchase/access significant forest acreage close to Lexington for Teaching/Research/Extension Activities.

Metric 3-5. Create and update annually a faculty mentoring handbook.

Department of Forestry Goal 4

GOAL 4. Promote Diversity and Inclusion

The Department is committed to creating and maintaining an environment where diversity is valued and all individuals can achieve their highest potential. Our actions and programs in research, teaching, and extension are based on respect for diversity of thought, culture, and human differences. The Department must be aware of and responsive to the diverse needs of all communities in the Commonwealth.

Objective 4.1 Develop and implement actions that will result in a more diverse student body, faculty, and staff.

Strategy 4.1.1 We will work with the College's Assistant Dean for Diversity, the Office of University Engagement and Multicultural Affairs, and others to develop an action plan for fostering the Department's diversity; we will ensure that the process of developing an action plan involves faculty, staff, students, and external constituents.

Strategy 4.1.2 Our actions and progress in developing a more diverse student body, faculty, and staff will be reported, and recruitment and retention strategies will be modified for best results.

Department of Forestry Goal 4 Metrics

By 2014, the Department of Forestry will demonstrate achievement of Goal 4 as indicated by the following metrics:

Metric 4-1. Maintain or increase undergraduate female enrollment at a minimum of 15%.

Metric 4-2. Maintain and enhance diversity of gender, ethnicity/racial/county of origin) among our graduate student population.

Metric 4-3. Maintain and enhance the gender/ethnic diversity among our faculty.

Metric 4-4. Maintain and enhance the gender/ethnic diversity among our departmental staff.

Department of Forestry Goal 5

GOAL 5.

Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service

In recent years, many forest-related changes have occurred that have great potential to impact the quality of life of Kentuckians. These include increased globalization of forest products markets, increasing urban sprawl, forest ownership fragmentation, and very significant forest threats from exotic invasive plants, insects, and pathogens. These and other changes represent significant challenges to environmental and economic quality of life for Kentuckians. For the future of Kentucky's citizens, the research, teaching, extension and other outreach programs of the University of Kentucky's Department of Forestry must actively develop and deliver significant insight and solutions to these important challenges.

Objective 5.1 Ensure that our research, teaching, and outreach programs are highly relevant to important environmental and economic issues involving the forests and related natural resources of Kentucky.

Strategy 5.1.1 The Department of Forestry's standing Advisory Committee will help ensure that our research, teaching, and outreach programs are effectively addressing significant issues and challenges in Kentucky. The Committee will include representatives from key partnering agencies and organizations within the Commonwealth, as specified under Goal 3 (Objective 3.2). The Advisory Committee will meet with the Department's faculty and professional staff at least once each year to discuss progress toward objectives, and to help revise objectives and actions over time. A significant part of

the discussion each year will relate to our plans and actions that elevate the quality of life for Kentuckians.

Strategy 5.1.2 In our research, teaching, and outreach programs and activities, we will sustain and enhance productive collaborations focusing on forest-related issues in the Commonwealth.

Objective 5.2 Our Cooperative Extension Service faculty and staff will effectively deliver knowledge, insight, and solutions that address forest-related challenges affecting the quality of life of Kentuckians.

Strategy 5.2.1 As stated under the previous objective, the Department's Advisory Committee will be used to help ensure that our Extension programs are effectively addressing significant issues and challenges in Kentucky.

Strategy 5.2.2 The Department will participate in the Kentucky Agriculture Advisory Council.

Strategy 5.2.3 We will work with the Kentucky Woodland Owners Association, Kentucky Division of Forestry, county agent network, and others to establish county-level forestry organizations; one of the primary purposes of these organizations will be to more effectively disseminate up-to-date knowledge and information affecting Kentuckians and their forest resources.

Strategy 5.2.4 Departmental Extension publications and related information will be made easily available electronically, through our website and other online outlets.

Strategy 5.2.5 We will be innovative in our use of electronic and other media in Extension outreach, as well as in developing new mechanisms for reaching Kentuckians with information relating to forests and related natural resources.

Strategy 5.2.6 We will provide Extension education and training programs and materials for diverse audiences in Kentucky, including: teachers and youth; the general public; woodland owners; county agents; professionals in timber harvesting and wood-based industries; and foresters and natural resource professionals.

Objective 5.3 Our graduates will be well-prepared for dealing effectively with forest-related issues affecting the quality of life of Kentuckians.

Strategy 5.3.1 As stated under Goal 1 (Objective 1.2) and Goal 5 (Objective 5.1), the Department's Advisory Committee will be used to help ensure that our teaching program is preparing UK Forestry graduates for significant issues and challenges affecting the quality of life in Kentucky.

Strategy 5.3.2 Forestry alumni contacts will be established and maintained. Input will be obtained from alumni in Kentucky on job-related responsibilities, and how we may better prepare our graduates for success in dealing with forest-related resource challenges in the Commonwealth.

Strategy 5.3.3 The curriculum of the B.S. degree in forestry will be revised with emphasis on producing B.S. graduates who are 'society-ready,' i.e., capable of dealing effectively with the complex economic, ecological, and social issues involving forest resources today.

Department of Forestry Goal 5 Metrics

By 2014, the Department of Forestry will demonstrate achievement of Goal 5 as indicated by the following metrics:

Metric 5-1. Total sustained direct and indirect contacts over 10,000 per extension faculty, associates, and specialists FTE.

Metric 5-2. Programs that will sustain or increase dollars saved/earned by forest industry (including logging) and woodland owners.

Metric 5-3. Programs that result in sustainable impacts to forests, open lands, and forest resources and the habitats and wildlife that they sustain.

Metric 5-4. On-going production and distribution of education, awareness, and training resources including electronic, video, and hardcopy materials.

Metric 5-5. Educational, awareness, and training programs/presentations developed and conducted for woodland owners, natural resource professionals, forest industry, youth, and the general public.



Horticulture Strategic Plan 2009-2014

Horticulture Strategic Plan Implementation 2009-2014

Annual Review of Progress

Unit Mission

The mission of the Department of Horticulture is to provide research, educational, and instructional capabilities that demonstrate economically viable and sustainable production practices for Horticultural crops that can improve human health, nutrition, and well-being, while preserving the integrity of natural resources.

Unit Objective	HORT Objective 1.1 Increase the number of undergraduate majors in Horticulture by 10% per year
Related Goals/Metrics	Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society HORT Goal 1 Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society. HORT Metric 1.1 Increase the number of undergraduate majors in Horticulture by 10% per year UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.
Related Mission Area	Education

Strategies

The Horticulture department will actively recruit undergraduate students.

Assessment Method

IRPE data will be used to tabulate the number of undergraduate Horticulture majors.

Actual Results

Data Tables

Horticulture/Plant and Soil Science Majors

<u>2008/2009</u> Baseline Yr	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>
63	44	41	31

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

In 2009/2010, the number of Horticulture/Plant and Soil Science majors fell by 30.2% from 63 majors in 2008/2009 to 44.

Year 2

In 2010/2011, the number of Horticulture/Plant and Soil Science majors fell by 6.8% from 44 majors in 2009/2010 to 41. Efforts to reverse the downward trend have been unsuccessful to date.

Year 3

In 2011/2012, the number of Horticulture/Plant and Soil Science majors fell by 24.4% from 41 majors in 2010/2011 to 31. The number of Horticulture majors continues to decline, inspite of departmental efforts to reverse the trend.

Year 4

Year 5

Improvement Actions

The chair of the Horticulture Department will work with the College of Agriculture's Associate Dean for Instruction to recruit high-quality high school and transfer students to the undergraduate program.

The chair of the Horticulture Department will continue to work with the College of Agriculture's Associate Dean for Instruction to recruit high-quality high school and transfer students to the undergraduate program.

The chair and faculty of the Horticulture Department will devise a strayegy to reverse the decline in Horticulture/Plant and soil Science majors and will continue to work with the College of Agriculture's Associate Dean for Instruction to recruit high-quality high school and transfer students to the undergraduate program.

Unit Objective	HORT Objective 1.2 Increase the number of faculty acting as advisors, research mentors, and instructors in the ABT program
Related Goals/Metrics	Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society HORT Goal 1 Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society. HORT Metric 1.2 Increase the number of faculty acting as advisors, research mentors, and instructors in the ABT program UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.
Related Mission Area	Education

Strategies

Faculty will be encouraged to maintain their participation in the ABT program.

Assessment Method

The number of Horticulture faculty playing active roles in the ABT program either through advising students, teaching courses, or serving in administrative capacities will be monitored by the department chair.

Actual Results

Data Tables

Year 1

In 2007-2008, there were two faculty members with active roles in the ABT program, by 2009-2010 there were three faculty members with active roles in the ABT program.

Year 2

The number of faculty involved with the ABT program remains at three, but the number of students actively engaged in research under the direction of Horticulture faculty members has increased from 3 to 8.

Year 3

The number of faculty involved in the ABT program remains unchanged at three. However, a position, which will have an emphasis on participation in the ABT program, has recently been created in sustainable horticulture.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The number of faculty involved in the ABT program increased by 50%, which represents adequate progress.</p>	<p>The department chair will monitor the number of Horticulture faculty and students involved in the ABT program.</p>
<p>Year 2</p> <p>The 267% increase in the number of ABT students conducting independent study projects under Horticulture faculty represents substantial progress.</p>	<p>Efforts will be made to increase the number of Horticulture faculty involved in the ABT program at the instructional level.</p>
<p>Year 3</p> <p>The newly created position in sustainable horticulture has, as part of its position description, an emphasis on participation in the ABT program. When the position is filled, the number of Horticulture faculty involved in the ABT program at the instructional level will increase.</p>	<p>The department will strive to fill the newly created sustainable horticulture position which includes an emphasis on ABT program participation. A mechanism which encourages increased faculty participation in the ABT program will be developed by the department.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	HORT Objective 1.3 Graduate M.S. and Ph.D. Horticulture students through the newly-implemented IPSS program and increase the number of graduates over a four year period on average by 10% per year
Related Goals/Metrics	<p>Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society</p> <p>HORT Goal 1 Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.</p> <p>HORT Metric 1.3 Graduate M.S. and Ph.D. Horticulture students through the newly-implemented IPSS program and increase the number of graduates over a four year period on average by 10% per year</p> <p>UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.</p>
Related Mission Area	Education

Strategies

Drs. Mark Coyne, David VanSanford, and Robert L. Houtz continue to fulfill the necessary requirements for moving the IPSS program forward towards university approval

Assessment Method

Following implementation of the IPSS program, the number of graduate students specifically associated with Horticulture will be monitored using IRPE data.

Actual Results

Data Tables

Year 1

Data will not be available until the IPSS program is approved and implemented in the Fall of 2011.

Year 2

Data will not be available until the IPSS program is approved and implemented in the Fall of 2011.

Year 3

In academic year 2011-2012, four IPSS graduate students were awarded Master's degrees. There are currently three IPSS graduate students under the direction of Horticulture faculty members.

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

Approval of the IPSS graduate program is in its final stages.

The department chair will continue to monitor university approval of the IPSS program to ensure its passage.

Year 2

The IPSS program is now fully approved.

Since the IPSS program is now fully approved, the number of graduate students associated with Horticulture will be monitored.

Year 3

There are currently three Horticulture graduate students in the IPSS program. The number of graduate students who earn an IPSS Master's or PhD degree will increase as the program becomes more established.

The department chair will continue to monitor the number of Horticulture graduate students in the IPSS program.

Year 4**Year 5**

Unit Objective	HORT Objective 2.1 Increase the number and amount of competitive grant submissions by 25% per year
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>HORT Goal 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders.</p> <p>HORT Metric 2.1 Increase the number and amount of competitive grant submissions by 25% per year</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Overall

Strategies

Demonstrate the unique ability of Horticulture research to provide information that serves the interests of Kentuckians, as well as citizens of the world, by providing sustainable, economically profitable, healthy, environmentally responsible information.

Assessment Method

The College of Agriculture Research Office and OSPA will be used as sources for the number and amount of competitive grant submissions.

Actual Results

Data Tables

Grant Applications

<u>2008 Baseline Yr.</u>	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>
20	30	22	6

Grant Awards

<u>2008 Baseline Yr.</u>	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>
\$131,169	\$1,900,000	\$1,257,266	\$1,1164,223

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
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<p>Year 1</p> <p>In 2009/2010, the departmental faculty 30 grant applications, for an increase of 50% over the baseline year. The department recieved \$1.9 million in grant awards, exceeding the target value by a factor of 10-fold.</p> <p>Year 2</p> <p>In 2010/2011, 22 grants were submitted by the department, below target with a 27% decrease. The grant award figure continues to be above target, still more than 5 times above the objective.</p> <p>Year 3</p> <p>In 2011/2012, the number of departmental grant submissions fell for the second consecutive year remaining below target. Still more than 4 times above the target, total grant awards remain above the goal.</p> <p>Year 4</p> <p>Year 5</p>	<p>The department chair will monitor the number of grant submissions and the total amount of grant awards to insure continued realization of this metric.</p> <p>The department continues to emphasize increased grant submissions.</p> <p>The department chair will continue to stress increases in grant submissions during faculty meetings and faculty performance reviews. However, the current economic climate has significantly reduced opportunities for grant funding and many award amounts are also reduced.</p>
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Unit Objective	HORT Objective 2.2 Increase the number of research publications by 25% per year
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>HORT Goal 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders.</p> <p>HORT Metric 2.2 Increase the number of research publications by 25% per year</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Demonstrate the unique ability of Horticulture research to provide information that serves the interest of Kentuckians, as well as citizens of the world, by providing sustainable, economically profitable, healthy, environmentally responsible information.

Assessment Method

The Kentucky Agricultural Experiment Station Annual Report will be used to determine the number of research publications annually.

Actual Results

Data Tables

Horticulture Research Publications

Baseline 2008-2009	2009/2010	2010/2011	2011/2012
23	13	20	16

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

In 2009/2010, the number of research publications is well below the target level of 29 articles.

Year 2

The number of research publications for 2010/2011 increased by 54% over the previous year, due to the emphasis on publications by the department chair that was stressed during faculty performance reviews.

Year 3

The number of departmental research publications fell from 20 the previous year to 16 for 2011/2012, a decrease of 20%, in spite of the continued focus on publications by the department chair.

Year 4

Year 5

Improvement Actions

Due to the poor performance of the department faculty in the number of research publications, the department chair will place increased emphasis on the importance of publishing more articles in highly-ranked journals.

The horticulture department continues to emphasize increased publication in high-ranking journals.

The department chair will continue to emphasize publications in high-ranking journals during faculty meetings and faculty performance reviews.

Unit Objective	HORT Objective 2.3 Increase the collective journal impact factor for total departmental research publications by 25% per year
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>HORT Goal 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders.</p> <p>HORT Metric 2.3 Increase the collective journal impact factor for total departmental research publications by 25% per year</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Overall

Strategies

Demonstrate the unique ability of Horticulture research to provide information that serves the interest of Kentuckians, as well as citizens of the world, by providing sustainable, economically profitable, healthy, environmentally responsible information.

Assessment Method

The chair of the Horticulture Department will determine the collective journal impact factor annually.

Actual Results

Data Tables

Collective Journal Impact Factor

2008/2009 Baseline	2009/2010	2010/2011	2011/2012
73.6	45.9	51.3	46.2

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

In 2009/2010, the collective journal impact factor is well below the target value.

Year 2

In 2010/2011, the collective journal impact factor increased by 8.5% over the previous year, yet continues to be below target.

Year 3

In 2011/2012, the collective journal impact factor fell 10% from 2010/2011 and remains below the objective.

Year 4

Year 5

Improvement Actions

Due to poor performance in the collective journal impact factor, the department chair will place increased emphasis on the publication of more articles in highly-ranked journals (by impact factor) during faculty performance reviews.

Following a modest increase in the collective journal impact factor in 2010/2011, the publication of more articles in highly-ranked journals continues to be stressed within the department.

The department chair will place increased emphasis on the publication of more research articles in highly-ranked journals during faculty meetings and annual faculty performance reviews.

Unit Objective	HORT Objective 2.4 Increase the number of awarded patents by 25% per year
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>HORT Goal 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders.</p> <p>HORT Metric 2.4 Increase the number of provisional and awarded patents by 25% per year</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Overall

Strategies

Demonstrate the unique ability of Horticulture research to provide information that serves the interest of Kentuckians, as well as citizens of the world, by providing sustainable, economically profitable, healthy, environmentally responsible information.

Assessment Method

The Kentucky Agricultural Experiment Station Annual Report and Horticulture Department chair will determine number of awarded patents annually.

Actual Results

Data Tables

Horticulture Patents Awarded

2009/2009 Baseline	2009/2010	2010/2011	2011/2012
2	0	1	0

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

For 2009/2010, the number of patents awarded fell to zero, well below the target value of 2.5.

Year 2

In 2010/2011, the number of patents rose to one, but was still below the objective of 3 patents awarded.

Year 3

The department continues to be below target for the number of awarded patents with zero patents received in 2011/2012.

Year 4

Year 5

Improvement Actions

Due to poor performance in the number of awarded patents, the department chair will place increased emphasis on the development of intellectual property during annual performance reviews.

The increased development of intellectual property remains a high priority of the Horticulture Department.

The department chair will continue to place additional emphasis on the development of intellectual property during annual faculty performance reviews and faculty meetings.

Unit Objective	HORT Objective 3.1 Fill two vacant faculty positions by 2014
Related Goals/Metrics	Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature HORT Goal 3 Develop the Human and Physical Resources of the College to Achieve Top 20 Stature. HORT Metric 3.1 Fill two vacant faculty positions by 2014 UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.
Related Mission Area	Overall

Strategies

The department will capitalize on increasing numbers of Sustainable AG (SAG) students and the increasing visibility and success of its research programs in biofuels and sustainability to successfully argue for additional faculty positions in these areas.

Assessment Method

The total number of faculty in the department will be tracked using the UK Faculty Database and departmental records.

Actual Results

Data Tables

Descriptive Results

Year 1

2008/2009 Baseline - The department has a total of 15 faculty with two open positions.

2009/2010 - The department had a retirement in 2009 which has not been filled. Now the department has 14 faculty with 3 open positions

Year 2

2010/2011 - The department still has two open positions, but has added a lecturer position in floral design and successfully argued to create a new position in sustainable agriculture.

Year 3

2011/2012 - The department lost all of the funding for open positions through budget cuts. However, we were able to advertise and move towards filling a newly created sustainable horticulture position due to an impending faculty resignation.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

With three open positions within the department, it may become necessary to combine positions and resources in order to successfully fill vacant positions.

Year 2

We have successfully combined the resources from two open positions to fund a new position, available July 1, 2012.

Year 3

Creative budgetary moves were necessary to accommodate a 6.4% cut and still be able to fund a new position.

Year 4

Year 5

Improvement Actions

Stronger efforts will be made within the department to fill open positions. The department will develop a plan that fulfills the overall goals and objectives of the new strategic plan for increasing the number of faculty.

The department chair will continue to work with the dean of the College of Agriculture to identify funding sources in order to add faculty to the department.

The department chair continues to monitor the budget situation and press college administration for the hiring of additional horticulture faculty.

Unit Objective	HORT Objective 3.2 Identify opportunities for office and research space so the department can move towards unification
Related Goals/Metrics	Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature HORT Goal 3 Develop the Human and Physical Resources of the College to Achieve Top 20 Stature. HORT Metric 3.2 Identify opportunities for office and research space so the department can move towards unification UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.
Related Mission Area	Research and Creative Work

Strategies

As the department's educational and research performance increases, we will target those areas in the Plant Science building that are under-utilized and argue for acquiring that space for Horticultural faculty.

Assessment Method

The total number of faculty with programs located in Ag. Sci. North, as well as those in the Plant Science Building, will be monitored annually.

Actual Results

Data Tables

Descriptive Results

Year 1

2008/2009 baseline - Three faculty members are located in the Plant Science Building and 11 in Ag. Sci. North Building.

2009/2010 - The distribution of faculty remains unchanged.

Year 2

2010/2011 - The distribution of faculty remains unchanged.

Year 3

2010/2012 - The distribution of faculty remains unchanged.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

In order to successfully move toward the consolidation of faculty and staff in one building, the department needs to demonstrate an imperative need for additional research and/or office space.

Year 2

With approval to fill a new faculty position in research/teaching, an increased need will be created for additional laboratory space.

Year 3

The spatial distribution of the Horticulture faculty remains unchanged, with faculty in both the Plant Science Building and Agricultural Sciences North Building.

Year 4

Year 5

Improvement Actions

We will identify underutilized space at the office and laboratory level in the Plant Science Building and argue for placement of the department's most successful research program (s) in that space.

The department will use the hiring of a new faculty member to actively argue for additional space in the Plant Science building.

The department chair will continue to actively pursue additional space for departmental faculty in the Plant Science building.

Unit Objective	HORT Objective 3.3 Secure on average over the next four years at least two national/international recognition awards for faculty each year
Related Goals/Metrics	Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature HORT Goal 3 Develop the Human and Physical Resources of the College to Achieve Top 20 Stature. HORT Metric 3.3 Secure on average over the next 4 years at least two national/international recognition awards for faculty each year UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.
Related Mission Area	Research and Creative Work

Strategies

The department will foster an atmosphere of collective creativity and a community of scholars among faculty and staff.

Assessment Method

The department chair will record the number of national/international recognition awards for Horticulture faculty annually.

Actual Results

Data Tables

Horticulture National and International Awards

<u>2008/2009 Baseline</u>	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>
0	0	0	0

Descriptive Results

- Year 1**
- Year 2**
- Year 3**
- Year 4**
- Year 5**

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>No national or international recognition awards were received by the Horticulture faculty in 2009/2010.</p>	<p>The lack of national and/or international awards by Horticulture faculty continues to be an area of concern. The department faculty will make a concerted effort to nominate peers within the department for recognition awards.</p>
<p>Year 2</p> <p>No national or international recognition awards were received by the Horticulture faculty in 2010/2011.</p>	<p>Despite a departmental emphasis on nominations for national and/or international awards, the Horticulture Department continues to struggle with this metric. The departmental chair will emphasize the submission of nominees for national/international awards at all faculty meetings.</p>
<p>Year 3</p> <p>No national or international recognition awards were received by the Horticulture faculty in 2011/2012.</p>	<p>The department chair and faculty will continue to encourage and foster nominations for national and/or international awards within the department. The nomination of faculty members for national and international recognition awards will continue to be a priority that is discussed at all faculty meetings.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	HORT Objective 3.4 Increase technical and support staff by hiring four new positions
Related Goals/Metrics	Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature HORT Goal 3 Develop the Human and Physical Resources of the College to Achieve Top 20 Stature. HORT Metric 3.4 Increase technical and support staff by hiring 4 new positions UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.
Related Mission Area	Overall

Strategies

Foster an atmosphere of collective creativity and a community of scholars among faculty and staff

Assessment Method

The department chair will record and monitor the number of technical and support staff within the department.

Actual Results

Data Tables

Descriptive Results

Year 1

Budget cuts in state funds, as well as in soft funds like the Kentucky Horticulture Council, have prevented adding any new technical or support staff positions.

Year 2

Again, the department has not been able to add any new staff or technical positions because of budget cuts.

Year 3

Due to budgetary constraints in 2011-2012, the Horticulture Department was again unable to hire additional technical and support staff.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>We have tried to creative ways to circumvent the absence of any ability to contribute to this goal but have been uncessful.</p>	<p>Perhaps acquisition of additional funds from sources other than state can be used to temporarily help with this objective.</p>
<p>Year 2</p> <p>It is unlikely that we can contribute to this objective in the current budget environment.</p>	<p>We must consider removing this objective.</p>
<p>Year 3</p> <p>The university is currently in the third year of progressive budget cuts. Since it looks unlikely that the hiring of additional staff will be possible in the near future, the department should consider modifying or deleting this objective.</p>	<p>After this year, we will remove this objective.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	HORT Objective 3.5 Reduce the reliance of the Horticulture Research Farm on natural gas and city water by 20% per year utilizing natural supplies of water and biofuel derived from heating sources
Related Goals/Metrics	<p>Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature</p> <p>HORT Goal 3 Develop the Human and Physical Resources of the College to Achieve Top 20 Stature.</p> <p>HORT Metric 3.5 Reduce the reliance of the Horticulture Research Farm on natural gas and city water by 20% per year utilizing natural supplies of water and biofuel derived heating sources</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Overall

Strategies

A significant portion of funding through Crop Diversification, Biofuel Research, and the Education Center will be devoted to this objective.

Assessment Method

The department will record and monitor water and gas consumption on the Horticulture Research Farm (HRF) annually. Additionally, novel research tools for promoting sustainable/organic production practices will be constructed.

Actual Results

Data Tables

Year 1

In the 2008/2009 baseline year, the Horticulture Research Farm used 8M gallons of water and \$45,000 of natural gas. The majority of these expenditures were associated with the newly constructed greenhouse complex.

The results for 2009 do not signify a reduction in the consumption of water and gas.

Year 2

This objective to reduce the reliance on city water and gas has suffered a major obstacle with the loss of the funding supplied through federal appropriations.

Year 3

The loss of federal appropriations has prevented further progress in reducing the consumption of natural gas and water at the Horticultural Research Farm.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Although utilization of natural resources at the HRF was not reduced, careful monitoring identified where the largest consumption was occurring and appropriate measures have been identified to address this in the following year.</p>	<p>Improvement in conservation of water and gas usage will be achieved through the identification of problem areas where suitable modifications and alternative sources can be effectively utilized. Plans have been developed to re-engineer the pad-and-fan cooling system for the greenhouses (now documented as a major factor in water usage) and additional plans are underway to develop a biofuel-based heating system for the greenhouses.</p>
<p>Year 2</p> <p>In the absence of governmental funding, the department needs to explore alternative funding sources to keep this initiative active. However, major leaks in the pad and fan cooling system were repaired and a 5 acre planting of genetically unique miscanthus as a future source of on-farm biofuel was completed.</p>	<p>The department chair and faculty will work to identify new sources of funding for the promotion of sustainable and organic production practices at the HRF. Leadership and operations at our research farm will be greatly altered.</p>
<p>Year 3</p> <p>In order to more efficiently utilize natural resources, major changes in leadership and operations must be initiated at the research farm. It is hoped that this will advance our national recognition and facilitate more efficient resource utilization. New funding sources need to be identified.</p>	<p>The department will begin a major effort to increase the efficiency of farm operations. The department chair will continue to explore new funding sources and will work with the College of Agriculture Office for Advancement to identify new sources of funding.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	HORT Objective 4.1 Increase the proportion of students from under-represented groups
Related Goals/Metrics	Ag Goal 4 Promote Diversity and Inclusion HORT Goal 4 Promote Diversity and Inclusion. HORT Metric 4.1 Increase the proportion of students from under-represented groups UK Goal 4. Promote Diversity and Inclusion
Related Mission Area	Overall

Strategies

Develop and implement plans that emphasize the value and significance of diversity.
 Target new faculty and staff hires, as well as student recruitment, toward under-represented groups.
 Establish community and campus collaborations with diverse groups and organizations which foster inclusiveness among and between under-represented groups.

Assessment Method

Using IRPE data, the department will tabulate the number of students from under-represented groups.

Actual Results

Data Tables

Horticulture Students from Under-Represented Ethnic Groups

<u>2008/2009 Baseline</u>	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>
0	0	0	1

Horticulture Female Undergraduate Students

<u>2008/2009 Baseline</u>	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>
3 of 12	3 of 13	1 of 11	5 of 27

Year 1

We have 3 out of 13 undergraduates that are female and 3 female graduate students. We do not have any minority undergraduate or graduate students.

Year 2

While the number of female undergraduate students has dropped to 1, we have added an additional female graduate student to make a total of 4 female graduate students. We do not have any minority undergraduate or graduate students.

Year 3

We have increased the number of female undergraduate students to 5 and still have 4 female graduate students. We have added 1 female graduate student that is Latino.

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

Efforts will continue to try and attract female students as well as students from underrepresented and minority groups. However, the general trend in enrollment has been down.

We need to evaluate our continued participation in the PLS program as HPLS especially in terms of our ability to contribute to this objective.

Year 2

While our numbers are not declining in the area of female students and graduate students we are not increasing our numbers in terms of minorities.

It may be worthwhile to consider merging the undergraduate Hort program with the newly formed SAG program.

Year 3

Despite downward trends in enrollment we are still holding steady in terms of female students and have added at least 1 student from an underrepresented group.

We have initiated discussions with SAG faculty about merging undergraduate programs.

Year 4**Year 5**

Unit Objective	HORT Objective 4.2 Increase the proportion of faculty and staff from under-represented groups
Related Goals/Metrics	Ag Goal 4 Promote Diversity and Inclusion HORT Goal 4 Promote Diversity and Inclusion. HORT Metric 4.2 Increase the proportion of faculty and staff from under-represented groups UK Goal 4. Promote Diversity and Inclusion
Related Mission Area	Overall

Strategies

The Department of Horticulture will emphasize with each newly available staff and/or faculty position the consideration of candidates that represent minorities and other underrepresented groups.

Assessment Method

The department will record and track the number of underrepresented groups in faculty and staff positions.

Actual Results

Data Tables

Year 1

In 2008/2009, the baseline year, there were 14 faculty members in the department with two women and no minorities. In 2009/2010, the distribution of women and minority faculty members remained the same in as 2008/2009 due to no new hires of faculty or staff from underrepresented groups.

Year 2

In 2010/2011, we have three female faculty members, but still no minorities.

Year 3

In 2011/2012, the department engineered salary savings in cooperation with the Dean to hire a minority extension associate whose position was going to be eliminated. We now have three female faculty members and one minority staff.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>With hiring freezes currently in place, there will be little opportunity to facilitate a change in the distribution of women and minority faculty and staff members in the department.</p>	<p>Although existing budget constraints make hiring additional faculty and staff from underrepresented groups unlikely, the department will continue to explore ways to increase diversity within the department.</p>
<p>Year 2</p> <p>A new faculty position has been created. This will present an opportunity to recruit a candidate from an underrepresented group. We continue to make adequate strides towards increasing our appreciation and inclusion of minorities and other underrepresented groups.</p>	<p>With the creation of a new position, the department will attempt to fill this position with an individual from an underrepresented group.</p>
<p>Year 3</p> <p>We have increased the representation of minority groups in the department by one individual. The hiring of additional individuals from underrepresented groups is unlikely given the current budget climate at UK.</p>	<p>The current budget limitations make filling vacant positions and hiring impossible, thus making an increase in the number of faculty and staff from underrepresented groups impossible.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	HORT Objective 4.3 Increase the number of collaborations with organizations whose missions and goals promote diversity and inclusion
Related Goals/Metrics	Ag Goal 4 Promote Diversity and Inclusion HORT Goal 4 Promote Diversity and Inclusion. HORT Metric 4.3 Increase the number of collaborations with organizations whose missions and goals promote diversity and inclusion UK Goal 4. Promote Diversity and Inclusion
Related Mission Area	Overall

Strategies
The department will establish collaborative relationships with faculty at Kentucky State University (KSU) by appointing KSU faculty as adjunct members of the department and their promotion through UK's tenure and promotion system.

Assessment Method

The department will track the number of KSU faculty that are adjunct faculty members in the department and the number that successfully progress through the tenure and promotion progress.

Actual Results

Data Tables

Year 1

In 2009/2010, the department established a working relationship with the Bluegrass Domestic Violence Program through a community outreach program to develop a sustainable market garden and horticulture therapy program. Many of the individuals in this program are from minorities and underrepresented groups.

In the baseline year 2008/2009, there were three KSU faculty members with adjunct faculty appointments in the department. The department has increased our collaborations with Kentucky State University, an 1890 Land-Grant university with a significant body of underrepresented groups. In 2009/2010, one KSU faculty member was successfully promoted through UK to the rank of associate professor.

Year 2

In 2010/2011, one adjunct KSU faculty member will be recommended for promotion to full professor. The department continues to support the Bluegrass Domestic Violence Program through its outreach efforts in the sustainable market garden and the horticulture therapy program.

Year 3

In 2011/2012, the Horticulture Department successfully promoted a KSU faculty member to adjunct full professor. The department's work in support of the Bluegrass Domestic Violence Program is ongoing through the sustainable market garden and horticulture therapy programs.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The department has made good strides in its outreach efforts to engage other organizations that are involved with minorities and underrepresented groups, but will still need to add faculty and staff from underrepresented groups. With the promotion of one KSU faculty member to associate professor, some progress has been made.</p>	<p>The department will continue its efforts to engage other organizations such as KSU and the Bluegrass Domestic Violence Program in collaborative relationships where we can assist with inclusiveness of underrepresented groups.</p>
<p>Year 2</p> <p>We are fulfilling our original goals and objectives and will continue to collaborate with the KSU faculty and the Bluegrass Domestic Violence Program.</p>	<p>The department chair will continue to nominate KSU adjunct faculty as candidates for promotion and tenure. Another KSU faculty member with adjunct status in the department will go up for promotion in 2011. The department will continue to be actively engaged with the ongoing programs of the Bluegrass Domestic Violence Program.</p>
<p>Year 3</p> <p>While we have been successful at meeting this objective, the department chair continues to work with KSU faculty. The sustainable market garden and horticulture therapy programs at Bluegrass Domestic Violence Program continue to positively impact the lives of victims of domestic violence from underrepresented groups.</p>	<p>The Horticulture Department continues to be actively involved in the ongoing sustainable market garden and horticulture therapy programs of the Bluegrass Domestic Violence Program. The department chair and faculty will explore the possibility of adding additional adjunct KSU faculty to the department roster.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	HORT Objective 5.1 Capitalize on new technologies for communication with stakeholders and citizens of the Commonwealth using eXtension, YouTube, and enhanced Web effectiveness
Related Goals/Metrics	<p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>HORT Goal 5 Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service.</p> <p>HORT Metric 5.1 Capitalize on new technologies for communication with stakeholders and citizens of the Commonwealth by using eXtension, YouTube, and enhanced Web effectiveness</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

Develop new and innovative mechanisms for the transfer of research based educational information to stakeholders and citizens of the Commonwealth.

Assessment Method

The department will capitalize on new technologies for communication with stakeholders and citizens of the Commonwealth by using eXtension, YouTube, and enhanced Web effectiveness.

Actual Results

Data Tables

Descriptive Results

Year 1

In the 2008/2009 baseline year, the department established a leadership role in the development and utilization of eXtension programming and technology through the efforts of Dr. Rick Durham. In 2009/2010, Dr. Durham continued his efforts with the effective enhancement and development of eXtension programming as well as other web-based technologies.

Year 2

The major re-design and development of a new web page for the department has begun.

Year 3

YouTube and other electronic web-based outlets are used by several faculty to communicate information with growers and stakeholders. A major re-design of the departmental web page continues.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

The eXtension program has reached an outstanding number of clients and stakeholders and is currently still under Dr. Durham's guidance in the Master Gardner's section.

Year 2

We are anticipating that the new web page will contain every available avenue for communication with citizens in the commonwealth interested in Horticulture.

Year 3

To date, the departmental efforts to modify and enhance the Horticulture web page have been productive and are ongoing.

Year 4

Year 5

Improvement Actions

The department chair will continue to encourage the development of eXtension programming. The web site will be revamped and enhanced.

The department will continue to re-design and upgrade the web site. The development of new eXtension programming will continue to be encouraged by the department chair.

The department chair will continue to encourage the development of new, innovative methods of reaching citizens and stakeholders throughout the state with new technologies.

Unit Objective	HORT Objective 5.2 Increase the number of competitive federal and state grants awarded to faculty integrating extension, research, and educational programs
Related Goals/Metrics	<p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>HORT Goal 5 Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service.</p> <p>HORT Metric 5.2 Increase the number of competitive federal and state grants awarded to faculty integrating extension, research, and educational programs</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

Increase the number of competitive federal and state grants awarded to faculty integrating extension, research, and educational programs.

Assessment Method

Using UK OSPA, the number of grants submitted and acquired through faculty with a major extension appointment will be monitored annually by the department chair.

Actual Results

Data Tables

Descriptive Results

Year 1

For the baseline year 2008/2009, two extension faculty secured extramural funding through competitive agencies for activities which integrate research, extension, and education. In 2009/2010, the number of extension faculty securing funding increased from two to three.

Year 2

In 2010/2011, there were four extension faculty with competitive funding for programs integrating research, extension, and education.

Year 3

In 2011/2012, we now have five extension faculty who secured competitive funding for their programs integrating research, extension, and education.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Progress towards developing a larger number of extension faculty with extramural support for their programs is progressing well, with an increase of 50% from year 1 to year 2.

Year 2

The number of extension faculty with extramural funding continues to increase. In 2010/2011 the number of extension faculty securing funding increased by 25%. We are making excellent progress on this objective.

Year 3

In 2011/2012, the number of extension faculty who secured competitive federal and state grants increased by 20%. With continued increases in extension faculty members receiving extramural funding, the department is doing well on this objective.

Year 4

Year 5

Improvement Actions

The department chair will support and encourage extension faculty to apply for extramural grant funding.

Faculty will continue to be urged to pursue extramural grant funding to integrate extension, research, and educational programs.

The department chair will continue to foster and promote the submission of grant requests for the integration of extension, research, and educational programs during all departmental faculty meetings.

Unit Objective	HORT Objective 5.3 Increase the number of extension FTE's devoted to sustainable/organic production systems across all Horticultural commodities
Related Goals/Metrics	Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service HORT Goal 5 Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service. HORT Metric 5.3 Increase the number of extension FTE's devoted to sustainable/organic production systems across all Horticultural commodities UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.
Related Mission Area	Service

Strategies

Increase the number of extension FTE's devoted to sustainable/organic production systems across all Horticultural commodities.

Assessment Method

Using departmental records, the number of extension faculty with programs devoted to sustainable/organic production practices will be monitored annually by the department chair.

Actual Results

Data Tables

Descriptive Results

Year 1

In the 2008/2009 baseline year, the department had a minor level of extension FTE's associated with sustainable/organic production practices (0.8). In 2009/2010, the department increased the number of faculty FTE's in extension devoted to sustainable/organic production practices to 1.6.

Year 2

In 2010/2011, the FTE's in extension devoted to sustainable/organic production practices remains at 1.6.

Year 3

In 2011/2012, the FTE's in extension devoted to sustainable/organic production practices remains at 1.6.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

The department has made good progress in this area and intends to continue to add to this important extension FTE.

Year 2

By July 1, 2012, we will have added additional faculty that will carry some impact in this area in the future.

Year 3

We are on track to fill a new faculty position in sustainable horticulture and anticipate an increase in research efforts in this area with a potential new faculty hire.

Year 4

Year 5

Improvement Actions

The department chair will work with the College of Agriculture dean's office to increase the number of extension FTE's devoted to sustainable, organic production practices.

The department chair will continue to work to increase the number of extension FTE's devoted to sustainable, organic production practices.

A new faculty member will be hired by July 1, 2012, which will positively influence the number of extension FTE's devoted to sustainable, organic production practices.

UK College of Agriculture

Department of Horticulture

Strategic Plan

2009-2014

Mission Statement - The mission of the Department of Horticulture is to provide research, educational, and instructional capabilities that demonstrate economically viable and sustainable production practices for Horticultural crops that can improve human health, nutrition, and well-being, while preserving the integrity of natural resources.

Goal 1: Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.

Strategies:

- Integrate the undergraduate Horticulture program with the interdisciplinary Sustainable Agriculture Program.
- Capitalize on graduate identity through the newly proposed Integrated Plant and Soil Science Program (IPSS).
- Maintain active participation in the Agricultural Biotechnology Program (ABT).

Key Indicators:

- Increase the number of undergraduate majors in Horticulture by 10% per year.
- Increase the number of faculty acting as advisors, research mentors, and instructors in the ABT program.
- Graduate M.S. and Ph.D. Horticulture students through the newly-implemented IPSS program and increase the number of graduates over a four year period on average by 10% per year.

Goal 2: Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders.

Strategies:

- Demonstrate the unique ability of Horticultural research to provide information that serves the interest of all Kentuckians as well as citizens of the world by providing sustainable, economically profitable, healthy, and environmentally responsible information.
- Position the Department of Horticulture as one of the top three departments in the College of Agriculture by doubling the number of research publications, collective journal impact factor, competitive extramural funding, and patents by 2014.

Key Indicators (all on the basis of research FTE):

- Increase the number and amount of competitive grant submissions by 25% per year.
- Increase the number of research publications by 25% per year.
- Increase the collective journal impact factor for total departmental research publications by 25% per year.
- Increase the number of provisional and awarded patents by 25% per year.

Goal 3: Develop the Human and Physical Resources of the College to Achieve Top 20 Stature.**Strategies:**

- Develop and implement plans and justification for increasing the number of faculty in the department.
- Establish plans to unify Horticulture faculty and staff in Lexington at one location.
- Foster an atmosphere of collective creativity and a community of scholars among Faculty and Staff.
- Position the Horticulture Research Farm (HRF) as a nationally recognized center of excellence for research and education in sustainable/organic production practices and environmentally sustainable infrastructure.

Key Indicators:

- Fill two vacant faculty positions by 2014.
- Identify opportunities for research and office space so the department can move towards unification.

- Secure on average over the next 4 years at least two national/international recognition awards for faculty each year.
- Increase technical and support staff by hiring 4 new positions.
- Reduce the reliance of the Horticulture Research Farm on natural gas and city water by 20% per year utilizing natural supplies of water and biofuel derived heating sources.

Goal 4: Promote Diversity and Inclusion.

Strategies:

- Develop and implement plans that emphasize the value and significance of diversity.
- Target new faculty and staff hires, as well as student recruitment, toward under-represented groups.
- Establish community and campus collaborations with diverse groups and organizations which foster inclusivity among and between under-represented groups.

Key Indicators:

- Increase the proportion of students from under-represented groups.
- Increase the proportion of faculty and staff from under-represented groups.
- Increase the number of collaborations with organizations whose missions and goals promote diversity and inclusion.

Goal 5: Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service.

Strategies:

- Develop new and innovative mechanisms for the transfer of research based educational information to stakeholders and citizens of the Commonwealth.
- Facilitate the integration of research and extension faculty programs towards increased competitiveness for new funding opportunities.
- Develop and implement new extension programs designed to demonstrate viable sustainable/organic production practices for Kentucky growers.

Key Indicators:

- Capitalize on new technologies for communication with stakeholders and citizens of the Commonwealth by using eXtension, YouTube, and enhanced Web effectiveness.
- Increase the number of competitive federal and state grants awarded to faculty integrating extension, research, and educational programs.
- Increase the number of extension FTE's devoted to sustainable/organic production systems across all Horticultural commodities.



Landscape Architecture Strategic Plan 2009-2014

LA Strategic Plan Implementation, 2009-2014

Annual Review of Progress

Unit Mission

The mission of the Landscape Architecture program is to provide a broad-based education that instills the ability to think critically, fosters creative problem solving in students, develops a theoretical foundation for landscape architecture and an understanding of technologies. An emphasis on teaching, research and public service will facilitate human habitat design which appropriately responds to environmental, social and aesthetic issues.

Unit Objective	LA Objective 1.1 Provide high quality professional education in landscape architecture.
Related Goals/Metrics	<p>Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society</p> <p>LA Goal 1. Provide professional education</p> <p>LA Metric 1.1 Number of graduates entering landscape architecture and related professions or graduate school within one year of graduation will equal 75 percent of each graduating class with at least two of that number entering graduate school by 2013</p> <p>LA Metric 1.2 Attain continued accreditation by the Landscape Architectural Accreditation Board at next review in 2014</p> <p>UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.</p>
Related Mission Area	Education

Strategies

- Maintain professional accreditation.
- Continually monitor the curriculum to assure its relevance to contemporary issues and use of up-to-date technologies available to the practice of landscape architecture on both a local and international scale.
- Expose students to and interact with other disciplines to develop an awareness of the need to bring varied expertise into the problem solving process.
- Work with the college representatives to enhance the recruitment effort for Landscape Architecture.
- Continue to promote and offer study abroad opportunities.
- Host guest speakers to present a wider global view.

Assessment Method

Tracking graduates six months after graduation by personal contact through email and phone calls.

Actual Results

Data Tables

Tracking of Graduates at 6-Months

Insufficient data is available in October 2012 due partly to a poor response rate from graduates.

Graduation Year	Number	Status
Aug 2012		Graduate School
	4	Employed in Profession
		Employed in Other Field
		Other – active military duty
	6	Unknown
Total:	10	
40% of 2012 graduates are employed in the profession or in graduate school within 6-months of graduation		

Graduation Year	Number	Status
Aug 2011	7	Graduate School
	5	Employed in Profession
	0	Employed in Other Field
	1	Other – active military duty

	2	Unknown
Total:	15	
80% of 2011 graduates are employed in the profession or in graduate school within 6-months of graduation		

Graduation Year	Number	Status
May 2010	4	Graduate School
	5	Employed in Profession
	0	Employed in Other Field
	2	Unknown
Total:	11	
82% of graduates are employed in the profession or in graduate school within 6-months of graduation		

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
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Year 1

The department has not systematically tracked graduates in the first year post-graduation. We are implementing tracking this academic year. Our goal is for annual tracking to indicate our success in traveling with student to professional offices and project sites, maintaining contacts with professional firms, creating opportunities for students to visit with graduate school representatives, and emphasizing professionalism in courses.

Increase the number of graduates attending graduate school or entering the profession of landscape architecture.

Maintain accreditation.

Year 2

Tracking has been implemented. We continue to focus on our goal of annual tracking to indicate our success in traveling with student to professional offices and project sites, maintaining contacts with professional firms, creating opportunities for students to visit with graduate school representatives, and emphasizing professionalism in courses. Tracking reveals that the department is exceeding its target for this goal.

To date tracking has been successful and indicates that we are succeeding in this area. The department will strive to maintain current efforts at placing graduates in graduate school and professional employment.

Year 3

Insufficient data is available in October 2012, due to a poor response rate from graduates.

We will continue annual tracking to indicate our success in traveling with student to professional offices and project sites, maintaining contacts with professional firms, creating opportunities for students to visit with graduate school representatives, and emphasizing professionalism in courses.

The department is operating with incomplete data due to a low number of responses to our query. The department is designing a new capstone course that will emphasize the transition from school to profession.

Year 4

Year 5

Unit Objective	LA Objective 2.1 Publish, exhibit, and present scholarly work that builds the capacity of the profession of landscape architecture to address contemporary design and landscape planning issues.
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>LA Goal 2. Promote research and creative work</p> <p>LA Metric 2.1 Increase number of peer-reviewed research or creative works to four per research FTE per year, measured on a three year average by 2014</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Pursue internal and external funding for research projects to enhance research opportunities.
 Increase the impact value of student projects throughout the state.
 Encourage interdisciplinary research efforts to broaden the potential scope and impact of activities.
 Participate in dialogue, such as the discussion about a "natural resource unit," which might advance the possibilities of supporting a graduate degree in landscaping architecture.

Assessment Method

Track peer-reviewed publications, exhibitions, and presentations on a three year average. By 2014, increase the number of peer reviewed publications to four per research FTE per year.

Actual Results

Data Tables

Peer-Reviewed Publications/Exhibitions/Presentations

Calendar Year	Books or Chapters	Journals or Proceedings	Presentations
2012	0	6	7
2011	3	2	7
2010	1	1	5
Avg Last 3 Yr	1.33	3	6.33
2012: 13 per 1.05 research FTE = 12.4 per FTE			

Calendar Year	Books or Chapters	Journals or Proceedings	Presentations
2011	3	2	7
2010	1	1	5
2009	2	2	5
Avg Last 3 Yr	2	1.6	5.7
2011: 12 per 1.08 research FTE = 11.1 per FTE			

Calendar Year	Books or Chapters	Journals or Proceedings	Presentations
2010	1	1	5
2009	2	2	5
2008	1	1	4
Avg Last 3 Yr	1.34	1.34	4.67
2010: 7.35 ÷ 1 research FTE = 7.35 per FTE			

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Our departmental strength has been based on the quality of professional education. We will monitor scholarly output by research FTE equivalent, but total numbers of publications and other scholarly work will have a natural ceiling unless we expand our faculty size in an effort to create a larger proportion of research effort in faculty assignments.

Year 2

Scholarly activity is exceeding our target. The department focuses on mentoring junior faculty and insuring a balance of teaching loads to allow faculty adequate research time.

Year 3

Scholarly activity is exceeding our target. Departmental efforts at mentoring junior faculty and insuring a balance of teaching loads to allow faculty adequate research time appear to be working successfully.

Year 4

Year 5

Improvement Actions

Increase scholarly production in the Department of Landscape Architecture. The department will focus on mentoring junior faculty and insuring a balance of teaching loads to allow faculty adequate research time.

Maintain efforts at scholarly production and continue to mentor junior faculty and insure a balance of teaching loads to allow faculty adequate research time.

Senior department faculty and the department chair will continue to mentor junior faculty and insure a balance of teaching loads to allow faculty adequate research time.

Unit Objective	LA Objective 3.1 Ensure that students have access to work areas and digital technology that are necessary for professional-level work in landscape architecture.
Related Goals/Metrics	<p>Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature</p> <p>LA Goal 3. Develop the human and physical resources</p> <p>LA Metric 3.1 maintain 24 hour access to individual student work stations with wireless and wired internet/local network connectivity between 2010-14</p> <p>LA Metric 3.2 Between 2010-2014, maintain student access to large format scanners = 1 scanner per 100 students; large format plotters = 1 plotter per 50 students; and 11x17" laser printers =1 printer per 100 students</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Education

Strategies

Continue the use of the selective admissions procedure to admit the most qualified students.

Assessment Method

Continue to monitor student space and equipment access according to the following departmental standards:

During 2010-2014:

- 24 hour access to individual student work stations with wireless and wired internet and local network connectivity
- student access to large format scanner at a ratio of one scanner per 100 students
- student access to large format plotters at a ratio of one plotter per 50 students
- student access to laser printers at a ratio of one printer per 100 students

Actual Results

Data Tables

Access to Resources/Equipment

Year	Space/Equipment	Ratio to # Students
2012	24 hr access to network-connected work space	1 to 1
	Access to large format scanner	1 to 69
	Access to large format plotter	1 to 34
	Access to laser printer	1 to 69
2011	24 hr access to network-connected work space	1 to 1
	Access to large format scanner	1 to 66
	Access to large format plotter	1 to 33
	Access to laser printer	1 to 66
2010	24 hr access to network-connected work space	1 to 1
	Access to large format scanner	1 to 65
	Access to large format plotter	1 to 33

	Access to laser printer	1 to 65
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Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

While the College of Agriculture provides space for students, the department has been largely responsible for raising external funds for digital technology.

Year 2

The department is maintaining appropriate access to digital technology. In year 2, the available technology has remained stable and no additional expenditures were incurred.

Year 3

To date, the department is maintaining appropriate access to digital technology. The department chair continues to oversee stewardship of discretionary funds that would support replacement of digital equipment as needed. The department gained approval for course fees to support access to digital technology.

Year 4

Year 5

Improvement Actions

In year 1, the new departmental chair is reviewing the departmental budget to identify existing resources for digital technology. He will then determine a strategy for future resource development.

In year 2, the chair has determined that the best strategy to develop funding sources for digital technology is to reallocate funding within discretionary accounts.

In year 3, the department gained approval for course fees to support access to digital technology. The department chair will continue to monitor funding levels available for digital resources for student use.

Unit Objective	LA Objective 3.2 Recruit and enroll outstanding students into the landscape architecture undergraduate program and graduate students at a rate comparable to the University of Kentucky as a whole.
Related Goals/Metrics	<p>Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature</p> <p>LA Goal 3. Develop the human and physical resources</p> <p>LA Metric 3.3 Enroll 25 students into the second year studio with an average score of 700 on the Landscape Architecture Entrance Exam by 2014</p> <p>LA Metric 3.4 Graduate students within five years of entering the second year studio at a rate equal to or exceeding the University of Kentucky's six-year rate, calculated on a three-year rolling average by 2014</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Education

Strategies

Continue to monitor our reputation by teaching outcomes and the success of our graduates, although there are no official rankings of landscape architecture programs. Publicize the program using both traditional and state-of-the-art methods. Continue the use of the selective admissions procedure to admit the most qualified students.

Assessment Method

Using university SLCM records for LA 821, collect enrollment data for each year.

Using university SLCM records, track the number of students who graduate annually, based on enrollment six years prior to determine if the department rate equals or exceeds the University of Kentucky's six-year graduation rate on a three-year rolling average by 2014.

Actual Results

Data Tables

2nd Yr Enrollment/Avg Exam Score

Semester/Year	# Students Enrolled	Avg Score on LA Entrance Exam
Fall 2012	12	717
Fall 2011	21	762
Fall 2010	17	788

Six Yr Graduation Rate

Entering 2 nd Yr Studio		Graduating within 6 Yrs	
Semester/Year	# Students	Semester/Year	# Students
Fall 2006	17	Spring 2012	12
Fall 2005	25	Spring 2011	19
Fall 2004	28	Spring 2010	26
Fall 2003	25	Spring 2009	14
Fall 2002	20	Spring 2008	20

6-Yr Graduation Rate:

81% -- LA (last 3-yr average)

59% -- UK (2005 cohort average)

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Enrollment of qualified students in landscape architecture is under capacity at present, however entrance exam scores are above the target score of 700 or higher. Graduation rates have not yet been tracked.</p>	<p>The new department chair determined that enrollment should be increased and began discussing with faculty members strategies to recruit students. The chair will monitor graduation rates to insure continued success in this area.</p>
<p>Year 2</p> <p>Enrollment is increasing, but not yet at capacity. Entrance scores remain above the goal. The Department graduation rate (76%) exceeds the University rate, as measured by the department's newly implemented tracking system.</p>	<p>The department inserted faculty into the Governor's Scholars and the Governor's School for the Arts. Department faculty also attended regional arts related recruiting events. The department is working with the College of Agriculture to target information about the program to high school guidance counselors. Graduation rates will continue to be monitored.</p>
<p>Year 3</p> <p>Enrollment in landscape architecture remains under capacity, however the average score on the landscape architecture entrance exam remains above the goal of 700.</p> <p>The department graduation rate (81%) rose by 5% over the previous year and exceeds the University rate (59%).</p>	<p>The department is developing a plan for lower cost, wider impact recruiting. The department chair continues to monitor enrollment and graduation rates.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	LA Objective 4.1 Recruit and enroll a gender balanced and more racially diverse student body.
Related Goals/Metrics	Ag Goal 4 Promote Diversity and Inclusion LA Goal 4. Promote diversity and inclusion LA Metric 4.1 Increase the number of females in the landscape architecture program to 30 percent of the total program enrollment by 2014 LA Metric 4.2 Increase the number of ethnic minorities in the landscape architecture program to 5 percent of the total program enrollment by 2014 UK Goal 4. Promote Diversity and Inclusion
Related Mission Area	Overall

Strategies

Using the key indicators in Goal #3 as a base line, seek to better our numbers through recruiting efforts for students, faculty, and staff as opportunities arise.
 Track student application and acceptance by gender/race.
 Obtain more direct help at both college and university level.
 Use our overall recruiting effort as a mechanism to increase the diversity of our applicant pool.

Assessment Method

Use SCLM data to track student populations on a three year rolling average.

Actual Results

Data Tables

Diversity Enrollment

Year	Total Enrollment	Female	Minority
Fall 2012	67	21%	12%
Fall 2011	77	17%	9%
Fall 2010	86	20%	8%
Fall 2009	74	11%	5%
Fall 2008	92	12%	5%
Last 3 Yr Avg	77	19%	10%

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
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Year 1

We have a current low overall female student enrollment. The second year class has a critical mass of six women students, which past experience suggests is beneficial for mutual support. We intend for the proportion of women students in the entire program to grow to 30 percent by 2014 and to reassess a new target for female enrollment in our next plan. We have a low minority enrollment, as well, and intend to grow our minority enrollment so that it at least matches the minority population in the state of Kentucky. This effort will likely not be reached in 2014 and so we are setting an intermediate target for this plan of 5 percent.

The department developed strategies to recruit a larger pool of applicants. The department will explore working with College of Agriculture recruiters to improve the visibility of the Department of Landscape Architecture to potential women and minority students.

Year 2

The department worked with College of Agriculture recruiters to improve the visibility of the Department of Landscape Architecture to potential women and minority students. Our female enrollment is higher in the last two years, but is not yet at our intermediate target of 30%. Minority enrollment exceeds our intermediate target. Because recruitment is targeted at high school juniors who will not enter LA 821 until their sophomore year of college, it is unknown whether recruiting efforts will result in an increase in minority or female students at this time.

The department will continue to work with College of Agriculture recruiters to improve the visibility of the Department of Landscape Architecture to potential women and minority students. Faculty are working with high school guidance counselors and continue to participate in recruiting events.

Year 3

For 2011-2012, our female enrollment is continuing to slowly trend upward, but is not yet at our intermediate target of 30%. Minority enrollment currently exceeds our intermediate target of 5%.

The department will continue to work with College of Agriculture recruiters to improve the visibility of the Department of Landscape Architecture to potential women and minority students. Faculty are working with high school guidance counselors and continue to participate in recruiting events.

Year 4
Year 5

Unit Objective	LA Objective 4.2 Recruit and retain a more gender balanced faculty.
Related Goals/Metrics	Ag Goal 4 Promote Diversity and Inclusion LA Goal 4. Promote diversity and inclusion LA Metric 4.3 50 percent of new faculty hires will be filled with female candidates when possible by 2010-14 UK Goal 4. Promote Diversity and Inclusion
Related Mission Area	Overall

Strategies

Using the key indicators in Goal #3 as a base line, seek to better our numbers through recruiting efforts for students, faculty, and staff as opportunities arise. Use our overall recruiting effort as a mechanism to increase the diversity of our applicant pool.

Assessment Method

We cannot set an assessment standard for this objective because we do not know if any positions will become available by 2014.

Between 2010-2014, 50% of new positions will be filled with women candidates whenever possible.

Actual Results

Data Tables

2012: Faculty Composition -- 5 male (4.5 FTE), 2 female (2 FTE)

2011: Faculty Composition -- 5 male (4.5 FTE), 2 female (2 FTE)

2010: Faculty Composition -- 5 male (5 FTE), 1 female (1 FTE)

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Our objective is to increase the diversity of our faculty, but the time frame for meeting the objective is dependent on the availability of positions.

Year 2

Our efforts to recruit women to apply for future faculty positions resulted in the hiring of a female faculty member in 2011. The department wrote letters and made personal contacts with faculty members and professionals internationally.

Year 3

We made one faculty hire in 2012, which was a female. Despite this hire, the number of female faculty members remains static at 2.

Year 4

Year 5

Improvement Actions

Strategic planning to determine the nature of future faculty positions in the Department of Landscape Architecture

Recruit women to apply for future faculty positions and ensure that all possible efforts are made to hire women into future positions.

Actively recruit female candidates into a new position that will be filled in 2012.

The department continues to focus on the recruitment of female faculty and is actively recruiting female candidates for an open faculty position.

Unit Objective	LA Objective 5.1 Engage the profession and Kentucky communities by conveying landscape planning and design knowledge and methods through faculty-led student projects and continuing education.
Related Goals/Metrics	<p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>LA Goal 5. Promote engagement</p> <p>LA Metric 5.1 Deliver one major community assistance project in the fifth-year studio and one other community assistance project in lower-level studios each academic year b/t 2011-14</p> <p>LA Metric 5.2 Deliver one educational workshop and three guest lectures that qualify for continuing education credit for landscape architecture professional registration each academic year b/t 2011-14</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

Use the guest lecture series to disseminate contemporary concepts and practices in the profession to students, professionals, and the public while also providing CEU's to licensed practitioners.

Provide an annual review workshop for recent graduates of the university and other schools who are preparing for the national licensing exam.

Work with communities and other Extension professionals to lay the groundwork for future student projects that have a high probability of positive impact on stakeholders.

Promote inclusion of an Extension position as part of a graduate program as stated under Goal #2.

Assessment Method

Department chair will track projects and continuing education efforts.

Actual Results

Data Tables

Community Assistance/Continuing Education

Academic Yr	Engagement Area	# Projects	Engagement Activity
2011-2012	Community Assistance	1	Semester Project by 5 th Yr Studio
		5	Projects by Other Studios
	Continuing Education	3	Guest Lecturers
		4	Workshops
2010-2011	Community Assistance	1	Semester Project by 5 th Yr Studio
		7	Projects by Other Studios
	Continuing Education	3	Guest Lectures
		1	Workshops
2009-2010	Community Assistance	1	Semester Project by 5 th Yr Studio
		3	Projects by Other Studios

	Continuing Education	1	Guest Lectures
		0	Workshops

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

We currently offer lectures and training sessions for the Landscape Architecture Registration Exam, but have not coordinated workshops for professionals.

Year 2

We have continued with our existing engagement efforts and added a digital graphics workshop for professionals in 2011 to our mix of engagement offerings.

Year 3

We have continued our existing engagement efforts and added two workshops this year to our mix of engagement offerings: 1) a week-long design workshop called "Design Week" was held in Lexington, Kentucky involving students, professionals, and community members; 2) a four-day community design workshop was held in Harrodsburg, Kentucky in conjunction with a National Endowment for the Arts project.

Year 4

Year 5

Improvement Actions

Offer a major continuing education workshop for professionals in spring 2011.

Continue to work with the landscape architecture profession to target training to their needs. Continue efforts in community engagement and diversify that ability with a new hire in 2012 in the Extension title series.

Continue to diversify our engagement efforts through community workshops and professional training.

DEPARTMENT OF LANDSCAPE ARCHITECTURE COLLEGE OF AGRICULTURE

STRATEGIC PLAN 2009-2014

Approved by Department Faculty 3/11/2010

MISSION

The mission of the Landscape Architecture program is to provide a broad-based education that instills the ability to think critically, fosters creative problem solving in students, develops a theoretical foundation for landscape architecture and an understanding of technologies. An emphasis on teaching, research and public service will facilitate human habitat design which appropriately responds to environmental, social and aesthetic issues.

GOAL 1

Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society

Objectives:

1. Provide high quality professional education in landscape architecture.
2. Provide exposure to global environments and societal needs.

Strategies:

- Maintain professional accreditation.
- Continually monitor the curriculum to assure its relevance to contemporary issues and use of up- to-date technologies available to the practice of landscape architecture on both a local and international scale.
- Students are exposed to and interact with other disciplines to develop an awareness of the need to bring varied expertise into the problem solving process.
- Work with the college representatives to enhance the recruitment effort for Landscape Architecture.
- Continue to promote and offer study abroad opportunities.
- Host guest speakers to present a wider global view.

Key Indicators:

- Will maintain full accreditation to enable graduates to enter the profession.
- Graduates have the educational foundation for graduate studies in landscape architecture or related fields, with a minimum of two graduates entering graduate school each year.
- Curriculum allows students to develop competence in the manipulation of the built and natural environment within the context of social and natural sciences, recognizing aesthetic implications as measured in our learning outcomes plan.
- Monitor and evaluate the progress of graduates as they advance in their professional careers as measured by incremental events such as licensure, promotions, award recognition and other professional successes.

Goal 2

Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and World Beyond its Borders

Objectives:

1. To support and recognize as scholarly work a wide variety of activities ranging from highly technical geo-spatial analysis to executed designs and pedagogical development.
2. Serve the needs of the people of Kentucky through student projects and applied research.
3. Promote the need for and development of a graduate program to enhance research and outreach opportunities.

Strategies:

- Pursue internal and external funding for research projects to enhance research opportunities.
- Increase the impact value of student projects throughout the state.
- Encourage multidisciplinary research efforts to broaden the potential scope and impact of activities.
- Participate in dialogue, such as the discussion about a “natural resource unit,” which might advance the possibilities of supporting a graduate degree in landscape architecture.

Key Indicators:

- Maintain the level of faculty publications in refereed journals; presentations at peer reviewed conferences; and/or recognition for executed works, exhibitions and competitions, at a minimum of one per year/FTE.
- Student/faculty projects disseminate landscape architectural expertise throughout Kentucky, especially in regions where planning/design assistance is not readily available.
- Make progress toward the development of a master’s degree in landscape architecture.

GOAL 3

Develop the Human and Physical Resources of the University to Achieve the Institution’s Top 20 Goal

Objectives:

1. Recruit and retain outstanding faculty.
2. Recruit and retain outstanding staff.
3. Recruit and retain high quality students in the landscape architecture major.

Strategies:

- While there are no official rankings of landscape architecture programs, we will continue to monitor our reputation by teaching outcomes and the success of our graduates.
- Publicize the program using both traditional and state-of-the-art methods.
- Continue the use of the selective admissions procedure to admit the most qualified students.

Key Indicators:

- Graduates are competitive in the job market as evidenced by joining prestigious firms or acceptance into graduate schools.
- Faculty develop and continue to build regional, national and international reputations in their area(s) of expertise, as measured by scholarly work, positions held on boards, and offices in professional organizations.

GOAL 4
Promote Diversity and Inclusion

Objectives:

1. Address the issue of how to improve gender/racial/cultural diversity in faculty, staff, and student body.

Strategies:

- Using the key indicators in Goal 3 as a baseline, seek to better our numbers through recruiting efforts for students, faculty, and staff as opportunities arise.
- Track student application and acceptance by gender/race.
- Obtain more direct help at both the college and university level.
- Use our overall recruiting effort as a mechanism to increase the diversity of our applicant pool.

Key Indicators:

- Gender/racial/cultural diversity shall reflect the national average distribution common to other landscape architecture programs' student enrollment, faculty, and staff.
- Achieve a critical mass of 5-6 female students per studio year.

GOAL 5
**Improve the Quality of Life of Kentuckians through Engagement,
Outreach and Service**

Objectives:

1. To disseminate knowledge and methodologies associated with land use planning to assist communities and planning professionals in growth management and environmental improvement.
2. Directly assist communities with planning and design challenges through the involvement of students and classroom projects.
3. Foster and promote design quality on the premise that the aesthetic properties of our environment directly impact the quality of life.
4. Enhance the department's ability for engagement by having a faculty member with official Extension responsibilities.

Strategies:

- Using the guest lecture series to disseminate contemporary concepts and practices in the profession to students, professionals, and the public while also providing CEU's to licensed practitioners.

- Provide an annual review workshop for recent graduates of the university and other schools who are preparing for the national licensing exam.
- Work with communities and other Extension professionals to lay the groundwork for future student projects that have a high probability of positive impact for stakeholders.
- Promote inclusion of an Extension position as part of a graduate program as stated in Goal 2.

Key Indicators:

- Maintain faculty participation in and/or conduction of training events for practicing professionals, community leaders, and allied professionals to expand their knowledge of current methods and technologies in practice, planning, and environmental management.
- Maintain the number of department sponsored and/or faculty participation in short courses and other endeavors to expand an understanding of environmental design in the context of aesthetics, functionality, and sustainability.
- Maintain or increase an average of at least one major community planning/design assistance project per year in Kentucky involving upper level students while other studio courses regularly engage in less comprehensive design projects.
- Strive for one faculty member who has at least a 50% Extension assignment.



Merch, Apparel and Textiles Strategic Plan 2009-2014

MAT Strategic Plan Implementation Project 2009-2014

Annual Review of Progress

Unit Mission

The Department of Merchandising, Apparel, and Textiles is committed to excellence in merchandising, apparel, and textiles in an increasingly diverse and technological world. Teaching, research, and service programs support student development and contribute to the economic and social well-being of the Commonwealth, the nation, and the world.

Unit Objective	MAT Objective 1 Prepare Students for Leading Roles in an Innovation-Driven Economy and Global Society
Related Goals/Metrics	Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society MAT Goal 1. Prepare students for Leading Roles in an Innovation-Driven Economy and Global Society MAT Metric 1.1 Increase percentage of entering freshmen that graduate within six years of entering the program. MAT Metric 1.2 Graduate 75% of full-time graduate students within two years. MAT Metric 1.3 Reduce the ratio of majors to faculty to less than 30/1. MAT Metric 1.4 Implement learning outcome assessment process. UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.
Related Mission Area	Education

Strategies

- Integrate experiential education into the curriculum by partnering with business and industry professionals.
- Promote student participation in personal and professional development opportunities including student research, conference presentations, student and professional organization memberships, and international/domestic travel experiences and internships.
- Increase web-enhanced and technology-enriched courses.
- Pursue funding from diverse sources for the graduate program.
- Implement strategies to enhance timely graduation of students.
- Increase faculty recognition for excellence in teaching, research, advising and extracurricular activities.
- Seek better classroom facilities and laboratories.

Assessment Method

- Six-year freshman graduation rate is measured using IRPE data, departmental records, and the GRADMIT - Applicant Review on the Graduate School Website.
- Two-year graduation rate for graduate students is measured by the department chair.
- The ratio of majors to faculty is reported from an annual college report.
- Reporting on the Student Learning Outcomes project is reported by the director of undergraduate studies.

Actual Results

Data Tables

Year 1

Results (July 1, 2009 – June 30, 2010)

1. The most recent six-year graduation rate data are from the 2003 cohort, with 37.5% of entering freshmen graduating.
2. In Fall 2008, four students were admitted to the MAT graduate program. Three of the students graduated during 2010 (May or August) resulting in a 75% graduation rate in the 2 year period from 2008-2010.
3. The Apparel & Textiles program has a decrease in the student faculty ratio from 32:1 to 29:1.
4. The Student Learning Outcomes initiative is under way.

Year 2

1. The most recent six-year graduation rate data are from the 2004 cohort, with 54.5% of entering freshmen graduating.
2. Six full-time graduate students were admitted in Fall 2009. Two Master's students graduated in May 2011. (Additionally, two Master's students graduated in August 2011.)
3. 2009-2010 - 29:1, 2010-2011 – 30:1
4. The Student Learning Outcomes initiative remains in place, with both bachelor and master's outcomes complete for 2010-2011.

Year 3

1. The most recent six-year graduation rate data from the 2005 cohort show 35.0% of entering MAT freshmen graduated in 2010-2011.
2. Six full-time graduate students were admitted to the MAT program in Fall 2010. Two of those students completed their degrees in 2011-2012.
3. 2010-2011 - 30:1; 2011-2012 - 23:1.
4. Both the bachelor's and master's Student Learning Outcomes were completed in 2010-2011 and Student Learning Outcomes remain in place.

Year 4

Analysis of Results and Reflection**Improvement Actions****Year 1**

1. We will work towards increasing the six-year graduation rate.
2. Graduate students' inability to graduate in a two-year period typically reflects individual situations. Individual situations include financial hardships and the necessity for full-time employment, personal family situations, and career changes. One element that would help would be more faculty time for consultation/advising to assist graduate students who are undergoing a crisis. Given the undergraduate teaching load at four courses per year, it is difficult to devote substantial time to graduate students who are in crisis. Given the merger with HMT and the probable increase to 400 undergraduate students, new faculty hires will be needed for time to devote to graduate students in need.
3. The ratio of students to faculty has fallen some.
4. The Student Learning Outcomes project is moving along well.

Year 2

1. This is an increase of 17% over the previous year's data.
2. 66% of the graduate students admitted in fall of 2009 graduated by August 2011.
3. The ratio of students to faculty has risen slightly due to an increase in the number of students enrolled in the program.
4. The Student Learning Outcomes project is well established.

Year 3

1. Data for the 2005 cohort shows a 19.5% decline in the six-year graduation rate. The current rate is very similar to the six-year graduation rate for year one of the reporting period, suggesting an anomaly in the year two statistics.

1. The department needs to give attention to the six-year graduation rate.
 2. The department will continue to work with graduate students to continue to reach the 75% graduation rate over a two year period. However, new faculty hires are needed to assist graduate students in need.
 3. Increasing the number of faculty in the department will help us reach this goal.
 4. We will continue to monitor the SLO project.
-
1. We will continue to strive to increase the six-year graduation rate.
 2. The MAT department will continue to mentor, assist, and advise graduate students in order to attain the goal of 75% graduation rate over a two-year period.
 3. An increase in the number of faculty members would reduce the majors to faculty ratio and meet the goal.
 4. The SLO project will continue to be monitored.
-
1. The department chair will continue to monitor the six-year graduation rate. The department faculty will devise means to effectively mentor students and increase this figure.

2. 33% of the graduate students admitted to the MAT program in 2010 received Master's degrees in 2011-2012.

3. The ratio of students to faculty fell substantially from 2010-2011 to 2011-2012, decreasing by more than 23%. While the number of faculty remained constant, the number of students enrolled in the program decreased, thus lowering the percentage.

4. The Student Learning Outcomes (SLO) project is firmly established and functioning as intended.

Year 4

Year 5

2. The MAT graduate students will continue to be mentored and advised by the department in order to increase the two-year graduation rate and attain the 75% goal.

3. While this goal has been met, the department will continue to explore ways to increase the number of faculty members.

4. The department will continue to promote and monitor the SLO project.

Unit Objective	MAT Objective 2 Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>MAT Goal 2. Promote Research and Creative Work to increase the Intellectual Society and Economics Capital of Kentucky and the World Beyond its Borders</p> <p>MAT Metric 2.1 Publication of at least 2 refereed journal articles per research FTE per year</p> <p>MAT Metric 2.2 Increase total amount of external and internal awards</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Pursue extramural and internal research funding from state and federal sources.
 Develop inter- and multi-disciplinary research teams within the College and School.

Assessment Method

1. Count refereed journal articles in the college annual departmental reports or the Kentucky Agriculture Experiment Station annual reports. 2. Use OSPA data for external award figures and use departmental data for internal award information.

Actual Results

Data Tables

Year 1

1. Refereed journal articles per research FTE in FY 2009 totaled slightly less than 3. In FY 2010 the total was 2.38 refereed journal articles per research FTE.
2. External grant dollars totaled \$74,7498 in fiscal year 2009 and \$38,785 in fiscal year 2010. No internal awards were received by the MAT department in FY 2010.

Year 2

1. The number of refereed journals per research FTE was 2.04 in FY 2011.
2. External awards – FY 2011 – \$247,275
Internal awards – In 2011, Vanessa Jackson was awarded \$14,000 from the Dean's Office of the College of Agriculture for online class development of Rural Retail Development (MAT 759). In 2011, Min-Young Lee was awarded \$11,000 from University of Kentucky Teaching Innovation and Incentive Funds for the online class Developing Retail Entrepreneurship (MAT 559).

Year 3

1. The number of refereed journal articles per research FTE per year was 3.9 in 2011-2012.
2. External awards: Fiscal Year 2012 - \$93,353. Internal awards: Fiscal Year 2012 - \$14,000. Dr. Vanessa Jackson again received \$14,000 to continue development of the online class MAT 759, Rural Retail Development.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
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Year 1

We as a faculty body need to continue to work on strategies to increase these two indicators.

Year 2

1. The number of refereed journal articles per research FTE remains above 2.0, although it declined slightly from the previous year. A slight decrease in the number of refereed journal publications per research FTE is insignificant due to aberrations within the journal publication cycle.

2. External awards increased by \$208,490 in FY 2011. In FY 2011, internal awards increased by \$25,000. Departmental strategies to increase both internal and external awards have proven successful.

Year 3

1. Compared to 2.04 refereed journal articles per research FTE per year in 2010-2011, the number of refereed journal articles per research FTE for the year nearly doubled, increasing by 1.88 in 2011-2012. This increase represents the continued emphasis that the department has placed on publications.

2. Analysis of external awards received in FY 2012 shows a decrease of \$153,922. This decrease may be the result of the national trend indicating a decline in the amount of external grants awarded nationally or it may represent an anomaly for the 2012 fiscal year. Internal awards for FY 2012 also decreased by \$11,000. This decrease may be the result of UK's current budgetary crisis or simply a deviation in annual internal awards.

Year 4

Year 5

We can work to identify collaborative research teams, identify possible grant sources, and assist junior faculty in publications.

1. As a faculty, we need to continue to work to increase the number of refereed journal articles.

2. As a faculty, we will continue to implement strategies to pursue both external and internal awards.

1. The department will continue to encourage and mentor faculty in the writing and submission of journal articles for publication.

2. The procurement of both external and internal awards remains a priority of the MAT department. The department will stress the importance of both external and internal awards at faculty meetings and during annual faculty performance reviews.

Unit Objective	MAT Objective 3 Develop the Human and Physical Resources of the College to Achieve Top 20 Stature
Related Goals/Metrics	Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature MAT Metric 3.1 Increase faculty from seven (2000) to 14 (2014) MAT Metric 3.2 Receive one local, regional, national, or international faculty honor per two years UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.
Related Mission Area	Education

Strategies

The department will strive to recruit, develop and retain nationally distinguished faculty and a chair.
The department will improve recruitment, retention and remuneration of staff.
The department will continue to review, evaluate, and coach all employees.

Assessment Method

1. The department chair will report on progress towards reaching the goal of increasing faculty from 7 in 2000 to 14 in 2014. 2. The department chair will report on local, regional, national and international awards received by faculty, based on a two-year rolling time frame.

Actual Results

Data Tables

Year 1

1. Starting in 2010, one faculty hire is in progress. In 2010, two faculty members moved to this department from another department in the school.
2. There are no faculty awards to report at this time.

Year 2

1. The number of faculty members increased from seven in 2009-2010 to nine in 2010-2011.
2. No MAT faculty members received local, regional, national, or international honors in the last two years

Year 3

1. The number of faculty members increased from nine in 2010-2011 to ten in 2011-2012.
2. One MAT faculty member received an internal (UK or College of Agriculture) award in 2011-2012: Min-Young Lee received the Patricia Brantley Todd Award of Excellence (Research) from the School of Human Environmental Sciences, November, 2011. One MAT faculty member received an international honor in 2011-2012: Tracy Lu was appointed Editor-in-Chief of the International Journal of Hospitality and Event Management (IJHEM) on March 22, 2012.

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

1. Some progress is being made in regards to faculty recruitment.
2. We need to give more attention to the collection of information on honors and awards.

1. With the merger in progress, the Director of the School and the Dean have received approval for the hiring of one new faculty. After the merger, continued assessment of student faculty ratio will be conducted. The relationship between student increases and faculty responsibilities such as advising, graduate responsibilities will also be assessed to determine future request for faculty.

2. The faculty members need to devise a mechanism to annually report honors and awards to the chair.

Year 2

1. The increase in two faculty members in 2010-2011 resulted in a 22% increase in faculty.
2. We as a faculty need to be more diligent in applying for and reporting information on local, regional, national, and international honors and awards.

1. The number of faculty members needs to be increased significantly in order to meet the goal of 14 faculty members by 2014.

2. A system to apply for and report honors and awards to the department chair annually needs to be devised by the faculty.

Year 3

1. The number of faculty members increased by 11% from 2010-2011 to 2011-2012. While this is significant progress, additional faculty are needed to reduce the student to faculty ratio. However, given the current budgetary climate this is not likely to happen.
2. The MAT department received one local and one international award in 2011-2012 and has achieved this goal. The department continues to work on a system to compile faculty awards and honors.

1. The number of faculty members must be increased by four over the next two years to meet the goal of 14 faculty members by 2012.

2. This goal has been met, but the department will continue to stress the importance of applying for and reporting information on local, regional, national, and international honors and awards and will complete a system to log faculty honors and awards.

Year 4**Year 5**

Unit Objective	MAT Objective 4 Promote Diversity and Inclusion
Related Goals/Metrics	Ag Goal 4 Promote Diversity and Inclusion MAT Goal 4. Promote Diversity and Inclusion MAT Metric 4.1 Increase male enrollment MAT Metric 4.2 Increase African-American undergraduate enrollment at or above 6.6% (state's population) MAT Metric 4.3 Increase the number of male faculty MAT Metric 4.4 Encourage faculty participation in an international experience each year MAT Metric 4.5 Increase number of students participating in an international experience UK Goal 4. Promote Diversity and Inclusion
Related Mission Area	Research and Creative Work

Strategies

- Actively recruit students from underrepresented groups.
- Utilize alumni from underrepresented groups to assist in recruitment of students.
- Actively pursue international graduate students, post docs, and faculty exchange programs.
- Utilize undergraduate and graduate curriculum to provide students with diversity experiences.

Assessment Method

1. Using IRPE data, annually monitor the number of male students.
2. Using IRPE data, annually monitor the number of African-American undergraduate students.
3. Have the chair report annually on the number of male faculty.
4. Have the faculty members report to the chair annually their participation in an international experience.
5. Have the faculty members report to the chair annually the number of students participating in an international experience.

Actual Results

Data Tables

Year 1

1. Male enrollment was six percent 2008-2009 and 5.82 percent in 2009-2010.
2. African-American undergraduate enrollment was four percent in 2008-2009 and ten percent in 2009-2010.
3. Male faculty in 2009 totaled 0 and in 2010 totaled 1.
4. One faculty member participated in an international experience in 2009 and one in 2010.
5. The number of students participating in an international experience in 2009 was 0 and in 2010 was 0.

Year 2

1. Male undergraduate enrollment was 5.82% in 2010 and 6.39% in 2011.
2. African-American undergraduate enrollment was 10% in 2009-2010 and 12% in 2010-2011.
3. Male faculty totaled 1 in 2009-2010 and 2 in 2010-2011.
4. Five faculty members participated in international experiences during the 2010-2011 academic year: Kwaku Addo, Vanessa Jackson, Min-Young Lee, Jason Swanson, Preeti Joshi, and Tracy (Ying) Lu.
5. 29 MAT students (9 HMT and 20 MAT students) participated in international experiences in 2011.

Year 3

1. Male undergraduate enrollment in the 2011-2012 academic year was 5.71% of the total departmental undergraduate enrollment, compared to 6.39% in 2010-2011.
2. African-American undergraduate enrollment in the 2011-2012 academic year was 11.4% of the total MAT undergraduate enrollment, compared to 12% in 2010-2011.
3. Male faculty totaled two in 2010-2011 and two in 2011-2012.

4. Three faculty members participated in four international experiences during the 2011-2012 academic year: Tracy Lu (two experiences), Jason Swanson, and Scarlett Wesley (one experience each).

5. 15 MAT students participated in international experiences in 2011-2012.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <ol style="list-style-type: none"> 1. Male enrollment remains steady at six percent; we need to continue to work on increasing this indicator. 2. African-American undergraduate enrollment increased from the baseline year to year one of reporting. 3. Increasing male faculty remains a priority. 4. Increasing the number of faculty members who participate in an international experience remains a priority. 5. Increasing the number of students who participate in an international experience remains a priority. 	<ol style="list-style-type: none"> 1. Additional efforts should be made to recruit male undergraduates. 2. African-American undergraduate enrollment is at a good level. 3. Seeking male applicants for open faculty positions remains a priority. 4. Having faculty members participate in international experiences remains a priority and we will seek ways to make this happen. 5. Having students participate in international experiences remains a priority and we will seek ways to make this happen.
<p>Year 2</p> <ol style="list-style-type: none"> 1. The percentage of male enrollment increased by .57% from 2010 to 2011. 2. African-American undergraduate enrollment in 2010-2011 increased 2% from the previous year. 3. 2010-2011 realized a 100% increase in male faculty members. 4. This is a significant increase from one faculty member who participated in an international experience in 2009-2010 to five faculty members in 2010-2011. 5. The increase from zero students who participated in an international experience in 2009-2010 to 29 students in 2010-2011 is a substantial increase. 	<ol style="list-style-type: none"> 1. We need to continue efforts to recruit male undergraduates. 2. While this goal has been met, the department will continue to pursue the recruitment of African-American undergraduate students. 3. A substantial increase in the number of male faculty members has been achieved. 4. We will continue to encourage faculty members to pursue enriching international experiences. 5. We will continue to encourage and facilitate student participation in international experiences that expose them to diverse cultures.
<p>Year 3</p> <ol style="list-style-type: none"> 1. The percentage of males enrolled as undergraduates in the MAT department decreased by .68% in 2011-2012. Undergraduate male enrollment in the MAT 	<ol style="list-style-type: none"> 1. The department will continue its efforts to recruit male undergraduates and will devise new strategies to attract males to the undergraduate program.

department has hovered around 6% since the beginning of the current strategic planning cycle. Additional measures are needed to entice males into the program.

2. African-American undergraduate enrollment in 2011-2012 decreased by .6%, yet the 11.4% total still remains well above the state's 6.6% African American population.

3. The percentage of male faculty members remained static from 2010-2011 to 2011-2012. Prospects for increasing this percentage remain slight, due to recent budget limitations.

4. The number of faculty who participated in an international experience decreased in 2011-2012 compared to 2010-2011, yet still represented nearly one third of the total faculty. This decrease may be the result of the economic downturn in general, but another year of data is necessary to determine if this is a trend.

5. The number of students who participated in an international experience in 2011-2012 fell to 15 compared to 29 students in 2010-2011. For 2011-2012, 7.2% of the undergraduate population participated in an international experience. The decrease in students who participated in an international experience may also be the result of the depressed economy, forcing students to forego international study opportunities.

Year 4

Year 5

2. This goal was met in 2010-2011. However, the department will remain vigilant in its efforts to recruit African-American undergraduate students.

3. While 20% of the current departmental faculty is male, efforts will continue to recruit additional male faculty members.

4. The department will continue to encourage and support faculty members who pursue international experiences.

5. The MAT department will increase efforts to foster and facilitate student participation in international experiences that expose them to diverse cultures.

Unit Objective	MAT Objective 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service
Related Goals/Metrics	<p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>MAT Goal 5. Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>MAT Metric 5.1 Hire a full-time extension specialist for MAT by 2014</p> <p>MAT Metric 5.2 Community and Extension-based projects will contribute educative material to the community</p> <p>MAT Metric 5.3 Increase county level programming in MAT</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

Sustain existing and promote new Extension collaborations within and outside UK.
 Increase collaborations and projects with local community via The Kentucky Plaid Project, experiential learning projects, internships, and other research projects.
 Educating community on weight issues via "Becoming Body-wise Project."

Assessment Method

1. The chair will report on progress towards hiring an extension specialist by 2014.
2. The chair will report on community and extension-based projects that contribute educative material to the community.
3. MAT county-level programming information will be gathered by the chair.

Actual Results

Data Tables

Year 1

1. Discussion continues concerning the hiring of an extension specialist by 2014.
2. Dr. Vanessa Jackson taught MAT 759 Rural Retail Management during the 2010 Fall Semester. This course design is based on data collected in Nebraska, Ohio, and Michigan on rural retailing. In the UK class, students worked with small rural businesses in Flemingsburg, KY.
3. In 2010, Dr. Kimberly Miller-Spillman was involved with the Becoming Body Wise program which is part of the Weight the Reality Series.

Year 2

1. A full-time extension specialist for MAT has not been hired.
2. Jason Swanson completed an Aspiring Innkeeper's Manual for the Kentucky Bed and Breakfast Association. Vanessa Jackson continued work on rural retail development presentations in Paintsville and Pine Mountain. An online class teaching modules on rural retail development (MAT 759 – Rural Retail Development) was created. This class may be taken by Extension agents working towards their master's degree.
3. Dr. Miller-Spillman continues work on the "Becoming Body Wise" program. During 2011, several Extension publications from the program became available to agents. Several "Becoming Body Wise" articles also became available to the public online. Future plans for the program include training via the internet in spring 2012. Approximately 11 Kentucky counties participated in the annual denim drive from September – November 2010 and 11,273 pairs of jeans were collected. The blue jeans were converted into insulation for Habitat for Humanity homes. Enough denim was collected in 2010 to insulate over 22 Habitat for Humanity homes.

Year 3

1. Due to budget constraints, the MAT department has not yet hired a full-time extension specialist.
2. No new community and extension-based projects were developed by the departmental faculty in 2011-2012.
3. There was no increased county-level programming in 2011-2012.

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

1. A primary goal of the department is to hire an extension specialist in the foreseeable future to collaborate with faculty.
2. Faculty in the department are making good progress in becoming involved in community and extension-based projects that contribute to education in the communities. Future growth and implementation of the rural retail development modules beyond Flemingsburg will require more research to determine if the design can function in all counties.
3. County-level programming has begun. Departmental faculty need motivation and/or incentives to conduct the type of work that can be translated into extension educational materials.

Year 2

1. The hiring of an extension specialist remains a priority for the department.
2. Faculty members within the department continue to be involved in and increase community and Extension-based projects that enhance educational opportunities within communities.
3. The department has effectively increased its county-level programming across the state.

Year 3

1. After consultation with the Dean of the College of Agriculture, the likelihood of hiring an extension specialist in the current budget climate appears improbable. However, this remains a priority for the MAT department.
2. The on-going efforts of faculty members within the department to increase community and extension-based projects that enhance educational opportunities within communities continue. The rural retail development project continues with MAT 759 Rural Retail Management available as a distance learning course for fall 2012 and accessible by Extension agents working toward a master's degree.

1. Continue to address with college administration the need for an extension specialist.
2. Students in the MAT 759 class developed modules that can be used by extension agents to teach business strategies to rural retailers. The modules are ready for review and then will be distributed to cooperative extension agents. The modules are designed according to extension module development requirements.
3. The Becoming Body Wise program has only been available to cooperative extension agents a short time, so by next year an assessment of the program will be possible.

1. The department chair will continue to work with college administration to address the need for an extension specialist.
2. Faculty members will continue to strive to develop new classes, programs, and materials that contribute to community education.
3. The development of county-level programming by the departmental faculty will continue to be a priority.

1. College administration and the department chair will develop new strategies to facilitate the hiring of a MAT extension specialist.
2. The department will continue to encourage faculty members to develop new materials, programs, and classes that contribute to community education throughout the state.
3. The MAT department remains focused on the development of county-level programming by MAT faculty members. The departmental chair will continue to encourage the creation of county-level programming.

3. Departmental progress in increasing county-level programming across the state remains unfulfilled due to budget constraints. However, the "Becoming Body Wise" series continues to be available through the Extension web site and the MAT department recycled denim drive will continue in fall of 2012.

Year 4

Year 5

University of Kentucky College of Agriculture
Merchandising, Apparel, and Textiles Department

2009-2014 Strategic Plan
March 2010

MISSION STATEMENT:

The Department of Merchandising, Apparel, and Textiles is committed to excellence in merchandising, apparel, and textiles in an increasingly diverse and technological world. Teaching, research, and service programs support student development and contribute to the economic and social well-being of the Commonwealth, the nation, and the world.

Goal 1

Prepare Students for Leading Roles in an Innovation-Driven Economy and Global Society

Most Significant Challenges

- ❖ The Department of Merchandising, Apparel and Textiles has experienced a significant increase in undergraduate enrollment. The student-to-faculty ratio is one of the highest in the College of Agriculture. Additional growth is not possible without additional resources.
- ❖ The graduate program has also experienced significant growth. Current levels of graduate student support (2.5 teaching and 0 research assistantships) are not adequate to meet the needs of current and future graduate students.
- ❖ Classrooms and laboratories are inadequately equipped.

Strategies

- ❖ Integrate experiential education into the curriculum by partnering with business and industry professionals.
- ❖ Actively promote student participation in personal and professional development opportunities including student research; student conference presentations; student and professional organization memberships; and international and domestic travel experiences and internships.
- ❖ Increase web-enhanced and technology-enriched courses.
- ❖ Pursue funding from diverse sources for graduate program.
- ❖ Implement strategies to enhance timely graduation of students.
- ❖ Increase faculty recognition for excellence in teaching, research, advising and extracurricular activities.
- ❖ Seek better classroom facilities and laboratories.

Key Indicators

1. Increase percentage of entering freshmen that graduate within six years of entering the program.
2. Graduate 75% of full-time graduate students within two years.
3. Reduce the ratio of majors to faculty to less than 30/1.

4. Implement learning outcome assessment process.

Unit Goal 2:

Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders

Most Significant Challenges

- ❖ High percentage of DOE allocated to teaching.
- ❖ Majority of faculty hold nine-month appointments.
- ❖ Limited external and internal funding opportunities.

Strategies

- ❖ Pursue extramural and internal research funding from state and federal sources.
- ❖ Develop inter- and multi-disciplinary research teams within the College and School.

Key Indicators

1. Publication of at least 2 refereed journal articles per research FTE per year.
2. Increase total amount of external and internal awards.

Unit Goal 3:

Develop the Human and Physical Resources of the College to Achieve Top 20 Stature

Most Significant Challenges

- ❖ Extended absence of a permanent department chair.
- ❖ Retention and compensation of highly skilled staff members remains a challenge.
- ❖ Recruitment, retention, and development of faculty are severely limited due to lack of resources.

Strategies

- ❖ The department will strive to recruit, develop and retain nationally distinguished faculty and a chair.
- ❖ The department will improve recruitment, retention and remuneration of staff.
- ❖ The department will continue to review, evaluate, and coach all employees.

Key Indicators

1. Increase faculty from seven (2000) to 14 (2014).
2. Receive one local, regional, national, or international faculty honor per two years.

**Goal 4:
Promote Diversity and Inclusion**

Most Significant Challenges

- ❖ Undergraduate male enrollment is low.
- ❖ Undergraduate racial diversity is low.
- ❖ Undergraduate student body has limited experience with diversity.
- ❖ No gender diversity among faculty members.

Strategies

- ❖ Actively recruit students from underrepresented groups.
- ❖ Utilize alumni from underrepresented groups to assist in recruitment of students.
- ❖ Actively pursue international graduate students, post docs, and faculty exchange programs.
- ❖ Utilize undergraduate and graduate curriculum to provide students with diversity experiences.

Key Indicators

1. Increase male enrollment.
2. Increase African-American undergraduate enrollment at or above 6.6% (state's population).
3. Increase the number of male faculty.
4. Encourage faculty participation in an international experience each year.
5. Increase number of students participating in an international experience.

**Goal 5:
Improve the Quality of Life for Kentuckians through Extension,
Outreach and Service**

Most Significant Challenges

- ❖ Lack of MAT extension specialist.
- ❖ Operating funds for extension activities are non-existent.

Strategies

- ❖ Sustain existing and promote new Extension collaborations within and outside UK.
- ❖ Increase collaborations and projects with local community via The Kentucky Plaid Project, experiential learning projects, internships, and other research projects.
- ❖ Educating community on weight issues via "Becoming Body-wise Project."

Key Indicators

1. Hire a full-time extension specialist for MAT by 2014.
2. Community and Extension-based projects will contribute educative material to the community.
3. Increase county level programming in MAT.



Plant Pathology Strategic Plan 2009-2014

PPA Strategic Plan Implementation Project 2009-2014

Annual Review of Progress

Unit Mission

The mission of the department is to improve humankind's understanding of plant disease through research and, utilizing this knowledge base, to educate students and residents of Kentucky about plant diseases. By these means, the department serves to promote plant health throughout the Commonwealth and encourage the use of science-based, economically practical disease management practices which seek to minimize environmental consequences.

Unit Objective

PPA Objective 1.1 To recruit and retain high caliber graduate students

Related Goals/Metrics

Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society

PPA Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society

PPA Metric 1.1 To maintain enrollment at no less than one graduate student per faculty FTE

PPA Metric 1.2 To maintain a retention rate of at least 80%

PPA Metric 1.3 To maintain average-time-to-Ph.D. at less than six years

PPA Metric 1.4 To maintain at least 20% of the student body on fellowship support

UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.

Related Mission Area

Education

Strategies

Aggressively pursue funding from diverse sources.

Seek new space or reapportionment of existing space.

Assessment Method

Departmental records and/or Institutional Research, Planning and Effectiveness (IRPE) data will be used to track this information annually. Baseline data are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

Fall 2009: 26 students to 13 faculty, giving a ratio of two students per faculty FTE. Retention rate is not applicable since is base year for data. These circumstances will continue to be monitored going forward.

Year 2

Fall 2010: 22 students to 12.9 faculty FTE, dropping slightly but remaining comfortably above the target ratio of one student per faculty FTE. Data reflect four students joining the program, two students completing degree, and six students leaving program without completing degree (including two of the new students). This represented a highly unusual year with respect to the number of students leaving the program for various reasons. Retention statistics will continue to be monitored going forward.

Year 3

As of the end of 2011, enrollment in the Plant Pathology Ph.D. program was 20 students for 11.5 faculty FTE, remaining comfortably above the target ratio of one student per faculty FTE. During 2011, 7 students completed PhD, 4 new graduate students were enrolled, and one student left the program.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Severe budget constraints will make it all but impossible to sustain graduate student enrollment at the Year 1 level. Nonetheless, the graduate student to faculty ratio is expected to continue to exceed 1:1.

Year 2

The number of students leaving without completing degrees (six) was very unusual and unlikely to be repeated in this program within the time frame of this strategic plan. In future years, the graduate student to faculty ratio is expected to continue to be 1:1 or greater.

Year 3

The Director of Graduate Studies and the department chair are looking closely at applicants to the program to identify students with strong work ethic and dedication to the discipline. The graduate student to faculty ratio remains above 1:1, continuing to meet the goal.

Year 4

Year 5

Improvement Actions

No improvement -indeed, retrenchment- is foreseen with respect to graduate student enrollment.

Continued and greater emphasis on recruitment of high-quality students with strong work ethics and dedication to the discipline should enhance student retention. The departure of six students before the completion of their degrees is an anomaly that the department will, of course, track, however this situation has not happened in the past and, therefore, is not expected to happen again.

The department will continue to emphasize recruitment and retention of high-quality graduate students. Recruitment becomes more difficult in an era of shrinking budgets, but this department has a national and international reputation as the top plant pathology program in the country, which helps with recruitment despite modest research assistant stipends. The department will continue to seek funding sources for graduate students and also engage in space utilization to enhance the graduate student experience.

Unit Objective	PPA Objective 1.2 To provide high quality graduate education in plant pathology
Related Goals/Metrics	<p>Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society</p> <p>PPA Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society</p> <p>PPA Metric 1.1 To maintain enrollment at no less than one graduate student per faculty FTE</p> <p>PPA Metric 1.2 To maintain a retention rate of at least 80%</p> <p>PPA Metric 1.3 To maintain average-time-to-Ph.D. at less than six years</p> <p>PPA Metric 1.4 To maintain at least 20% of the student body on fellowship support</p> <p>UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.</p>
Related Mission Area	Education

Strategies

Aggressively pursue funding from diverse sources.
 Seek new space or reapportionment of existing space.

Assessment Method

Departmental records and/or IRPE data will be used to track these figures annually. Baseline data are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Year 1

Three students were awarded a Ph.D. in 2009 (base year), with an average-time-to-Ph.D. of six years. Six students (=23%) were on fellowship support in Year 1. Such data will continue to be assessed in future years.

Year 2

In the most recently reported (2009) faculty scholarly productivity index rankings of 27 Plant Pathology doctoral programs in the nation (by Academic Analytics), the University of Kentucky program ranked first. One student was awarded a Ph.D. in 2010, five years after beginning the program. Four students were on fellowship support.

Year 3

Seven students were awarded Ph.D. degrees in 2011, with an average time to degree of 5.1 years after beginning the program. Three students were on fellowship support.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Doctoral training is very intensive, in both classroom and laboratory. Seeking "perfect outcomes", by both students and faculty advisors, may lead to unreasonably extended times-to-degree. Fellowship support is likely to become ever more competitive in the present difficult financial situation, so it is unclear, going forward, what percentage of the student body may receive such support.</p> <p>Year 2</p> <p>The top ranking by Academic Analytics, and the fact that the department has consistently ranked in the top 4 plant pathology programs over the past three rankings (for 2005, 2007 and 2009), indicates that the program serves the needs of graduate students very well. Time required to complete an acceptable thesis or dissertation depends upon the expectations of the advisor and advisory committee. A common yard stick is the number of publishable units incorporated as chapters; for example, one for MS and three for PhD. However, some research areas yield publications more frequently than others, and outcomes of scientific experiments are, by definition, unknown before they are conducted. Advisors and committees need to recognize such variables and the importance of a reasonable time to degree.</p> <p>Year 3</p> <p>Over the past three years, 11 students have received Ph.D. degrees in the Plant Pathology program, averaging nearly 4 degrees awarded per year. Furthermore, the average time to degree of 5.1 years is well within the goal of less than 6 years. Faculty members are providing outstanding mentoring to graduate students so that degree completion stays on target.</p> <p>Year 4</p> <p>Year 5</p>	<p>Improved average-time-to-Ph.D. will be addressed through student counseling and faculty discussions. The need to pursue all reasonable avenues in seeking fellowship support will be addressed.</p> <p>The department will continue to improve average-time-to-Ph.D. through student counseling and faculty discussions. All reasonable avenues for fellowship support will be actively explored and pursued by the department.</p> <p>Through strong mentoring, efforts continue to keep the average time-to-degree well under 6 years for Ph.D completion. Graduate student recruitment will continue in the effort to keep the number of enrolled students well over one per FTE. All reasonable avenues for fellowship support will be sought, including internal Graduate School fellowships and external fellowships. The director of graduate studies continues to focus on these metrics and encourage faculty to also concentrate on timely degree completion, while also recognizing that the students' research and publication records are crucial to their career advancement.</p>

Unit Objective	PPA Objective 2.1 To comprehend, more completely, the complex interrelationships of plants and their pathogens and parasites
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>PPA Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>PPA Metric 2.1 To maintain extramural funding at no less than \$100,000 per year per research faculty FTE</p> <p>PPA Metric 2.2 To maintain refereed publications at no less than two per year per research faculty FTE</p> <p>PPA Metric 2.3 To maintain plant disease management publications at no less than two per year per Extension faculty FTE</p> <p>PPA Metric 2.4 To maintain a faculty scholarly productivity ranking in the top ten, nationally, for Plant Pathology programs</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies
 Aggressively pursue extramural research funding, locally, regionally and nationally from commodity-oriented, corporate, state and federal sources.
 Seek new space or reapportionment of existing space.

Assessment Method

The College of Agriculture Kentucky Experiment Station Annual Reports and annual departmental reports will be used to track these data over the years. Baseline data are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Year 1

In 2009, the Plant Pathology department published 34 refereed journal articles in 2009, representing 4.25 per research faculty FTE and 2.62 per total faculty member cohort for the year. The College of Agriculture Annual Report for 2009 (base year) indicated extramural funding of \$2,336,296; this represents \$292,037 per research faculty FTE (8 faculty).

Year 2

In 2010, faculty in the department authored 41 refereed journal articles, 4 book chapters, and 21 other research publications, and received \$2,150,110 in grant funding, which represents \$268,764 per research faculty FTE (8 faculty).

Year 3

In 2011, faculty in the department authored 25 refereed journal articles, 6 book chapters, and 22 other research publications. Research faculty received \$1,353,367 in grant funding, which represents \$180,449 per research faculty (7.5 FTE).

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The faculty has proven very successful in gaining major, competitive funding from national agencies. In a continuing, competitively intensive environment, it is not clear if equivalent success can be maintained and greater effort may need to be directed towards alternative funding sources (e.g. foundations, industry). It is anticipated that the faculty will continue to assure prompt publication of investigative results in relevant, leading journals.</p>	<p>Research faculty members will continue their pursuit of extramural funding as well as timely publication of their programs' research findings in major, high-impact, refereed journals.</p>
<p>Year 2</p> <p>The department continues to be highly selective in garnering resources for research and in publishing research findings on plant pathogens and plant-microbe/parasite interactions. The 2011 results show that faculty have increased publication numbers. The small decrease in grant dollars is expected, based on reduced resources at the federal level. Hires of two additional research faculty would help greatly to broaden coverage of the field, allowing research questions to be addressed for example on plant pathogenic bacteria and parasitic nematodes. However, current economic conditions and a lack of available laboratory and office space make prospects unlikely for such new hires in the next two years.</p>	<p>The department chair will continue to seek ways to hire additional faculty members, although with the current climate of additional budget cuts, efforts to hire new faculty may be moot. The department chair will continue to encourage faculty members to seek grants and pursue journal articles.</p>
<p>Year 3</p> <p>The department continues to be highly productive in garnering resources for research and in publishing research findings on plant pathogens and plant-microbe/parasite interactions. The downturn in grant dollars follows the general trend at the university level.</p>	<p>The department would benefit by hiring at least two additional research faculty at such time as funds and space become available. Such faculty would help maintain traditional areas of expertise in plant virology, plant mycology, and plant disease physiology. Current prospects for the necessary resources, however, make such hires unlikely in the near future. The department chair will continue to encourage faculty to do more with less by discussing the budget situation in faculty meetings and during conversations with individual faculty members.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	PPA Objective 2.2 To pursue applied research to provide state-of-the-art management recommendations for problematic plant diseases in Kentucky
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>PPA Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>PPA Metric 2.1 To maintain extramural funding at no less than \$100,000 per year per research faculty FTE</p> <p>PPA Metric 2.2 To maintain refereed publications at no less than two per year per research faculty FTE</p> <p>PPA Metric 2.3 To maintain plant disease management publications at no less than two per year per Extension faculty FTE</p> <p>PPA Metric 2.4 To maintain a faculty scholarly productivity ranking in the top ten, nationally, for Plant Pathology programs</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Aggressively pursue extramural research funding, locally, regionally and nationally from commodity-oriented, corporate, state and federal sources.
 Seek new space or reapportionment of existing space.

Assessment Method

The College of Agriculture Kentucky Experiment Station Annual Reports, annual departmental reports, Academic Analytics' data and/or other national rankings will be used to track this information over the years. Baseline data are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

Fifteen plant disease management publications were listed for Plant Pathology in the College of Agriculture Annual Report for 2009 (base year), representing 3.75 per Extension faculty FTE. In the most recently reported (2007) faculty scholarly productivity index rankings of Plant Pathology doctoral programs in the nation (by Academic Analytics), the University of Kentucky program was fourth.

Year 2

The Plant Pathology Department published 21 plant disease management reports in 2010, representing more than six per Extension faculty FTE.

Year 3

The Plant Pathology Department hired a new Extension Specialist, who started her appointment in August, 2011, bringing the total to 4.0 FTE. Extension Plant Pathology published 22 plant disease management reports in 2011, representing more than five per Extension faculty FTE.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Informing the grower community of improved plant disease management strategies is an on-going goal for Extension Plant Pathology. While national rankings of program standings are necessarily problematic because of the particular data selected as the basis for comparative analysis, the University of Kentucky department will strive to maintain a high ranking in any reasonable, objective study.

Year 2

Extension faculty did conduct and report applied research pertinent to their plant commodity responsibilities. The Extension Specialists in Plant Pathology have proven highly active in their contacts and productive in publications and workshops. However, the current Extension faculty FTE of 3.4 in the department is less than optimal to cover disease diagnosis and management recommendations for food, fiber and amenity plants throughout the Commonwealth. The anticipated full retirement of the current post-retirement appointee will reduce this number to 3.0 FTE unless a replacement is hired.

Year 3

The Plant Pathology Extension program benefited from the hire of a new faculty member, and continued to be very active and productive.

Year 4

Year 5

Improvement Actions

Extension faculty will continue to conduct and report applied research pertinent to their plant commodity responsibilities. It will be key that Extension faculty members seek far and wide for the funding necessary to support their laboratory and field studies.

A critical need is to hire a new, full time, Extension Plant Pathologist on the faculty to address disease issues, particularly in fruit, nut and ornamental plants.

An Extension Plant Pathologist was hired on August 1, 2011. All four extension faculty diligently continue to seek funding in support of laboratory and field studies.

Unit Objective	PPA Objective 3.1 To recruit and retain top-tier faculty
Related Goals/Metrics	<p>Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature</p> <p>PPA Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals</p> <p>PPA Metric 3.1 To increase faculty numbers from thirteen to fifteen</p> <p>PPA Metric 3.2 To aim for local, regional, national and international faculty professional achievement honors at no less than one per two years</p> <p>PPA Metric 3.3 To increase the total staffing level (clerical, technical, professional) by 15% by 2014</p> <p>PPA Metric 3.4 To maintain postdoctoral research scholar enrollment at no less than one per faculty FTE</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Research and Creative Work

Strategies

Maintain the department's strong standing in its field, nationally.
 Maintain the department's recognition on campus.
 Aggressively pursue extramural research funding locally, regionally, and nationally from commodity-oriented, corporate, state and federal sources.
 Seek new space or reappropriation of existing space.

Assessment Method

The department chair will gather this information from faculty members and departmental records for annual tracking. Baseline data and the desired target are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Year 1

In 2009 (base year), there were 13 faculty members. However, one was in phased retirement at 50% effort, and one held a post-retirement appointment at 40% effort. The number of members of the faculty will be monitored in succeeding years, with a desired five-year target of 15 faculty members. Two faculty received professional achievement honors in 2009; the Outstanding Plant Pathologist Award from the American Phytopathological Society's Southern Division (to J. Hartman) and the M.D. Whiteker Excellence in Extension Award from the Kentucky Association of State Extension Specialists (to D. Hershman).

Year 2

In 2010 the department had a total of 12.9 FTE, including 12 full-time faculty, one in phased retirement at 50% effort, and one with a post-retirement appointment at 40% effort. Faculty in the department authored 41 refereed journal articles, 4 book chapters, and 21 other research publications, and received \$2,150,110 in grant funding. One faculty was invited to join the editorial board of PLoS Pathogens, a highly prestigious journal published by the Public Library of Science. One was requested by the U.S. Department of Agriculture to serve on a review committee for the Plant Pathology Department at the University of Nebraska, Lincoln. One of the department faculty received the Bobby Pass Excellence in Grantsmanship Award. Three Extension faculty received the Laura Clay Award at the Kentucky Women in Ag Conference, in recognition of their service on Ag Development Team II, which provided education to agricultural professionals serving in Afghanistan.

Year 3

The Plant Pathology Department hired a new Extension Assistant Professor, who started her appointment on August 1, 2011. In Fall 2011 the department had a total of 12.5 FTE, including 12 full-time faculty, plus one in phased retirement at 50% effort. The former department chair retired on January 3, 2012, and that faculty line has not been replaced due to anticipated, severe budget cuts. Faculty in the department authored 25 refereed journal articles, 6 book chapters, and 22 other research publications, and received more than \$2 million in grant funding.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>In the present budgetary circumstances, and with current college space limitations, it will require bold action by Administration to allow the department to grow to a faculty of 15 by 2014. There seems no reason that, given the high standing of faculty members amongst their peers, they will not continue to receive professional achievement honors.</p> <p>Year 2</p> <p>The department chair pressed for action to be able to hire another faculty member, but his action failed due to the budget situation. However, faculty in the department continue to perform at a very high standard. In the present budgetary circumstances, and with current college space limitations, it is unlikely that Administration will allow the department to grow to a faculty of 15 by 2014.</p> <p>Year 3</p> <p>As of January 3, 2012, the department experienced a net decrease of more than one FTE to 11.5. In the present budgetary circumstances, and with current college space limitations, it is highly unlikely that the department can approach 15 FTE by 2014. Faculty in the department continue to perform at a very high standard. The hiring of a new Extension Assistant Professor was crucial to maintaining the strength of the department Extension program.</p> <p>Year 4</p> <p>Year 5</p>	<p>In Academic Year, 2009-2010, the department received a comprehensive review, with a majority of Review Team members coming from major Land-Grant Universities outside Kentucky. In the Final Report, there was the following key recommendation, "The Review Team strongly endorses the departmental 5-year strategic goal of increasing the faculty numbers from 13 to 15 by the year 2014." The department will press for action at the college and/or main campus level, which will be necessary to fulfill this recommendation. Faculty will continue to be nominated for appropriate professional achievement honors.</p> <p>Continued provision of necessary infrastructure for conduct of their research, extension and instruction is essential for retention of existing faculty. This and additional laboratory and office space will be required for recruitment of outstanding new faculty. Prospects to increase to 15 faculty remain dim in the current economic climate.</p> <p>One faculty vacancy is anticipated at the end of CY 2013, and the plan is to fill that vacancy if funds and space are available. Continued provision of necessary infrastructure for conduct of research, extension, and instruction is essential for retention of existing faculty. Prospects to increase to 15 faculty remain dim in the current economic climate. The department chair will continue to encourage faculty members to do more with less.</p>

Unit Objective	PPA Objective 3.2 To recruit and retain outstanding staff
Related Goals/Metrics	<p>Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature</p> <p>PPA Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals</p> <p>PPA Metric 3.1 To increase faculty numbers from thirteen to fifteen</p> <p>PPA Metric 3.2 To aim for local, regional, national and international faculty professional achievement honors at no less than one per two years</p> <p>PPA Metric 3.3 To increase the total staffing level (clerical, technical, professional) by 15% by 2014</p> <p>PPA Metric 3.4 To maintain postdoctoral research scholar enrollment at no less than one per faculty FTE</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Research and Creative Work

Strategies

Recruit from diverse sources.
 Irrespective of personnel category -student, faculty or staff- targeted recruitment endeavors will be engaged as a significant activity.

Assessment Method

The department chair will track this information annually. Baseline data and the desired target are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

In 2009 (base year), there were 4.6 (one in phased retirement at 60% effort) clerical staff, 10.25 (a shared Computer Support Specialist II serves one quarter time in Plant Pathology) technical staff and 8 professional staff. Staff numbers in the different categories will be monitored in succeeding years. The desired five-year target is a 15% increase in staff numbers.

Year 2

In 2010 there were 4.6 (one in phased retirement at 60% effort) clerical staff, 10.25 (a shared Computer Support Specialist II serves one quarter time in Plant Pathology) technical staff and 8 professional staff. Staff numbers in the different categories will be monitored in succeeding years. Thus, staff numbers were static in 2010. The desired five-year target is a 15% increase in staff numbers.

Year 3

In 2011 there were 4.6 (one in phased retirement at 60% effort) clerical staff, 10.25 technical staff (a shared Computer Support Specialist II serves one quarter time in Plant Pathology), and 8 professional staff. Staff numbers in the different categories will be monitored in succeeding years. Thus, staff numbers were static in 2011. Current budget considerations make it unlikely that additional staff can be hired.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

In the current financial crisis, steps taken by Administration will determine if any advance in staff numbers is to be achieved.

Year 2

One of the clerical staff left for professional school, opening a vacancy which was filled. Thus, there was no net change in staff numbers.

Year 3

The Computer Specialist II, paid at 0.25% by this department, resigned. A replacement was identified and is also paid at 0.25% by this department. No other staff turnover occurred during 2011-2012. Current technical staff are performing at a very high level, as evidenced by the success of the research and extension programs. Clerical staff maintain an intense work schedule in support of the department efforts, and also perform at a very high level.

Year 4

Year 5

Improvement Actions

The staffing level is presently barely adequate to cover departmental operations and will certainly be inadequate if additional faculty hiring occurs, as hoped. Action at the college level will be necessary for staff growth to occur.

Maintenance of staff at current levels is desired and was achieved.

Maintenance of staff at current levels is desired and was achieved.

Unit Objective	PPA Objective 3.3 To recruit and retain superior postdoctoral scholars
Related Goals/Metrics	<p>Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature</p> <p>PPA Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals</p> <p>PPA Metric 3.1 To increase faculty numbers from thirteen to fifteen</p> <p>PPA Metric 3.2 To aim for local, regional, national and international faculty professional achievement honors at no less than one per two years</p> <p>PPA Metric 3.3 To increase the total staffing level (clerical, technical, professional) by 15% by 2014</p> <p>PPA Metric 3.4 To maintain postdoctoral research scholar enrollment at no less than one per faculty FTE</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Research and Creative Work

Strategies

Recruit from diverse sources.
 Irrespective of personnel category -student, faculty or staff- targeted recruitment endeavors will be engaged as a significant activity.

Assessment Method

Departmental records, SAP employment records, and/or IRPE data will be used to track this information annually. Baseline data are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

In 2009 (base year), there were 22 postdoctoral research scholars in the department. Given that there were 13 faculty members, the postdoctoral research scholar enrollment comfortably exceeded one per faculty FTE. The postdoctoral research scholar cohort number will continue to be monitored in future years.

Year 2

In 2010 there were 20 postdoctoral research scholars in the department. Given that there were 12 full-time faculty members, eight of whom had principally a research appointment, the postdoctoral research scholar enrollment comfortably exceeded one per faculty FTE. The postdoctoral research scholar cohort number will continue to be monitored in future years.

Year 3

As of Fall 2011, there were 19 postdoctoral research scholars in the department. This number greatly exceeded the target of one per faculty FTE.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Postdoctoral research scholars are vital to maintaining a well-rounded, dynamic and diverse research enterprise. Given the extremely competitive funding environment, it is unlikely that the base number of 22 postdoctoral research scholars will grow, but the intent will certainly be to maintain postdoctoral research scholar enrollment at no less than one per faculty FTE.

Year 2

Faculty have continued to be successful in obtaining extramural grants, which allows them to fund postdoctoral research scholars. The optimal number of postdoctoral research scholars in the unit depends on needs of individual research programs, available space and funding, and employment opportunities after completion of tenure as postdoctoral scholars. The two year trend suggests that the number of postdoctoral scholars per faculty has remained stable. Current economic conditions may necessitate a reduction in that number, but it seems likely that a ratio greater than one per faculty will be sustainable for the foreseeable future.

Year 3

The post-doctoral research scholars to faculty FTE ratio remains above 1:1, surpassing the goal. The current trend to exceed the 1:1 goal seems likely to continue, despite the downturn in extramural funding.

Year 4

Year 5

Improvement Actions

The faculty will continue its aggressive pursuit of extramural funding which is key to maintaining a significant body of post-doctoral research scholars.

The faculty will continue its aggressive pursuit of extramural funding which is key to maintaining a significant body of post-doctoral research scholars.

The faculty will continue to aggressively pursue extramural funding which is key to maintaining a significant body of post-doctoral research scholars. The department chair will monitor trends regarding the number of postdoctoral scholars and discuss the numbers with faculty as needed.

Unit Objective	PPA Objective 4.1 To maintain gender/racial/cultural diversity in the student body
Related Goals/Metrics	<p>Ag Goal 4 Promote Diversity and Inclusion</p> <p>PPA Goal 4. Promote Diversity and Inclusion</p> <p>PPA Metric 4.1 To maintain female enrollment in the graduate student cohort at no less than 35%</p> <p>PPA Metric 4.2 To maintain enrollment of graduate students not traditionally represented in science at no less than 15%</p> <p>PPA Metric 4.3 To increase female faculty numbers by 50% by 2014</p> <p>PPA Metric 4.4 To seek to hire no less than two minority staff members by 2014</p> <p>UK Goal 4. Promote Diversity and Inclusion</p>
Related Mission Area	Overall

Strategies

Irrespective of personnel category -student, faculty or staff- targeted recruitment endeavors will be engaged as a significant activity. Recruit from diverse sources.

Assessment Method

Departmental records and/or IRPE data will be used to track this information annually. Baseline data are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Year 1

Of the 26 graduate students enrolled in 2009 (base year), 15 were female (i.e. 58%). Also, of the 26 student cohort, one was an African American female, one an African American male, and two were Hispanic American females. Thus, 15% of the student enrollment was from groups not traditionally well represented in science. Individuals from ten different nations composed the student body. The gender/racial/cultural make-up of the graduate student cohort was diverse.

Year 2

Of the 25 graduate students enrolled in 2010, 14 were female (i.e. 56%). Also, of these 25 students, one was an African-American female, one was an African-American male, and two were Hispanic-American females. Thus, 14% of the student enrollment was from groups not traditionally well represented in science. Individuals from nine different nations composed the student body. During 2010, six students left the program, including the African-American female and three other females. Although this did not cause major demographic change, the reduction in student numbers and failure to retain a domestic minority student were of concern. The minority student who left did so at least partly because of economic reasons, considering it too expensive to her family to devote the necessary time to graduate study, and instead taking a company lab technician job.

Year 3

Of the 7 students completing Ph.D. degrees in 2011, one was African-American and one was Hispanic-American, and 4 were female. Of the 20 graduate students enrolled in the program at the close of calendar year 2011, 10 were female (i.e. 50%), one of whom was Hispanic-American. Individuals from nine different nations composed the student body. Thus, the gender/racial/cultural make-up of the graduate student cohort, and of those successfully completing their degrees, was diverse.

Year 4

Year 5

Year 1

Women have proven themselves interested in, and successful at, the study of plant pathology and there is no reason to foresee any change in this circumstance. Maintaining and growing enrollment from groups not traditionally well represented in science may prove a significant challenge.

Year 2

The department's focus on the recruitment of women and students from underrepresented groups holds steady in regard to outcomes. During a period of shrinkage in student numbers, continued retention of three out of four domestic minority students ensured maintenance of the proportion of minority and other graduate students in the program. However, additional student recruitment is necessary to maintain the target ratio of graduate students to faculty, and inclusion of U.S. minority representation in the new student class is desirable.

Year 3

Efforts to recruit students through regional teaching colleges and undergraduates in other colleges at UK, as well as students at KSU, are beginning to show some success. Successful completion of the PhD by members of groups underrepresented in the discipline is an important accomplishment, and those individuals will serve as outstanding role models for future prospective graduate students. It is noteworthy that two out of three domestic students completing the PhD were underrepresented minorities. Furthermore, of the two remaining domestic students in the program, one is Hispanic American. Thus, among domestic students the proportion of minorities has been and remains very high. However, a future increase in domestic students overall, and particularly in U.S. minority representation, is desirable to maintain diversity. Also, continued gender balance among domestic and international students is desirable.

Year 4**Year 5**

The department need only continue its past successful recruitment efforts to maintain female enrollment in the graduate student cohort at no less than 35%, for the base year (2009) figure is comfortably ahead of this target. On the other hand, intensive and targeted recruiting will need to be an on-going action to bolster enrollment of graduate students not traditionally well represented in science.

Recruitment efforts in the Plant Pathology graduate program will continue to target the domestic pool, and applications from minority students will be encouraged. Faculty will be encouraged to increase contacts with regional teaching colleges and undergraduates in other colleges, including 1890 schools such as Kentucky State University. Appropriate departments in such institutions will also be targeted for advertisement.

The Plant Pathology department will continue to actively recruit domestic students, particularly those from historically underrepresented groups, from 1890 schools such as Kentucky State University, regional teaching colleges, and undergraduates in other UK colleges.

Unit Objective	PPA Objective 4.2 To enhance gender/racial/cultural diversity in the faculty
Related Goals/Metrics	<p>Ag Goal 4 Promote Diversity and Inclusion</p> <p>PPA Goal 4. Promote Diversity and Inclusion</p> <p>PPA Metric 4.1 To maintain female enrollment in the graduate student cohort at no less than 35%</p> <p>PPA Metric 4.2 To maintain enrollment of graduate students not traditionally represented in science at no less than 15%</p> <p>PPA Metric 4.3 To increase female faculty numbers by 50% by 2014</p> <p>PPA Metric 4.4 To seek to hire no less than two minority staff members by 2014</p> <p>UK Goal 4. Promote Diversity and Inclusion</p>
Related Mission Area	Overall

Strategies

Irrespective of personnel category -student, faculty or staff- targeted recruitment endeavors will be engaged as a significant activity. Recruit from diverse sources.

Assessment Method

Departmental records will be used to track this information annually. Baseline data and the desired target are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

Of the 13 faculty on board in 2009 (base year), two were women (i.e. 15%). The target is to hire at least one, and ideally two, additional female faculty members in the next five years.

Year 2

There were no new faculty hires in the department.

Year 3

A new Extension Assistant Professor was hired, effective August 1, 2011. The applicant pool was diverse, including three females, two of whom were interviewed, and one hired. This increased representation of females to three out of the 12 full-time faculty, bringing the proportion of female full time faculty in the program to 25%.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

It is unclear if, given present financial and space constraints, it will be possible to address pursuing any additional faculty hiring. Certainly, it will take bold action by college and/or campus administrators to allow such a step. Traditionally, turnover of on-board faculty members has been slow, suggesting that it is only through new, additional hires that female representation amongst the faculty can grow.

Year 2

The department was not able to get permission to advertise for a new faculty member. The current balance of two females among a total of 12 faculty will remain so long as there are no new faculty hires.

Year 3

The department did receive permission to hire a new faculty member in year three and the candidate chosen is a woman. The addition of a female faculty member this year represents excellent progress toward diversity of the faculty body in the department. Furthermore, the new faculty member, being an Extension Plant Pathologist, will present a very public face of diversity.

Year 4

Year 5

Improvement Actions

The intended action -the Administration permitting- is to increase the faculty cohort from 13 to 15 by 2014. Aggressive recruiting efforts will be made towards at least one, and ideally both, new hires being female. One such hiring would increase female faculty numbers by 50%. If the department receives permission to recruit a new faculty member, the department will follow college guidelines about hiring practices, which includes strong efforts to recruit women. These efforts will include making contacts at professional meetings, talking with colleagues at other institutions, and broadly advertising the open position.

Women and minorities will be encouraged to apply for any new faculty position should the Administration permit such a hire.

Having achieved an increase in female representation with a hire in 2011, future faculty searches (should hiring be permitted) will involve a similar strategy of encouraging female and minority applicants.

Unit Objective	PPA Objective 4.3 To enhance gender/racial/cultural diversity in the staff
Related Goals/Metrics	<p>Ag Goal 4 Promote Diversity and Inclusion</p> <p>PPA Goal 4. Promote Diversity and Inclusion</p> <p>PPA Metric 4.1 To maintain female enrollment in the graduate student cohort at no less than 35%</p> <p>PPA Metric 4.2 To maintain enrollment of graduate students not traditionally represented in science at no less than 15%</p> <p>PPA Metric 4.3 To increase female faculty numbers by 50% by 2014</p> <p>PPA Metric 4.4 To seek to hire no less than two minority staff members by 2014</p> <p>UK Goal 4. Promote Diversity and Inclusion</p>
Related Mission Area	Overall

Strategies

Irrespective of personnel category -student, faculty or staff- targeted recruitment endeavors will be engaged as a significant activity. Recruit from diverse sources.

Assessment Method

Departmental records will be used to track this information annually. Baseline data and the desired target are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

Of the 24 staff, two of whom were part-time, working in the department in 2009 (base year), 16 were female (i.e. 67%). None of the 24 were African American or Hispanic American though four were foreign-born, representing three different nations. The number and gender/ethnic composition of the staff will be monitored in succeeding years, with a target of hiring no less than two minority staff members by 2014.

Year 2

In 2010 the department had 24 staff, one of whom was part-time. Of these, 16 were female (i.e. 67%), none were African American or Hispanic American, and four were foreign-born, representing three different nations. One of the office staff (female) resigned to attend professional school, and one (female) was hired into her position, with no net change in ethnic composition. Although well advertised through the university hiring system, with encouragement of minority applications, no qualified minority members were identified.

Year 3

In 2011 the department had 24 staff, one of whom was part-time. Of these, 16 were female (i.e. 67%), none were African American or Hispanic American, and four were foreign-born, representing three different nations.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

While both genders are well represented amongst the departmental staff and there is considerable cultural diversity, there are no staff members from minority American constituencies. This latter circumstance may reflect a historical deficiency of adequate scientific training amongst traditionally underrepresented groups making candidates largely unavailable. This circumstance has likely now changed, and greater diversity should be achievable going forward.

Year 2

Only one staff member retired in year 2. A lack of qualified minority applicants for the sole staff vacancy precluded any significant demographic change.

Year 3

There were no staff vacancies during the year, so the Plant Pathology staff demographics remain unchanged from the previous year.

Year 4

Year 5

Improvement Actions

Hoped for staff expansion plus some resignation or retirement activity may provide opportunities to diversify the staff composition. The intent is that at least two minority staff members will be hired by 2014. Action in this regard may be frustrated by budget circumstances, since it is unclear at the present juncture whether one-for-one replacement, far less expansion, will be permitted.

Should staff vacancies arise in future, underrepresented minorities will be encouraged to apply.

When staff vacancies arise in future, the department will encourage underrepresented minorities to apply.

Unit Objective	PPA Objective 5.1 To educate Kentucky's agricultural community and homeowners about plant diseases and their management
Related Goals/Metrics	Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service PPA Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service PPA Metric 5.1 To maintain engagement/outreach/public service contacts at no less than 10,000 per year per Extension faculty FTE PPA Metric 5.2 To maintain plant disease diagnoses at no less than 2,500 per year UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.
Related Mission Area	Service

Strategies

Faculty recruitment to four, full-time Extension FTE's will be the highest priority. By 2014, expansion to five, full-time Extension FTE's is the target.

Assessment Method

The College of Agriculture CatPaws reporting system and/or departmental records will be used to track this information annually. Baseline data and the desired target are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1
In 2009 (base year), the four faculty dedicated to Extension accounted for 53,975 engagement/outreach/public service contacts. This averages to 13,494 contacts per faculty member contributing to Extension's educational role, ahead of the target of no less than 10,000 contacts per Extension faculty FTE. Equivalent contact information will be monitored in succeeding years.

Year 2
In 2010, responsibilities of the Extension faculty were redistributed to minimize impact of the reduced FTE, and the newly retired Extension Professor was rehired at 40%, giving the department 3.4 FTE dedicated to Extension Plant Pathology. This group accounted for 60,907 engagement/outreach/public service contacts, for an average of 17,914 contacts per FTE.

Year 3
On August 1, 2011, a newly hired Extension Assistant Professor brought the total Extension FTE in the Department of Plant Pathology to 4.0. This group accounted for 64,325 engagement/outreach/public service contacts, for an average of 16,081 contacts per FTE.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>One of the pertinent faculty holds a post-retirement appointment. When that appointment is finished and if budgetary circumstances delay or prevent rehiring, then the degree of current Extension outreach activities will likely be compromised.</p>	<p>No improvement action is necessary at this time since substantial professional contacts and educational endeavors are being undertaken to educate Kentucky's agricultural community and homeowners about plant diseases and their management. Improvement would only be practicable with enhanced manpower.</p>
<p>Year 2</p> <p>Even though the numbers continue to rise, manpower is stretched. The Extension FTE of 3.4 stretched the ability of the department to address all needs. An increase to at least 4.0 FTE is highly desirable.</p>	<p>The most important action to undertake is the hiring of a new, full-time Extension Plant Pathologist.</p>
<p>Year 3</p> <p>The newly hired Extension Assistant Professor, has been very active, and complements the other three Extension Plant Pathologists in addressing needs of the Commonwealth.</p>	<p>The continued training of the new Extension Assistant Professor to address plant disease issues for ornamentals, fruit and nut crops will complement existing expertise in Extension Plant Pathology to provide a broad-based coverage of plant pathology-related issues in the Commonwealth.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Unit Objective	PPA Objective 5.2 To monitor and investigate plant diseases with respect to their impact on the resources and economy of Kentucky
Related Goals/Metrics	<p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>PPA Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service</p> <p>PPA Metric 5.1 To maintain engagement/outreach/public service contacts at no less than 10,000 per year per Extension faculty FTE</p> <p>PPA Metric 5.2 To maintain plant disease diagnoses at no less than 2,500 per year</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

Faculty recruitment to four, full-time Extension FTE's will be the highest priority. By 2014, expansion to five, full-time Extension FTE's is the target.

Assessment Method

The College of Agriculture CatPaws reporting system and/or departmental records will be used to track this information annually. Baseline data and the desired targets are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

In 2009 (base year), the four faculty dedicated to Extension accounted for 53,975 engagement/outreach/public service contacts. In addition, in 2009, the total number of diagnoses recorded through the two plant disease diagnostic laboratory locations was 4,393. In both cases, the numbers exceed the targets of no less than 10,000 contacts per Extension faculty FTE and no less than 2,500 diagnoses per year. Equivalent contact and diagnosis data will be monitored in succeeding years.

Year 2

In 2010, the 3.4 faculty FTE dedicated to Extension accounted for 60,907 engagement/outreach/public service contacts. In addition, in 2010, the total number of diagnoses recorded through the two plant disease diagnostic laboratory locations was 4,828. In both cases, the numbers exceeded the targets of no less than 10,000 contacts per Extension faculty FTE and no less than 2,500 diagnoses per year. Equivalent contact and diagnosis data will be monitored in succeeding years.

Year 3

A new Extension Assistant Professor was hired, effective August 1, 2011, bringing the total Extension Plant Pathology FTE to 4.0. Extension accounted for 64,325 engagement/outreach/public service contacts, far exceeding the target. In addition, in 2011, the total number of diagnoses recorded through the two plant disease diagnostic laboratory locations was 4296, also far exceeding the target.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

The manpower level is the greatest concern for the continued monitoring and investigating of plant diseases with respect to their impact on the resources and economy of Kentucky. With a present important and pertinent faculty post-retirement appointee likely soon to enter full retirement, if budgetary circumstances delay or prevent hiring, study of local plant diseases and their consequences will be substantially impaired.

Year 2

Even though Kentucky's agricultural community is currently well-educated to monitoring plant diseases, a shrinking faculty body could be a detriment in a changing environment where the threat of new diseases is ever present. The plan to increase the number of Extension Plant Pathology faculty FTEs to 4.0, if realized, will enhance the department's ability to address plant disease issues in the Commonwealth.

Year 3

Maintenance of at least 4.0 faculty FTEs in the Extension Plant Pathology program is essential to serve the needs of the Commonwealth.

Year 4

Year 5

Improvement Actions

Given that substantial professional contacts and diagnoses are presently occurring, no improvement is practicable without enhanced manpower. Kentucky's agricultural community is being well educated with regard to monitoring, investigating and seeking management strategies for plant diseases.

The department will request permission to hire a new Extension Specialist at the Assistant Professor level, as a current Specialist on half-time appointment plans to retire.

The department will seek to maintain at least 4.0 faculty FTEs in Extension Plant Pathology.

Unit Objective	PPA Objective 5.3 To provide, through the plant diagnostic laboratories, plant disease surveillance as well as real-time educational programming on plant disease activity and distribution
Related Goals/Metrics	Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service PPA Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service PPA Metric 5.1 To maintain engagement/outreach/public service contacts at no less than 10,000 per year per Extension faculty FTE PPA Metric 5.2 To maintain plant disease diagnoses at no less than 2,500 per year UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.
Related Mission Area	Service

Strategies

Seek more and higher quality, plant disease diagnostic space.
Endeavor to identify a stable funding source(s) for diagnostic services.

Assessment Method

Departmental records regarding diagnoses will be monitored to track this information annually. Baseline data and the desired target are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

In 2009 (base year), there were 4,393 total diagnoses recorded by the two plant diagnostic laboratory locations, in Lexington and Princeton. This number can fluctuate year-to-year with different seasons. On this occasion, the target of no less than 2,500 plant disease diagnoses per year was certainly exceeded. Diagnostic numbers will continue to be monitored in future years.

Year 2

In 2010, the plant disease diagnosis laboratories in Lexington and Princeton received a combined total of 4,455 samples and performed 4,828 diagnoses.

Year 3

In 2011, the diagnostic laboratories in Lexington and Princeton received a combined total of 3,883 samples and performed 4,296 diagnoses. A new dissecting microscope was purchased for the Plant Disease Diagnostics Laboratory at Princeton.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Manpower, space and quality-of-facility concerns exist with regard to the Plant Pathology Plant Disease Diagnostic Laboratory, which is split between two locations. Constraints of budget and college space pressures will likely allow no early resolution of the above concerns which, if ultimately left unaddressed, will affect the quality of plant disease surveillance and educational programming activities.</p> <p>Year 2</p> <p>Plant disease surveillance and real-time educational programming on plant disease activity and distribution continue to occur effectively through the plant diagnostic laboratories, which are functioning ahead of target. However, working conditions for staff in the diagnosis laboratories would improve with more space and modern facilities. The plant disease diagnosis laboratory would benefit greatly by expanded modern laboratory space and facilities, and the Princeton site would also benefit by modernization.</p> <p>Year 3</p> <p>Due to budget constraints, extensive modernization of the laboratories is not feasible at this time. Sample and diagnoses numbers declined by 12.8% from 2010 to 2011. The new dissecting scope at Princeton enhances the capabilities there, but both the Lexington and Princeton sites would still benefit greatly by additional modernization of laboratory space and facilities, which would make increases in total sample and diagnoses numbers more feasible.</p> <p>Year 4</p> <p>Year 5</p>	<p>Plant disease surveillance and real-time educational programming on plant disease activity and distribution is presently occurring effectively through the plant diagnostic laboratories, which are functioning ahead of target. However, the department chair will closely monitor the effectiveness of the laboratories.</p> <p>The department chair will press for funding to modernize the laboratories.</p> <p>The department will continue to seek additional funding sources for quality diagnostic equipment and facilities.</p>

Plant Pathology Department

Strategic Plan

2009-2014

Mission Statement: The mission of the department is to improve humankind's understanding of plant disease through research and, utilizing this knowledge base, to educate students and residents of Kentucky about plant diseases. By these means, the department serves to promote plant health throughout the Commonwealth and encourage the use of science-based, economically practical disease management practices which seek to minimize environmental consequences.

Goal 1: Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.

Preamble:

Graduate training in well-funded, dynamic, research and Extension programs, allied with state-of-the-art and traditional class work concerning plant diseases, seems the surest guarantee of producing individuals ready for relevant leadership positions in society. By seeking to engage the best of students, the department strives to assure a talented cohort capable of serving in the vanguard of future plant protection scientists and practitioners.

Objective 1: To recruit and retain high caliber graduate students.

Objective 2: To provide high quality graduate education in plant pathology.

Key Indicators:

- To maintain enrollment at no less than one graduate student per faculty FTE.
- To maintain a retention rate of at least 80%.
- To maintain average-time-to-Ph.D. at less than six years.
- To maintain at least 20% of the student body on fellowship support. (N.B. Fellowships help attract and retain superior students, and the department will strive to maximize such funding amongst the student contingent.)

Significant Challenges:

- Base student funding is inadequate.
- Laboratory and office space is overtaxed.
- Both factors make the department less attractive for the best students.

Strategies:

- Aggressively pursue funding from diverse sources.
- Seek new space or reapportionment of existing space.

Goal 2: Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders.

Preamble:

Highest quality research is an enduring departmental endeavor which has long been widely acknowledged. Testament to the department's distinction has come through national rankings of the program and the substantial, competitive, extramural grants received from federal sources over many years, in good times and bad. The Commonwealth is greatly advantaged by possessing a cohort of leading scientists addressing fundamental understandings of disease and parasitism in plants. Beyond the profound insights gained through basic pursuit of underlying principles, applied research activities address the needs of local growers -a responsibility the department holds high- so that timely, sound, disease control strategies are developed for the benefit of Kentucky agriculture.

Objective 1: To comprehend, more completely, the complex interrelationships of plants and their pathogens and parasites.

Objective 2: To pursue applied research to provide state-of-the-art management recommendations for problematic plant diseases in Kentucky.

Key Indicators:

- To maintain extramural funding at no less than \$100,000 per year per research faculty FTE.
- To maintain refereed publications at no less than two per year per research faculty FTE.
- To maintain plant disease management publications at no less than two per year per Extension faculty FTE.
- To maintain a faculty scholarly productivity ranking in the top ten, nationally, for Plant Pathology programs.

Significant Challenges:

- Federal funding is highly competitive, with no necessary interest in issues of Kentucky concern.
- Laboratory, office, equipment and plant growth space is overtaxed.

Strategies:

- Aggressively pursue extramural research funding, locally, regionally and nationally from commodity-oriented, corporate, state and federal sources.
- Seek new space or reapportionment of existing space.

Goal 3: Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.

Preamble:

Recruitment and retention of an intellectually gifted, energetic faculty is the bedrock of any academic department set for success. This is the past, current and planned-for departmental fundamental. Talented faculty members aspire for the best of supporting staff and, in the sciences, gain the funds essential to support a high-caliber postdoctoral corps. Together, these individuals set the stage for a graduate student educational environment second to none. That the department has achieved such status is apparent through the numerous national –even international- honors and awards the faculty has received over the years, through the capabilities of loyal and diligent staff as well as through the numerous, able postdoctoral researchers populating the laboratories.

- Objective 1: To recruit and retain top-tier faculty.
Objective 2: To recruit and retain outstanding staff.
Objective 3: To recruit and retain superior postdoctoral scholar

Key Indicators:

- To increase faculty numbers from thirteen (2009; one in a part-time, post-retirement appointment and one in a reduced-time, phased retirement appointment) to fifteen (2014; all full-time).
- To aim for local, regional, national and international faculty professional achievement honors at no less than one per two years.
- To increase the total staffing level (clerical, technical, professional) by 15% by 2014.
- To maintain postdoctoral research scholar enrollment at no less than one per faculty FTE.

Significant Challenges:

- Identifying resources to ensure that faculty salaries and start-up support are nationally competitive.
- Federal funding to support postdoctoral researchers is highly competitive.
- Laboratory, office, equipment and plant growth space is overtaxed.
- Technical and professional staff with the requisite scientific training are in short supply in Kentucky.

Strategies:

- Maintain the department's strong standing in its field, nationally.
- Maintain the department's recognition on campus.
- Aggressively pursue extramural research funding locally, regionally and nationally from commodity-oriented, corporate, state and federal sources.
- Seek new space or reapportionment of existing space.
- Recruit from diverse sources.

Goal 4: Promote Diversity and Inclusion.

Preamble:

Diversity and inclusivity in the department represent one small step towards tolerance and understanding. The student, postdoctoral and faculty bodies are remarkably culturally diverse, with the student complement also reasonably gender balanced. The staff, drawn more from the local population, is less diverse and majority female. The faculty is majority male. It is in minority racial participation - best represented amongst the student body (2009) - that change needs most to occur.

Objective 1: To maintain gender/racial/cultural diversity in the student body.

Objective 2: To enhance gender/racial/cultural diversity in the faculty.

Objective 3: To enhance gender/racial/cultural diversity in the staff.

Key Indicators:

- To maintain female enrollment in the graduate student cohort at no less than 35%.
- To maintain enrollment of graduate students not traditionally represented in science at no less than 15%.
- To increase female faculty numbers by 50% by 2014.

- To seek to hire no less than two minority staff members by 2014.

Significant Challenges:

- Agriculture, at large, is not a disciplinary area with the cachet of such as medicine and law for minorities seeking professional advancement.
- Female faculty candidates remain in smaller numbers in applicant pools.
- Minority staff prospective hires with the requisite professional qualifications may prove difficult to identify.

Strategies:

- Irrespective of personnel category -student, faculty or staff- targeted recruitment endeavors will be engaged as a significant activity.
- Recruit from diverse sources.

Goal 5: Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service.

Preamble:

Informing county agents, farmers, agribusiness personnel, producers and homeowners about plant diseases and their appropriate management is of abiding economic and environmental benefit to the Commonwealth. County agent training activities, county meetings (both rural and urban), electronic documents, written publications as well as radio and television broadcasts all represent valid and valued routes to educate diverse audiences. Accurate plant disease diagnostic records allow careful monitoring of disease outbreaks, and how they change. Moreover, unanticipated disease scenarios can be promptly investigated. Insight gained about local and statewide problems allows assessment of probable economic consequences as well as providing a foundation for the implementation of optimal disease management practices, employed in as environmentally benign manners as practical. Moreover, future disease control strategies can be mapped out. Such practices apply to both natural disease events as well as those that might result from agricultural bioterrorism targeted at the Commonwealth's key plant industries.

Objective 1: To educate Kentucky's agricultural community and homeowners about plant diseases and their management.

Objective 2: To monitor and investigate plant diseases with respect to their impact on the resources and economy of Kentucky.

Objective 3: To provide, through the plant diagnostic laboratories, plant disease surveillance as well as real-time educational programming on plant disease activity and distribution.

Key Indicators:

- To maintain engagement/outreach/public service contacts at no less than 10,000 per year per Extension faculty FTE.
- To maintain plant disease diagnoses at no less than 2,500 per year.

Significant Challenges:

- Demand exceeds supply, in the sense of available faculty time.
- The first item is confounded (2009-2010) by a vacant faculty position, which is being partially covered through a reduced-time (40%), post-retirement appointee.
- Diagnostic space is limiting and not state-of-the-art.
- A secure funding base for diagnostic services does not exist.

Strategies:

- Faculty recruitment to four, full-time Extension FTE's will be the highest priority.
- By 2014, expansion to five, full-time Extension FTE's is the target.
- Seek more and higher quality, plant disease diagnostic space.
- Endeavor to identify a stable funding source(s) for diagnostic services.



Plant Pathology Strategic Plan 2009-2014

PPA Strategic Plan Implementation Project 2009-2014

Annual Review of Progress

Unit Mission

The mission of the department is to improve humankind's understanding of plant disease through research and, utilizing this knowledge base, to educate students and residents of Kentucky about plant diseases. By these means, the department serves to promote plant health throughout the Commonwealth and encourage the use of science-based, economically practical disease management practices which seek to minimize environmental consequences.

Unit Objective

PPA Objective 1.1 To recruit and retain high caliber graduate students

Related Goals/Metrics

Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society

PPA Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society

PPA Metric 1.1 To maintain enrollment at no less than one graduate student per faculty FTE

PPA Metric 1.2 To maintain a retention rate of at least 80%

PPA Metric 1.3 To maintain average-time-to-Ph.D. at less than six years

PPA Metric 1.4 To maintain at least 20% of the student body on fellowship support

UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.

Related Mission Area

Education

Strategies

Aggressively pursue funding from diverse sources.

Seek new space or reapportionment of existing space.

Assessment Method

Departmental records and/or Institutional Research, Planning and Effectiveness (IRPE) data will be used to track this information annually. Baseline data are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

Fall 2009: 26 students to 13 faculty, giving a ratio of two students per faculty FTE. Retention rate is not applicable since is base year for data. These circumstances will continue to be monitored going forward.

Year 2

Fall 2010: 22 students to 12.9 faculty FTE, dropping slightly but remaining comfortably above the target ratio of one student per faculty FTE. Data reflect four students joining the program, two students completing degree, and six students leaving program without completing degree (including two of the new students). This represented a highly unusual year with respect to the number of students leaving the program for various reasons. Retention statistics will continue to be monitored going forward.

Year 3

As of the end of 2011, enrollment in the Plant Pathology Ph.D. program was 20 students for 11.5 faculty FTE, remaining comfortably above the target ratio of one student per faculty FTE. During 2011, 7 students completed PhD, 4 new graduate students were enrolled, and one student left the program.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Severe budget constraints will make it all but impossible to sustain graduate student enrollment at the Year 1 level. Nonetheless, the graduate student to faculty ratio is expected to continue to exceed 1:1.

Year 2

The number of students leaving without completing degrees (six) was very unusual and unlikely to be repeated in this program within the time frame of this strategic plan. In future years, the graduate student to faculty ratio is expected to continue to be 1:1 or greater.

Year 3

The Director of Graduate Studies and the department chair are looking closely at applicants to the program to identify students with strong work ethic and dedication to the discipline. The graduate student to faculty ratio remains above 1:1, continuing to meet the goal.

Year 4

Year 5

Improvement Actions

No improvement -indeed, retrenchment- is foreseen with respect to graduate student enrollment.

Continued and greater emphasis on recruitment of high-quality students with strong work ethics and dedication to the discipline should enhance student retention. The departure of six students before the completion of their degrees is an anomaly that the department will, of course, track, however this situation has not happened in the past and, therefore, is not expected to happen again.

The department will continue to emphasize recruitment and retention of high-quality graduate students. Recruitment becomes more difficult in an era of shrinking budgets, but this department has a national and international reputation as the top plant pathology program in the country, which helps with recruitment despite modest research assistant stipends. The department will continue to seek funding sources for graduate students and also engage in space utilization to enhance the graduate student experience.

Unit Objective	PPA Objective 1.2 To provide high quality graduate education in plant pathology
Related Goals/Metrics	<p>Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society</p> <p>PPA Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society</p> <p>PPA Metric 1.1 To maintain enrollment at no less than one graduate student per faculty FTE</p> <p>PPA Metric 1.2 To maintain a retention rate of at least 80%</p> <p>PPA Metric 1.3 To maintain average-time-to-Ph.D. at less than six years</p> <p>PPA Metric 1.4 To maintain at least 20% of the student body on fellowship support</p> <p>UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.</p>
Related Mission Area	Education

Strategies

Aggressively pursue funding from diverse sources.
 Seek new space or reapportionment of existing space.

Assessment Method

Departmental records and/or IRPE data will be used to track these figures annually. Baseline data are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Year 1

Three students were awarded a Ph.D. in 2009 (base year), with an average-time-to-Ph.D. of six years. Six students (=23%) were on fellowship support in Year 1. Such data will continue to be assessed in future years.

Year 2

In the most recently reported (2009) faculty scholarly productivity index rankings of 27 Plant Pathology doctoral programs in the nation (by Academic Analytics), the University of Kentucky program ranked first. One student was awarded a Ph.D. in 2010, five years after beginning the program. Four students were on fellowship support.

Year 3

Seven students were awarded Ph.D. degrees in 2011, with an average time to degree of 5.1 years after beginning the program. Three students were on fellowship support.

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

Doctoral training is very intensive, in both classroom and laboratory. Seeking "perfect outcomes", by both students and faculty advisors, may lead to unreasonably extended times-to-degree. Fellowship support is likely to become ever more competitive in the present difficult financial situation, so it is unclear, going forward, what percentage of the student body may receive such support.

Year 2

The top ranking by Academic Analytics, and the fact that the department has consistently ranked in the top 4 plant pathology programs over the past three rankings (for 2005, 2007 and 2009), indicates that the program serves the needs of graduate students very well. Time required to complete an acceptable thesis or dissertation depends upon the expectations of the advisor and advisory committee. A common yard stick is the number of publishable units incorporated as chapters; for example, one for MS and three for PhD. However, some research areas yield publications more frequently than others, and outcomes of scientific experiments are, by definition, unknown before they are conducted. Advisors and committees need to recognize such variables and the importance of a reasonable time to degree.

Year 3

Over the past three years, 11 students have received Ph.D. degrees in the Plant Pathology program, averaging nearly 4 degrees awarded per year. Furthermore, the average time to degree of 5.1 years is well within the goal of less than 6 years. Faculty members are providing outstanding mentoring to graduate students so that degree completion stays on target.

Year 4**Year 5**

Improved average-time-to-Ph.D. will be addressed through student counseling and faculty discussions. The need to pursue all reasonable avenues in seeking fellowship support will be addressed.

The department will continue to improve average-time-to-Ph.D. through student counseling and faculty discussions. All reasonable avenues for fellowship support will be actively explored and pursued by the department.

Through strong mentoring, efforts continue to keep the average time-to-degree well under 6 years for Ph.D completion. Graduate student recruitment will continue in the effort to keep the number of enrolled students well over one per FTE. All reasonable avenues for fellowship support will be sought, including internal Graduate School fellowships and external fellowships. The director of graduate studies continues to focus on these metrics and encourage faculty to also concentrate on timely degree completion, while also recognizing that the students' research and publication records are crucial to their career advancement.

Unit Objective	PPA Objective 2.1 To comprehend, more completely, the complex interrelationships of plants and their pathogens and parasites
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>PPA Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>PPA Metric 2.1 To maintain extramural funding at no less than \$100,000 per year per research faculty FTE</p> <p>PPA Metric 2.2 To maintain refereed publications at no less than two per year per research faculty FTE</p> <p>PPA Metric 2.3 To maintain plant disease management publications at no less than two per year per Extension faculty FTE</p> <p>PPA Metric 2.4 To maintain a faculty scholarly productivity ranking in the top ten, nationally, for Plant Pathology programs</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies
 Aggressively pursue extramural research funding, locally, regionally and nationally from commodity-oriented, corporate, state and federal sources.
 Seek new space or reapportionment of existing space.

Assessment Method

The College of Agriculture Kentucky Experiment Station Annual Reports and annual departmental reports will be used to track these data over the years. Baseline data are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Year 1

In 2009, the Plant Pathology department published 34 refereed journal articles in 2009, representing 4.25 per research faculty FTE and 2.62 per total faculty member cohort for the year. The College of Agriculture Annual Report for 2009 (base year) indicated extramural funding of \$2,336,296; this represents \$292,037 per research faculty FTE (8 faculty).

Year 2

In 2010, faculty in the department authored 41 refereed journal articles, 4 book chapters, and 21 other research publications, and received \$2,150,110 in grant funding, which represents \$268,764 per research faculty FTE (8 faculty).

Year 3

In 2011, faculty in the department authored 25 refereed journal articles, 6 book chapters, and 22 other research publications. Research faculty received \$1,353,367 in grant funding, which represents \$180,449 per research faculty (7.5 FTE).

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

The faculty has proven very successful in gaining major, competitive funding from national agencies. In a continuing, competitively intensive environment, it is not clear if equivalent success can be maintained and greater effort may need to be directed towards alternative funding sources (e.g. foundations, industry). It is anticipated that the faculty will continue to assure prompt publication of investigative results in relevant, leading journals.

Year 2

The department continues to be highly selective in garnering resources for research and in publishing research findings on plant pathogens and plant-microbe/parasite interactions. The 2011 results show that faculty have increased publication numbers. The small decrease in grant dollars is expected, based on reduced resources at the federal level. Hires of two additional research faculty would help greatly to broaden coverage of the field, allowing research questions to be addressed for example on plant pathogenic bacteria and parasitic nematodes. However, current economic conditions and a lack of available laboratory and office space make prospects unlikely for such new hires in the next two years.

Year 3

The department continues to be highly productive in garnering resources for research and in publishing research findings on plant pathogens and plant-microbe/parasite interactions. The downturn in grant dollars follows the general trend at the university level.

Year 4**Year 5**

Research faculty members will continue their pursuit of extramural funding as well as timely publication of their programs' research findings in major, high-impact, refereed journals.

The department chair will continue to seek ways to hire additional faculty members, although with the current climate of additional budget cuts, efforts to hire new faculty may be moot. The department chair will continue to encourage faculty members to seek grants and pursue journal articles.

The department would benefit by hiring at least two additional research faculty at such time as funds and space become available. Such faculty would help maintain traditional areas of expertise in plant virology, plant mycology, and plant disease physiology. Current prospects for the necessary resources, however, make such hires unlikely in the near future. The department chair will continue to encourage faculty to do more with less by discussing the budget situation in faculty meetings and during conversations with individual faculty members.

Unit Objective	PPA Objective 2.2 To pursue applied research to provide state-of-the-art management recommendations for problematic plant diseases in Kentucky
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>PPA Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>PPA Metric 2.1 To maintain extramural funding at no less than \$100,000 per year per research faculty FTE</p> <p>PPA Metric 2.2 To maintain refereed publications at no less than two per year per research faculty FTE</p> <p>PPA Metric 2.3 To maintain plant disease management publications at no less than two per year per Extension faculty FTE</p> <p>PPA Metric 2.4 To maintain a faculty scholarly productivity ranking in the top ten, nationally, for Plant Pathology programs</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p>
Related Mission Area	Research and Creative Work

Strategies

Aggressively pursue extramural research funding, locally, regionally and nationally from commodity-oriented, corporate, state and federal sources.
 Seek new space or reapportionment of existing space.

Assessment Method

The College of Agriculture Kentucky Experiment Station Annual Reports, annual departmental reports, Academic Analytics' data and/or other national rankings will be used to track this information over the years. Baseline data are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

Fifteen plant disease management publications were listed for Plant Pathology in the College of Agriculture Annual Report for 2009 (base year), representing 3.75 per Extension faculty FTE. In the most recently reported (2007) faculty scholarly productivity index rankings of Plant Pathology doctoral programs in the nation (by Academic Analytics), the University of Kentucky program was fourth.

Year 2

The Plant Pathology Department published 21 plant disease management reports in 2010, representing more than six per Extension faculty FTE.

Year 3

The Plant Pathology Department hired a new Extension Specialist, who started her appointment in August, 2011, bringing the total to 4.0 FTE. Extension Plant Pathology published 22 plant disease management reports in 2011, representing more than five per Extension faculty FTE.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Informing the grower community of improved plant disease management strategies is an on-going goal for Extension Plant Pathology. While national rankings of program standings are necessarily problematic because of the particular data selected as the basis for comparative analysis, the University of Kentucky department will strive to maintain a high ranking in any reasonable, objective study.

Year 2

Extension faculty did conduct and report applied research pertinent to their plant commodity responsibilities. The Extension Specialists in Plant Pathology have proven highly active in their contacts and productive in publications and workshops. However, the current Extension faculty FTE of 3.4 in the department is less than optimal to cover disease diagnosis and management recommendations for food, fiber and amenity plants throughout the Commonwealth. The anticipated full retirement of the current post-retirement appointee will reduce this number to 3.0 FTE unless a replacement is hired.

Year 3

The Plant Pathology Extension program benefited from the hire of a new faculty member, and continued to be very active and productive.

Year 4

Year 5

Improvement Actions

Extension faculty will continue to conduct and report applied research pertinent to their plant commodity responsibilities. It will be key that Extension faculty members seek far and wide for the funding necessary to support their laboratory and field studies.

A critical need is to hire a new, full time, Extension Plant Pathologist on the faculty to address disease issues, particularly in fruit, nut and ornamental plants.

An Extension Plant Pathologist was hired on August 1, 2011. All four extension faculty diligently continue to seek funding in support of laboratory and field studies.

Unit Objective	PPA Objective 3.1 To recruit and retain top-tier faculty
Related Goals/Metrics	<p>Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature</p> <p>PPA Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals</p> <p>PPA Metric 3.1 To increase faculty numbers from thirteen to fifteen</p> <p>PPA Metric 3.2 To aim for local, regional, national and international faculty professional achievement honors at no less than one per two years</p> <p>PPA Metric 3.3 To increase the total staffing level (clerical, technical, professional) by 15% by 2014</p> <p>PPA Metric 3.4 To maintain postdoctoral research scholar enrollment at no less than one per faculty FTE</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Research and Creative Work

Strategies

Maintain the department's strong standing in its field, nationally.
 Maintain the department's recognition on campus.
 Aggressively pursue extramural research funding locally, regionally, and nationally from commodity-oriented, corporate, state and federal sources.
 Seek new space or reappropriation of existing space.

Assessment Method

The department chair will gather this information from faculty members and departmental records for annual tracking. Baseline data and the desired target are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Year 1

In 2009 (base year), there were 13 faculty members. However, one was in phased retirement at 50% effort, and one held a post-retirement appointment at 40% effort. The number of members of the faculty will be monitored in succeeding years, with a desired five-year target of 15 faculty members. Two faculty received professional achievement honors in 2009; the Outstanding Plant Pathologist Award from the American Phytopathological Society's Southern Division (to J. Hartman) and the M.D. Whiteker Excellence in Extension Award from the Kentucky Association of State Extension Specialists (to D. Hershman).

Year 2

In 2010 the department had a total of 12.9 FTE, including 12 full-time faculty, one in phased retirement at 50% effort, and one with a post-retirement appointment at 40% effort. Faculty in the department authored 41 refereed journal articles, 4 book chapters, and 21 other research publications, and received \$2,150,110 in grant funding. One faculty was invited to join the editorial board of PLoS Pathogens, a highly prestigious journal published by the Public Library of Science. One was requested by the U.S. Department of Agriculture to serve on a review committee for the Plant Pathology Department at the University of Nebraska, Lincoln. One of the department faculty received the Bobby Pass Excellence in Grantsmanship Award. Three Extension faculty received the Laura Clay Award at the Kentucky Women in Ag Conference, in recognition of their service on Ag Development Team II, which provided education to agricultural professionals serving in Afghanistan.

Year 3

The Plant Pathology Department hired a new Extension Assistant Professor, who started her appointment on August 1, 2011. In Fall 2011 the department had a total of 12.5 FTE, including 12 full-time faculty, plus one in phased retirement at 50% effort. The former department chair retired on January 3, 2012, and that faculty line has not been replaced due to anticipated, severe budget cuts. Faculty in the department authored 25 refereed journal articles, 6 book chapters, and 22 other research publications, and received more than \$2 million in grant funding.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>In the present budgetary circumstances, and with current college space limitations, it will require bold action by Administration to allow the department to grow to a faculty of 15 by 2014. There seems no reason that, given the high standing of faculty members amongst their peers, they will not continue to receive professional achievement honors.</p> <p>Year 2</p> <p>The department chair pressed for action to be able to hire another faculty member, but his action failed due to the budget situation. However, faculty in the department continue to perform at a very high standard. In the present budgetary circumstances, and with current college space limitations, it is unlikely that Administration will allow the department to grow to a faculty of 15 by 2014.</p> <p>Year 3</p> <p>As of January 3, 2012, the department experienced a net decrease of more than one FTE to 11.5. In the present budgetary circumstances, and with current college space limitations, it is highly unlikely that the department can approach 15 FTE by 2014. Faculty in the department continue to perform at a very high standard. The hiring of a new Extension Assistant Professor was crucial to maintaining the strength of the department Extension program.</p> <p>Year 4</p> <p>Year 5</p>	<p>In Academic Year, 2009-2010, the department received a comprehensive review, with a majority of Review Team members coming from major Land-Grant Universities outside Kentucky. In the Final Report, there was the following key recommendation, "The Review Team strongly endorses the departmental 5-year strategic goal of increasing the faculty numbers from 13 to 15 by the year 2014." The department will press for action at the college and/or main campus level, which will be necessary to fulfill this recommendation. Faculty will continue to be nominated for appropriate professional achievement honors.</p> <p>Continued provision of necessary infrastructure for conduct of their research, extension and instruction is essential for retention of existing faculty. This and additional laboratory and office space will be required for recruitment of outstanding new faculty. Prospects to increase to 15 faculty remain dim in the current economic climate.</p> <p>One faculty vacancy is anticipated at the end of CY 2013, and the plan is to fill that vacancy if funds and space are available. Continued provision of necessary infrastructure for conduct of research, extension, and instruction is essential for retention of existing faculty. Prospects to increase to 15 faculty remain dim in the current economic climate. The department chair will continue to encourage faculty members to do more with less.</p>

Unit Objective	PPA Objective 3.2 To recruit and retain outstanding staff
Related Goals/Metrics	<p>Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature</p> <p>PPA Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals</p> <p>PPA Metric 3.1 To increase faculty numbers from thirteen to fifteen</p> <p>PPA Metric 3.2 To aim for local, regional, national and international faculty professional achievement honors at no less than one per two years</p> <p>PPA Metric 3.3 To increase the total staffing level (clerical, technical, professional) by 15% by 2014</p> <p>PPA Metric 3.4 To maintain postdoctoral research scholar enrollment at no less than one per faculty FTE</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Research and Creative Work

Strategies

Recruit from diverse sources.
 Irrespective of personnel category -student, faculty or staff- targeted recruitment endeavors will be engaged as a significant activity.

Assessment Method

The department chair will track this information annually. Baseline data and the desired target are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

In 2009 (base year), there were 4.6 (one in phased retirement at 60% effort) clerical staff, 10.25 (a shared Computer Support Specialist II serves one quarter time in Plant Pathology) technical staff and 8 professional staff. Staff numbers in the different categories will be monitored in succeeding years. The desired five-year target is a 15% increase in staff numbers.

Year 2

In 2010 there were 4.6 (one in phased retirement at 60% effort) clerical staff, 10.25 (a shared Computer Support Specialist II serves one quarter time in Plant Pathology) technical staff and 8 professional staff. Staff numbers in the different categories will be monitored in succeeding years. Thus, staff numbers were static in 2010. The desired five-year target is a 15% increase in staff numbers.

Year 3

In 2011 there were 4.6 (one in phased retirement at 60% effort) clerical staff, 10.25 technical staff (a shared Computer Support Specialist II serves one quarter time in Plant Pathology), and 8 professional staff. Staff numbers in the different categories will be monitored in succeeding years. Thus, staff numbers were static in 2011. Current budget considerations make it unlikely that additional staff can be hired.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

In the current financial crisis, steps taken by Administration will determine if any advance in staff numbers is to be achieved.

Year 2

One of the clerical staff left for professional school, opening a vacancy which was filled. Thus, there was no net change in staff numbers.

Year 3

The Computer Specialist II, paid at 0.25% by this department, resigned. A replacement was identified and is also paid at 0.25% by this department. No other staff turnover occurred during 2011-2012. Current technical staff are performing at a very high level, as evidenced by the success of the research and extension programs. Clerical staff maintain an intense work schedule in support of the department efforts, and also perform at a very high level.

Year 4

Year 5

Improvement Actions

The staffing level is presently barely adequate to cover departmental operations and will certainly be inadequate if additional faculty hiring occurs, as hoped. Action at the college level will be necessary for staff growth to occur.

Maintenance of staff at current levels is desired and was achieved.

Maintenance of staff at current levels is desired and was achieved.

Unit Objective	PPA Objective 3.3 To recruit and retain superior postdoctoral scholars
Related Goals/Metrics	<p>Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature</p> <p>PPA Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals</p> <p>PPA Metric 3.1 To increase faculty numbers from thirteen to fifteen</p> <p>PPA Metric 3.2 To aim for local, regional, national and international faculty professional achievement honors at no less than one per two years</p> <p>PPA Metric 3.3 To increase the total staffing level (clerical, technical, professional) by 15% by 2014</p> <p>PPA Metric 3.4 To maintain postdoctoral research scholar enrollment at no less than one per faculty FTE</p> <p>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</p>
Related Mission Area	Research and Creative Work

Strategies

Recruit from diverse sources.
 Irrespective of personnel category -student, faculty or staff- targeted recruitment endeavors will be engaged as a significant activity.

Assessment Method

Departmental records, SAP employment records, and/or IRPE data will be used to track this information annually. Baseline data are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

In 2009 (base year), there were 22 postdoctoral research scholars in the department. Given that there were 13 faculty members, the postdoctoral research scholar enrollment comfortably exceeded one per faculty FTE. The postdoctoral research scholar cohort number will continue to be monitored in future years.

Year 2

In 2010 there were 20 postdoctoral research scholars in the department. Given that there were 12 full-time faculty members, eight of whom had principally a research appointment, the postdoctoral research scholar enrollment comfortably exceeded one per faculty FTE. The postdoctoral research scholar cohort number will continue to be monitored in future years.

Year 3

As of Fall 2011, there were 19 postdoctoral research scholars in the department. This number greatly exceeded the target of one per faculty FTE.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Postdoctoral research scholars are vital to maintaining a well-rounded, dynamic and diverse research enterprise. Given the extremely competitive funding environment, it is unlikely that the base number of 22 postdoctoral research scholars will grow, but the intent will certainly be to maintain postdoctoral research scholar enrollment at no less than one per faculty FTE.

Year 2

Faculty have continued to be successful in obtaining extramural grants, which allows them to fund postdoctoral research scholars. The optimal number of postdoctoral research scholars in the unit depends on needs of individual research programs, available space and funding, and employment opportunities after completion of tenure as postdoctoral scholars. The two year trend suggests that the number of postdoctoral scholars per faculty has remained stable. Current economic conditions may necessitate a reduction in that number, but it seems likely that a ratio greater than one per faculty will be sustainable for the foreseeable future.

Year 3

The post-doctoral research scholars to faculty FTE ratio remains above 1:1, surpassing the goal. The current trend to exceed the 1:1 goal seems likely to continue, despite the downturn in extramural funding.

Year 4

Year 5

Improvement Actions

The faculty will continue its aggressive pursuit of extramural funding which is key to maintaining a significant body of post-doctoral research scholars.

The faculty will continue its aggressive pursuit of extramural funding which is key to maintaining a significant body of post-doctoral research scholars.

The faculty will continue to aggressively pursue extramural funding which is key to maintaining a significant body of post-doctoral research scholars. The department chair will monitor trends regarding the number of postdoctoral scholars and discuss the numbers with faculty as needed.

Unit Objective	PPA Objective 4.1 To maintain gender/racial/cultural diversity in the student body
Related Goals/Metrics	<p>Ag Goal 4 Promote Diversity and Inclusion</p> <p>PPA Goal 4. Promote Diversity and Inclusion</p> <p>PPA Metric 4.1 To maintain female enrollment in the graduate student cohort at no less than 35%</p> <p>PPA Metric 4.2 To maintain enrollment of graduate students not traditionally represented in science at no less than 15%</p> <p>PPA Metric 4.3 To increase female faculty numbers by 50% by 2014</p> <p>PPA Metric 4.4 To seek to hire no less than two minority staff members by 2014</p> <p>UK Goal 4. Promote Diversity and Inclusion</p>
Related Mission Area	Overall

Strategies

Irrespective of personnel category -student, faculty or staff- targeted recruitment endeavors will be engaged as a significant activity. Recruit from diverse sources.

Assessment Method

Departmental records and/or IRPE data will be used to track this information annually. Baseline data are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Year 1

Of the 26 graduate students enrolled in 2009 (base year), 15 were female (i.e. 58%). Also, of the 26 student cohort, one was an African American female, one an African American male, and two were Hispanic American females. Thus, 15% of the student enrollment was from groups not traditionally well represented in science. Individuals from ten different nations composed the student body. The gender/racial/cultural make-up of the graduate student cohort was diverse.

Year 2

Of the 25 graduate students enrolled in 2010, 14 were female (i.e. 56%). Also, of these 25 students, one was an African-American female, one was an African-American male, and two were Hispanic-American females. Thus, 14% of the student enrollment was from groups not traditionally well represented in science. Individuals from nine different nations composed the student body. During 2010, six students left the program, including the African-American female and three other females. Although this did not cause major demographic change, the reduction in student numbers and failure to retain a domestic minority student were of concern. The minority student who left did so at least partly because of economic reasons, considering it too expensive to her family to devote the necessary time to graduate study, and instead taking a company lab technician job.

Year 3

Of the 7 students completing Ph.D. degrees in 2011, one was African-American and one was Hispanic-American, and 4 were female. Of the 20 graduate students enrolled in the program at the close of calendar year 2011, 10 were female (i.e. 50%), one of whom was Hispanic-American. Individuals from nine different nations composed the student body. Thus, the gender/racial/cultural make-up of the graduate student cohort, and of those successfully completing their degrees, was diverse.

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

Women have proven themselves interested in, and successful at, the study of plant pathology and there is no reason to foresee any change in this circumstance. Maintaining and growing enrollment from groups not traditionally well represented in science may prove a significant challenge.

Year 2

The department's focus on the recruitment of women and students from underrepresented groups holds steady in regard to outcomes. During a period of shrinkage in student numbers, continued retention of three out of four domestic minority students ensured maintenance of the proportion of minority and other graduate students in the program. However, additional student recruitment is necessary to maintain the target ratio of graduate students to faculty, and inclusion of U.S. minority representation in the new student class is desirable.

Year 3

Efforts to recruit students through regional teaching colleges and undergraduates in other colleges at UK, as well as students at KSU, are beginning to show some success. Successful completion of the PhD by members of groups underrepresented in the discipline is an important accomplishment, and those individuals will serve as outstanding role models for future prospective graduate students. It is noteworthy that two out of three domestic students completing the PhD were underrepresented minorities. Furthermore, of the two remaining domestic students in the program, one is Hispanic American. Thus, among domestic students the proportion of minorities has been and remains very high. However, a future increase in domestic students overall, and particularly in U.S. minority representation, is desirable to maintain diversity. Also, continued gender balance among domestic and international students is desirable.

Year 4**Year 5**

The department need only continue its past successful recruitment efforts to maintain female enrollment in the graduate student cohort at no less than 35%, for the base year (2009) figure is comfortably ahead of this target. On the other hand, intensive and targeted recruiting will need to be an on-going action to bolster enrollment of graduate students not traditionally well represented in science.

Recruitment efforts in the Plant Pathology graduate program will continue to target the domestic pool, and applications from minority students will be encouraged. Faculty will be encouraged to increase contacts with regional teaching colleges and undergraduates in other colleges, including 1890 schools such as Kentucky State University. Appropriate departments in such institutions will also be targeted for advertisement.

The Plant Pathology department will continue to actively recruit domestic students, particularly those from historically underrepresented groups, from 1890 schools such as Kentucky State University, regional teaching colleges, and undergraduates in other UK colleges.

Unit Objective	PPA Objective 4.2 To enhance gender/racial/cultural diversity in the faculty
Related Goals/Metrics	<p>Ag Goal 4 Promote Diversity and Inclusion</p> <p>PPA Goal 4. Promote Diversity and Inclusion</p> <p>PPA Metric 4.1 To maintain female enrollment in the graduate student cohort at no less than 35%</p> <p>PPA Metric 4.2 To maintain enrollment of graduate students not traditionally represented in science at no less than 15%</p> <p>PPA Metric 4.3 To increase female faculty numbers by 50% by 2014</p> <p>PPA Metric 4.4 To seek to hire no less than two minority staff members by 2014</p> <p>UK Goal 4. Promote Diversity and Inclusion</p>
Related Mission Area	Overall

Strategies

Irrespective of personnel category -student, faculty or staff- targeted recruitment endeavors will be engaged as a significant activity. Recruit from diverse sources.

Assessment Method

Departmental records will be used to track this information annually. Baseline data and the desired target are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

Of the 13 faculty on board in 2009 (base year), two were women (i.e. 15%). The target is to hire at least one, and ideally two, additional female faculty members in the next five years.

Year 2

There were no new faculty hires in the department.

Year 3

A new Extension Assistant Professor was hired, effective August 1, 2011. The applicant pool was diverse, including three females, two of whom were interviewed, and one hired. This increased representation of females to three out of the 12 full-time faculty, bringing the proportion of female full time faculty in the program to 25%.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

It is unclear if, given present financial and space constraints, it will be possible to address pursuing any additional faculty hiring. Certainly, it will take bold action by college and/or campus administrators to allow such a step. Traditionally, turnover of on-board faculty members has been slow, suggesting that it is only through new, additional hires that female representation amongst the faculty can grow.

Year 2

The department was not able to get permission to advertise for a new faculty member. The current balance of two females among a total of 12 faculty will remain so long as there are no new faculty hires.

Year 3

The department did receive permission to hire a new faculty member in year three and the candidate chosen is a woman. The addition of a female faculty member this year represents excellent progress toward diversity of the faculty body in the department. Furthermore, the new faculty member, being an Extension Plant Pathologist, will present a very public face of diversity.

Year 4

Year 5

Improvement Actions

The intended action -the Administration permitting- is to increase the faculty cohort from 13 to 15 by 2014. Aggressive recruiting efforts will be made towards at least one, and ideally both, new hires being female. One such hiring would increase female faculty numbers by 50%. If the department receives permission to recruit a new faculty member, the department will follow college guidelines about hiring practices, which includes strong efforts to recruit women. These efforts will include making contacts at professional meetings, talking with colleagues at other institutions, and broadly advertising the open position.

Women and minorities will be encouraged to apply for any new faculty position should the Administration permit such a hire.

Having achieved an increase in female representation with a hire in 2011, future faculty searches (should hiring be permitted) will involve a similar strategy of encouraging female and minority applicants.

Unit Objective	PPA Objective 4.3 To enhance gender/racial/cultural diversity in the staff
Related Goals/Metrics	<p>Ag Goal 4 Promote Diversity and Inclusion</p> <p>PPA Goal 4. Promote Diversity and Inclusion</p> <p>PPA Metric 4.1 To maintain female enrollment in the graduate student cohort at no less than 35%</p> <p>PPA Metric 4.2 To maintain enrollment of graduate students not traditionally represented in science at no less than 15%</p> <p>PPA Metric 4.3 To increase female faculty numbers by 50% by 2014</p> <p>PPA Metric 4.4 To seek to hire no less than two minority staff members by 2014</p> <p>UK Goal 4. Promote Diversity and Inclusion</p>
Related Mission Area	Overall

Strategies

Irrespective of personnel category -student, faculty or staff- targeted recruitment endeavors will be engaged as a significant activity. Recruit from diverse sources.

Assessment Method

Departmental records will be used to track this information annually. Baseline data and the desired target are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

Of the 24 staff, two of whom were part-time, working in the department in 2009 (base year), 16 were female (i.e. 67%). None of the 24 were African American or Hispanic American though four were foreign-born, representing three different nations. The number and gender/ethnic composition of the staff will be monitored in succeeding years, with a target of hiring no less than two minority staff members by 2014.

Year 2

In 2010 the department had 24 staff, one of whom was part-time. Of these, 16 were female (i.e. 67%), none were African American or Hispanic American, and four were foreign-born, representing three different nations. One of the office staff (female) resigned to attend professional school, and one (female) was hired into her position, with no net change in ethnic composition. Although well advertised through the university hiring system, with encouragement of minority applications, no qualified minority members were identified.

Year 3

In 2011 the department had 24 staff, one of whom was part-time. Of these, 16 were female (i.e. 67%), none were African American or Hispanic American, and four were foreign-born, representing three different nations.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

While both genders are well represented amongst the departmental staff and there is considerable cultural diversity, there are no staff members from minority American constituencies. This latter circumstance may reflect a historical deficiency of adequate scientific training amongst traditionally underrepresented groups making candidates largely unavailable. This circumstance has likely now changed, and greater diversity should be achievable going forward.

Year 2

Only one staff member retired in year 2. A lack of qualified minority applicants for the sole staff vacancy precluded any significant demographic change.

Year 3

There were no staff vacancies during the year, so the Plant Pathology staff demographics remain unchanged from the previous year.

Year 4

Year 5

Improvement Actions

Hoped for staff expansion plus some resignation or retirement activity may provide opportunities to diversify the staff composition. The intent is that at least two minority staff members will be hired by 2014. Action in this regard may be frustrated by budget circumstances, since it is unclear at the present juncture whether one-for-one replacement, far less expansion, will be permitted.

Should staff vacancies arise in future, underrepresented minorities will be encouraged to apply.

When staff vacancies arise in future, the department will encourage underrepresented minorities to apply.

Unit Objective	PPA Objective 5.1 To educate Kentucky's agricultural community and homeowners about plant diseases and their management
Related Goals/Metrics	Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service PPA Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service PPA Metric 5.1 To maintain engagement/outreach/public service contacts at no less than 10,000 per year per Extension faculty FTE PPA Metric 5.2 To maintain plant disease diagnoses at no less than 2,500 per year UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.
Related Mission Area	Service

Strategies

Faculty recruitment to four, full-time Extension FTE's will be the highest priority. By 2014, expansion to five, full-time Extension FTE's is the target.

Assessment Method

The College of Agriculture CatPaws reporting system and/or departmental records will be used to track this information annually. Baseline data and the desired target are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1
In 2009 (base year), the four faculty dedicated to Extension accounted for 53,975 engagement/outreach/public service contacts. This averages to 13,494 contacts per faculty member contributing to Extension's educational role, ahead of the target of no less than 10,000 contacts per Extension faculty FTE. Equivalent contact information will be monitored in succeeding years.

Year 2
In 2010, responsibilities of the Extension faculty were redistributed to minimize impact of the reduced FTE, and the newly retired Extension Professor was rehired at 40%, giving the department 3.4 FTE dedicated to Extension Plant Pathology. This group accounted for 60,907 engagement/outreach/public service contacts, for an average of 17,914 contacts per FTE.

Year 3
On August 1, 2011, a newly hired Extension Assistant Professor brought the total Extension FTE in the Department of Plant Pathology to 4.0. This group accounted for 64,325 engagement/outreach/public service contacts, for an average of 16,081 contacts per FTE.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>One of the pertinent faculty holds a post-retirement appointment. When that appointment is finished and if budgetary circumstances delay or prevent rehiring, then the degree of current Extension outreach activities will likely be compromised.</p>	<p>No improvement action is necessary at this time since substantial professional contacts and educational endeavors are being undertaken to educate Kentucky's agricultural community and homeowners about plant diseases and their management. Improvement would only be practicable with enhanced manpower.</p>
<p>Year 2</p> <p>Even though the numbers continue to rise, manpower is stretched. The Extension FTE of 3.4 stretched the ability of the department to address all needs. An increase to at least 4.0 FTE is highly desirable.</p>	<p>The most important action to undertake is the hiring of a new, full-time Extension Plant Pathologist.</p>
<p>Year 3</p> <p>The newly hired Extension Assistant Professor, has been very active, and complements the other three Extension Plant Pathologists in addressing needs of the Commonwealth.</p>	<p>The continued training of the new Extension Assistant Professor to address plant disease issues for ornamentals, fruit and nut crops will complement existing expertise in Extension Plant Pathology to provide a broad-based coverage of plant pathology-related issues in the Commonwealth.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Unit Objective	PPA Objective 5.2 To monitor and investigate plant diseases with respect to their impact on the resources and economy of Kentucky
Related Goals/Metrics	<p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>PPA Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service</p> <p>PPA Metric 5.1 To maintain engagement/outreach/public service contacts at no less than 10,000 per year per Extension faculty FTE</p> <p>PPA Metric 5.2 To maintain plant disease diagnoses at no less than 2,500 per year</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p>
Related Mission Area	Service

Strategies

Faculty recruitment to four, full-time Extension FTE's will be the highest priority. By 2014, expansion to five, full-time Extension FTE's is the target.

Assessment Method

The College of Agriculture CatPaws reporting system and/or departmental records will be used to track this information annually. Baseline data and the desired targets are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

In 2009 (base year), the four faculty dedicated to Extension accounted for 53,975 engagement/outreach/public service contacts. In addition, in 2009, the total number of diagnoses recorded through the two plant disease diagnostic laboratory locations was 4,393. In both cases, the numbers exceed the targets of no less than 10,000 contacts per Extension faculty FTE and no less than 2,500 diagnoses per year. Equivalent contact and diagnosis data will be monitored in succeeding years.

Year 2

In 2010, the 3.4 faculty FTE dedicated to Extension accounted for 60,907 engagement/outreach/public service contacts. In addition, in 2010, the total number of diagnoses recorded through the two plant disease diagnostic laboratory locations was 4,828. In both cases, the numbers exceeded the targets of no less than 10,000 contacts per Extension faculty FTE and no less than 2,500 diagnoses per year. Equivalent contact and diagnosis data will be monitored in succeeding years.

Year 3

A new Extension Assistant Professor was hired, effective August 1, 2011, bringing the total Extension Plant Pathology FTE to 4.0. Extension accounted for 64,325 engagement/outreach/public service contacts, far exceeding the target. In addition, in 2011, the total number of diagnoses recorded through the two plant disease diagnostic laboratory locations was 4296, also far exceeding the target.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

The manpower level is the greatest concern for the continued monitoring and investigating of plant diseases with respect to their impact on the resources and economy of Kentucky. With a present important and pertinent faculty post-retirement appointee likely soon to enter full retirement, if budgetary circumstances delay or prevent hiring, study of local plant diseases and their consequences will be substantially impaired.

Year 2

Even though Kentucky's agricultural community is currently well-educated to monitoring plant diseases, a shrinking faculty body could be a detriment in a changing environment where the threat of new diseases is ever present. The plan to increase the number of Extension Plant Pathology faculty FTEs to 4.0, if realized, will enhance the department's ability to address plant disease issues in the Commonwealth.

Year 3

Maintenance of at least 4.0 faculty FTEs in the Extension Plant Pathology program is essential to serve the needs of the Commonwealth.

Year 4

Year 5

Improvement Actions

Given that substantial professional contacts and diagnoses are presently occurring, no improvement is practicable without enhanced manpower. Kentucky's agricultural community is being well educated with regard to monitoring, investigating and seeking management strategies for plant diseases.

The department will request permission to hire a new Extension Specialist at the Assistant Professor level, as a current Specialist on half-time appointment plans to retire.

The department will seek to maintain at least 4.0 faculty FTEs in Extension Plant Pathology.

Unit Objective	PPA Objective 5.3 To provide, through the plant diagnostic laboratories, plant disease surveillance as well as real-time educational programming on plant disease activity and distribution
Related Goals/Metrics	Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service PPA Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach and Service PPA Metric 5.1 To maintain engagement/outreach/public service contacts at no less than 10,000 per year per Extension faculty FTE PPA Metric 5.2 To maintain plant disease diagnoses at no less than 2,500 per year UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.
Related Mission Area	Service

Strategies

Seek more and higher quality, plant disease diagnostic space.
Endeavor to identify a stable funding source(s) for diagnostic services.

Assessment Method

Departmental records regarding diagnoses will be monitored to track this information annually. Baseline data and the desired target are listed below under Year 1 Descriptive Results.

Actual Results

Data Tables

Descriptive Results

Year 1

In 2009 (base year), there were 4,393 total diagnoses recorded by the two plant diagnostic laboratory locations, in Lexington and Princeton. This number can fluctuate year-to-year with different seasons. On this occasion, the target of no less than 2,500 plant disease diagnoses per year was certainly exceeded. Diagnostic numbers will continue to be monitored in future years.

Year 2

In 2010, the plant disease diagnosis laboratories in Lexington and Princeton received a combined total of 4,455 samples and performed 4,828 diagnoses.

Year 3

In 2011, the diagnostic laboratories in Lexington and Princeton received a combined total of 3,883 samples and performed 4,296 diagnoses. A new dissecting microscope was purchased for the Plant Disease Diagnostics Laboratory at Princeton.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Manpower, space and quality-of-facility concerns exist with regard to the Plant Pathology Plant Disease Diagnostic Laboratory, which is split between two locations. Constraints of budget and college space pressures will likely allow no early resolution of the above concerns which, if ultimately left unaddressed, will affect the quality of plant disease surveillance and educational programming activities.</p>	<p>Plant disease surveillance and real-time educational programming on plant disease activity and distribution is presently occurring effectively through the plant diagnostic laboratories, which are functioning ahead of target. However, the department chair will closely monitor the effectiveness of the laboratories.</p>
<p>Year 2</p> <p>Plant disease surveillance and real-time educational programming on plant disease activity and distribution continue to occur effectively through the plant diagnostic laboratories, which are functioning ahead of target. However, working conditions for staff in the diagnosis laboratories would improve with more space and modern facilities. The plant disease diagnosis laboratory would benefit greatly by expanded modern laboratory space and facilities, and the Princeton site would also benefit by modernization.</p>	<p>The department chair will press for funding to modernize the laboratories.</p>
<p>Year 3</p> <p>Due to budget constraints, extensive modernization of the laboratories is not feasible at this time. Sample and diagnoses numbers declined by 12.8% from 2010 to 2011. The new dissecting scope at Princeton enhances the capabilities there, but both the Lexington and Princeton sites would still benefit greatly by additional modernization of laboratory space and facilities, which would make increases in total sample and diagnoses numbers more feasible.</p>	<p>The department will continue to seek additional funding sources for quality diagnostic equipment and facilities.</p>
<p>Year 4</p>	
<p>Year 5</p>	

UK College of Agriculture
Department of Plant and Soil Sciences
2009-2014 Strategic Plan

MISSION

To improve, through scholarly research, the understanding of plant and soil systems as sustainable resources for human use while preserving and enhancing environmental quality.

To recruit, educate, and graduate top-quality students and serve our broad-based clientele by providing progressive education programs and effectively interacting with partners in the public and private sectors.

To anticipate and effectively respond to societal needs for improved agricultural productivity and for the wise use of natural resources in order to enhance the quality of life.

VISION

The department strives to balance the three mission areas of a land-grant institution: teaching, research and extension. We take seriously our role of responding promptly to agricultural and environmental issues. We address a broad subject matter including the chemistry, physics and biology of plant, soil and environmental systems ranging from the molecular, to the whole plant, to the ecosystem. The department works towards sustainable and profitable crop production, renewable resource management, and environmental protection for now and the future.

GOAL 1

Prepare Students for Leadership in an Innovation-Driven Economy and Global Society

Educating undergraduate and graduate students and preparing them for a professional career is a primary mission of the department. We expect that our graduates will become innovators in plant and soil sciences and in applying these sciences to agriculture and the environment.

Our graduates are expected to be critical thinkers, well-versed in scientific methods and able to confront career associated challenges anywhere in the world.

Most Significant Challenges

- Low enrollment in the Horticulture, Plant and Soil Science and the Sustainable Agriculture undergraduate programs
- Increasing the number of degrees awarded annually in graduate programs
 - 1) Departmental graduate programs are fragmented
 - 2) Departmental support for assistantships and tuition is limited
 - 3) Research assistantships are dependent on time-limited grant funding
 - 4) Need to educate graduate students who are employed outside Lexington
- Underrepresentation by in-state undergraduate and graduate students

Strategies

- Increase recruitment of students interested in production agriculture
- Combine MS and PhD programs into one Integrated Plant and Soil Sciences program with options including plant biology, crop science, soil science, horticultural science and forestry.
- Emphasize research assistantship funding in grant proposals
- Seek TA support by gaining approval of PLS courses in the General Education curriculum
- Offer more courses via distance learning
- Recruit graduate students from regional universities

Key Indicators, by 2014 the Department will have:

1. Graduated at least eight students per year in each undergraduate program in which we participate.
2. Fully implemented the IPSS graduate program.
3. Increased grant-funded research assistantships by 1 per year.
4. Funded three teaching assistantships through participation in General Education courses.
5. Offered five classes via distance learning
6. Enrolled five graduate students from Kentucky's regional universities

GOAL 2

Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World beyond its Borders

The department's land-grant mission encourages truly creative research endeavors that result in new knowledge. Further, we aspire to capitalize on the individual and collective achievement of our faculty by applying discoveries to the improvement of agriculture, industry, and the natural environment. The department integrates discovery science and applied research and technology in teaching, technology transfer, and outreach activities to solve problems and generate economic, societal, and environmental benefits.

Most Significant Challenges

- Funding rates are decreasing for individual investigator proposals in federal agency programs
- Need to create multi-institutional and multi-focus (research, extension, instruction components) teams to be competitive for federally funded multidisciplinary grants
- Availability of funding for applied and basic field research

Strategies

- Develop departmental "Targets of Opportunity" to identify research areas where cutting-edge science and critical mass exist to achieve national and international prominence
- Develop inter-/multi-/trans-disciplinary research teams, facilities, and resources within the department, university, and with other universities
- Aggressively pursue targeted initiatives to increase extramural research funding from all sources, with particular emphasis on federal competitive funding
- Vigorously pursue funding for applied and basic field research from commodity groups and industry
- More rapidly disseminate research findings for the scientific and lay audiences

Key Indicators, by 2014 the Department will have:

1. Submitted at least one nationally competitive grant focused on each identified "Target of Opportunity".
2. Averaged >\$3,500,000 per year from extramural grants.
3. Received 40% of the department's extramural funding from federal competitive grant awards.
4. Averaged > 3.0 book chapters + refereed journal articles per research FTE per year.
5. Averaged two student authored publications per doctoral degree and one student authored publication per MS degree.

GOAL 3

Develop the Human and Physical Resources of the Department to Achieve Top 20 Stature

Our success and progress results from the success of our people: faculty, staff and students. Our people and their activities should not be constrained by our technical resources and physical facilities. Faculty members fill the critical role by generating and developing ideas which attract funds to enhance our resources and support our staff and students.

Most Significant Challenges

- Filling vacant faculty and staff positions in the face of stagnant/declining budgets
- Retention and compensation of highly skilled staff members
- Improving and expanding technical resources and physical facilities (including laboratory, field, and graduate student facilities) to enhance productivity and increase competitiveness for research funding

Strategies

- Develop and implement strategies for identifying, recruiting, mentoring, promoting, and rewarding new faculty members, staff, and students
- Facilitate faculty sabbaticals and professional development opportunities
- Maintain or increase staff and technical support, eliminate disparities in salaries of support personnel, and reward exceptional technical staff
- Vigorously represent department personnel needs to college administration.
- Teams on campus and at research stations prioritize equipment needs, and submit proposals to acquire equipment from extramural grants, College and University matching funds, or other sources
- Identify resource and facility priorities and aggressively advocate for these priorities

Key Indicators - By 2014 the Department will have:

1. At least one faculty member named a Fellow (or equivalent) of a national professional society and at least one faculty member per year who received a state, regional and/or national award.
2. Submitted one equipment grant per year.

Goal 4

Nurture Diversity of Thought, Culture, Gender, and Ethnicity

The department is committed to creating an environment where differences are valued and all individuals have the opportunity to succeed, reaching their highest potential. Respect for diversity of thought, culture, and all human differences is a cornerstone of the land-grant philosophy. To fulfill our mission, the department must be inclusive and responsive to the needs of all students, staff, faculty and citizens. We seek a work and learning environment where differences are valued, an environment in which diversity, fairness, and equity in our policies and activities promote engagement, learning, and discovery. To this end, it is important that departmental programs in instruction, research, and extension are inclusive in reaching and serving the needs of traditional and non-traditional audiences.

Most Significant Challenges

- Agriculture is a disciplinary area which is generally not intriguing and attractive to minorities seeking STEM (Science, Technology, Engineering and Mathematics) careers

Strategies

- Recruit both undergraduate and graduate minority students and establish contacts and partnerships with faculty at 1890 land-grant universities
- Participate in programs such as the Kentucky Young Scientist Summer Research Program and Young Women in Science to showcase and attract students to our programs
- Work with the Assistant Dean for Diversity to institute the strategies outlined in the College Diversity Report to promote diversity in the applicant pools for faculty, staff and student positions

Key Indicators. by 2014 the Department will have:

1. Increased racial and ethnic diversity among students, staff and faculty.
2. Maintained gender inclusive student, staff and faculty populations.
3. Submitted two proposals to programs focused on the scientific development and recruitment of students underrepresented in STEM fields.

Goal 5

Improve the Quality of Life for Kentuckians through Extension, Outreach and Service

A rapidly changing agricultural landscape creates an unprecedented demand for knowledge- and research-based educational programs. Our department is committed to informing county agents, farmers, agribusiness personnel, and all our citizens about the best practices for agricultural production, environmental protection, and economic sustainability, along with the underlying scientific basis for these practices.

Most Significant Challenges

- Declining extension faculty FTEs (Full Time Equivalent) due to budget shortfalls, increasing reliance on split appointments, administrative assignments, and post- retirement appointments. We are at the minimum critical level necessary to maintain programs and to meet the indicators below for contacts, and extension activities. The further erosion of extension FTEs would negatively impact key program areas.
- Declining percentage of federal and state funding for extension programs and the concomitant increasing reliance on external funding sources for traditional extension programs and activities
- Integrating new information delivery technology while maintaining traditional methods preferred by some clientele
- Limited support to implement the new information delivery technology
- Increasing demands on extension faculty to assume teaching responsibilities

Strategies

- Emphasize the critical faculty leadership component needed to maintain quality extension programs in forages, turf, grain crops, tobacco, soil science, weed management, and water quality across Kentucky, including counties in East Kentucky, while exploring how extension associates could be used to enhance efforts of extension faculty.
- Take advantage of grant programs with specific outreach objectives, and encourage extension faculty members' participation in multi/trans-disciplinary teams on appropriate "Targets of Opportunity"
- Solicit support through the college's Agricultural Communications Services and other groups to more fully use new information delivery systems and technology
- Develop new, and support current, state-wide educational initiatives such as the Grain Crops Academy, Master Grazer Program, Innovative Tobacco Grower Program, and Turf and Landscape Management Short Course

Key Indicators, by 2014 the Department will have:

1. Maintained the current level of 13 extension faculty FTE's in Plant and Soil Sciences.
2. Submitted an average of 2 proposals per extension FTE annually to support extension programming in the department.
3. Sustained extension contacts within the department at or above 50,000.
4. Achieved at least 75% participation each year by agriculture and natural resource agents in training programs.
5. Conducted on-site research/demonstration activities in a minimum of 30 counties each year.
6. Developed at least six new or significantly revised numbered extension publications each year.



Veterinary Sci Strategic Plan 2009-2014

VSC Strategic Plan Implementation Project, 2009-2014

Annual Review of Progress

Unit Mission

The mission of the department is to address short-term and long-term equine health and well-being problems of the Commonwealth of Kentucky through innovative, focused and interdisciplinary programs of excellence in comparative biomedical research, public service and education.

Unit Objective	VSC Objective 1.1 Recruit and retain high caliber graduate students.
Related Goals/Metrics	Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society. VSC Goal 1. Prepare Graduate Students VSC Metric 1.1 Maintain enrollment at an average of no less than 1 graduate student or post-doc per faculty FTE. VSC Metric 1.3 Increase the number of funded fellowships for the Veterinary Science Department.
Related Mission Area	Education

Strategies

Aggressively pursue funding for student stipends from diverse sources.
Maintain graduate student stipends at levels that are competitive with our benchmark programs.

Assessment Method

IRPE (now called IE) data and departmental records are used to document student enrollment and graduation figures.

Actual Results

Data Tables

Year 1

We have 32 graduate students in 2009/2010 supported through department funds, extramural grants, and the equine industry, compared to 27 students in 2008/2009. Of the 32 graduate students, 21 are PhD students. In 2009/2010, five new graduate students, including one PhD student, were recruited to our program.

Year 2

We had 34 graduate students enrolled for the 2010/11 fiscal year that were funded through departmental funds, extramural grants, and the equine industry. We were able to add a graduate student line in the budget funded by the equine industry.

Year 3

Currently, there are 30 graduate students enrolled for the 2011/12 fiscal year. We accepted eight new students into the program in fall 2011, however, one student decided to leave the program, leaving seven students currently enrolled.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The VSC graduate program attracts high quality applicants. On the whole, the department's graduate student enrollment and quality are strong.</p>	<p>Web-based advertising will be used to recruit the highest quality graduate students to our program. The VSC department will also strongly encourage graduate faculty that are currently not involved in the graduate program to participate in this process.</p>
<p>Year 2</p> <p>We were able to increase the number of VSC graduate students by two, from 32 to 34, over the past year, and were also able to obtain an additional industry-funded fellowship. Efforts will be made to encourage faculty to participate in the graduate program, which increases the likelihood of retaining of graduate students in our program.</p>	<p>Not all faculty are currently involved in the graduate program; the department will diligently strive to engage these faculty. Our students are always encouraged to present their research at national/international meetings, as well as publish their findings.</p>
<p>Year 3</p> <p>We accepted eight new students in fall 2011, with one student leaving shortly after arriving. We anticipate adding between 3 and 5 graduate students in the coming year, but with budget cuts over the last several years, it may be difficult to maintain our graduate program at the current number of students. Budget cuts may also interfere with our goal to engage more faculty with graduate students.</p>	<p>We anticipate adding between 3 and 5 graduate students in the coming year, but with budget cuts over the last several years, it may be difficult to maintain our graduate program at the current number of students.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	VSC Objective 1.2 Provide high quality graduate education in veterinary sciences.
Related Goals/Metrics	Ag Goal 1. Prepare Students for Leadership in an Innovation-Driven Economy and Global Society UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society. VSC Goal 1. Prepare Graduate Students VSC Metric 1.2 Maintain average time to obtain PhD at 5 years VSC Metric 1.4 Produce an average of one abstract per year and author 0.5 manuscripts per year per graduate student.
Related Mission Area	Education

Strategies

Aggressively seek support for research infrastructure in the department.

Assessment Method

IRPE data, departmental records, and student surveys will be used to document student productivity, degree completion rates, and career advancement of current and former students.

Actual Results

Data Tables

Year 1

Three students graduated in 2009/2010, two with PhD degrees and one with an MS degree, compared to four students who graduated in the 2008/2009 baseline year (one with an MS and three with PhD degrees). VSC graduate students contributed to 14 peer-reviewed articles and 16 non-refereed articles and they presented their research at eight international and five national scientific meetings.

Year 2

Three PhD students and one MS student completed their degrees in the 2010/11 academic year. Our graduate students (not counting first year students) averaged 1.19 abstracts and 1.03 peer-reviewed manuscripts over the past year.

Year 3

The VSC department had 4 PhD students and 2 MS students who completed their degrees during the 2011/12 academic year. Students averaged .8 abstracts and .8 peer-reviewed manuscripts for 2011/12.

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

The success of the Vet Science program is indicated by the number (38) and quality of institutions where past students are now faculty members. Some of those institutions are: Cornell University, Emory University, Massachusetts Institute of Technology, Purdue University, Smithsonian Institute, University of California - Davis, University of Georgia, University of Minnesota, University of Wisconsin, Vanderbilt University, and Yale University. Both PhD students who obtained degrees in 2009/2010 obtained postdoctoral positions at academic institutions (University of Georgia and Emory University). Overall, the graduate educational program is strong, current, and positions graduates for success in competitive scientific job markets.

Year 2

Our graduate program continues to be competitive, attracting high quality applicants. Of the three PhD graduates, two obtained post-doctoral positions and one obtained an industry position. The MS student that completed her degree was recruited into a PhD program in Animal Sciences at the University of Kentucky. The current average for our PhD students to complete their degree is 5.12 years. The students that graduate are very successful in obtaining industry-related, scientific, or academic positions.

Year 3

Six students (4 PhD and 2 MS) completed their degrees in 2011/2012 and the department continues to graduate highly competitive students for careers in their chosen fields. Two of the PhD students that graduated were recruited into post doctoral positions, one at the University of Kentucky and the other at the University of Pittsburgh. Of the two MS students who graduated, one student was accepted into an MS program in human genetic counseling at the University of Pittsburgh and the other student entered a PhD program at Wake Forest University. With 6 students (4 PhD and 2 MS) completing their degrees over the past year, the number of PhD and Master's degrees awarded increased over the previous year. The current average time for degree completion of our PhD students is 5 years. Although the number of graduate student abstracts and peer-reviewed manuscripts declined for 2011/12, VSC students have presented their research at 14 regional or national meetings and 4 international meetings for 2011/12.

Year 4**Year 5**

The Director of Graduate Studies annually reviews existing instructional and advising programs with the intention of improving these programs. Efforts will be made to further encourage presentations at national/international meetings in addition to publications. Efforts will continue to engage graduate faculty that are currently not involved in the graduate program.

The Graduate Faculty, along with the Director of Graduate Studies, continues to review our existing instructional and advising programs on a yearly basis. The department will make even greater efforts to use web-based advertising to recruit graduate students. The department will continue to encourage students to present, as well as publish, their research. The department chair will continue attempts to engage all faculty in the graduate program and encourage faculty to help PhD students to complete their degree within 5 years.

Our instructional program continues to be monitored and reviewed annually by the Graduate Faculty and the Director of Graduate Studies. More faculty have become involved in the graduate training program, but not all. Continued attempts will be made to involve all faculty in training and mentoring graduate students. However, given the current budget situation, this goal may be delayed. With budget cuts over the past several years, we strive to maintain the high quality of our graduate program.

Unit Objective	VSC Objective 2.1 Develop infrastructure that makes possible the effective research befitting a world class institution.
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p> <p>VSC Goal 2. Promote Research</p> <p>VSC Metric 2.1 Maintain current level of applications for extramural support from agencies with funding targeted at equine research.</p> <p>VSC Metric 2.2 Maintain current level of applications for federal research grants when applicable to horses.</p>
Related Mission Area	Research and Creative Work

Strategies

Successfully compete for extramural research funds by using local resources to generate preliminary results that will encourage extramural funding.
 Ensure that research programs have access to the most current technologies and equipment.
 Prioritize development of research facilities, beginning with infectious disease isolation units (BSL2) and maintenance of experimental animal facilities.

Assessment Method

UK College of Agriculture Research Office web site: <http://graham.ca.uky.edu/grantlist/> will be used to determine federal and extramural agency applications for equine research grants.

Actual Results

Data Tables

	<u>2008/2009</u>	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>
Extramural Agency Support Applications	15	27	32	29
Federal Research Grant Applications	5	3	3	4

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Year 1

Federal grants are an important departmental metric. The number of federal grant applications fell from five in FY 2008 to three in FY 2009. However, the number of extramural funding applications rose significantly from 15 in FY 2008 to 27 in FY 2009. Increases in extramural funding allowed the department to begin construction on BSL2 facilities for equine infectious disease research and the reproduction lab and barn facilities for stallions and mares, both located on the Maine Chance Research Farm.

Year 2

In year 2 of the reporting period (FY 2010), the number of federal grant applications remained steady at three. The number of extramural funding applications rose from 27 in FY 2009 to 32 in FY 2010, resulting in awards totaling \$460,318. Increasing awards from grants will help to enhance the department's infrastructure. The mare research facility has been completed and the stallion facility is nearing completion. The BSL2 facilities are still under construction. Currently, there are research projects on hold pending the completion of both the BSL2 and stallion facilities.

Year 3

In FY 2011, the number of federal grant applications rose from three in FY 2010 to four. Extramural funding applications fell slightly from 32 in FY 2010 to 29 in FY 2011. Faculty have applied for a total of 40 grants over the past year (averaging 1.8 grant applications per faculty) resulting in new award money for the past year totalling \$1,217,337 and available grant money totalling \$2,237,140.14. Progress continues to be made on the BSL2 facilities and completion of the project is expected within the current fiscal year. The stallion reproductive research facility is complete and is now in use, which will greatly contribute to the department's ability to conduct research and pursue additional grant funding.

Year 4

Year 5

The department continues to seek funding from both federal and extramural funding sources through grant applications. Increases in grant funding will allow the department to significantly develop new infrastructure and enhance existing infrastructure in order to augment and enhance VSC programs.

The mare research facility has been completed, and the stallion facility is nearing completion. The BSL2 facilities at Maine Chance Farm are still under construction. Currently, there are research projects on hold pending completion of the BSL2 facilities and the stallion facility. Construction on these facilities will be completed, allowing faculty to conduct much needed research and allow the faculty to apply for grants that require the availability of such resources. The department will continue to engage all faculty in submitting grant applications.

Progress continues on the BSL2 facilities and completion is estimated within this fiscal year. Construction and upgrades to facilities serve to improve the infrastructure needed for our research programs and grant submissions. The department continues to pursue federal and extramural grant funding to fund further research, discoveries, distribution of new information, and the enhancement of departmental infrastructure.

Unit Objective	VSC Objective 2.2 Make discoveries that benefit the health and well-being of horses as well as the horse industry and the Commonwealth of Kentucky.
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p> <p>UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.</p> <p>VSC Goal 2. Promote Research</p> <p>VSC Goal 5. Improve Quality of Life</p> <p>VSC Metric 2.3 Have each faculty with more than 50% research DOE apply for at least one extramural grant per year.</p> <p>VSC Metric 2.8 Maintain at least one intellectual property application per year.</p>
Related Mission Area	Research and Creative Work

Strategies

Chair will encourage the preparation and submission of grant applications in faculty meetings and on-on-one meetings with faculty members.
 Chair will encourage intellectual property development and applications in faculty meetings and one-on-one meetings with faculty members.

Assessment Method

UK College of Agriculture Research Office web site: <http://graham.ca.uky.edu/grantlist/> and faculty DOE records are used to determine totals for extramural grant applications by faculty with more than 50% research DOE.

Actual Results

Data Tables

	2009/2010	2010/2011	2011/2012
# of Grant Applications per Research DOE > 50%	21	24	40
# of Patent Applications per Year	0	2	2

Descriptive Results

Year 1

Year 2

Year 3

Year 4

Year 5

Analysis of Results and Reflection

Year 1

In 2009/2010, year one of the reporting period, there were no patent applications by the Veterinary Science department. However, there were 14 GenBank accessions during this period, signifying the department's commitment to the pursuit of new discoveries and intellectual property.

Year 2

Faculty continue to make efforts and discoveries to benefit the equine industry resulting in two intellectual property applications filed in 2010/2011 and 15 GenBank Accessions during this period.

Year 3

Faculty productivity resulted in two patent applications in the past year, with one patent awarded. Additionally, in 2011/2012, six GENBANK accessions were received by the VSC department. The department has been very effective in securing intellectual property rights for new discoveries.

Year 4

Year 5

Improvement Actions

Faculty members will continue to provide leadership, both nationally and internationally, in devising solutions to problems that affect animal health industries in Kentucky, with a special emphasis on the horse.

The department will encourage all faculty members in submitting grant and intellectual property applications in support of continuing research and the dissemination of information.

The Veterinary Science department chair will continue to encourage grant and intellectual property applications to fund further research, discoveries, and the presentation of new information.

Unit Objective	VSC Objective 2.3 Communicate basic research to the scientific community and promote the practical application of those discoveries to the equine industry and veterinary profession.
Related Goals/Metrics	<p>Ag Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond its Borders</p> <p>UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.</p> <p>VSC Goal 2. Promote Research</p> <p>VSC Metric 2.4 Maintain refereed publications at an average of no less than 3 per year per research faculty FTE.</p> <p>VSC Metric 2.5 Host one regional, national or international scientific meeting per year on a topic of equine health.</p> <p>VSC Metric 2.6 Faculty members from the Gluck Center present an average of at least one abstract or lecture at a regional, national or international scientific or professional meeting annually.</p> <p>VSC Metric 2.7 Maintain an average of one publication per faculty FTE in popular press per year.</p>
Related Mission Area	Research and Creative Work

Strategies

Timely publication of research results in highly regarded journals demonstrates productivity and encourages funding agencies to provide support.
 Host meetings of scientists and veterinarians to address specific health problems of horses.
 Promote applications of discoveries through reports in popular press and patenting.

Assessment Method

Monitor publications, workshops, presentations and consultations of faculty, staff and students using departmental records. Monitor distribution of the Equine Disease Quarterly, Bluegrass Equine Digest, Morris Library use, and website visits.

Actual Results

Data Tables

Year 1

VSC faculty actively participate in publications, workshops and presentations in industry-based forums. The Equine Disease Quarterly is distributed to more than 90 countries. Bluegrass Equine Digest, a monthly electronic newsletter developed and produced in collaboration with the College of Agriculture's Equine Initiative, was launched in June, 2009. Articles that highlight equine related research, teaching, service, extension, events, programs, and people at the University of Kentucky are reported in lay terminology to horse enthusiasts and professionals across the country and around the world. By July, 2010, the number of registered recipients of this monthly newsletter exceeded 20,000. A monthly seminar series is offered with combined input from the Gluck and Veterinary Diagnostic Laboratory (UKVDL) faculty. This is a very popular forum for scientists and local practicing veterinarians to discuss topics on equine health and performance. An annual farm managers' short course is planned for 2011.

Year 2

The monthly UKVDL/GERC Seminar Series continues to be a popular forum for disseminating information. During the past fiscal year, nocardioform placentitis became a problem for local and regional farms. Meetings were held with local and regional veterinarians in an effort to get the latest information out and to formulate a plan. A result of these meetings was a grant funded by the industry to investigate the cause and possible solutions. The monthly E-newsletter, Bluegrass Equine Digest, has doubled its circulation over the past year to 40,613. The Equine Research & Service Report has a circulation of 2,600, and the Equine Disease Quarterly is currently distributed to 101 countries. The faculty in the Department of Veterinary Science continue to actively disseminate information to the scientific and lay community.

Year 3

Thus far in the fiscal year, the department has averaged 3.14 refereed publications, .6 lay/professional articles and 4.7 presentations per faculty FTE. The weekly and monthly seminar series continue to be well attended by veterinarians and practitioners. The Equine Research & Service Report has increased its circulation to 3,000, the Bluegrass Equine Digest has increased its circulation to 50,000+, and the Equine Disease Quarterly is now distributed to over 100 countries. The department is making every effort to effectively disseminate information.

Year 4

Year 5

Year 1

The Gluck Center continues to be recognized as an OIE international reference center for equine rhinopneumonitis, influenza, and equine viral arteritis and as one of the preeminent research institutions in the world. Faculty have helped organize an increasing number of national/international conferences and workshops, as well as reports on those conferences. Research carried out at the center is published in leading scientific journals and presented at national/international conferences. Based on assessments, standards for productivity within the department have been established. Information disseminated locally, nationally, and internationally has helped inform members of the equine industry of disease problems and how to prevent and control them. The monthly Bluegrass Equine Digest electronic newsletter and the Gluck/UKVDL seminar series have provided exceptional opportunities for the timely dissemination of new knowledge and important equine-related topics to veterinary practitioners, scientists, students, and the general public who have interests in horses and equine science.

Year 2

Two of our faculty continue to be recognized as world experts by the OIE for three equine diseases (equine influenza, equine herpesvirus, and equine viral arteritis). Dissemination of research findings continues through conventional as well as new methods, e.g. E-newsletters and Facebook. Members of our faculty were responsible for organizing two international meetings, one of which was hosted at the University of Kentucky, as well as a short course. Short-courses, workshops and, for outbreak situations, meetings with veterinarians have all enabled the faculty to get up-to-date information and research out to the professional, scientific and lay community.

Year 3

Outreach and extension activities to horse owners, horse breeders, and veterinarians both nationally and internationally have expanded through lay publications such as the Bluegrass Equine Digest and Gluck Center research reports. The monthly Bluegrass Equine Digest electronic newsletter and the Gluck/UKVDL seminar series have provided exceptional opportunities for the timely dissemination of new knowledge and important equine-related topics to veterinary practitioners, scientists, students, and the public generally that have interests in horses and equine science. With all of the publications, presentations, seminars, and meetings hosted, the faculty continues to make every effort to publicize their research findings in a timely and effective manner.

Year 4

The department will continue to support and promote the Bluegrass Equine Digest electronic newsletter and the Gluck/UKVDL seminar series. The Gluck Center website will be revised and upgraded. Additional efforts will be made to further improve the dissemination of new research to the scientific community through new venues.

The department will update the Gluck Center's website as needed, and continue to support the Bluegrass Equine Digest E-newsletter and the Gluck/UKVDL seminar series. With the success of past short-courses in informing veterinarians, breeders, and managers of up-to-date information, the department will strive to conduct more short-courses throughout the year.

The VSC department will maintain its current efforts and focus our energy on increasing efforts to further improve the dissemination of information to the scientific and lay community through increased collaboration with industry leaders and the presentation of short courses for industry representatives. The VSC department will also continue to encourage faculty to publish and present their research findings.



Unit Objective	VSC Objective 3.1 Recruit and retain highly qualified faculty, postdoctoral fellows and other senior scientists.
Related Goals/Metrics	Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals. VSC Goal 3. Develop Human & Physical Resources VSC Metric 3.1 Succeed in recruiting high caliber faculty for endowed professorships. VSC Metric 3.2 Open and fill the three frozen faculty positions with entry level faculty.
Related Mission Area	Service

Strategies

Advertise widely and access personal networks to find talented scientists and staff for open positions.
Make strategic hiring decisions to recruit entry level faculty.

Assessment Method

Departmental records will be used to tabulate unfilled faculty, postdoctoral, and senior scientist positions.

Actual Results

Data Tables

Year 1

The department was able to recruit Dr. Barry Ball, a world renowned scientist, into the Clay Endowed Chair in Equine Reproduction. We were also able to recruit two post-doctoral scholars, Drs. Klein and Hestand.

Year 2

The department was able to recruit Dr. Martin Nielsen, an up and coming parasitologist, into an entry level faculty position in parasitology. Dr. Nielsen will join the faculty in 2011/2012.

Year 3

Dr. Nielsen joined the faculty as an assistant professor in equine parasitology. He is currently getting his program up and running and recruiting graduate students and research staff. The department was also able to recruit Dr. Amanda Adams as an assistant research professor in equine immunology, as well as a post-doctoral scholar and a research analyst during 2011/12.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Because of the downturn in the economy and constrained budgets, the department was not able to fill all vacant positions. We have just opened a search for an entry level faculty position in parasitology and hope to have the position filled soon.</p>	<p>The department will focus on cultivating relationships with prospective graduate students and promote the graduate program through high quality research, scientific publications, presentations at scientific meetings, and participation in industry symposiums.</p>
<p>Year 2</p> <p>We still have an endowed faculty position to fill, but this position remains frozen by the College of Agriculture. As soon as the position is able to be filled, the department will recruit qualified candidates for the position.</p>	<p>The VSC department will continue its fundraising efforts in an attempt to increase endowed positions and increase student fellowships.</p>
<p>Year 3</p> <p>We continue to be able to recruit highly qualified research faculty and staff. Due to institutional budget cuts, however, the projected budget for FY 2012/2013 will eliminate one vacant faculty position. No additional state funded faculty positions are predicted.</p>	<p>In order to increase endowed positions and student fellowships, the Veterinary Science department will escalate fundraising efforts and work to identify new funding sources for faculty and graduate positions.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Unit Objective	VSC Objective 3.2 Hire and retain highly qualified staff.
Related Goals/Metrics	Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals. VSC Goal 3. Develop Human & Physical Resources VSC Metric 3.3 Succeed in recruiting qualified staff for open positions.
Related Mission Area	Service

Strategies

Advertise widely and access personal networks to find talented scientists and staff for open positions.

Assessment Method

Departmental records will be utilized to document vacant positions that have been filled, as well as unfilled positions.

Actual Results

Data Tables

Descriptive Results

Year 1

The VSC department was able to fill one vacant Research Analyst position.

Year 2

No new staff hires were made in 2010/2011.

Year 3

In 2011/2012, the department was able to recruit a laboratory technician.

Year 4

Year 5

Analysis of Results and Reflection

Year 1

Faculty in the department are senior, primarily holding the rank of Professor. There is a substantial imbalance between junior (under represented) and senior (over represented) faculty.

Year 2

Due to the current fiscal difficulties at the university, the department was unable to hire additional staff. Many positions remain frozen because of budgetary constraints.

Year 3

The Vet Science department has a high retention rate among staff. 84% of departmental staff have been employed within the department for more than 5 years and 33% have been employed by VSC for 20 or more years.

Year 4

Year 5

Improvement Actions

New Assistant Professors are needed in all research areas. The department will work diligently to recruit for those areas.

Currently, no no hires can be approved until the economic situation improves. If the budget situation improves, the department will recruit for the staff positions that have remained open because of cutbacks.

The VSC department will work with the Dean of the College of Agriculture to creatively fund staff positions in areas where additional staff are needed. The department chair will also work with industry leaders and extramural groups to seek funding for additional positions.

Unit Objective	VSC Objective 3.3 Maintain high morale among employees at the Veterinary Science Department.
Related Goals/Metrics	Ag Goal 3. Develop the Human and Physical Resources of the College to Achieve Top 20 Stature UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals. VSC Goal 3. Develop Human & Physical Resources VSC Metric 3.4 Retain scientists and staff 5 years beyond their initial hire where appropriate.
Related Mission Area	Service

Strategies

Provide effective administration and a clear channel for addressing personnel problems.

Assessment Method

Departmental records will be used to determine the retention rate of employees 5 years after their hire date.

Actual Results

Data Tables

Descriptive Results

Year 1

76% of our employees have been employed by the department for 5 years or more.

Year 2

79% of our employees have been in the department for 5 or more years.

Year 3

84% of staff have been employed in the department for 5 or more years, with 33% having been here for 20 or more years.

Year 4

Year 5

Analysis of Results and Reflection**Year 1**

Budgetary constraints have lowered morale. Faculty and staff have been without pay raises for three years. If the department is to continue to have high retention rates for employees, the University needs to fund raises for employees.

Year 2

The University was unable to provide salary increases again in the 2010/11 fiscal year, which was detrimental to morale. In an attempt to counter the negative impact of no salary increases, the VSC department initiated weekly departmental events to which everyone employed by the department is invited. This seems to facilitate interaction between very diverse faculty, staff, and students and appears to have built a feeling of unity and purpose and boosted morale.

Year 3

The Veterinary Science Department's high retention rate is indicative of a high job satisfaction among staff. Morale among staff remains good due in large part to the weekly departmental events that unite faculty, staff, and students. Annual cost of living pay raises funded by the university would further boost morale.

Year 4**Year 5****Improvement Actions**

Substantial pay raises are needed. In lieu of University pay increases, the VSC department will inaugurate weekly departmental events to which everyone employed by the department is invited. These events will, hopefully, build a feeling of unity and purpose, as well as boost morale.

Private industry is now providing salary increases to VSC staff. The department will continue to explore extramural funding sources for departmental pay increases.

VSC staff morale is currently very good. The department will continue to sponsor the weekly events for faculty, staff, and students. The department chair continues to work with private industry to fund annual pay increases for faculty and staff.

Unit Objective	VSC Objective 4.1 Maintain diversity of gender, ethnic, social backgrounds of employees.
Related Goals/Metrics	Ag Goal 4 Promote Diversity and Inclusion UK Goal 4. Promote Diversity and Inclusion VSC Goal 4. Promote Diversity and Inclusion. VSC Metric 4.1 Increase diversity of faculty, staff and students with respect to gender, racial and social backgrounds.
Related Mission Area	Overall

Strategies

Open positions will be advertised widely with a clearly stated commitment to diversity.
At the conclusion of a hire, the process will be assessed to determine whether or not there was an appropriate appreciation of the importance of diversity.

Assessment Method

Departmental records are used to review the diversity of the current VSC faculty.

Actual Results

Data Tables

Year 1

Of 31 total faculty members in 2009/2010, 10 are women; of 26 total full-time staff, 16 are female. For the 2009/2010 academic year, departmental faculty and staff were from many diverse nations and social backgrounds, including China, Sri Lanka, Ireland, Sweden, England, India, and the United States.

Year 2

In 2010/2011, 10 women are included within the total faculty of 31; of 29 total full-time staff, 18 are female. In the 2010/2011 academic year, faculty and staff from China, Denmark, England, India, Ireland, Sri Lanka, Sweden, and the United States contributed to the diverse social and ethnic backgrounds within the department.

Year 3

In 2011/2012, of 33 current faculty, 11 are women; of 29 full-time staff, 19 are women. One female faculty member was hired in 2011 to fill a retirement vacancy. However, our faculty, staff, and student populations continue to be very diverse. Countries represented within our department include China, Spain, Sri Lanka, Ireland, Sweden, England, India, Germany, Denmark, and the United States.

Year 4

Year 5

Analysis of Results and Reflection**Improvement Actions****Year 1**

Currently, female faculty members make up 32.3% of the total faculty, while full-time female staff comprise 61.5% of total full-time staff. Due to the restriction of new faculty hires, no additional women have been hired into faculty positions. Since 2006, however, four female faculty members have been hired. The department continues to have substantial underrepresentation of women on the faculty, while female representation of full-time staff remains well above 50%.

Year 2

At present, 32.3% of the total faculty members are female, in contrast to 62.1% of the full-time staff who are women. With current budgetary constraints, VSC has only been able to open and fill one faculty position over the past year. Three people were interviewed for the position, with one being a minority female. She was not chosen for the position, however, as a more qualified individual was among the pool of applicants. The department makes every effort to enhance the diversity in the department among faculty, staff, and students.

Year 3

In 2011/2012, females make up 33.3% of the total faculty, compared to 65.5% of full-time staff who are female. Due to university-wide hiring freezes, many open positions within the department remain unfilled, limiting the departments ability to recruit and hire employees from diverse ethnic, gender, and social backgrounds. When filling a position, it is widely advertised through various, diverse media forms in an attempt to reach a diverse population. Every effort is made to achieve diversity among all employee groups. Currently, the department continues to have substantial underrepresentation of women on the faculty, however female representation of full-time staff remains well above 50%. Until there are faculty retirements within the department, it is unlikely that the percentage of female faculty will increase.

Year 4**Year 5**

The department will open new faculty lines for Assistant Professors and make a concerted effort to recruit qualified female candidates, while maintaining the diversity of cultures found within the department.

One VSC faculty position remains frozen. Once the department is allowed to open the position and recruit, the department will strive to improve diversity among all employee groups and specifically to recruit qualified female faculty candidates. The department will also strive to maintain the level of cultural diversity found within the department.

The VSC department was only able to fill one vacant faculty position during fiscal year 2012, however the faculty member hired was a women. The department chair continues to work to recruit female faculty members, but in the current budgetary climate hiring has slowed considerably. Additionally, a vacant faculty position will be eliminated during FY 2012/2013 due to university budget cuts. Improvements in the number of female faculty members will not be possible until additional faculty retirements take place. Employee diversity remains a high priority of the department. All faculty searches are international and the chair and faculty search committees keep gender in mind as they seek to find qualified candidates.

Unit Objective	VSC Objective 5.1 Provide general information to horse owners, horse caretakers and veterinarians that helps them to raise, sell, and race the best horses in the world.
Related Goals/Metrics	Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service. VSC Goal 5. Improve Quality of Life VSC Metric 5.1 Hire a full time equine extension faculty member. VSC Metric 5.2 Conduct two outreach or service meetings a year.
Related Mission Area	Overall

Strategies

Open position and hire extension faculty member.
 Conduct or co-sponsor at least two conferences a year on horse health for horse professionals.
 Provide experts to speak and serve on panels at public meetings on horse health and well-being.
 Continue to provide services through testing for genetics, infectious diseases, and toxicology in connection with ongoing research programs.
 Implement expenditure recovery measures to defray costs of services.

Assessment Method

Departmental records will be used to evaluate the published data on equine health and performance in professional and lay term journals, as well as short courses and seminars provided to veterinarians and horse owners.

Actual Results

Data Tables

Year 1

Disseminated information locally, nationally and internationally has helped in informing members of the equine industry of disease problems and how to prevent and control them. The monthly Bluegrass Equine Digest electronic newsletter and the Gluck/UKVDL seminar series have provided exceptional opportunities for the timely dissemination of new knowledge and important equine-related topics to veterinary practitioners, scientists, students, and the public generally that have interests in horses and equine science. Faculty members in Veterinary Science have been active in disseminating new information by 60 presentations at national and international scientific meetings and animal conferences, 93 publications (55 in refereed, scientific journals, chapters and books). In addition, the department has hosted 3 short courses over the past year and held 12 seminars (monthly) for local/regional veterinarians and horse owners.

Year 2

Our faculty continue to be very active in disseminating their research findings. There were 24 articles in lay publications or popular press, as well as a breeders' short course for veterinarians and farm managers. The monthly UKVDL/GERC monthly seminar series continued to be a popular forum for disseminating information to veterinarians and farm managers. During the past fiscal year, nocardioform placentitis became a problem for local and regional farms. Meetings were held with local and regional veterinarians in an effort to get the latest information out and to formulate a plan. A result of these meetings was a grant funded by the industry to investigate the cause and possible solutions. Our monthly E-newsletter, Bluegrass Equine Digest, has doubled its circulation over the past year to 40,613. The Equine Research & Service Report has a circulation of 2,600, and the Equine Disease Quarterly is currently distributed to 101 countries.

Year 3

In addition to the weekly seminar series at the Gluck Center and the monthly seminar series at the UKVDL, the department has conducted several meetings in an attempt to get the most up-to-date information out to the equine community, including the following meetings: 3rd Annual Breeders Short Course, Equine Showcase, Advances in Equine Neurological Diseases, Genomic Annotation and Functional Modeling Workshop. In an attempt to disseminate information, faculty have also made presentations at 99 international, national, regional and local meetings and published their research findings in 79 articles.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>The monthly Bluegrass Equine Digest electronic newsletter and the Gluck/UKVDL seminar series have provided exceptional opportunities for the timely dissemination of new knowledge and important equine-related topics to veterinary practitioners, scientists, students, and the public generally that have interests in horses and equine science. Faculty members in Veterinary Science have been active in disseminating new information through presentations at national and international scientific meetings and animal conferences and publications.</p>	<p>The department will continue to support the Bluegrass Equine Digest electronic newsletter and the Gluck/UKVDL seminar series. The Gluck Center's website will be revised and upgraded. Additional efforts will be made to further improve the dissemination of new research to the scientific community.</p>
<p>Year 2</p> <p>Efforts continue to be made to use the latest and most popular methods of disseminating information. Seminars, short-courses, publications, presentations, newsletters, and e-newsletters have provided excellent opportunities to inform the professional, scientific, and lay community of current research findings.</p>	<p>The VSC department will continue to support and promote the various newsletters, seminar series, and short courses it offers. The Gluck Center's website will be monitored to ensure it is up-to-date and user friendly.</p>
<p>Year 3</p> <p>Over the past year, faculty have increased their efforts to disseminate information to both the scientific and lay communities. The department has hosted a variety of meetings in an effort to disseminate our research findings to the appropriate groups of individuals (breeders, owners, veterinarians, and the scientific community).</p>	<p>The VSC department will maintain its momentum in distributing information to the public through seminars, short courses, newsletters, and the departmental web site, as well as explore innovative ways to disseminate new information.</p>
<p>Year 4</p> <p>Year 5</p>	

Unit Objective	VSC Objective 5.2 Provide information on specific problems to aid veterinarians, horse caretakers, and horse owners.
Related Goals/Metrics	Ag Goal 5 Improve the Quality of Life for Kentuckians through Extension, Outreach and Service UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service. VSC Goal 5. Improve Quality of Life VSC Metric 5.3 Participation of a majority of faculty as speakers, panelists and authors on lay articles on equine health. VSC Metric 5.4 Maintain service testing for local farms for unique and newly developed health assays.
Related Mission Area	Overall

Strategies

Encourage faculty to participate in outreach efforts.
Implement expenditure recovery measures to support the service and testing initiative.

Assessment Method

Using departmental records, the reactions and feedback of owners and/or veterinarians to specific animal/disease problems will be monitored.

Actual Results

Data Tables

Year 1

In year one of the reporting period, Veterinary Science faculty held an annual short course in January and presented monthly UKVDL seminars to area veterinarians, horse farm owners, and industry participants. Additionally, 43 seminars were presented by members of the VSC faculty to veterinarians, and interested industry participants. Many of these seminars were eligible for continuing education credit for veterinarians.

Year 2

Over the past year, a breeders' short course was held to deliver up-to-date information to veterinarians, horse owners and managers. There was also a problem with nocardiform placentitis affecting several farms and meetings were held with local and regional veterinarians to disseminate the information and formulate a plan to combat the problem. Another problem encountered last year was a respiratory illness in weanlings that affected several local farms. Faculty visited the affected farms and money was set aside from a departmental emerging diseases fund to study the problem and attempt to determine a cause.

Year 3

Fortunately, there were no disease outbreaks or epidemics in 2011/2012. However, enhanced public perception of the Gluck Center resulting from the Center's response to the problems with nocardiform placentitis and weanling respiratory illness in 2010/2011 helped to improve the department's relationship with local horse farm owners and veterinarians.

Year 4

Year 5

Analysis of Results and Reflection	Improvement Actions
<p>Year 1</p> <p>Regular correspondence with horse owners, horse breeders, and veterinarians have expanded using both traditional print media and new electronic media. Examples of electronic media include the monthly Bluegrass Equine Digest newsletter and Facebook. The department's presentation of numerous informational seminars and meetings during 2009/2010, effectively improved relationships with veterinarians, horse farm owners and managers, and other stakeholders. Discussions ensued regarding hiring a full-time extension faculty member.</p>	<p>The department will continue to provide basic and applied biomedical information on emergent health issues, health priorities, and health risks to horse owners, horse breeders, and veterinarians, nationally and internationally. The department will also continue to develop communication channels through electronic media, public presentations, and conventional media outlets. The hiring of a full-time extension specialist will be explored further.</p>
<p>Year 2</p> <p>Faculty have responded to the needs of the industry in an efficient and timely manner, which has served to improve farm owners, farm managers, and veterinarians perception of the Gluck Center and improve relationships. Conventional media, as well as new methods such as electronic newsletters and Facebook, continue to serve as a source for disseminating important information. In year two, budget constraints prevented the hiring of a full-time extension faculty member.</p>	<p>The VSC department will continue to present timely, educational seminars, short courses, and programs to veterinarians, farm owners, and farm managers. The department will also explore new methods of informing the public about potential problems and cutting edge research. The department continues to investigate ways to fund a full-time extension faculty position.</p>
<p>Year 3</p> <p>The Veterinary Science Department's numerous efforts to disseminate information via publications, presentations, hosting meetings, distributing newsletters, and e-newsletters have helped to improve the public perception of the Gluck Center. Our timely response to last year's problems with nocardioform placentitis and weanling respiratory illness has also served to improve relations with the local equine community. In 2011/2012, discussions continued regarding hiring a full-time extension faculty member, however, two impending budget cuts prevent this initiative from moving forward.</p>	<p>The department will continue its efforts to cultivate relationships with local owners, breeders, and veterinarians through hosting short-courses, showcases, meetings, and seminars, as well as responding to equine health crises in a timely and efficient manner.</p>
<p>Year 4</p>	
<p>Year 5</p>	

Department of Veterinary Science
MH Gluck Equine Research Center
Strategic Plan
2009-2014

Mission Statement

The mission of the department is to address short-term and long-term equine health and well-being problems of the Commonwealth of Kentucky through innovative, focused and interdisciplinary programs of excellence in comparative biomedical research, public service and education.

Vision Statement

The Gluck Equine Research Center strives to be an international leader in equine research as well as provide the equine industry and veterinary community with information to improve health and well-being. We also strive to educate the next generation of researchers through our graduate program.

Goal 1: Prepare Graduate Students for Leading Roles in an Innovation-driven Economy and Global Society. Preamble:

One of the major activities of this department is graduate education of students about problems that threaten the health and well-being of the horse and the methods used to understand and solve them. Success requires a cadre of talented students and a program that challenges the students to use appropriate and effective methods to solve problems.

Objective 1: Recruit and retain high caliber graduate students.

Objective 2: Provide high quality graduate education in veterinary sciences.

Significant Challenges

- 1) Recruitment of talented graduate students is competitive.
- 2) Funding for Student stipends is limited.
- 3) Funding the research infrastructure for students is challenging.

Strategies

- 1) Maintain competitive student stipends.
- 2) Aggressively pursue funding for student stipends from diverse sources.
- 3) Maintain graduate student stipends at levels that are competitive with our benchmark programs.
- 4) Aggressively seek support for research infrastructure in the department.

Key Indicators

- 1) Enrollment maintained at an average of no less than 1 graduate student or post-doc per faculty FTE.
- 2) Average time to PhD maintained at 5 years.

- 3) Increasing the number of funded fellowships for the Veterinary Science Department.
- 4) Production of an average of one abstract per year and authorship of 0.5 manuscript per year per graduate student.

Goal 2: Promote Research and Creative Work to Increase the Intellectual, Social and Economic Capital of Kentucky and the World Beyond.

Preamble: The Horse Industry is a signature industry for the Commonwealth of Kentucky. Activities of the Veterinary Science Department contribute to the success of that industry by providing solutions to problems that threaten the health and well-being of the horse. The Gluck Equine Research Center is world renowned for equine veterinary research. The scientists in this program are expected to provide leadership in anticipating, addressing and solving health problems of horses.

Objective 1: Develop infrastructure that makes possible the effective research befitting a world class institution.

Objective 2: Make discoveries that benefit the health and well-being of horses as well as the horse industry and the Commonwealth of Kentucky.

Objective 3: Communicate basic research to the scientific community and promote the practical application of those discoveries to the equine industry and veterinary profession.

Significant Challenges

- 1) Funding for equine health research is limited relative to the number of problems.
- 2) The escalating cost of new equipment limits ability to apply contemporary technical approaches.
- 3) Adequate animal housing and care costs are increasing while funds available for these expenditures are limited.

Strategies

- 1) Successfully compete for extramural research funds by using local resources to generate preliminary results that will encourage extramural funding.
- 2) Timely publication of research results in highly regarded journals demonstrates productivity and encourages funding agencies to provide support.
- 3) Ensure that research programs have access to the most current technologies and equipment.
- 4) Prioritize development of research facilities, beginning with infectious disease isolation units (BL2) and maintenance of experimental animal facilities.
- 5) Host meetings of scientists and veterinarians to address specific health

- problems of horses.
- 6) Promote applications of discoveries through reports in popular press and patenting.

Key Indicators

- 1) Maintain current level of applications for extramural support from agencies with funding targeted at equine research.
- 2) Maintain current level of applications for federal research grants when applicable to horses.
- 3) Have each faculty with more than 50% research DOE apply for at least one extramural grant per year.
- 4) Refereed publications maintained at an average of no less than 3 per year per research faculty FTE.
- 5) Host one regional, national or international scientific meeting per year on a topic of equine health.
- 6) Faculty members from the Gluck Center should present an average of at least one abstract or lecture at a regional, national or international scientific or professional meeting annually.
- 7) Maintain an average of one publication per faculty FTE in popular press per year.
- 8) Maintain at least one intellectual property application per year.

Goal 3: Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.

Preamble: Success of the department depends on the quality of personnel. High caliber scientists, including faculty, post-docs and graduate students are needed to characterize problems and effectively find solutions. Furthermore, strong and motivated staff support is necessary to perform excellent research. High morale is a result of personnel working well together and encouraging growth and creativity.

Objective 1: Recruit and retain highly qualified faculty, postdoctoral fellows and other senior scientists.

Objective 2: Hire and retain highly qualified staff.

Objective 3: Maintain high morale among employees at the Veterinary Science Department.

Significant Challenges

- 1) Absence of salary increases in 2008, 2009 and 2010.
- 2) Overall budget cuts
- 3) Competition with other academic institutions and private industry for employees.

- 4) Freezing of 3 faculty positions.
- 5) A generational shift among faculty members within the next 5-10 years.

Strategies

- 1) Advertise widely and access personal networks to find talented scientists and staff for open positions.
- 2) Make strategic hiring decisions to recruit entry level faculty.
- 3) Provide effective administration and a clear channel for addressing personnel problems.

Key Indicators

- 1) Success in recruiting high caliber faculty for endowed professorships.
- 2) Open and fill the three frozen faculty positions with entry level faculty.
- 3) Success in recruiting qualified staff for open positions.
- 4) Retention of scientists and staff 5 years beyond their initial hire where appropriate.

Goal 4: Promote Diversity and Inclusion

Preamble: Diversity of faculty, students and staff is key to having a successful program. Diversity allows each person to bring a unique understanding to addressing questions. Our diversity comes from a variety of factors including differences in gender, ethnic background, social and education experiences. We value diversity as a contributor to our missions and inclusion of a diverse employee base will make us more successful.

Objective 1: Maintain diversity of gender, ethnic, social backgrounds of employees.

Significant Challenges

- 1) Individuals may, knowingly or unknowingly, make choices that limit diversity.
- 2) Lack of availability of a diverse pool of applicants.

Strategies

- 1) Open positions will be advertised widely with a clearly stated commitment to diversity.
- 2) At the conclusion of a hire, the process will be assessed to determine whether or not there was an appropriate appreciation of the importance of diversity.

Key Indicators

- 1) Increase diversity of faculty, staff and students with respect to gender, racial and social backgrounds.

Goal 5: Improve Quality of Life of Kentuckians through Engagement, Outreach and Service

Preamble: The Veterinary Science Department is a beacon for health information on the horse and provision of a variety of services to help make the Kentucky horses industry a world leader.

Objectives 1: Provide general information to horse owners, horse caretakers, and veterinarians that help them to raise, sell, and race the best horses in the world.

Objective 2: Provide information on specific problems to aid veterinarians, horse caretakers and horse owners.

Significant Challenges

- 1) The full time extension faculty position in the Department of Veterinary Science is frozen.
- 2) Costs of services currently not recovered by the department.

Strategies

- 1) Open position and hire extension faculty member.
- 2) Conduct or co-sponsor at least two conferences a year on horse health for horse professionals.
- 2) Provide experts to speak and serve on panels at public meetings on horse health and well-being.
- 3) Continue to provide services through testing for genetics, infectious diseases, and toxicology in connection with ongoing research programs.
- 5) Implement expenditure recovery measures to defray costs of services.

Key Indicators

- 1) Hire a full time equine extension faculty member.
- 2) Conduct two meetings a year.
- 3) Participation of a majority of faculty as speakers, panelists and authors on lay articles on equine health.
- 4) Maintenance of service testing for local farms for unique and newly developed health assays.