**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.

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| 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

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.

Improvement Actions

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.

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
**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**

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

- **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.
- **CLD Metric 2.2** Increase the number of external grant and contract awards, on a three-year rolling average, by 3% per year.
- **CLD Metric 2.3** Increase the total amount of external grant and contract awards, on a three-year rolling average, by 20%.
- **CLD Metric 2.4** Replicate the 2009 Kentucky Communities Survey.

**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**

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**
Descriptive Results

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 Communities 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

Year 1

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.

Year 2

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.

Year 3

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.

Year 4

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.

Year 5

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.

Improvement Actions

Year 1

1. The department will monitor the number of refereed journal publications, books, and book chapters produced annually within the department.  
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.

Year 2

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.

Year 3

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.
Unit Objective
CLD Objective 3: Develop the Human and Physical Resources to Achieve Top 20 Stature

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

Related Mission Area
UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.

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. Expeditiously 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
Descriptive Results

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

### 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.

### 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.

### 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.

### Year 4

### Year 5

## Improvement Actions

### Year 1

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. 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. 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.
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<td>Target 1890 land grant universities for recruitment of students and faculty.</td>
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**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**
Descriptive Results

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.

**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.

**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**
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<td>CLD Metric 5.1: Increase the three-year running average of number of Extension/engagement grant proposals funded by 25%</td>
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<td>CLD Metric 5.2: Maintain the three-year running average in total amount of grant funding for Extension/Engagement</td>
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**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**
Descriptive Results

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Improvement Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Year 2**

1. Despite the diligent 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**