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
FAM Goal 1. Prepare Students for Leadership
Family Sciences Metric 1.1 Reduce the student/faculty ratio to an average of 30:1 in each upper division undergraduate class.
Family Sciences Metric 1.2 Increase number of students who have a GPA of 2.5 or higher.
Family Sciences Metric 1.3 Fill vacant faculty lines.
Family Sciences Metric 1.4 Increase number of doctoral degrees awarded to 5 each year, based on a 3 year rolling average.
Family Sciences Metric 1.5 Provide opportunities for students to participate in collecting and reporting research data at conferences and in publications.

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 Research, Planning and Effectiveness (http://www.uky.edu/IRPE/). We will obtain 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 who complete practicum, and (2) the number of students who present research 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 - 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

Year 1
We believe that we are making progress associated with preparation of students. 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%).

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.

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.

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.

Year 2
We believe that we are continuing to make progress associated with preparation of students. 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%).

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.

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.

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 baseline.

Improvement Actions

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.

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. Since baseline, we have promoted one faculty member and successfully recruited a tenured Professor (he will begin his position in Year 3).

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.
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
FAM Goal 2. Promote Research
Family Sciences Metric 2.1 Sustain extramural funding of at least $200,000 per year, on a rolling 3 year average.
Family Sciences Metric 2.2 Increase scholarship in appropriate high quality outlets.
Family Sciences Metric 2.3 Provide Assistant Professors more time (e.g., course release) to work on scholarship.
Family Sciences Metric 2.4 Have more tenured than untenured faculty with research DOE.
Family Sciences Metric 2.5 Increase Faculty Research FTE
Family Sciences Metric 2.6 Provide incentives for tenured faculty to submit grant proposals.
Family Sciences Metric 2.7 Aggressively retain tenured faculty or advanced Assistant Professors.

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
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.
Descriptive Results

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 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 - 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/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

**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

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<th>Improvement Actions</th>
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<tr>
<td>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.</td>
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<td>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, 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.</td>
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<td>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</td>
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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.
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<tr>
<th>Unit Objective</th>
<th>FAM Objective 3 Develop Human &amp; Physical Resources to Obtain Top 20 Status</th>
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<tr>
<td>Related Goals/Metrics</td>
<td>FAM Goal 3 Develop the Human and Physical Resource</td>
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<tr>
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<td>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).</td>
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<td>Family Sciences Metric 3.2 Sustain extramural funding of at least $200,000 per year.</td>
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<td>Family Sciences Metric 3.3 Have more tenured than untenured faculty with research DOE.</td>
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<td>Family Sciences Metric 3.4 Increase faculty research DOE.</td>
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<td>Family Sciences Metric 3.5 Reduce the ratio of student credit hours/major.</td>
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<tr>
<td>UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.</td>
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<tr>
<th>Related Mission Area</th>
<th>Overall</th>
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<tr>
<td>Strategies</td>
<td>Reduce the number of student credit hours, providing faculty with increased time to focus on scholarly activities</td>
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<td>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</td>
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<td>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</td>
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| 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. |

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<tr>
<th>Actual Results</th>
<th>Data Tables</th>
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<tr>
<td>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</td>
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</table>
Descriptive Results

Year 1

1. Recruit at lease 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 lease 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 lease 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
---|---
**Year 1**
Faculty recruitment efforts were stagnant which influenced other objectives (e.g., publications, research FTE). Five faculty vacancies remained.

Research FTE, associated with faculty vacancies, declined from baseline to Year 1: from 3.98 to 2.63.

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.

**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.

**Year 2**
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.

Research FTE, associated with faculty vacancies, declined from baseline to Year 2: from 3.98 to 2.71 (a slight improvement from Year 1).

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.

**Year 3**
Our efforts to recruit a tenured professor were successful and our new colleague has made important contributions to scholarship, graduate education, and mentoring.

Research FTE improved from year 2, but remains lower than baseline.

Despite reduced research FTE, the Department exceeded the goals associated with extramural funding and publishing.

**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.

**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.
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
Ag Goal 4 Promote Diversity and Inclusion
FAM Goal 4 Promote Diversity
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.
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.
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.
UK Goal 4. Promote Diversity and Inclusion
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.
Descriptive Results

**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

**Year 1**
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.

**Year 2**
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.

**Year 3**
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.

**Year 4**

**Year 5**

<table>
<thead>
<tr>
<th>Improvement Actions</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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Unit Objective
Related Goals/Metrics

FAM Objective 5 Improve Quality of Life for Kentuckians
FAM Goal 5. Improve the Quality of Life
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 ... 
Family Sciences Metric 5.2 Increase, the number of students conducting research and/or practicum/internship experiences in community programs outside of the university.
Family Sciences Metric 5.3 Increase Extension Grants
Family Sciences Metric 5.4 Contribute to sustaining total College of Agriculture Cooperative Extension Service contacts.

UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.

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.
**Descriptive Results**

**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**

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<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Year 2**

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 sources is consistent with the Year 1 Action Plan.

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.

**Year 3**

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 programing 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.

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.

**Year 4**

**Year 5**