

2023 Periodic Program Review
Department of Agricultural Economics
University of Kentucky

Self-Study

March 2023

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1 OVERVIEW

The Department of Agricultural Economics is one of 14 academic departments in the College of Agriculture, Food, and Environment (CAFE) at the University of Kentucky (UK). It has existed (in various forms) since 1914 and has a long history of serving agricultural producers and rural communities across the state. The Department is the state's primary source of research and extension programming related to the economics of agriculture and rural communities. It is also the primary source of undergraduate instruction in agricultural economics and the only source of graduate instruction in agricultural economics in the state.

1.1 Mission Statement

The mission statement of the University of Kentucky is as follows:

The University of Kentucky is a public, land-grant university dedicated to improving people's lives through excellence in education, research and creative work, service and health care. As Kentucky's flagship institution, the university plays a critical leadership role by promoting diversity, inclusion, economic development and human well-being.

The University of Kentucky:

- Facilitates learning, informed by scholarship and research.
- Expands knowledge through research, scholarship and creative activity.
- Serves a global community by disseminating, sharing and applying knowledge.

The University, as the flagship institution, plays a critical leadership role for the Commonwealth by contributing to the economic development and quality of life within Kentucky's borders and beyond. The University nurtures a diverse community characterized by fairness and equal opportunity.

The mission statement of the College of Agriculture, Food and Environment is:

The College of Agriculture, Food and Environment **serves the people** of the Commonwealth and across the world through education, outreach, service, and research by finding solutions to improve lives today and creating a sustainable future. We do this by:

- educating current and future leaders;
- producing and disseminating knowledge through creative research and discovery; and
- promoting lifelong learning and strengthening Kentucky communities through applied knowledge.

The Department's mission is fully aligned with those of the College and University.

1.2 Strategic Plan

The Department does not have its own strategic plan but rather strives to support the [CAFE's strategic plan](#). The Department has developed a shared vision of our research focus areas for the

future (discussed further in section IV of this document). This shared vision informs both how we define needs for future research faculty positions and graduate student admission decisions. Similarly, the extension faculty created a vision/priorities document in May of 2017. Though that document has not been updated in recent years, it remains, for the most part, an accurate description of departmental vision/priorities for serving the extension needs of the state. The departmental Graduate Program and Research Committee is currently working on a strategic vision and implementation plan for the Department's graduate programs. The departmental Undergraduate Program Committee intends to review our undergraduate curricula and propose modifications after receiving the findings from this periodic review.

1.3 Recommendations and Changes from the 2016 Periodic Review

The recommendations from the most recent (October 2016) periodic review and actions taken by the Department in response to those recommendations are found below.

1. Keep the Academic Coordinator position and clarify responsibilities, specifically to include: advising freshman and transfer students; developing advising materials with course sequencing information; and developing and implementing clear undergraduate academic requirements, mentorship and expectations.

- Maintaining our levels of freshman intake remains a strategic goal. For fall 2022 we had 22 new 1st year students and 9 transfer students.
- Our relatively new core-curriculum class for first-year students (AEC 110) continues to have strong enrollment (35 students in fall 2022). The course serves partly as a recruiting tool but also provides our freshmen an early within-major course.
- Ms. Susan Skees (Undergraduate Academic Coordinator) and Dr. Roger Brown (Director of Undergraduate Studies) are effective advising mentors for the other faculty advisors.

2. Hire a director of experiential student learning who is responsible for internships, education abroad, student clubs, quiz bowl and other activities.

- Hiring another staff member is not feasible with current resources. We have reassigned some of the undergraduate experiential learning responsibilities to a newly hired Academic Coordinator who has primary responsibilities for the graduate program but will also assist with the undergraduate program.
- Ms. Skees and Dr. Brown also continue to support and direct undergraduate experiential learning efforts.
- Ms. Skees is encouraging employers to provide internship opportunities for students. COVID-19 reduced the number of internship opportunities available for the summer of 2021 (though 28 students were still able to participate in internships) and all departmental education abroad courses were cancelled. Dr. Tim Woods continues to advise the Agribusiness Club (in partnership with Ms. Skees) and the case study team. Dr. Shuoli Zhao is the faculty advisor to the quiz bowl team with assistance from a graduate student.
- The Department's "Undergraduate Student Opportunity Fund" attempts to address some of the financial limitations that prevent students from taking advantage of various professional development opportunities, including (but not limited to) internships and education abroad.

3. Allocate adequate DOE time (currently 15%) for the Director of Graduate Studies (DGS) to develop and implement clear graduate academic requirements, mentorship and expectations.

- The DGS and Director of Undergraduate Studies (DUS) have each received, and will continue to receive, the recommended 15% administrative DOE.

4. Develop and implement a development funding plan to enhance student success and faculty professional activities.

- A philanthropy fund has been established to leverage the initial gift that established the Undergraduate Student Opportunity Fund.
- The Department recently received a gift of approximately \$3 million that will be used to establish an endowment to support student and faculty international professional development.
- A quarterly Department of Agricultural Economics newsletter, begun in 2019, is being distributed via email to alumni and friends of the Department.

5. Develop a formal mentorship program that provides direction for junior faculty to promote collegiality, quality scholarly productivity and retention.

- All junior faculty members are supposed to meet with their mentoring committee at least twice each year. Beyond annual performance evaluations, each junior faculty member undergoes two-year and four-year evaluations focused on progress toward promotion.

6. Increase opportunities for graduate students to obtain research assistantships through organized grant funding. Develop clear expectations and follow-up for research engagement and publication, as related to graduate student performance.

- Approximately 20-25% of total graduate student stipend and tuition expenditures are funded directly by grants. Roughly the same percentage is funded from faculty salaries released using grants. The remainder is funded from the Department's budget (primarily federal Hatch funds). Section VIII of this document provides more information on departmental external funding through the review period.
- Journal publications and conference presentations by graduate students remain at a desirable level. The Department has been able to provide funding for graduate students to present their work at professional meetings.
- Assistantship levels have been increased to be more competitive.

7. Develop a strategic hiring plan for future hires that includes program focus and emerging research priorities (e.g. policy).

- Early in the review period, the faculty decided that the Department needed to hire by building on strategically identified areas of strength rather than simply by filling sub-disciplinary holes. As a result, the faculty identified the following as priorities for future research hires: 1) regional economics/community development; 2) agricultural resource/production economics; 3) marketing/consumer demand.
- Two research/teaching faculty positions were filled effective July 2020. These positions, in the areas of production economics and marketing/consumer demand economics, replaced two retirements. As this is being written, the Department is conducting a search for a new research/teaching position in regional economics/community development.

8. Develop a strategic extension plan to address the ever-changing rural communities and Kentucky agriculture, including programs and personnel (e.g. farm finance, ag law, policy, natural resources, sustainability).

- While perhaps not quite a “strategic extension plan,” the extension faculty in 2017 did develop a set of “talking points and actionable items” as part of the process of hiring a new Chair. Extension priorities and coordination of effort are discussed at regularly scheduled monthly extension faculty meetings. A recent point of emphasis has been the need for more graduate student training in, and experience with, extension programming.
- A graduate student representative now regularly attends extension faculty meetings and graduate students are encouraged to participate in various extension activities such as our Lenders’ conferences and Economic Subject Matter in-service trainings for county agents.
- Extension faculty meet regularly (two or three times each year) with the Agricultural Economics and Community Development Committee of the Kentucky Association of County Agricultural Agents to learn about emerging issues and plan extension programming. With the onset of the COVID-19 pandemic those meetings occurred monthly via video conferencing.

9. Hire an Extension Associate to enhance extension programming and allow for the reduction of teaching demands on specialists.

- Some extension faculty members hire Extension Associates from external funds. The Department does not currently fund any Extension Associates but does fund an M.S. level Farm Management Specialist who provides extensive extension programming.
- A typical teaching appointment for an extension faculty member is 10%, i.e., one course per year, which does not seem excessive. The extension faculty create outstanding benefits for students and connections within the agriculture community through their teaching. Reducing teaching demands would eliminate those benefits and create deeper mission-specific divisions among faculty.

10. Analyze the current staffing responsibilities before developing a staff hiring plan to accommodate current needs. Future hires are inevitable to keep AEC running smoothly.

- The Department lost two staff positions during the COVID budget cut. Additional budgeted funding for staff positions seems highly unlikely. The Department has instead focused on providing support and training for our existing staff. Student workers also help reduce some of the workload on staff.
- Technological advances and shifting university priorities have led to a reduced need for staff to perform clerical duties or provide administrative assistance. At the same time, greater needs now exist for staff to perform duties related to business management, information technology, communication, and academic coordination.
- Two off-budget (i.e., paid from salary savings generated by grants), time-limited, business office staff positions have recently been filled.
- To recruit and retain quality staff, several positions have been reclassified (upgraded). No additional funding has been received to support these reclassifications, so the additional cost has been taken from recurring operating funds.

1.4 Self-Study Process

Planning for the periodic review and the creation of this self-study document began in the summer of 2022 when the college's Office of Faculty Resources, Planning, and Assessment (OFRPA) met with the review team Chair, Dr. Michael Montross, and the AEC Chair to describe the process. An ad-hoc departmental self-study committee consisting of the Chair, DUS, DGS, the Extension Coordinator, and Dr. Kenny Burdine provided names of potential review team members. After review by the college administration, the actual review team members were finalized by the OFRPA.

Following guidelines provided by the OFRPA, the departmental self-study committee created an initial draft of this self-study document. The draft was reviewed by departmental faculty and staff and then revised based on the feedback received.

2 DEGREE PROGRAMS

2.1 Undergraduate

Student and Employer Demand

Regional Distinction. Any student who gains admission to the University has access to the agricultural economics major. This is the only such degree offered in Kentucky; regional universities offer a major in agriculture that typically includes an agribusiness concentration. Each structure has advantages, and the advantage of UK's structure is a larger course offering that allows for a deeper understanding of the agricultural economics discipline.

Enrollments (Majors). Over the past six years, we have averaged 181 students pursuing a BS in agricultural economics (major). This average is significantly lower (-30%) than the previous six-year period (2011-2016) when the average number of students in our major was 261. That decline is likely due in part because of lower enrollments university-wide (-12%) during the pandemic (2020 and 2021). Other reasons include: a) increased retention efforts by the College of Business and Economics; and b) the introduction of other CAFE degree programs that have economics/business emphases. Examples include a relatively new CAFE major in Consumer Economics and Family Financial Counseling (in the Department of Family Sciences) and CAFE majors that offer economics/business areas of emphasis (e.g., Agricultural Ecosystem Sciences, Food Science, and Equine Science and Management).

A challenge in evaluating our enrollment numbers is that we have a significant number of students who enroll in our major because they don't meet the qualifications to be admitted to a desired major in the College of Business and Economics. Some of those students eventually graduate from our program but many are simply using our major as a "parking lot" until they can be admitted to the College of Business and Economics. This is a burden on department resources (as we effectively end up advising students for the College of Business and Economics). Perhaps more importantly, it causes us to perform poorly on many of the metrics (e.g., retention) used to allocate funding under the university's performance-based budgeting model.

Table 1. AEC Undergraduate Majors and Minors

Academic Year	Majors	Minors
F17/S18	215	44
F18/S19	174	53
F19/S20	187	69
F20/S21	199	80
F21/S22	166	59
F22/S23	147	54

Enrollments (Minor). Except for a recent decline that is likely due to the pandemic (2021-2022), a growing number of students in other majors are pursuing a minor in agricultural economics. Over the past six years, the average annual number of students has been 60. One-third (33%) of these students are pursuing an Equine Science and Management degree. Other minors in agricultural economics come from the following degree programs: Career and Technical Education (16%), Animal Science (15%), Ag Individualized Curriculum (9%), Business Administration (6%), Community and Leadership Development (6%), and other CAFE degrees (9%).

Individual Course Enrollments (Other Majors). The demand for individual AEC courses increasingly goes beyond just those students who are pursuing an AEC major or AEC minor. Through agreements with our department, other degree programs, mostly housed in CAFE, increasingly identify AEC courses as “core” or “elective” course options in their programs. This leads to complex enrollment diversity in some AEC courses. For instance, AEC majors recently comprised just 10% of enrollments in AEC 312, 22% of enrollments in AEC 302, and 23% of enrollments in AEC 305 (see table 2 for course titles), the latter two courses being “core” courses for AEC majors. Other courses with high non-major enrollments include AEC 324, 325, 326, 340, and 445G. The diverse disciplinary perspectives are welcome, but they also create complex demands for instructors that face broader student expectations, interests, and preparation. This situation can also create budget challenges for our department as more and more AEC courses essentially become service courses for students in other majors. Historically, that challenge has been addressed by adding AEC faculty lines having split/dual program teaching and sometimes research obligations. But more recently, additional course sections have been covered using part-time instructors for which we receive no budgeted funds. Part-time instructors are paid using funds from faculty salary released by grants. Finally, having so many other programs utilize our courses creates curriculum improvement challenges for us. For instance, we recently wanted to add an Excel course as a prerequisite for AEC 302. That would benefit AEC majors, but we had to abandon the idea because that change would have made the course inaccessible to the other programs that list the course as a requirement or elective option.

Table 2. Current AEC Undergraduate Courses

Course Number	Course Title	Course Application	Hours
AEC 110	Current Issues in Agricultural Economics	UK core	3
AEC 300*	Competition Team	AEC elective	1
AEC 300*	Rural Spatial Economics	AEC elective	3

AEC 300*	Food Supply Chain Management	AEC elective	3
AEC 301	Career Readiness for Agricultural Economics	AEC core	1
AEC 302	Agricultural Management Principles	AEC core	4
AEC 303	Microeconomic Concepts in Agricultural Economics	AEC core	3
AEC 305	Food and Agricultural Marketing Principles	AEC core	3
AEC 306	Technical Communication in Economics	AEC core	3
AEC 309	International Agricultural Food Needs and US Trade in Agricultural Products	AEC elective	3
AEC 311	Livestock/Meat Marketing	AEC elective	3
AEC 312	Equine Markets	Service course for Equine Science and Management major	3
AEC 314	Grain Marketing (will replace AEC 321 starting fall 2023)	AEC elective	3
AEC 320	Agricultural Product Marketing and Sales	AEC elective	3
AEC 321	Agricultural Futures Markets (will be replaced by AEC 321)	AEC elective	3
AEC 324	Agricultural Law	AEC elective	3
AEC 325	Equine Law	Service course for Equine Science and Management major	3
AEC 326	Environmental Law	Service course for Natural Resource and Environmental Science major	3
AEC 340	Human Resource Management in Agriculture	AEC elective	3
AEC 422	Agribusiness Management	AEC capstone for Agribusiness Management and Food Marketing track	3
AEC 441G	Agricultural Financial Management	AEC elective	3
AEC 445G	Resource and Environmental Economics	AEC elective and service course for Natural Resource and Environmental Science major	3
AEC 490	Applied Data Analysis	AEC capstone for Agricultural Economics track	3
AEC 532	Agricultural and Food Policy	AEC elective	3

*Section numbers vary by semester.

Three Tracks. The undergraduate degree program has three tracks: (1) Agribusiness Management and Food Marketing, (2) Agricultural Economics, and (3) Advanced Studies. The last track was introduced in 2019. Since that time, most students (80%) chose the Agribusiness track. Students in this track complete all the requirements for a minor in the College of Business and Economics. A smaller share (18%) chose the Agricultural Economics track, with many of these students electing to complete

minors in other areas, including political science, foreign language, or a minor within the College of Agriculture, Food, and Environment. Only a fraction of students (2%) chose the Advanced Studies track which requires completion of Calculus I. That track is otherwise the most flexible and makes it easier for students, if desired, to complete a double major (e.g., from the College of Business and Economics) or enroll in the University Scholars Program (USP). The USP aligns particularly well with the UK Honors College requirements which very few of our students (2% - 4%) complete.

University Scholars Program. The USP allows qualifying undergrad students to enroll early in select graduate programs and apply up to 12 credit hours of graduate coursework towards their undergraduate degree. To apply, students must have a 3.5 GPA in their major and a 3.2 GPA overall. Our students currently have three USP graduate program options: 1) agricultural economics, 2) public administration, or 3) diplomacy and international commerce. The number of our student entering the USP has increased recently. The current number is about three or four students per year. About five times that number generally qualify.

Student Recruitment. Recruitment of freshmen students into our program mainly occurs through events organized by the College, through the efforts of student Ag Ambassadors who visit high schools, and by word of mouth. Recruitment efforts have been mostly unchanged from previous periods. From 2017 to 2022, we recruited on average 30 freshmen students per year. However, these students comprised relatively few (17%) of our total annual enrollments during that time. Even after university-wide attrition (i.e., a loss of 20% by 3rd Fall) and transfer from our major (very small), the number of senior-level students (57 students) is about double the typical number of entering freshmen students. The large additional influx of students to our major consists primarily of transfer students from community colleges and UK students who switch to an agricultural economics major from other degree programs (e.g., the College of Business and Economics which has a minimum GPA requirement for admission or the College of Engineering).

Student Preferences. The Agribusiness track is the most popular (80%) track, partly because it attracts transfer students from the College of Business and Economics and requires completion of the requirements for a minor in the College of Business and Economics (12 credits). The Agricultural Economics track attracts students for three main reasons: 1) they transfer into the program with a significant number of elective hours that can count towards the major and doing the business minor would delay graduation, 2) they choose a minor that complements hopeful career options, or 3) they just prefer agricultural economics courses over the business minor courses. The Advanced Studies track appeals disproportionately to our freshman cohort that tends to include relatively more academically prepared students with strong interests in the major. The Advanced Studies option also appeals to students in the Honors College who want a flexible track through our major that allows them to pursue additional majors more easily. Transfer students from the College of Engineering have also been attracted to the Advanced Studies track.

Composition of Student Enrollment and Recent Graduates

High School Preparation. The level of preparedness of students enrolled in our program has increased slightly over the past six years as compared to the four previous years as measured by average weighted high school GPAs (+1.4%), average ACT scores (+1.7%), and average SAT scores (+3.7%).

Gender Composition. Over the past six years (2017-2022), the gender composition of students enrolled in our program has remained essentially constant, ranging between 28% and 32% female and between 68% and 72% male.

Racial Composition. Over the past six years (2017-2022), the racial composition of students enrolled in our program (82.4% = “White”) has been on average slightly more diverse than the state as a whole (83.5% “White alone, not Hispanic or Latino”). However, over that time, the percentage of underrepresented minority (URM) students has decreased from 20% URM students in 2017 to 14% in 2022.

Preparation Support. All students enrolled in our program receive major specific (i.e., agricultural economics) academic advising before enrolling at UK and before each semester. We enroll all our freshmen students in AEC 110 during their fall semester to help build cohort unity. That course is a UK Core course (social science area) and introduces students to the diversity and key concepts within agricultural economics. We require students to earn a “C” or better in their microeconomics principles course (i.e., ECO 201). This is a prerequisite for all courses in our program except for AEC 110. The requirement, in part, helps to guard against students advancing in the major without first meeting early and minimal success criteria. Students that cannot meet this standard are assisted with finding another major.

Curriculum Development

Course Scheduling. Most undergraduate course sections contain 15 to 45 students; class sizes are not a major concern. The AEC major has six required “core” courses: AEC 301, AEC 302, AEC 303, AEC 305, AEC 306, and a capstone course of either AEC 422 or AEC 490 (depending on the track). We have learned that we must offer at least one section of every core course both semesters (i.e., fall and spring) to avoid student scheduling or time-to-degree problems. Students generally have a broad choice of AEC elective courses of which they must complete 12 credit hours (9 at the 300+ level and 3 at the 400+ level). Over a recent five-year period (2017 – 2022), we offered annually on average 15 three-hour elective courses at the 300 level and 13 three-hour elective courses at the 400 and 500 levels. This number of elective options is generally sufficient, though some popular options (e.g., law-related courses at the 300 level and Agricultural Financial Management) have relatively large enrollments. We currently offer no courses in the summer other than for internships (AEC 399) and occasionally study abroad (e.g., AEC 396) and independent research (AEC 395).

Course Sequencing. Progression through the AEC major requires that students first earn a “C” or better in a calculus course (e.g., Business Calculus or Calculus I) and in a microeconomics principles course (ECO 201) before accessing any AEC 300+ level courses. To access any AEC 400+ level courses, students must earn a “C” or better in our AEC 303 course (intermediate level microeconomic theory). In 2016, we created a “Prerequisite Review Committee” to consider waivers to the calculus and microeconomics prerequisites based on a student’s performance on an exam that requires self-study of provided materials. Around five students have used this process to bypass the microeconomics prerequisite and no student has used it to bypass the calculus requirement. The faculty recently reconsidered these prerequisite requirements (which also apply to AEC minor students) and affirmed their reasonableness and value. In addition to ensuring a common base of proficiency in both microeconomic theory and calculus for upper-level courses, the prerequisites also help to ensure that

students do not reach their senior year only to face a calculus requirement that they cannot seem to satisfy. However, in these discussions, faculty also acknowledge that the prerequisites (especially Calculus) may not be relevant for some upper-level courses.

High Impact Practices—Successes. For many years (e.g., since at least 2015), we have incorporated seven so-called “High Impact Practices” (HIPs) into our program according to the list proposed by George Kuh (2008). All AEC majors must complete one of two *capstone courses* (AEC 422 and AEC 490) and a *writing-intensive course* (AEC 306). Many AEC courses (e.g., AEC 441G and AEC 422) have *collaborative assignments and projects* as key parts. Students must also complete at least one of the following: an *internship* (AEC 399), *undergraduate research* (AEC 395), or a *study abroad experience* (AEC 396). During the 2021-2022 academic year, we had [57 AEC students](#) engage in these academic enrichment experiences: internships (84%), independent research (12%), and study abroad (4%). We also host each fall an Undergraduate Symposium where students do poster presentations showcasing their internship, research, or study abroad experiences. Kuh might characterize our Symposium as a kind of *common intellectual experience*.

High Impact Practices—Additions. Since our last departmental review, we added two additional HIPs. We added a new freshman-level AEC course (AEC 110) that provides a common *first-year experience*. This course introduces AEC students to the major and to many AEC instructors (who provide lectures). The course helps unify our freshman cohort who would otherwise not generally enroll in any AEC courses (or meet other AEC students) until their sophomore year. The second HIP that we added was a *skill-intensive course* (AEC 490) which we redesigned to include more advanced uses of Microsoft Excel.

High Impact Practices—Challenges. While our Symposium might be considered a *common intellectual experience*, Kuh considers a common set of “core” courses to be a better example. However, as noted, the student population in many of our core courses consists mostly of students from other majors, greatly diminishing our “core” course sequence as a common intellectual experience. Prior to COVID, our faculty had initial discussions about making *e-portfolios* a more deliberate part of our students’ experience. That discussion should probably be revisited. Our faculty have not really considered other HIPs like *learning communities* (e.g., multiple courses linked together), *ethics-intensive courses*, or *service- or community-based learning*.

Opportunity Fund. A number of students’ internships, research, and study abroad activities are supported with funding from the [AEC Undergraduate Opportunity Fund](#). This is a recent (2018) addition to our program. It provides a terrific opportunity for our students who want financial help to pursue an individualized career-enhancing experience. The concept is also appealing to many of our donors. Since its inception (2018), we have provided more than \$70,000 to 40 AEC students (see inaugural [report](#)).

Student Success Measures and Outcomes

Degrees Conferred. Consistent with enrollment declines, the number of students earning a BS in Agricultural Economics annually has generally declined since the last review period. This is likely due, in part, to less restrictive requirements for students to be admitted to the College of Business and Economics.

Table 3. Undergraduate Degrees Awarded by Academic Year

Academic Year	Degrees
F15/S16	80
F16/S17	78
F17/S18	58
F18/S19	57
F19/S20	42
F20/S21	53

Student Retention. From 2010 to 2015, the average first-fall to first-spring retention rate for first-time freshmen entering our program was 95 percent, and for the subsequent five-year period it was 92 percent. Retention rates generally drop as the length of time considered increases. For the same two periods, the average first-to-second year retention rates are 80 percent and 79 percent, respectively. These rates are close to the retention rates for the college as a whole.

Time to Degree. Time to degree calculations for our program are measured inconsistently and have little value given that 83% of students who eventually become majors in our program do so as transfer students and not as first-year freshmen enrollees.

Job Placement. We don't have any hard data on job placements for our students, but anecdotally the placement rate seems very high. Some of our top students transition into graduate or professional schools upon graduation. For those who do not continue their education, almost all will have a job placement prior to graduation or shortly thereafter. In particular, those who have held internships while in school often end up taking positions with the same employer. A 2019 [article](#) in USA Today indicated that agricultural economics majors had the second lowest unemployment rate across all university majors.

Student Organizations. The Agribusiness Club (ABC) (co-directed by Ms. Susan Skees and Dr. Tim Woods) has served as the primary student organization serving undergraduate students who are seeking professional development and networking in the agribusiness industry. Club members consist primarily of agricultural economics majors, but also includes students from other majors (e.g., animal science, plant science, agricultural education, and equine science). Student teams, coached by Dr. Tim Woods, regularly participate in the Food Distribution Research Society case student competition and have been quite successful (2nd place 2016, 3rd place 2018, 4th place 2020, and 1st place 2021). A student team also won 1st place in the 2021-22 OSEKI International Sustainable Food Supply Chains case study competition. Our students are competitive in national (AAEA) and regional (SAEA) quiz bowl competitions. The quiz bowl team won the national (Agricultural and Applied Economics) quiz bowl competition in 2016, 2017, and 2018 and have recently organized themselves into an official university student organization.

Delivery of Instruction

In-Person Courses. Students in the AEC major and minor complete those programs having a mostly traditional, in-person experience. With two exceptions (noted below), all elective and required courses in those programs technically qualify as traditional or hybrid delivery, meaning that most interactions among students and instructors occur in-person. The pandemic engaged all our instructors in significant remote instruction, at least temporarily, and most instructors continue to utilize some of those technologies occasionally (e.g., a recorded or Zoom lecture when attending conferences) and/or in limited ways (e.g., for assignment submission).

Online Courses. Two core courses, however, are regularly offered 100% online: AEC 305 and AEC 306. The former course (AEC 305) is taught asynchronously online in both Fall and Spring semesters with an in-person section taught in the Fall semester only. When both versions of the course are offered, neither section generally fills more quickly than the other, indicating no global preference. The other course (AEC 306) is now only offered online mostly asynchronously (e.g., using recorded lecture videos) with six synchronous help sessions required via Zoom. That course lends itself well to fully online delivery given its learning objectives (i.e., an original economic analysis resulting in a 25-page term paper and video presentation), the smaller size of each section (i.e., 12 to 22 students), and the students' need for individualized instruction.

Delivery Mode Preferences. Anecdotally, our students express a preference for in-person instruction, but on their formal course evaluations they rate the quality of instruction in our two online courses essentially the same as our traditional, in-person courses. The average student rating for the quality of instruction in all courses in the Department over the past six years is 4.4 on a 5.0 scale while the ratings for AEC 305 and AEC 306 are 4.5 and 4.3, respectively. Before these courses were offered online, students expressed frustration with course scheduling (e.g., too many early morning and evening courses). Moving these courses online freed up some prime time (e.g., midday) for other courses and created some flexibility in students' schedules to accommodate those courses with fixed timing. Students seem to recognize and appreciate these benefits while still expressing a general preference for in-person instruction.

Kinds of Instructors. One student contact hour (SCH) equals one student enrolled for one credit hour for one semester. For example, 20 students enrolled in a three-credit hour course for one semester equals 60 SCHs (20 x 3 x 1). Table 4 contains the average percentage of student contact hours taught by different instructor classifications for the period 2017-2021. These percentages reflect only SCHs for AEC courses taught by AEC instructors. During a recent five-year period (2017 – 2022), 25 percent of all undergraduate student contact hours (SCHs) were delivered by part-time instructors. Another 27 percent was delivered by two faculty members with majority teaching appointments (Lecturer Series and Special Title). Graduate students delivered 4 percent of undergraduate SCHs. Regular Title and Extension Title faculty delivered both undergraduate and graduate SCHs. Regular Title faculty (i.e., those with majority research appointments) delivered 17 and 90 percent of undergraduate and graduate SCHs, respectively. Extension Title faculty delivered 27 and 8 percent of undergraduate and graduate SCHs, respectively. Over this time, undergraduate course instruction comprised an overwhelming share (93%) of all SCHs.

Table 4. Average Percentage of Student Contact Hours Taught by Instructor Classification, 2017-2021

Instructor Classification	Undergraduate	Graduate
Regular Title Series	17	90
Extension Title Series	27	8
Special Title Series	18	0
Lecturer	9	2
Part-time Instructor*	25	0
Graduate Student	4	0

*Part-time instructors include UK staff, some of whom have teaching included in their major job responsibilities, but most of whom do not and thus teach as an overload assignment. It also includes individuals whose primary employment is not at UK (e.g., local attorneys who teach the law courses).

Teaching Productivity. By university regulation ([AR 3:8.III.C.1](#) “Faculty Workload Policy Statement”), maximum faculty teaching loads are based on the number of course credit hours taught (i.e., number of courses) rather than the number of students taught (i.e., SCHs delivered). This means, in effect, that a course with five students generally has the same distribution of effort (DOE) time as a course with 35 students. The delivery of SCHs (an output) per unit of assigned DOE teaching time (an input) varied greatly by faculty type over a recent three-year period (2018 – 2021). During that time, as might be expected, the Regular Title faculty (who delivered 90% of all graduate SCHs) delivered 2.75 SCHs per 1% effort (i.e., 1% DOE). By comparison, for each 1% effort, Extension Title faculty on average delivered 6.08 SCHs, Lecturer Title faculty delivered 6.24 SCHs, and Special Title faculty delivered 10.21 SCHs. These measures have been adjusted for differences in AEC teaching DOEs and appointments (12-month versus 9-month) across faculty members. However, if pay rather than DOE teaching time is used as the input, the graduate students and part-time instructors are, by far, the most productive instructors. Pay for graduate students and part-time instructors is \$3,000 and \$4,500 per three-credit hour course (\$6,000 if a law course), respectively; and those pay rates have not changed in at least 20 years.

Learning Outcomes Assessment

Over the last five years, there has been an effort to modify the undergraduate program to improve the learning outcomes for the students. Several changes have been implemented including the following:

- Create a new freshman-level UK Core course to recruit / retain students and build cohort identity;
- Create a third “Advanced Studies” track that provides stronger preparation for our own and other graduate programs;
- Create three new “University Scholars Programs” that create attractive and streamlined pathways for high-performing undergrad students to earn a graduate degree on an accelerated timeline;
- Create and fund an “Undergraduate Opportunity Fund” that provides up to \$2,000 in funding to help students pursue career-enhancing opportunities that they identify and propose for funding;
- Create a “Prerequisite Review Committee” to consider special cases when students who do not meet a prerequisite requirement might still reasonably continue in the program with additional self-study and demonstrated success on a bypass exam.

Student Advising. Historically, undergraduate advising duties have been shared between the Undergraduate Academic Coordinator (a staff member) and almost all faculty members. We were recently informed that the College is moving to centralized course advising effective July 1, 2023. Our departmental faculty and staff will continue to provide professional development advising for our undergraduate students. While this change will release faculty from doing undergraduate course advising, we are concerned about other impacts it may have on our department. The relationship between a student and their faculty or staff advisor has historically been the primary connection between our students (and future alumni) and the department. One of the recommendations from our last departmental review was to further develop our alumni relations and philanthropy efforts. Since our majors will no longer receive course advising from departmental faculty or staff each semester, we will need to create alternative “touchpoints” for building relationships with our students and ensuring that they receive the professional development advising needed to succeed in the job market. We are just starting to think about what this might look like but recognize that it will likely be multifaceted including curricular change, increased social interactions, and a more structured emphasis on professional development.

2.2 Undergraduate Instructional Faculty Overview

While most of our faculty teach undergraduate courses, Drs. Brown and Schieffer hold positions with primary teaching appointments. For that reason, they teach a disproportionate percentage of our undergraduate student credit hours.

Roger Brown -- Marketing, Communication, and Pedagogy

Dr. Brown's scholarly work focuses on pedagogical innovations and especially how to apply distance learning strategies successfully to diverse course types (e.g., large and small lecture courses, study abroad courses, independent study courses, etc.). He regularly teaches two required undergraduate courses (i.e., an upper-division writing / communication course and an agricultural marketing principles course). Dr. Brown is an expert at UK in shared governance, university processes, and instruction-related policy (e.g., course and program design, distance learning, academic honesty, faculty elections, technology adoption, and intellectual property).

John (Jack) Schieffer – Environmental Economics, Law, and Policy

Jack Schieffer is a Senior Lecturer in the Department of Agricultural Economics (AEC). He also contributes substantially to the interdisciplinary Natural Resource and Environmental Science (NRES) undergraduate program in the college. His primary area of teaching specialization is in the economics, law, and policy of environmental and natural resource issues. He also teaches courses in microeconomic theory, contracts, and business strategy, primarily to AEC majors. For the NRES program, he also teaches the capstone course and is involved in the experiential learning requirement (e.g., internships).

2.3 Masters

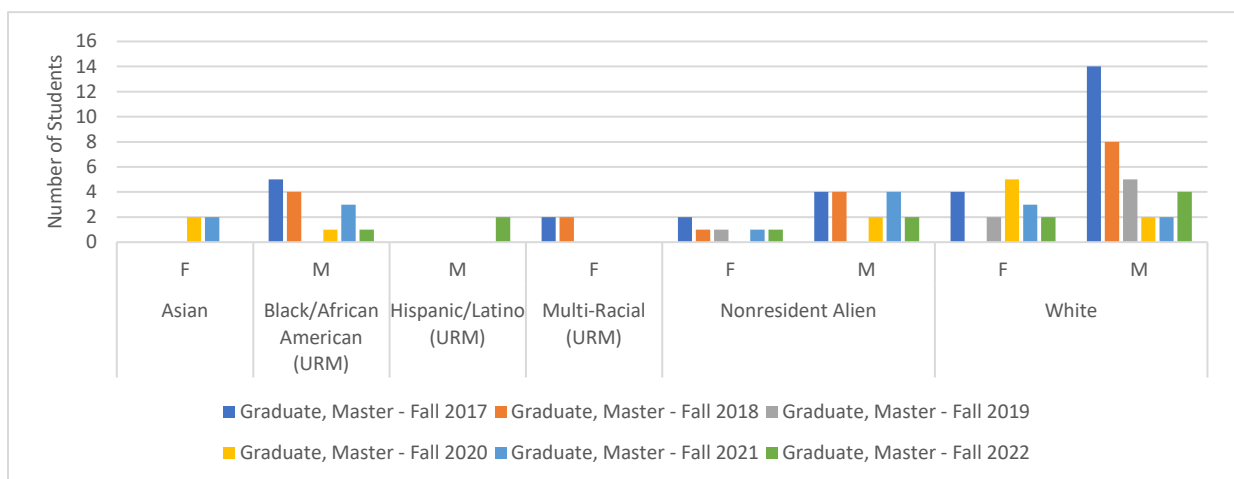
Student and Employer Demand

Student demand for a Master of Science (MS) during the review period has been strong. For the past two years we have found success in utilizing the University Scholars Program as a feeder for our undergraduate students to enter our MS program. The University Scholars Program allows up to 12 hours of graduate credit to count towards both the BS and MS degrees. This significantly reduces the time required for students to earn an MS degree and the time that they require research assistantship (RA) or teaching assistantship (TA) funding. Additionally, since 2020 we have begun to do more recruiting at professional conferences and recruitment fairs across the region. Recently, the department invested resources in upgrading a vacant staff position to a Graduate Academic Coordinator position. The individual hired into this role is expected to take on more day to day management responsibilities for our graduate programs and expand our marketing and recruitment efforts.

Most MS graduates take jobs in industry rather than entering a Ph.D. program. However, during the review period, we have placed MS students in both our own Ph.D. program and programs at other universities (e.g., Oklahoma State University and Cornell University). Industry demand for MS graduates is one of the primary reasons that we are rethinking our MS curriculum. Recently, we have placed MS graduates at Wright John Deere, Louisville Gas and Electric, Central Kentucky Ag Credit, the American Veterinary Medicine Association, Yum Brands, Neogen, Berry Global, and Fall Line Capital to name a few.

Composition of student enrollment and recent graduates: During the review period, the MS program has decreased in overall student numbers. This is due, in large part, to the Graduate School providing fewer tuition waivers for students on assistantship. Figure 1 shows the demographic composition of departmental MS students at the beginning of each fall semester. Relative to the Ph.D. program, the MS program has been more balanced in terms of gender and has included more underrepresented minority students.

Figure 1. MS Student Demographic Composition



Curriculum Development

Early in the review period the faculty decided that the Department would focus on building three areas of strength when hiring research faculty and recruiting graduate students. This was done, in part, to satisfy one of the recommendations from our previous departmental review for more strategic focus in our research and graduate programs. The three identified areas of strength, which we call our “three pillars,” are 1) regional economics/community development; 2) agricultural resource/production economics; 3) marketing/consumer demand. These three pillars guide our thinking about the sub-disciplinary focus of our graduate curriculum.

As this is being written, the Graduate Program and Research Committee is developing a number of proposals for faculty consideration regarding modifications to the MS curriculum. In addition to emphasizing our three sub-disciplinary pillars, these recommendations would also increase the MS curriculum’s emphasis on data analytics and communicating effectively with industry clients or Extension stakeholder audiences.

A team-taught quantitative tools course has recently been developed that allows students to learn about, and interact with, a wide range of econometric, math programming, and simulation methods that they may encounter outside of an academic environment. Plans are underway for a course taught primarily by Extension faculty that would help students understand how to identify needs and communicate applied economic analysis with stakeholder audiences.

Given the fluid nature of our graduate programs, it would be difficult to create a list of currently taught courses (such as was provided for the undergraduate program). Instead, table 5 lists all graduate courses taught in the Department during the review period. Some of these courses have not been taught for several years and may eventually be eliminated. The superscripts indicate new courses that the Graduate Program and Research Committee intends to propose to the faculty as well as courses that will be proposed for deletion. Given the relatively small number of graduate students in the Department and limited teaching resources, many of the graduate level courses serve both MS and Ph.D. students.

Table 5. Departmental Graduate Courses

Course Number	Course Title	Course Application	Hours
AEC 500*	Advanced Topics in Agricultural Economics	Elective	3
AEC 503	Price Theory and Applications	Core	3
AEC 510 ^D	International Trade and Agricultural Marketing	Elective	3
AEC 531 ^D	Agricultural Price Analysis	Elective	3
AEC 532	Agricultural and Food Policy	Elective	3
AEC 545 ^D	Resource and Environmental Economics	Elective	3
AEC 580*	Special Problems in Agricultural Economics	Elective	1-3

AEC 590 ^D	Introduction to Quantitative Economics I	Elective	3
AEC 601 ^N	Research and Extension Methods	Core	3
AEC 605 ^N	Quantitative Tools	Core	3
AEC 606	Advanced Agricultural Marketing	Elective	3
AEC 610	International Trade in Agricultural Products	Elective	3
AEC 616 ^N	Applied Consumer Economics	Elective	
AEC 620	Advanced Production Economics	Elective	3
AEC 622	Advanced Agribusiness Management Strategies	Elective	3
AEC 624	Advanced Quantitative Methods in Agricultural Economics	Core	3
AEC 626	Agriculture and Economic Development	Elective	3
AEC 640 ^D	Advanced Agricultural Policy	Elective	3
AEC 645 ^D	Natural Resource Economics	Elective	3
AEC 646 ^D	Intertemporal Allocation of Natural Resources	Elective	3
AEC 653	Local Economic Development	Elective	3
AEC 661	Programming Models in Agricultural Economics	Elective	3
AEC 662 ^D	Quantitative Methods in Renewable and Nonrenewable Resource Management	Elective	3
AEC 691 ^D	Sociology of Food and Agriculture	Elective	3
AEC 724	Applied Econometrics	Elective	3
AEC 745 ^D	Environmental and Natural Resource Economics	Elective	3
AEC 748*	Master's Thesis Research	Elective	0
AEC 749*	Dissertation Research	Elective	0
AEC 767*	Dissertation Residency Credit	Elective	2
AEC 768*	Residence Credit for Master's Degree	Elective	1-6
AEC 769* ^D	Residence Credit for Doctor's Degree	Elective	0-12
AEC 780*	Special Problems in Agricultural Economics	Elective	1-3
AEC 790*	Research work in Agricultural Economics	Elective	3-9
AEC 796*	Seminar	Elective	3

*Section numbers vary by semester; ^N is a New Course; ^D is a Course scheduled to be deleted

Delivery of Instruction

At the MS level, all courses are currently taught in a traditional lecture style. There have been some discussions of moving to a hybrid format, but this has not gained much traction.

Learning Outcomes Assessment

The current MS Program-Level Student Learning Outcomes (PSLOs) are included in the Appendix. Once the current restructuring of the MS program is completed, the PSLOs will need to be updated.

Assistantships

All active MS students are on research assistantships (RAs). Some MS students have overload assignments assisting instructors for a few of our upper-level undergraduate courses. However, during the review period, we have only had one MS student on a formal teaching assistantship (TA). Though the Graduate School does offer a limited number of TAs, we have found them difficult to use. The teaching assistantships provide a tuition waiver for the semester that the student is serving as a TA but do not cover the stipend.

2.4 Ph.D.

Background

The Department has not admitted Ph.D. students since 2020. While we would very much like to maintain our Ph.D. program, we question whether we currently have the resources to offer both a quality MS program and a quality Ph.D. program. Furthermore, while demand for our MS graduates remains high and fills a clear need within the state, many of our Ph.D. graduates often struggle to enter academia or find positions that otherwise utilize their Ph.D. level training. Thus, we have prioritized strengthening our MS program. Once that process has been completed, we will assess whether we have sufficient resources remaining to offer a reimagined Ph.D. program.

We understand that Ph.D. students contribute to the Department's research output. To compensate for the fact that we are not currently admitting Ph.D. students, we have hired several post-doctoral scholars to work alongside faculty on research projects.

Student and Employer Demand

Student demand for our Ph.D. program remains strong, especially from international students. In contrast, we have had only a few domestic Ph.D. students during the review period. A continual concern is that most students who apply for our Ph.D. program indicate they would eventually like to work in international development or environmental economics – neither of which is included among our sub-disciplinary pillars. We firmly believe that employment opportunities are currently much better for Ph.D. students who focus on one of our three sub-disciplinary pillars. Nevertheless, it has been challenging to recruit students who want to work in these areas.

During the review period, we have only placed three Ph.D. graduates at Land Grant Universities – one in a research/teaching position at Louisiana State University, one in an Extension position at the University of California Riverside, and one in a teaching position at the University of Arizona. Other Ph.D. graduates have taken faculty positions at U.S. teaching institutions such as Arkansas State University, the State University of New York at Cobleskill, Eastern Kentucky University, and the

University of Wisconsin River Falls. Some of our international students have taken faculty positions in their home countries while other Ph.D. graduates have received Post-Doctoral Scholar positions at universities such as Texas A&M University, the University of Wisconsin, and the University of Washington. Our current cohort of Ph.D. students are actively interviewing for positions that start in Fall 2023 or later.

Composition of student enrollment and recent graduates: Since we have not admitted Ph.D. students since 2020, the number of students in the program has obviously been decreasing. As indicated in figure 2, during the review period, most of the students in our Ph.D. program were international students and male (which is not uncommon for agricultural economics Ph.D. programs around the country).

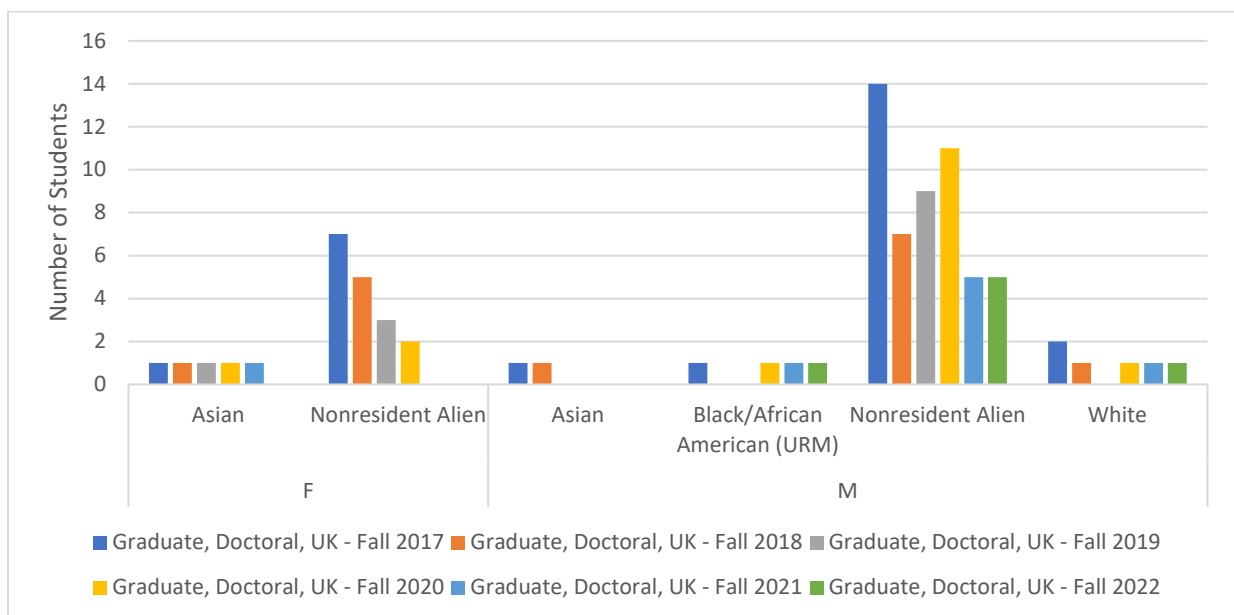
Curriculum Development

No Ph.D. curriculum changes have occurred during the review period. However, once the modifications to the MS program have been adopted, we will certainly explore opportunities for efficiencies in delivering Ph.D. level curricula as we consider the future of our Ph.D. program.

Delivery of Instruction

The primary instruction method for Ph.D. courses is a traditional lecture style. Additionally, given the small numbers of students and limited faculty resources, most of our graduate classes must serve both MS and Ph.D. students. Anecdotal feedback from students and faculty consistently points out that it is very difficult to balance the level of rigor within these courses. Often the course is very difficult for the MS students but not challenging enough for the Ph.D. students. This will have to be a significant consideration if we choose to go forward with a Ph.D. program.

Figure 2. Ph.D. Student Demographic Composition



Learning Outcomes Assessment

The current Ph.D. Program-Level Student Learning Outcomes (PSLOs) are included in the Appendix. The Ph.D. curriculum has remained unchanged over the past five years. The general structure is that the first year is spent taking classes in the Economics Department. Courses include two microeconomics courses, a math for economists' course, and two econometrics courses. At the end of the second semester, Ph.D. students sit for the microeconomics prelim exam that is administered by the Economics Department. Our student pass rate for this exam has been problematic over the period with 50% of our students having to take the exam a second time. We have been told that the Economics Department is trying to decide whether to continue admitting Ph.D. students. If our Ph.D. students can no longer take their first-year courses and prelim exam in the Economics Department, this will put further pressure on our ability to offer a Ph.D. program with our available teaching resources.

Once students have passed the microeconomics prelim, there is a full load of courses for year two along with a 2nd year paper requirement. While the 2nd year paper provides a learning experience for students, there has been considerable discussion about the amount of faculty time involved with providing feedback on the papers and the lack of journal articles that have been generated through this process.

Assistantships

All Ph.D. students are on research assistantships funded either through grants or departmental funds. This has, however, become more difficult as the number of tuition waivers available has continued to decrease. Prior to 2019, the Department received around 23 tuition waivers each year for students on assistantship. In 2019, this was reduced to 14 and in 2022 it was reduced further to seven. We were recently told that we would only have six graduate tuition waivers beginning with the 2023-2024 academic year. Thus, for each graduate student beyond six, we must pay both the stipend and tuition (which have both increased significantly in recent years).

Some MS students have overload assignments assisting instructors for a few of our upper-level undergraduate courses. During the review period, we have also utilized Ph.D. students as instructors of record for one undergraduate course – AEC 309 (International Agricultural Food Needs and US Trade in Agricultural Products). Though the Graduate School does offer a limited number of TAs, we have found them difficult to use. The teaching assistantships provide a tuition waiver for the semester that the student is serving as a TA but do not cover the stipend.

3 FACULTY AND STAFF

3.1 Faculty Composition

The number of faculty positions in the Department peaked at 32 in 1981. There were 21 faculty positions at the time of the 2016 periodic review.

At the time that this is being written, the Department has 22 faculty positions (21 filled and one search underway). Of these 22 faculty positions, 20 are tenure eligible, one is a non-tenure eligible senior lecturer (John "Jack" Schieffer) and one is a non-tenure eligible, research title series, assistant

professor (Jairus Rossi). Positions in the research title series are not tenure eligible because they are funded largely or entirely from grant funds. Dr. Rossi’s position is also the only faculty position in the Department that does not have an instructional appointment.

Of the 20 tenure eligible faculty positions (see table 6), 10 are in the “regular” title series meaning that they have predominant research appointments (including the position for which we are now searching), 8 are in the extension title series, and 1 (Roger Brown), who has an 80% instruction appointment, is in the special title series. The Chair has a predominant administrative appointment but also small teaching, research, and extension appointments.

Of the 20 tenure eligible faculty positions, nine are professors, six are associate professors, and five (including the position for which we are now searching) are assistant professors. This is generally consistent with the College as a whole. In 2021, 45% of CAFE full-time faculty were professors, 24% were associate professors, and 24% were assistant professors. Three faculty members (Roger Brown, Tyler Mark, and Yuqing Zheng), or 15% of the tenure-eligible faculty, are on 9-month appointments. All other faculty members are on 12-month appointments. This compares to only 11% of the college full-time faculty who are on 9-month appointments (with the rest being on 12-month appointments).

Three faculty members (15% of current tenure eligible faculty) are female while none are from underrepresented minority groups. This compares to 38% female and 7% underrepresented minority faculty for the College. All agricultural economics faculty members have offices located in the Barnhart Building.

Table 6. Distribution of Tenure Eligible Faculty by Predominant Appointment and Rank

Predominant Appointment	Assistant Professors	Associate Professors	Professors
Research	Steven Buck Nick Pates Shuoli Zhao Search Underway	Yoko Kusunose Tyler Mark Yuqing Zheng	Carl Dillon Sayed Saghaian Jill Stowe
Extension	Grant Gardner	Gregory Halich Jordan Shockley	Kenneth Burdine Alison Davis Steven Isaacs William Snell Timothy Woods
Instruction		Roger Brown	
Administration			Barry Barnett

Since the 2016 periodic review, the Department has experienced five faculty vacancies (three retirements, one resignation to take a position at The Ohio State University, and one was denied tenure). Barry Barnett, Nick Pates, Shuoli Zhao, and Grant Gardner were all hired since the last periodic review.

3.2 Staff Composition

The on-campus departmental staff of 18 consist of three business office staff, four extension associates, two M.S.-level extension specialists, two academic coordinators, two IT professionals, two program coordinators, one human resources specialist, one Extension paraprofessional, and one communications coordinator. The four extension associates and two M.S.-level extension specialists are funded primarily through grants. Fourteen staff positions are held by women with none being from underrepresented groups. Since the 2016 periodic review, the Department has had one on-campus staff member resign to take a position elsewhere, one resign to become a stay-at-home parent, two retired, and two pass away unexpectedly.

Table 7. On-campus Department of Agricultural Economics Staff

Name	Title	Area of Responsibility
Nicole Atherton	Program Coordinator II	Communications
Kelley Beverley	Staff Support Associate II	Business operations
Emily Brown	Program Coordinator II	Kentucky Ag Leadership Program
Savannah Columbia	Agriculture Extension Associate	Specialty crop MarketReady and local food systems
Camille Dant	Agriculture Extension Associate	Dairy MarketReady and risk management
Kelsi Felts	Staff Support Associate II	Business operations
Angela Fogle	Administrative Coordinator II	Human resources
Sarah Geurkink	Agriculture Extension Associate	Local food systems
Kristen Guinn	Administrative Staff Officer II	Business operations
Samantha Kindred	Technical/Paraprofessional	Budgets and farm management
Karen Pulliam	Computer Support Specialist II	IT
David Reese	Computer Support Specialist I	IT
Kathy Roe	Program Coordinator II	UK Income Tax Seminar Program
Jonathan Shepherd	Farm Management Specialist III	Farm management
Susan Skees	Academic Coordinator	Undergraduate
Emily Spencer	Agriculture Extension Associate	Local food systems
Alexander Swartz	Academic Coordinator	Graduate
Brett Wolff	Agriculture Extension Specialist	Center for Crop Diversification and SARE

The off-campus departmental staff consist of a state director (Jerry Pierce) and eight specialists (one specialist position is vacant at the time this is being written) with the [Kentucky Farm Business Management](#) (KFBM) program. This program provides fee-based record-keeping and farm management assistance to cooperating farmers. KFBM specialists also provide extension programming on various farm financial management topics. The program began with one specialist in 1962. It now serves 362 farmer-cooperators in four associations. This compares to 374 cooperators in 2016 and 376 in 2011. The objective of this program is to provide intensive farm management and record-keeping assistance to cooperator-farmers and generate data that can be used in departmental extension and research efforts. Approximately 90% of each specialist's effort is directed toward

working with cooperators while 10% is directed toward other farm management extension efforts. Of the eight specialist positions, six are held by women, one by a man, and one is currently vacant. None of the current KFBM specialists are from underrepresented groups. A listing of specialists and locations appears in table 8.

Table 8. Kentucky Farm Business Management (KFBM) Specialists

Name	Title	Association	Location
Tarrah Hardin	Farm Management Specialist III	Lincoln Trail	Elizabethtown
Suzy Martin	Farm Management Specialist III	Ohio Valley	Owensboro
Lauren Turley	Farm Management Specialist III	Ohio Valley	Henderson
Kayla Brashears	Farm Management Specialist II	Pennyroyal	Hopkinsville
Michael Forsythe	Farm Management Specialist III	Pennyroyal	Hopkinsville
Laura Powers	Farm Management Specialist III	Pennyroyal	Hopkinsville
Vacant	TBD	Pennyroyal	Bowling Green
Jennifer Rogers	Farm Management Specialist III	Purchase	Mayfield

Not included in these staff numbers, but housed in the Department, are seven professional staff who work for the [Community Economic Development Initiative of Kentucky](#) (CEDIK) and two professional staff who work for the College’s [Office of Diversity](#). The Department is also currently hosting four postdoctoral scholars.

The Department provides administrative oversight of the [Kentucky Small Business Development Center](#) (KSBDC), which operates 13 offices throughout the state. The Department’s IT staff provide some support for the KSBDC. Other than this, the KSBDC does not require financial or managerial resources from the Department.

In addition to serving the Department, some on-campus staff have responsibilities for other college programs. The Department’s business office and IT staff also serve CEDIK and the [Kentucky Agricultural Leadership Program](#) (KALP). One departmental staff member coordinates the KALP.

3.3 Faculty and Staff Deployment

Table 9 contains the aggregate faculty distribution of effort (DOE) across functional areas during the review period, measured in full-time equivalents (FTE). This table includes information only for full-time faculty members. It does not include post-doctoral scholars, visiting scholars, part-time instructors, faculty on phased or post-retirement positions, or any staff positions.

Table 9. Aggregate Distribution of Effort

	FY 2018	FY 2017	FY 2019	FY 2020	FY 2021	FY 2022
Instruction FTE	6.9	6.0	5.6	4.5	4.8	5.5
Research FTE	6.8	7.8	7.5	7.7	7.6	7.0
Extension FTE	7.4	7.3	6.5	6.3	6.4	5.3
Service FTE	N/A	N/A	1.3	1.3	1.0	1.0
Administrative FTE	N/A	N/A	1.0	1.3	1.1	1.1

For reference, a typical three-hour course with fewer than 40 students would be considered 10% of an FTE. Teaching DOEs also include undergraduate advising, service on graduate student advisory committees, and service as an advisor of student organizations. Beginning with FY 2019, the University required all faculty members to have a minimum 5% service DOE. Also in FY 2019, the University began keeping track of administrative DOEs. As a reference, the Department's Director of Undergraduate Studies (DUS), Director of Graduate Studies (DGS), and Extension Coordinator each receive a 15% administrative appointment. The Chair's administrative appointment has recently been around 65%. Table 10 provides the distribution of effort (DOE) for all full-time faculty members during the review period.

Table 10. Faculty Distribution of Effort (DOE) FY 2017 - FY 2022

Name	DOE*	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Barry Barnett	I		0	0	10	10	10
	R		35	35	10	10	10
	E		20	20	10	10	10
	S		5	5	5	5	5
	A		40	40	65	65	65
Roger Brown	I	85	80	80	80	80	80
	R	0	0	0	0	0	0
	E	0	0	0	0	0	0
	S	15	5	5	5	5	5
	A	0	15	15	15	15	15
Steven Buck	I	30	35	22	22	20	22
	R	70	60	73	73	75	73
	E	0	0	0	0	0	0
	S	0	5	5	5	5	5
	A	0	0	0	0	0	0
Kenneth Burdine	I	16	17	15	15	15	15
	R	0	0	0	0	0	0
	E	84	78	80	65	65	65
	S	0	5	5	5	5	5
	A	0	0	0	15	15	15
Alison Davis	I	11	20	17	11	12	15
	R	0	0	0	0	0	0
	E	89	75	72	78	78	80
	S	0	5	5	5	5	5
	A	0	0	6	6	5	0
Todd Davis	I	0	5	7	7		
	R	0	0	0	0		
	E	100	90	88	88		
	S	0	5	5	5		
	A	0	0	0	0		

Carl Dillon (sabbatical in FY 2021)	I	13	25	22	22	0	26
	R	72	55	58	73	0	69
	E	15	0	0	0	0	0
	S	0	5	5	5	5	5
	A	0	15	15	0	0	0
Zohreh Erfanian (non-tenure eligible research title series appointment)	I				0	0	
	R				95	95	
	E				0	0	
	S				5	5	
	A				0	0	
Gregory Halich (sabbatical in FY 2017)	I	0	13	1	16	10	10
	R	0	0	0	0	0	0
	E	50	82	94	79	85	85
	S	0	5	5	5	5	5
	A	0	0	0	0	0	0
Steven Isaacs	I	33	32	30	34	33	33
	R	0	0	0	0	0	0
	E	67	63	65	61	62	62
	S	0	5	5	5	5	5
	A	0	0	0	0	0	0
Yoko Kusunose (20% teaching effort in the Department of Economics)	I	36	36	34	34	32	31
	R	64	59	61	61	63	64
	E	0	0	0	0	0	0
	S	0	5	5	5	5	5
	A	0	0	0	0	0	0
Tyler Mark	I	33	39	38	22	12	21
	R	67	56	57	58	68	59
	E	0	0	0	0	0	0
	S	0	5	5	5	5	5
	A	0	0	0	15	15	15
Leigh Maynard	I	15	24	33			
	R	43	38	39			
	E	22	23	0			
	S	0	5	5			
	A	20	10	23			
Nick Pates	I					15	32
	R					80	63
	E					0	0
	S					5	5
	A					0	0
Mike Reed	I	25	25	22			
	R	60	55	58			
	E	0	0	0			
	S	15	5	5			
	A	0	15	15			

Jarius Rossi (non-tenure eligible research title series appointment)	I	0	0	0	0	0	0
	R	100	95	95	95	95	95
	E	0	0	0	0	0	0
	S	0	5	5	5	5	5
	A	0	0	0	0	0	0
Sayed Saghaian	I	26	25	22	23	23	21
	R	74	70	73	72	72	74
	E	0	0	0	0	0	0
	S	0	5	5	5	5	5
	A	0	0	0	0	0	0
John (Jack) Schieffer	I	64	95	95	95	95	95
	R	36	0	0	0	0	0
	E	0	0	0	0	0	0
	S	0	5	5	5	5	5
	A	0	0	0	0	0	0
Jordan Shockley	I	18	14	12	12	14	11
	R	0	0	0	0	0	0
	E	82	81	83	83	81	84
	S	0	5	5	5	5	5
	A	0	0	0	0	0	0
William Snell	I	15	14	14	13	13	11
	R	0	0	0	0	0	0
	E	85	81	81	82	82	84
	S	0	5	5	5	5	5
	A	0	0	0	0	0	0
Jill Stowe	I	16	37	38	32	35	33
	R	84	58	57	63	60	62
	E	0	0	0	0	0	0
	S	0	5	5	5	5	5
	A	0	0	0	0	0	0
Timothy Woods	I	22	26	25	24	17	31
	R	0	0	0	0	0	0
	E	78	69	70	71	78	64
	S	0	5	5	5	5	5
	A	0	0	0	0	0	0
Shuoli Zhao	I					15	26
	R					80	69
	E					0	0
	S					5	5
	A					0	0
Yuqing Zheng	I	37	26	32	27	27	30
	R	63	59	63	68	68	65
	E	0	0	0	0	0	0
	S	0	5	5	5	5	5
	A	0	0	0	0	0	0

*I = instruction; R = research; E = extension; S = service; A = administration

While there is some variation across faculty members, as well as year to year variation for a given faculty member, faculty members in the regular title series will typically teach two or three courses per year. Faculty members in the extension title series will typically teach one course per year. Dr. Roger Brown, who is in the special title series, teaches five to six courses per year. The same would be true for Dr. Jack Schieffer who is a Senior Lecturer.

The Department typically has one course per year (“International Agricultural Food Needs and US Trade in Agricultural Products”, AEC 309) taught by a Ph.D. student. Several other courses are taught by part-time instructors. As an example, table 11 lists courses taught by part-time instructors during FY 2023 (fall semester of 2022 and spring semester of 2023). The “Equine Law” course (AEC 325) is taught in support of the Equine Science and Management degree program and the “Principles of Environmental Law” course (AEC 326) is taught in support of the Natural Resources and Environmental Science degree program. The “Agricultural Management Principles” course (AEC 302) is required for all agricultural economics undergraduate majors and the “Human Resource Management in Agriculture” (AEC 340) course is a popular elective course. Additional sections have also been added for both courses to accommodate demand from students in other majors. During the review period, part-time instructors taught between 18 and 28 percent of the Department’s student credit hours each year, with the higher percentage being in more recent years.

Table 11. FY 2023 Courses Taught by Part-time Instructors

Semester	Course Number	Course Name	Instructor
Fall	AEC 300	Topics in AEC: Food Supply Chain Mgmt.	Matt Beeson
Spring	AEC 300	Topics in AEC: Rural Spatial Economics	Simona Balazs
Spring	AEC 301	Career Readiness for Agricultural Economics	Mia Farrell
Fall and Spring	AEC 302	Agricultural Mgmt. Principles	Jonathan Shepherd
Spring	AEC 320	Agriculture Product Marketing and Sales	Holly Wiemers
Fall and Spring	AEC 324	Agricultural Law	Timothy West
Fall	AEC 324	Agricultural Law	Brian Thomas
Spring	AEC 325	Equine Law	Walter Robertson
Spring	AEC 326	Principles of Environmental Law	Clay Turner
Fall	AEC 340	Human Resource Mgmt. in Agriculture	Emily Brown

The Department is increasingly reliant on non-faculty staff positions for a variety of critical functions. Many staff members now hold M.S. degrees and three currently teach undergraduate courses (Emily Brown, Jonathan Shepherd, and Susan Skees). Vacant staff positions are often modified to meet changing departmental needs for professional rather than clerical staff. For example, the Department’s communications coordinator position was created when a clerical staff position was vacated. A significant change since the 2016 periodic review has been the need for additional business office staff. The Department has added two business office staff positions to assist with purchasing, travel, and account reconciliation. These new positions reflect both a significant increase in grant activity within the Department and more stringent university financial rules and procedures. Since the Department has received no increase in funding for staff positions, the two new business

office positions are time-limited positions funded from grant-generated salary savings. During the review period, several permanent staff positions have been reclassified (upgraded) to support the recruitment of, or retention of, quality staff members. No increase in funding has been provided to support these reclassifications, so the additional salary and benefits cost has come out of the Department’s limited operating funds budget.

3.4 Faculty and Staff Success

During the review period, four faculty members have been promoted from assistant professor to associate professor (with tenure). Two of those individuals were in the regular title series, one was in the extension title series, and one was in the special title series. One individual, who was in the extension title series, was denied promotion to associate professor (with tenure). Also, during the review period, two faculty members were promoted from associate professor to professor – one in the regular title series and one in the extension title series. No faculty members were denied promotion to the rank of professor.

All assistant professors are required to establish a mentoring committee within the Department and are also encouraged to seek mentors among agricultural economists at other universities. The mentoring committee meets at the request of the mentee but are expected to meet at least twice per year.

Assistant professors have annual performance reviews while associate professors and professors have performance reviews conducted every two years. An elected “Faculty Performance Evaluation Review Committee” advises the chair on faculty performance reviews. The chair’s performance reviews are advisory to the Dean. Per college and university policies, assistant professors also have “progress to promotion” reviews conducted after completion of two years and four years of service.

Awards received by faculty and staff during the review period are listed in table 12.

Table 12. Awards Received by Faculty and Staff During Review Period

Name(s)	Award	Year
Roger Brown	CAFE Diversity, Equity, Inclusion and Accessibility Award	2022
Kenny Burdine	Kentucky Association of County Agriculture Agents Outstanding Extension Specialist Award	2022
Alison Davis	APLU NIFA National Excellence in Extension Award	2022
Tim Woods, Brett Wolff, Alex Butler, Savannah Columbia and Camille Dant	Kentucky Association of State Extension Professionals Outstanding Program Award	2022
Tim Woods (and other colleagues across the U.S.)	Western Agricultural Economics Association, Outstanding Extension Program	2022
Barry Barnett	Southern Agricultural Economics Association Lifetime Achievement Award	2021
Brett Wolff	CAFE Dr. Lisa P. Collins Outstanding Staff Award (Executive/Administrative/Managerial/Non-Professional)	2021
Kenny Burdine	Kentucky Association of State Extension Professionals M.D. Whiteker Excellence in Extension Award	2020

Kenny Burdine and Jordan Shockley	Southern Agricultural Economics Association Extension Program Team Award	2020
Alison Davis	CAFE Bobby Pass Grantsmanship Award	2020
Kristen Guinn	CAFE Dr. Lisa P. Collins Outstanding Staff Award (Office and Clerical)	2020
Tyler Mark and Will Snell (with Jonathan Shepherd)	CAFE Research/Extension Impact Award	2020
Karen Pulliam	CAFE Dr. Lisa P. Collins Outstanding Staff Award (Technical and Paraprofessional)	2020
Brett Wolff	University of Kentucky Outstanding Staff Award (nominated by staff category)	2020
Brett Wolff	University of Kentucky Outstanding Staff Member of the Year	2020
Barry Barnett and Jerry Skees	Agricultural and Applied Economics Association, Agricultural Finance and Management Section, Publication of Lasting Impact Award	2019
Alison Davis	Robert Wood Johnson Foundation Interdisciplinary Research Leader	2019
Steve Isaacs and Will Snell	International Association of Programs for Agricultural Leadership Outstanding Director Award	2019
Michael Reed	Southern Agricultural Economics Association Lifetime Achievement Award	2019
Jordan Shockley	Kentucky Association of State Extension Professionals Outstanding New Extension Faculty Award	2019
Tim Woods and Jairus Rossi (with UK Health and Wellness team)	Human Resources Innovation Award, National College and University Professional Association for Human Resources	2019
Tim Woods	Southern Agricultural Economics Association, Outstanding Extension Program	2019
Tim Woods (and other colleagues across the U.S.)		
Yuqing Zheng (and other colleagues across the U.S.)	Agricultural and Applied Economics Association Quality of Communication Award	2019
Tim Woods (and other colleagues across the U.S.)	Southern Agricultural Economics Association Distinguished Professional Contribution Award, Poster	2019
Roger Brown	University of Kentucky Provost's Outstanding Teaching Award	2018
Roger Brown	University of Kentucky College of Education Teacher Who Made a Difference Award	2018
Roger Brown	North American Colleges and Teachers of Agriculture Educator Award	2018
Alison Davis	Agricultural and Applied Economics Association Outstanding Extension Program (CEDIK)	2018
Alison Davis	Bluegrass Tomorrow Vision Award	2018

Tyler Mark	Thesis advisor for Southern Agricultural Economics Association Outstanding M.S. Thesis Award Winner (Benjamin Martin)	2018
Sayed Saghaian	CAFE George E. Mitchell, Jr. Award for Outstanding Service to Graduate Students	2018
Jordan Shockley	American Society of Farm Managers and Rural Appraisers	2018
Tim Woods (and other colleagues across the U.S.)	Southern Agricultural Economics Association Distinguished Professional Contribution Award, Poster	2018
Roger Brown	University of Kentucky Outstanding University Senator Award	2017
Steve Buck	Journal of Agricultural and Resource Economics Award for Outstanding Reviewer (less than ten years of experience)	2017
Tim Woods	Food Distribution Research Society, Frank Panyko Award for Distinguished Service	2017

4 RESEARCH

4.1 Overview

The Department currently has nine regular title series (tenure track with primary research appointment) faculty members, one non-tenure track faculty member with a primary research appointment, and four postdoctoral scholars. The chair also has a small research appointment. As mentioned previously, early in the review period the faculty chose to focus on three areas (our so-called “three pillars”) for hiring of new research faculty and recruitment of graduate students. These areas are: 1) regional economics/community development; 2) agricultural resource/production economics; 3) marketing/consumer demand.

Figure 3 presents the annual number of refereed journal articles for fiscal years 2012 through 2022. The Department’s last periodic review would have occurred near the end of FY 2017. On average, for the period FY 2012-2017, the Department published 23.7 refereed journal articles per year. For the five years of the current review period (data are not yet available for FY 2023), the Department published, on average, 36.6 refereed journal articles per year.

In addition, the number of publications in top disciplinary journals continues to increase. Based primarily on Clarivate rankings of impact factors, we identified the following as top disciplinary journals for agricultural economists: *Agricultural Economics*, *American Journal of Agricultural Economics*, *Annual Review of Resource Economics*, *Applied Economic Perspectives and Policy*, *Australian Journal of Agricultural and Resource Economics*, *British Food Journal*, *Canadian Journal of Agricultural Economics*, *European Review of Agricultural Economics*, *Food Policy*, and the *Journal of Agricultural Economics*. From 2017-2022 faculty in the Department published 34 articles in these journals, or approximately 13% of the total refereed journal articles during the period. Faculty also conduct interdisciplinary research that is published in top journals in other disciplines (e.g., *Agronomy Journal*, *Global Change Biology*, *American Journal of Health Promotion*, *Health Economics Review*, *JAMA Pediatrics*) or in well-respected interdisciplinary journals (e.g., *Proceedings of the National Academy of Sciences* and *Agricultural Systems*).

Figure 3. Annual Departmental Refereed Journal Articles

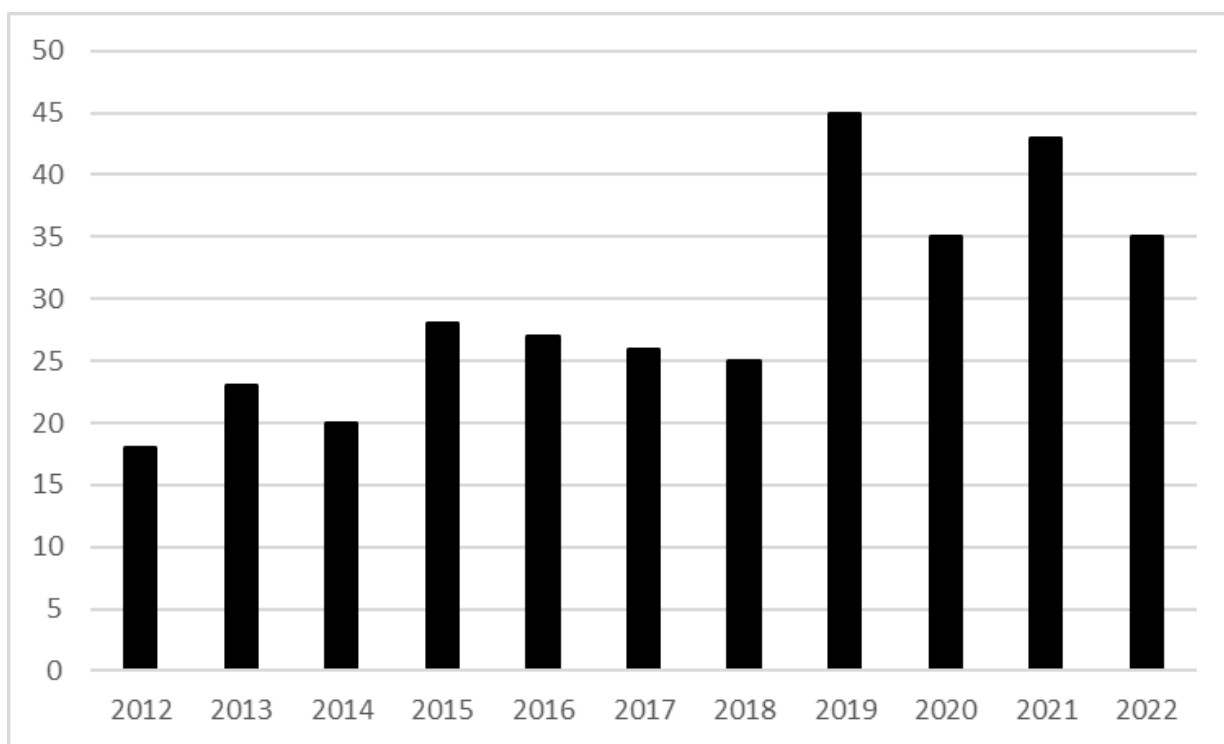


Table 13 presents, for each faculty member, the total number of refereed journal articles over the period 2017-2022 as well as the number of articles in the top ten disciplinary journals listed above. Over this period, three faculty members (Drs. Mark, Saghaian, and Zheng) were responsible for approximately 40% of all refereed journal articles. Four faculty members (Drs. Barnett, Buck, Shockley, and Zheng) were responsible for 65% of all the refereed journal articles published in the top ten disciplinary journals listed above. Dr. Zheng alone was responsible for more than 25% of the articles published in top disciplinary journals. In general, the Department does a good job of incorporating graduate students into the publication process, with approximately 38% of referred journal articles during the period 2017-2022 being co-authored with graduate students.

Table 13. Refereed Journal Articles Published by Departmental Faculty, 2017-2022

Name	Rank	Primary Appointment	Total Refereed Journal Articles	Refereed Journal Articles in Top Ten Disciplinary Journals
Barry Barnett	Professor	Administration	9	4
Roger Brown	Associate Professor	Instructional	4	
Steven Buck	Assistant Professor	Research	15	5
Kenny Burdine	Professor	Extension	15	
Alison Davis	Professor	Extension	9	
Carl Dillon	Professor	Research	8	2

Grant Gardner	Assistant Professor	Extension	3	
Greg Halich	Associate Professor	Extension		
Steve Isaacs	Professor	Extension		
Yoko Kusunose	Associate Professor	Research	12	1
Tyler Mark	Associate Professor	Research	30	3
Nicholas Pates	Assistant Professor	Research	4	2
Jairus Rossi	Research Assistant Professor	Research	17	
Sayed Saghaian	Professor	Research	43	1
Jordan Shockley	Associate Professor	Extension	16	4
William Snell	Professor	Extension	1	
Jill Stowe	Professor	Research	14	
Timothy Woods	Professor	Extension	19	1
Shuoli Zhao	Assistant Professor	Research	13	2
Yuqing Zheng	Associate Professor	Research	31	9
Totals			260	34

Notes: Does not include publications authored, while in the Department, by faculty who no longer work in the Department or publications by current post-doctoral scholars. Includes some articles by Drs. Barnett, Gardner, Pates, and Zhao that were published prior to their joining the Department.

To measure the impact of departmental publications, the Google Scholar H-Indexes of all faculty that choose to have one are shown in table 14. The average H-Index for the Department is 11.1 and the average H-Index since 2017 is 8.9.

Table 14. Faculty Google Scholar H-Indexes

Name	Rank	Primary Appointment	All	Since 2017
Barry Barnett	Professor	Administration	31	20
Roger Brown	Associate Professor	Instructional	5	4
Steven Buck	Assistant Professor	Research	7	7
Kenny Burdine	Professor	Extension	8	6
Alison Davis	Professor	Extension	9	8
Carl Dillon	Professor	Research		
Grant Gardner	Assistant Professor	Extension	1	1
Greg Halich	Associate Professor	Extension		
Steve Isaacs	Professor	Extension		
Yoko Kusunose	Associate Professor	Research	8	6
Tyler Mark	Associate Professor	Research	15	15
Nicholas Pates	Assistant Professor	Research	3	3
Jairus Rossi	Research Assistant Professor	Research	8	7
Sayed Saghaian	Professor	Research	18	15
Jordan Shockley	Associate Professor	Extension	10	7

William Snell	Professor	Extension		
Jill Stowe	Professor	Research		
Timothy Woods	Professor	Extension	17	14
Shuoli Zhao	Assistant Professor	Research	9	9
Yuqing Zheng	Associate Professor	Research	17	12
Average			11.1	8.9

Note: An H-Index value of X indicates that the individual has X number of publications that have each been cited at least X times.

Figure 4 presents direct grant awards (dollars managed by the Department) for fiscal years 2012-2022. The previous review period was approximately fiscal years 2012 through 2017. The current review period is approximately fiscal year 2018 to the present (data are not yet available for fiscal year 2023). While direct grant funding is highly variable across fiscal years, overall grant dollars have increased significantly during the current review period. For fiscal years 2012 through 2017, the average annual amount of direct grant awards was \$1.17 million. For fiscal years 2018 through 2022, the average annual amount of direct grant awards was \$2.95 million, an increase of more than 2.5 times. It is also important to note that three faculty members (Drs. Davis, Mark, and Woods) together account for approximately 80% of the direct grant awards during the review period. Dr. Davis alone accounts for more than 50% of the direct grant awards during the review period.

Figure 4. Department of Agricultural Economics Grant Awards

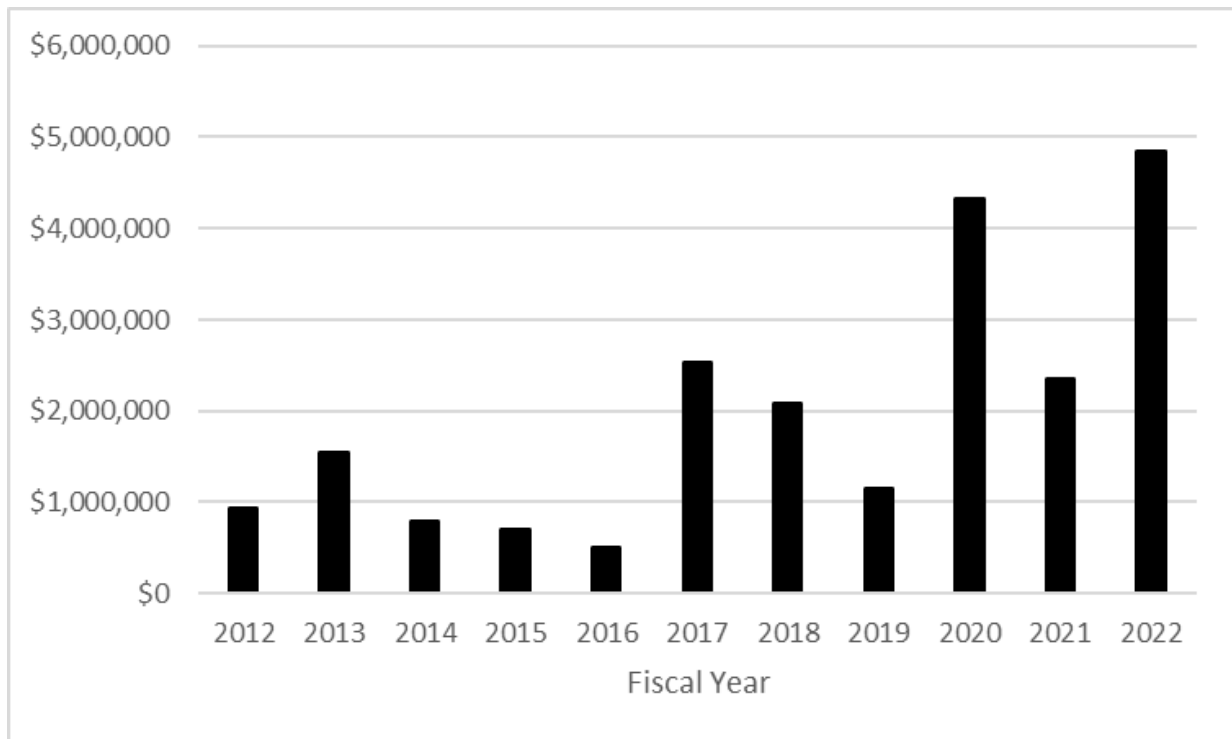


Table 15 shows each faculty member's participation in mentoring graduate students within or outside the Department. This includes both serving as the chair or co-chair and serving on a committee. While most

faculty members participate in mentoring some graduate students, most graduate student advising is borne by a relatively small subset of the faculty. Two factors contribute to this. The first is that assistant professors are not allowed to chair Ph.D. dissertation committees (though they can co-chair). The second is the uneven distribution of graduate student interests across sub-disciplinary areas. We are striving to even out graduate student recruitment across sub-disciplinary focal areas.

Table 15. Faculty Service on Graduate Committees, 2017-2022

Name	Rank	Primary Appointment	MS Chair	MS Committees	PhD Chair	PhD Committees
Barry Barnett	Professor	Administration				
Roger Brown	Associate Professor	Instructional				
Steven Buck	Assistant Professor	Research	1		3	8
Kenny Burdine	Professor	Extension	6	8		2
Alison Davis	Professor	Extension				3
Carl Dillon	Professor	Research		6	4	4
Grant Gardner	Assistant Professor	Extension				
Greg Halich	Associate Professor	Extension				
Steve Isaacs	Professor	Extension				
Yoko Kusunose	Associate Professor	Research	1	2	3	5
Tyler Mark	Associate Professor	Research	13	7	6	15
Nicholas Pates	Assistant Professor	Research		3		2
Jairus Rossi	Research Assistant Professor	Research		2		
Sayed Saghaian	Professor	Research	1	10	7	5
Jordan Shockley	Associate Professor	Extension	2	2		7
William Snell	Professor	Extension		1		
Jill Stowe	Professor	Research	4	3	1	5
Timothy Woods	Professor	Extension	2		3	5
Shuoli Zhao	Assistant Professor	Research		4	1	3
Yuqing Zheng	Associate Professor	Research	6	1	7	9
Totals			36	47	35	73

Note: Gardner joined the faculty in 2023. Pates and Zhao joined the faculty in 2020.

4.2 Research Faculty Overview

Barry Barnett – Agricultural Policy, Risk Management, and Insurance

Though currently serving as chair, Barry Barnett's research interests have historically focused on agricultural policy, risk management, and insurance. He has written extensively on U.S. commodity programs and crop insurance. In addition, he has conducted research on disaster risk management in rural areas of developing countries. Dr. Barnett's research efforts are reflected in numerous articles published in scholarly journals as well as contributions to World Bank, OECD, and USAID publications. He also regularly

conducts analysis and makes recommendations at the request of the Risk Management Agency of the U.S. Department of Agriculture.

Steven Buck – Water, Environmental and Natural Resources, and Applied Econometrics

Steven Buck is an assistant professor of environmental and natural resource economics in the Department of Agricultural Economics at the University of Kentucky. His research focuses on topics in consumer and producer behavior related to water and land resource economics. Methodologically, his expertise is in applied econometric methods, especially empirical methods for valuation of water resources, modeling land-use decisions, forecasting both water- and land-uses, and program evaluation. His research on valuation topics includes valuing irrigation water, urban water supply reliability, and water conservation. Research on modeling land-use decisions includes econometric models of crop choice and the role of both water availability and water salinity on agricultural land-use. Research on forecasting topics include forecasts of residential water consumption, commercial & industrial water consumption, embedded energy consumption in residential water demand, Kentucky agricultural land-use and land vulnerable to nutrient loading. In addition, his research on consumer behavior with water and applied econometrics is general enough to inform research in other areas. For examples, he has collaborations on health topics related to consumer behavior with tobacco and cannabis plant/hemp products, food consumption choices, and household food security.

Carl Dillon – Farm Management

Carl Dillon's research analyzes the profitability and risk management potential of new technologies (especially precision agriculture), management strategies and alternative production practices for agricultural producers. His approach is to formulate economic decision-making models in a multidisciplinary, whole farm analysis setting.

Yoko Kusunose -- International Development, Production Risk and Climate

The majority of Dr. Kusunose's work is in international development economics, particularly production risk, coping mechanisms, income portfolios, and input decisions of agricultural households. Her other main research interests are the i) value of weather and climate forecasts, ii) crop genetic diversity, and iii) food policy in general.

Tyler Mark – Production Economics, Hemp Economics, and Agricultural Finance

Tyler Mark's research interests include digital agriculture, simulation methods, broadband availability in rural areas, precision agriculture, precision dairy, dairy policy, renewable energy feedstocks, and hemp economics. Funded projects through USDA-NIFA, USDA-RMA, NSF, and industry partners provide the resources needed to investigate and address a wide range of topics. Current and previous topics include factors that impact the profitability of Kentucky farmers, broadband internet's impact on precision agriculture data transmission, the economic aspects of hemp production in Kentucky, dairy policy in the Southeastern United States, and the development of the Kentucky economy.

Nicholas Pates – Production Economics and Land Use

Dr. Pates specializes in production agriculture and efficiency and their interactions with policy and the environment. Much of his recent research studies intensive and extensive land-use response by row crop

producers and utilizes large national datasets to explore issues of heterogeneous response and causality in crop supply studies. Dr. Pates primarily studies land valuation, issues in renewable energy, and yield response.

Jairus Rossi – Land Use and Geography

Dr. Rossi is interested in how land use patterns are shaped by citizen science initiatives, emerging technologies, and diverse cultural economies. His dissertation work examined the use of genetics and seed banking in ecological restoration work.

Sayed Saghaian – Agribusiness, Supply Chain, and Price Determination

Dr. Saghaian's current research program concentrates on price determination of agricultural products along the marketing systems as well as the impact of food safety incidents on the food supply chain. His research focuses on short-run and long-run dynamics of price adjustment and price transmission along the supply chain, market effects of food safety shocks and consumer behavior toward food safety incidents, and food industry leaders' and producers' strategic responses to food safety crises.

Jill Stowe – Equine Markets

Dr. Stowe's primary research program focuses on equine markets, with applications in price analysis and decision making. Additional research projects incorporate the fields of behavioral economics, game theory, and sports economics. She is also currently serving as the Director of Undergraduate Studies of Equine Programs.

Shuoli Zhao – Consumer Economics

Dr. Zhao is interested in understanding and communicating how people perceive and behave in response to changes in market, policy, and technology in the food industry. Current projects include i) estimating systematic determinant for individual decision-making under risk and uncertainty, ii) evaluating consumer behavior under the influence of financial scarcity, cognitive load, and stress, iii) examining the effects of food assistance programs on participants' food consumption, risky behavior, and health outcomes, and iv) modeling farmers' crop insurance coverage decision. Much of his previous microeconomic studies also involved multi-disciplinary collaborations with food and horticultural science.

Yuqing Zheng – Food Safety, Food Security, and Consumer Economics

Dr. Zheng's current research focuses on (1) examining private and public food safety standards from firm's perspective (e.g., producers choosing certifiers in the food safety certification [such as the British Retail Consortium standard, BRC standard] and organic certification markets), (2) government program/policy impact (e.g., grocery food sales tax impact on food insecurity, eating habit, and health), and (3) demand studies using big data and more recently using machine learning methods (at the University of Kentucky we have access to the Nielsen scanner data), focusing on tobacco (especially e-cigarettes) and beverage products.

4.3 Post-Doctoral Scholars

Keehyun Lee – Consumer Economics

Dr. Lee is a Post-Doctoral Scholar working with Drs. Zhao and Zheng on a range of consumer topics.

Patalee Mallika Appuhamilage – Production Economics, Livestock Economics, and Sustainability

Dr. Appuhamilage is a Post-Doctoral Scholar working with Dr. Mark on hemp economics.

Yawotse Nouve – Consumer Economics

Dr. Nouve is a Post-Doctoral Scholar working with Drs. Zhao and Zheng on a range of consumer topics.

Jingfang Zhang – Production Economics, Agricultural Finance, and Applied Econometrics

Dr. Zhang is a Post-Doctoral Scholar working with Dr. Pates on various crop insurance and production topics.

5 SERVICE, EXTENSION, AND OUTREACH

5.1 Overview

The Department has eight extension faculty, several M.S.-level extension specialists and associates, and eight KFBM farm management specialists (plus a state coordinator). A large portion of the extension programming in the Department focuses on farm management and marketing - two areas that have been identified on multiple occasions by clientele groups as important areas for the Kentucky farm economy. Other areas of extension expertise within the Department include policy, agribusiness management and rural economic/community development.

The extension faculty have excellent relationships with leaders of agricultural and rural community organizations in the state, including the Kentucky Center for Agriculture and Rural Development, Kentucky Department of Agriculture, Kentucky Office of Ag Policy, Kentucky Ag Council, Kentucky Farm Bureau, Kentucky Association for Economic Development, Kentucky Horticulture Council, Kentucky Office of Rural Health, Shaping our Appalachian Region (SOAR), Foundation for Appalachian Kentucky, Community Farm Alliance, Kentucky Retail Federation, Leadership Kentucky and various commodity group/agribusiness interest organizations. Several of the extension faculty serve on professional and stakeholder boards. They are also a resource for the media, provide testimonies to legislative bodies, and work with colleagues in other departments within the college and across the nation.

The extension team is a part of a dynamic, growing, and changing Kentucky agriculture. Kentucky agriculture has arguably experienced the largest structural change of any state's agricultural economy over the past two decades given the abrupt changes in the tobacco economy. During the 1990s, nearly 60,000 of Kentucky's roughly 80,000 farms were a part of the tobacco economy where sales exceeded \$900 million and accounted for 25 to 30 percent of Kentucky agricultural cash receipts. Today, tobacco is grown on less than 2,000 Kentucky farms and its \$250 to \$300 million of annual sales only accounts for around 3 to 4% of the state's agricultural cash sales. Diversification and leadership efforts have enabled the state's farm economy to grow during this historic change. Grains, livestock, horticultural products, value-added marketing, and agritourism now account for a much larger share of Kentucky's agricultural economy. The Department's extension faculty and staff have played significant roles during this transition and continue making major contributions to support Kentucky farms and rural communities.

All extension faculty are involved in the Department's teaching programs. Our students consistently tell us that they appreciate the real-life examples and experiences that our extension faculty bring to the classroom. In addition to being heavily involved in our undergraduate teaching program, several extension faculty members are very active on various graduate student committees. In recent years, the extension group has discussed ways to develop a more comprehensive graduate program track for graduate students interested in a career in extension. Annually we have a graduate student tour in a region of Kentucky to allow students to see the diversity of Kentucky agriculture and to meet farmers, agribusiness leaders, and other extension stakeholders/clientele. Our graduate students have representation on the Department's extension program committee and are regularly invited to attend extension programs.

The Department's extension faculty have held many leadership roles in national professional organizations. Kenny Burdine is currently chair-elect of the Livestock Marketing Information Center Executive Committee. Alison Davis is chair of the Southern Program Leader Network for Community and Leadership Development Executive Committee and serves on the APLU Commission on Economic and Community Engagement. Jonathan Shepherd serves on the Board of Directors of the Farm Financial Standards Council. Jordan Shockley is the Chair of the Extension Section of the Agricultural and Applied Economics Association. During the review period, Tim Woods served as president of the Southern Agricultural Economics Association.

5.2 Extension Communication Efforts

In recent years, the Department has made a major push towards improving our communications and digital presence. In 2019, our website was moved to the Drupal platform. This allowed for tablet and mobile phone optimization of website content and allowed us to capture data on web traffic and downloads of publications and articles. Most agricultural economics extension materials are made available on the website which had over 222,000 page views during the last fiscal year. Multiple social media platforms are being strategically used to reach a broader clientele base and drive them to web content. For example, the Department's Facebook page has over 3,000 followers (up over 33% in the last fiscal year) and reached more than 132,000 people from July 2021 to June 2022. Large increases have also been seen on Twitter, LinkedIn and Instagram. Social media platforms are also used to promote video content that is stored on a departmental YouTube channel. The YouTube channel had 1,800 video views during the last fiscal year. Section 9 of this document contains further information regarding departmental communications and links to various extension materials.

During the review period, a concerted, cohesive effort has also been made to improve the branding of the Department's materials. The website and social media platforms use logos, colors, and fonts (consistent with university brand standards) such that the Department is consistently recognizable as the source of the content. Similarly, a template has been adopted for agricultural economics publications and articles that are shared and/or posted. The same branding has been incorporated into PowerPoint slide decks, flyers, webinar backgrounds, letterhead, and other materials that originate from the Department.

5.3 Extension Faculty Profiles

Kenny Burdine -- Livestock Marketing / Management

Kentucky's livestock sector is very diverse, consisting primarily of cattle, equine, poultry, dairy, and hogs. Dr. Burdine's livestock economics extension program covers a wide range of marketing and management areas impacting Kentucky livestock producers and industry stakeholders. Much of Dr. Burdine's efforts have been focused on market outlook, marketing strategies, and price risk management. Over the last several years, Dr. Burdine has placed a greater emphasis on management and decision making and increased his focus on applied research topics. Dr. Burdine serves on the Kentucky Ag Finance Corporation which provides capital access for agricultural diversification and infrastructure projects across the state and is very active within various livestock commodity organizations.

Alison Davis -- Community and Economic Development

Dr. Davis is the Executive Director of the [Community and Economic Development Initiative of Kentucky \(CEDIK\)](#). CEDIK's work covers five primary areas: economic development, leadership development, healthy communities, community design, and arts engagement. Dr. Davis's program specifically includes land use planning, economic development research and planning, housing, and economic impact/feasibility studies. Dr. Davis is also the director of the National Center for Economic Analysis of Rural Health (CEARH). CEARH is an integrated research and engagement program designed to assist communities, institutions, and health care professionals to better understand the role the health care sector plays in the local economy.

Grant Gardner – Grain Economics

Dr. Gardner is our newest faculty member, joining us in January 2023 following completion of his PhD from Kansas State University. His extension program focuses on grain and oilseed commodity outlook and marketing, crop insurance, federal farm programs, and the economics of grain and oilseed production and storage practices. In addition to developing outreach efforts targeted to county extension agents, farmers, and other stakeholders, Dr. Gardner conducts applied research that supports and informs those outreach efforts. He works closely with colleagues at CAFE's Grain and Forage Center of Excellence and with the various grain commodity organizations.

Greg Halich – Farm Management Economics

Farm Management Economics is a broad subject area that covers the areas of decision making, optimization in production decisions, enterprise budgeting, partial budgeting, risk management, financial analysis, investment analysis, and general profitability analysis. Much of Dr. Halich's work is collaborative with other disciplines (e.g., agronomists, soil scientists, animal scientists) and often evaluates the practices they are prescribing in answering the following farmer question: "But will the practice pay?" Dr. Halich's concentrations are: 1) livestock and forage management (e.g., bale grazing, extended season grazing, pasture-based beef finishing, biofuel production) 2) grain crop management (e.g., profitability analysis, farm bill evaluation, leasing structures) and 3) general farm

management programs (e.g., custom machinery rate database and publications, fixed costs estimation training).

Steve Isaacs -- Farm Management and Leadership Development.

Dr. Isaacs focus areas within farm management extension include succession planning, strategic development, and crisis communication. He serves as Co-Director of the Kentucky Agricultural Leadership Program (KALP) and Director of the University of Kentucky Income Tax Seminars (UKITS). KALP serves to develop agricultural leaders in a seminar and travel-based two-year program and is currently in its thirteenth class. UKITS offers continuing education for tax preparation professionals and is in its fifty-fifth year serving 1,200-1,500 tax professionals in two-day face-to-face and virtual seminars (see below).

Jordan Shockley – Farm Management and Poultry Economics

Dr. Shockley's extension program focuses on the subject areas of farm management and poultry economics. While farm management covers many topics, Dr. Shockley's focus is in the areas of grain economics, machinery management, economics of soil quality (e.g., poultry litter management and cover crops), carbon markets, and the economics of precision agriculture technologies. Given the wide range within farm management, Dr. Shockley works across all disciplines within the college to approach these issues in a holistic manner. Furthermore, Dr. Shockley covers the economics of poultry industry including market outlook, the profitability of investing in poultry houses, and the financial impacts of contracting avian influenza in a poultry operation.

Will Snell – Policy, Trade, Tobacco, and Leadership Development

Dr. Snell's programming has shifted over the years to adjust to a changing state agricultural economy and needs of the Department. He currently serves as the Extension Coordinator and works closely with farm organization leaders, agribusinesses, policy makers, and the media. A large portion of his current extension programming focuses on the macro farm economy as it responds to changes in commodity/input prices, inflation, interest rates, etc. He serves as the agricultural representative on two state trade organizations (World Trade Center – KY and the National Association of District Export Council – KY). He continues to work with farm group leaders, policy makers, extension agents, farmers and others on tobacco policy issues including financial management and outlook. He often provides lay groups, media, and others with information on the overall financial status and changes in Kentucky agriculture. A significant portion of his time is devoted to serving as the co-director of the KALP (see below).

Tim Woods -- Agribusiness and Horticultural Marketing

Dr. Woods' extension program focuses on agribusiness development, horticulture marketing, and agricultural market development. He works closely with the Kentucky Department of Agriculture, the Kentucky Horticultural Council, and UK's Horticultural Department in programs that evaluate opportunities for new horticultural product markets. His efforts with the Center for Crop Diversification (see below) includes work on cooperative development (with the Kentucky Center on Cooperative Development), local food marketing systems, and training for agricultural and

horticultural agents. His extension program also includes administrative and market research work with the MarketReady (see below) educational program, and food consumer demand trends. Dr. Woods also works closely with emerging producer groups on new commodities or business ideas in the areas of strategic planning or feasibility studies, farm diversification and entrepreneurship.

Kentucky Farm Business Management (KFBM)

The Department's KFBM program and the farm management specialists who support that program are described in section 3 of this document.

5.4 Selected Extension Programs

Community and Economic Development Initiative of Kentucky (CEDIK)

CEDIK is the College's primary community and economic development program. Though not included in this departmental review, it is mentioned here because Alison Davis serves as the Executive Director of CEDIK and CEDIK serves as the Department's primary intersection with community-based programs. CEDIK's work covers five primary areas: economic development, leadership development, healthy communities, community design, and arts engagement. CEDIK works with extension agents, state and local agencies, and grass roots organizations. There are 17 full-time staff and faculty across three departments who provide support to CEDIK.

Lender's Conference

The Departments' annual Lender's Conferences are geared primarily to bankers and lending specialists that work directly with farmers -- but farmers and representatives of agricultural-related businesses also sometimes attend. The overall goal is to inform lenders on key changes or issues in the current and forthcoming year(s) and how these may affect their clients. Historically, these conferences have been held at four locations throughout the state with 25-75 participants at each location. For 2023, we added a fifth location in response to a request from county agricultural agents. Each conference typically has four main presentations: 1) General farm economy, 2) Grain profitability and outlook, 3) Livestock profitability and outlook, 4) Review of farm financials and profitability from the previous year by Kentucky Farm Business Management specialists. In addition, key hot topics (e.g. hemp a few years ago) are also presented as need and interest dictate. We typically get good reviews for this program which is one of the cornerstone programs delivered by the overall agricultural economics extension team.

Economic Subject Matter (ESM) Training

Every winter, extension faculty and staff conduct an all-day in-service training for county agriculture and natural resources (ANR) agents across the state. To reach as many county agents as possible, we have the in-service training at three different locations across (Western, South Central, and Central KY) on three separate days. On average, we have 30 ANR county agents at each location. The purpose of the ESM trainings is to educate county agents on current economic issues and highlight new publications/tools that are available to them as they assist their clientele in the coming year.

New Agent Training

UK Extension has hired a lot of new county extension agents in recent years, many without any formal training in economics. Our extension group will be delivering a pilot program in the summer of 2023 that provides basic economics training to county agents (primarily ANR agents) with less than five years of experience. This training is expected to complement our annual ESM training.

Kentucky Ag Situation and Outlook

Several of the Department's extension specialists present each year in a plenary session at the Kentucky Farm Bureau annual meeting held in December. These situation and outlook presentations review the current year and provide some insights for the upcoming year for Kentucky's major agricultural commodities, the forestry sector, and the overall farm economy.

UK Income Tax Seminars

The Department, in cooperation with the Internal Revenue Service and the Kentucky Department of Revenue, annually present a series of [income tax education seminars](#) throughout the state. The two-day seminars are designed to provide updates for tax professionals on both federal and state income tax return preparation. Seminars are offered face-to-face and on-line. Approximately 1,200-1,500 participants complete the seminars annually and receive IRS approved continuing education credit that meets the requirement for CPAs, Kentucky Department of Insurance, Certified Financial Planners, Kentucky Bar Association, and Enrolled Agents. UKITS training has been offered annually for fifty-five years. Dr. Steve Isaacs currently serves as the director of the program and Kathy Roe is the program coordinator.

MarketReady Producer Training Program

[MarketReady](#) is a producer training program for both new and experienced farmers in Kentucky. The training program was originally designed for farmers growing specialty crops but has widened to encompass value-added sheep, goat, and dairy product operations. MarketReady prepares growers and producers to move into restaurant, school, grocery/retail, and wholesale outlets. The training is based on the best business practices identified by the buyers in these markets that are actively seeking to engage local suppliers. MarketReady has been offering training for over a decade now, with a pivot to virtual training in 2020. Dr. Tim Woods directs this program with programming largely developed and delivered by Savannah Columbia and Camille Dant.

Center for Crop Diversification

The [Center for Crop Diversification](#) (CCD) is a specialty crops-focused extension organization based in CAFE. The center's impact extends throughout the state providing growers with virtual and in-person training; marketing and production-based budgets and tools; and a monthly newsletter. Several resources in the Department play key educational and leadership roles in the CCD. Dr. Tim Woods directs this effort with programming largely developed and delivered by Brett Wolff, Savannah Columbia, and Camille Dant.

Sustainable Agriculture Research and Education

Tim Woods and Brett Wolff work as the UK team for the Southern Sustainable Agriculture Research and Education (SARE) Model State program. This effort coordinates sustainable agricultural professional development for extension agents and other agricultural professionals in Kentucky. UK SARE provides collaborative support to the Kentucky State University's "Third Thursday Thing," one of the premier sustainable agriculture training programs in the state. UK SARE is focused this year on the farm transition component of land stewardship as well as diversity and equity education for extension agents. Current partners of the program include the Community Farm Alliance, Kentucky Department of Agriculture, Organic Association of Kentucky, and the Kentucky Center for Agricultural and Rural Development.

Kentucky Agricultural Leadership Program (KALP)

The [Kentucky Agricultural Leadership Program \(KALP\)](#) is an intensive two-year program designed for young agricultural producers and agribusiness personnel who want to further develop their leadership skills. The program consists of domestic seminars devoted to important and timely issues affecting agriculture and sessions focusing on improving participant's communication, leadership, and management skills. Seminars are held in varying regions of Kentucky to learn about different opportunities and challenges facing agriculture and rural communities across the state as well as networking with local leaders and program alumni. Seminars are also conducted in Frankfort, to learn about state government; Washington DC, to interact with congressional members/staff, government agencies, and commodity organizations; other regions of the United States; and on a two-week international learning journey. KALP has graduated over 300 participants who have taken on various leadership roles in Kentucky agriculture. The program dates to the mid-1980s, covering twelve classes with Class 13 currently in the middle of their two-year program. Each participant is responsible for a \$2,500 tuition fee to help offset the approximate \$15,000 cost per participant. The remaining funds evolve from an endowment established by over 200 donors supporting Kentucky agriculture. Classes are comprised of 22 participants from across the state representing different types and sizes of farms and agricultural businesses and strives for additional diversity by gender and race. Dr. Will Snell and Dr. Steve Isaacs currently serve as co-directors of the program, with Emily Brown being the program coordinator.

6 DIVERSITY, INCLUSIVITY, AND CIVILITY

6.1 Promotion of Diversity and Inclusivity

The Department recognizes that the diverse perspectives of our faculty, staff, and students enrich our work environment and benefit our instruction, research, and extension efforts. We also recognize the challenges in creating and maintaining diversity within our department. Toward that end, we actively seek to recruit faculty, staff, and students from underrepresented minority populations.

Dr. Kendriana Price, CAFE Director of Diversity, Equity, and Inclusion and Catherine Croft, CAFE Inclusion and Diversity Program Coordinator, are both housed in the Department. Our frequent interactions with these individuals, and others in the CAFE Office of Diversity, are helpful in our efforts to recruit underrepresented minority students to the Department. During the review period,

the Department also supported the Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) program by providing space for organizational meetings, presentation rehearsals, and storage of materials. Dr. Yuqing Zheng represents the Department on the CAFE Diversity Advisory Council. Dr. Roger Brown received the inaugural college Diversity, Equity, Inclusion and Accessibility Award for faculty in 2022.

6.2 Civility among Faculty, Staff, and Students

Faculty, staff, and students often refer to the Department as “our AEC Family.” The Department has long had a culture of collegiality and cooperation among faculty and staff. This is not to say that disagreements don’t occur. Disagreements are bound to occur among diverse, highly motivated, people who care deeply about the work that they do. But these disagreements are generally handled in a professional manner.

Social events, unrelated to work, are one method used for building community. Except for during the pandemic, each year we have a luncheon/reception prior to the University winter holidays. In recent years we have also had “AEC in the Country” family-oriented events hosted by faculty members whose homes are located on small farms. We celebrate retirements and major years of service anniversaries (e.g., 40 years of service). We hold separate “welcome back” events early in the fall semester for undergraduate and graduate students. Approximately three times per year we host breakfasts on campus with our retired faculty.

Based on results from a 2021 university-wide survey of faculty and staff, the following areas were identified as strengths of the Department’s work environment: 1) a willingness to help colleagues even when it means doing something outside normal work responsibilities; 2) access to necessary equipment/resources; and 3) effective operations. Concerns were raised about: 1) whether University policies/systems facilitated employee retention; 2) whether employees were able to sustain energy levels needed to get through the workday; and 3) stress and work/life balance. While these strengths and concerns have been noted by departmental and college leadership, it is important to point out that the survey was administered during unusual COVID-related work conditions.

6.3 Stakeholder Engagement

While the Department has never had a formal mechanism for engaging with stakeholders (e.g., a stakeholder and/or alumni advisory board), we have substantial informal engagement with stakeholders. Many of our faculty members regularly engage with agricultural and rural community leaders across the state and serve on boards, or provide other forms of assistance, for various stakeholder organizations. The extension faculty regularly meet with the Economics and Rural Development Committee of the Kentucky Association of County Agricultural Agents. County agents, commodity organizations, and agricultural leaders across the state are consulted when vacated extension faculty positions are being redefined.

Agricultural and agribusiness leaders regularly speak in our classes, meet with the Agribusiness Club, and engage with students at our Symposium on student experiential learning and at recruiting events.

7 ADMINISTRATION AND GOVERNANCE

7.1 Administrative Structure and Effectiveness

The chair provides overall administrative leadership for the Department including (but not limited to) budget management, performance evaluations for faculty and several (but not all) staff, allocation of facilities and equipment, philanthropy, alumni/stakeholder relations, and coordination with college and university administration. In addition, the chair serves as supervisor of the State Director of the Kentucky Small Business Development Centers. The Department's Extension Coordinator has responsibility for coordinating major departmental extension programs (see section V of this document). The DGS administers the Department's graduate programs and coordinates the internal review of federal Hatch proposals. The DUS oversees the Department's undergraduate programs.

The Department has four standing committees: Departmental Support Committee, Graduate and Research Committee, Undergraduate Program Committee, and the Extension Advisory Committee. There is a rotation process in place which alters committee membership at the beginning of each fiscal year for all committees except the Extension Advisory Committee (which operates as a "committee of the whole"). The Director of Undergraduate Studies (DUS) chairs the Undergraduate Program Committee and the Director of Graduate Studies (DGS) chairs the Graduate and Research Committee. The Extension Coordinator chairs the Extension Advisory Committee. Leadership of the Department Support Committee rotates among faculty and staff. The chairs of these standing committees coordinate tasks relating to their respective areas of responsibility and, with their committees, propose modifications to departmental policies to be brought before the full faculty for consideration. The chairs of the standing committees also serve as the Executive Committee that is consulted by the chair as needed.

Faculty meetings occur monthly. In addition to faculty, the KFBM State Director, the undergraduate Academic Coordinator, a Graduate Student Organization representative, and at least one staff member attends regularly scheduled faculty meetings.

The Department also has a Faculty Performance Evaluation Review Committee (FPERC). This committee advises the chair on faculty annual performance reviews. The chair then advises the Dean whose annual performance reviews constitute the official review. Other committees can be created by the chair on an ad hoc basis as needed.

Several departmental faculty members have leadership roles outside the Department. In addition to those mentioned previously, Jill Stowe currently serves as Director of Undergraduate Programs for the CAFE Equine Science and Management degree program (the largest undergraduate major in the college). Jack Schieffer is heavily involved in the CAFE Natural Resources and Environmental Sciences degree program, including teaching the capstone course for that major.

Staff positions in the Department are now almost entirely professional staff who have direct responsibilities for critical departmental functions. These individuals often hold M.S. degrees and work closely with the chair, faculty, and other staff members. Several of the staff members in the Department have received college-level awards. Staff meetings are held every other month (or more

often if needed). The chair attends these meetings where concerns are openly and constructively expressed and discussed. Staff professional development is strongly encouraged.

7.2 Governance-related Policies and Procedures

The College provides substantial support in terms of procedural guidance, business management, human resource management, student services, promotion and tenure, legal guidance, pre-award grant proposal assistance, and overall leadership. Other University service units, particularly the Office of Sponsored Programs Administration and Accounts Payable, focus more on procedural compliance than assistance. Frequently changing procedures and systems do not allow staff to acquire the efficiencies borne of experience. The complexity of administrative compliance and reporting grew during the last several years, requiring more expenditures on personnel at all levels of the University, and demanding higher skill-levels for staff, but with few visible benefits to the units that deliver teaching, extension, and research. Faculty personnel actions such as appointments, performance evaluations, and promotions are heavily regulated by University procedures, with multiple checkpoints to ensure adherence to policies. [University administrative and governing regulations](#) are available online as are [College-level policies and guidelines](#).

The primary departmental governing documents are the Rules of Procedure and the Statement on Evidences of Activity. Both documents have been revised during the review period. The Rules of Procedure document was revised in 2018. A minor technical modification was made in 2022 to bring the document into compliance with university administrative regulations. The Statement on Evidences of Activity was revised in 2020. Both documents are included as appendices to this document.

The primary items addressed in the Rules of Procedure are: 1) who has voting rights in faculty meetings; 2) how faculty meetings are to be conducted; and 3) the Department's committee structure. The Statement on Evidences of Activity for tenure-eligible faculty describes various evidences, across each Land Grant mission area, that are to be considered when conducting performance evaluations, 2-year and 4-year performance reviews, and promotion and tenure processes. A similar Statement on Evidences of Activity for Lecturers focuses only on the instructional mission.

8 FACILITIES, EQUIPMENT, AND BUDGET

8.1 Facilities

The Department occupies two floors of the C.E. Barnhart Building on the Lexington Campus, space in five county extension offices (Christian, Daviess, Graves, Hardin, and Henderson Counties), and rented offices in Elizabethtown and Bowling Green. The off-campus locations house Kentucky Farm Business Management (KFBM) specialists. The Lexington facilities include offices, two conference rooms, two multipurpose rooms that can be used for small meetings, and supporting infrastructure (kitchen, photocopying, and storage space). The largest conference room has recently been upgraded with dual smartboard monitors and integrated microphone and speaker systems to support hybrid (in-person and virtual) meetings. The second conference room has a meeting table with integrated power sources and connections to a large flat panel monitor. The two multipurpose rooms also have

computers connected to large flat panel monitors. The tables and chairs in both conference rooms have recently been replaced. Photocopiers on both the 3rd and 4th floors were replaced in 2019. The refrigerators and cabinets in the 3rd and 4th floor kitchens have also been replaced during the review period.

Office facilities are adequate for most on-campus faculty and staff. Some staff share an office as do most graduate students. Climate control is chronically inadequate in some offices and, at certain times of the year, some offices experience insect infestations. The University physical plant division has been notified repeatedly but has indicated that there is nothing that can be done about either of these problems. Off-campus facilities seem to be adequate.

8.2 Equipment

Equipment mainly consists of desktop computers and laptops, printers, copiers, projectors, and a poster printer. In general, we have excellent IT hardware, software, and support.

8.3 Budget

The Department is funded through the CAFE budget, grants, revenue-generating programs, endowments, and unrestricted gifts. The CAFE budget provides funds for: 1) resident instruction (originating from state appropriations and tuition); 2) extension (originating from county extension districts and state and federal appropriations which flow through the University of Kentucky Cooperative Extension Service); and 3) research (originating from state and federal appropriations and flowing through the Kentucky Agricultural Experiment Station).

Table 16 presents the Department’s budget for fiscal year 2017 through fiscal year 2023. Total federal and state funds allocated to the Department in fiscal year 2023 were \$3.88 million. For comparison, this total was \$3.57 million in fiscal year 2018, \$3.56 million in fiscal year 2010, and \$3.66 million in fiscal year 2007. These amounts do not include benefits for full-time faculty and staff which are maintained at the college level. In real terms, using the U.S. Gross National Product Implicit Price Deflator as a measure of inflation, the Department’s fiscal year 2023 budget is 91% of its fiscal year 2018 value, 81% of its fiscal year 2010 value, and 75% of its fiscal year 2007 value.

Table 16. Department of Agricultural Economics Budget FY 2018-2023

	Instruction*	Research	Extension**	Total	
FY 2018					
State	\$ 858,643	\$ 821,559	\$ 1,427,856	\$ 3,108,058	87%
Federal		\$ 376,736	\$ 88,614	\$ 465,350	13%
Total	\$ 858,643	\$ 1,198,295	\$ 1,516,470	\$ 3,573,408	100%
	24%	34%	42%	100%	
FY 2019					
State	\$ 938,833	\$ 934,888	\$ 1,653,665	\$ 3,527,386	89%
Federal		\$ 334,104	\$ 86,120	\$ 420,224	11%
Total	\$ 938,833	\$ 1,268,992	\$ 1,739,785	\$ 3,947,610	100%
	24%	32%	44%	100%	

FY 2020					
State	\$ 967,150	\$ 970,219	\$ 1,656,869	\$ 3,594,238	90%
Federal		\$ 336,146	\$ 51,558	\$ 387,704	10%
Total	\$ 967,150	\$ 1,306,365	\$ 1,708,427	\$ 3,981,942	100%
	24%	33%	43%	100%	
FY 2021					
State	\$ 826,918	\$ 865,603	\$ 1,590,122	\$ 3,282,643	89%
Federal		\$ 336,143	\$ 86,919	\$ 423,062	11%
Total	\$ 826,918	\$ 1,201,746	\$ 1,677,041	\$ 3,705,705	100%
	22%	33%	45%	100%	
FY 2022					
State	\$ 861,944	\$ 869,076	\$ 1,546,942	\$ 3,277,962	89%
Federal		\$ 326,970	\$ 93,719	\$ 420,689	11%
Total	\$ 861,944	\$ 1,196,046	\$ 1,640,661	\$ 3,698,651	100%
	23%	32%	45%	100%	
FY 2023					
State	\$ 923,662	\$ 897,524	\$ 1,632,730	\$ 3,453,916	89%
Federal		\$ 338,281	\$ 91,173	\$ 429,454	11%
Total	\$ 923,662	\$ 1,235,805	\$ 1,723,903	\$ 3,883,370	100%
	24%	32%	44%	100%	

* "State" instructional dollars originate from both state appropriations and tuition.

** "State" extension dollars originate from both state appropriations and county extension districts.

All units in the College experienced budget cuts for fiscal year 2021 in anticipation of reduced state appropriations and tuition revenue. The Department's budget was cut 9.5%. Since 94% of the Department's budget is in salaries, the cut could only be absorbed by reducing personnel. Thus, the Department lost two vacant faculty positions and three staff positions (one that was already vacant and two that were vacated after the announcement of the cut). One of the faculty positions has since been restored.

As indicated previously, 94% of the Department's budget is in salaries. It is not possible to cover all operating expenses (travel, supplies, page charges, photocopies, computers, furniture, telephone, internet, etc.) with the remaining 6% of the budget. In fact, more than 20% of the Department's budgeted operating funds are required to pay the University for telephone and internet services.

The University provides a financial incentive, known as the Wethington Award (named after a former president who instituted the incentive) for faculty to use grants funds to buy out their salaries. For grants that generate indirect cost recovery (i.e., overhead), 50% of any salary bought out by the grant, up to a maximum of \$50,000, can be paid directly to the faculty member as a bonus near the end of the fiscal year. The remaining 50% remains in the Department and can be used to fund operating expenses or other departmental needs.

Historically, vacated positions remained in the Department's budget and could be used as a source of operating funds. CAFE changed this recently such that the budget for vacated faculty positions

reverts to the College at the end of the fiscal year. This change has created significant concern among departments about having sufficient funds to cover operating expenses.

Unlike some universities, our budgeted funds are not “use it by the end of the fiscal year or lose it.” We can carry forward budgeted but unused funds into the next fiscal year. Historically, these carry forward amounts were “taxed” at both the university and college levels -- together amounting to about 10% of the amount being carried forward. We have recently been told that this will change for FY 2024 with these taxes being either eliminated or significantly reduced on extension and experiment station carry forward funding. As a hedge against unforeseen expenses or reductions in available salary savings from grants, the Department has, under the current chair, tried to carry forward at least \$400,000 to \$500,000 each year.

The Department currently has two time-limited business office staff positions that are not “on-budget,” meaning that, over the long-term, maintaining these positions is conditional on continued salary savings from grants (with carry forward funds being used to bridge any gaps). A limited amount of carry forward funds are also used to fund graduate student assistantships.

Grant funding is highly variable across fiscal years (see section 4 of this review) – which is another reason why it is necessary to maintain a balance of carry forward funds). An important difference between the University of Kentucky and some other universities is that the Department receives only 10% of indirect cost recovery dollars generated by grants if the grant is only in one department. When multiple departments are involved, 16% of the indirect cost recover dollars are shared among the participating departments.

The Department has two revenue-generating programs: 1) the Kentucky Farm Business Management (KFBM) program; and 2) the University of Kentucky Income Tax Seminar Program. The revenue generated by the KFBM program is used entirely to pay salaries and professional development expenses for KFBM staff. Revenue generated by the University of Kentucky Income Tax Seminar Program pays salaries for the staff who support the program along with various program costs such as materials, meeting locations, and resources needed for online delivery. Occasionally, revenue from the Income Tax Seminar Program is also used to support other extension needs in the Department.

Other than endowed scholarships for agricultural economics students (which are all managed at the college-level), the Department has an endowment for a graduate student scholarship, an endowment to support an undergraduate student who is participating in a study abroad or other international educational opportunity, and an endowment that supports the Department’s only named professorship. The Department recently received a gift of approximately \$3 million to create an endowment to support international professional development opportunities for faculty, staff, graduate students, and undergraduate students. The details on how those funds will be allocated are still being developed.

9 COMMUNICATIONS

The Department's Website Management Guide and Social Media Guide are attached as appendices to this document. The Department's Digital Presence Report for the most recent fiscal year is also attached as an appendix.

The "AEC Newsletter" is delivered three times per year via email to approximately 1,100 people (alumni, friends of the department, and college administrators). Some recent examples can be found at: [October 2022](#); [June 2022](#); and [January 2022](#).

Our [Economic and Policy Update Newsletter](#) is generated monthly. A link is emailed to all extension agricultural and horticultural agents, extension administrators, and stakeholders across the state. During the review period, this newsletter was converted from a single pdf document (containing multiple articles) to a web-based format with both email (MailChimp) and social media used to push users to individual articles. Users may also download formatted pdfs of each article from the website. The new format fosters much improved sharing on social media and allows individual articles to be promoted and tracked for views.

Each year our extension faculty generate an [Ag Economic Situation and Outlook](#) publication that is widely distributed across the state. Like the Economic and Policy Update Newsletter, each commodity-specific situation and outlook article can be read either on the website or as a sharable pdf. The entire publication can also be downloaded as a pdf. The situation and outlook materials are also presented at a plenary session of the Kentucky Farm Bureau Federation annual meeting in December of each year.

Other examples of departmental communications include [budgets and decision tools](#) and [extension publications](#)).

10 REFLECTION

Leadership

Dr. Barry Barnett took over as Chair in January 2018 replacing Dr. Leigh Maynard who was the Chair during the last periodic review. Three faculty positions have been filled during Dr. Barnett's time as Chair. As staff positions have opened, the Department has modified position descriptions and responsibilities to meet evolving departmental needs. Two faculty positions and three staff positions were lost due to a 9.5% budget cut for FY 2021. One of the faculty positions has since been returned to the Department and a search is currently underway.

Dr. Barnett's term as Chair will conclude at the end of 2023. At that time, it will be important that a smooth leadership transition occur.

Research and Graduate Program

As described earlier, the faculty have identified "three pillars" of future research activity. These three pillars are intended to direct future research faculty hiring and graduate student recruitment.

At the time this is being written, the faculty Graduate and Research Committee is working on recommendations to bring to the full faculty on several issues related to our graduate programs. Among these are modifications to the M.S. program (including, but not limited to, allowing for more Extension focus) and recommendations regarding the future of the Ph.D. program. Regarding the latter, the faculty have already concluded that without a significant infusion of new resources, we will be unable to continue offering a quality, traditional, Ph.D. program. Therefore, no new Ph.D. students have been admitted since 2020. The question that we are now considering is whether we can, or should, attempt to offer a non-traditional Ph.D. program for a small number of students. The faculty recognize that there are no other agricultural economics Ph.D. programs in the state. Furthermore, the Department of Economics is considering whether they will continue admitting Ph.D. students.

With reduced numbers of Ph.D. students in recent years, research faculty have increased investments in post-doctoral scholars. The Department has paid for one post-doctoral scholar for each of the current assistant professors in the regular title series (tenure track faculty with primary research appointments). Other post-doctoral scholars have been funded from grants. In general, there is a recognized need for an increased level of external funding generated by faculty in the regular title series.

Since the last periodic review, faculty have made a concerted effort to improve the quality of journals in which research is being published.

Undergraduate Program

In recent years, the Department has focused on increasing professional development opportunities for agricultural economics majors. Thus far, this has been accomplished largely through education abroad programs (Argentina, France and Switzerland, the Netherlands and Germany), undergraduate research, and internships. In addition to facilitating these opportunities, the Department has also obtained philanthropic funding to help offset the cost (on an “as needed” basis) for students to participate in these activities.

The faculty Undergraduate Program Committee has plans to conduct a curriculum review during 2023 informed, in part, by the recommendations coming from the departmental review.

In general, faculty are concerned about the sustainability of our current undergraduate course offerings. As described, earlier, in addition to our own undergraduate degree program, the Department has heavy responsibilities for teaching service courses that are used by many other degree programs in the College. The demands for these service courses continue to grow. While some of this growth in demand has been met by hiring part-time instructors, it is important to note that the Department receives no budget for part-time instructors. Thus, these individuals are paid from released faculty salaries generated by grant funds. Leaders of other degree programs in the College (and college-level administrators) often reference agreements made 10 or even 20 years ago when arguing that the Department needs to continue offering courses to serve the growing numbers of students in the College. The implication of this is that the Department’s teaching programs (undergraduate and graduate) must bear the full impact of teaching resources lost through the years (i.e., reduced numbers of faculty positions in the Department). While the Department has tried to

push back on this to protect the integrity of our own degree programs, this remains a source of some tension in the Department's relationships with other degree programs and college administration.

Extension

The Department continues to have strong extension programming (both as individuals and collectively). During the review period we have focused more on improving the quality and variety of our communications including an increased use of [videos](#) during, and subsequent to, the pandemic. Video equipment has been purchased and we have created a space in the Department with an appropriate background for videos.

Since the last periodic review, Extension faculty have leveraged their reach by effectively utilizing an M.S.-level Farm Management Specialist and several Extension Associates.

Dr. Davis has, for many years, attracted significant amounts of grant funds for CEDIK's outreach and Extension efforts. Currently, only one CEDIK employee is not grant funded. Dr. Woods also has a long history of attracting grant funds, but his external funding has increased significantly in recent years such that he is now funding several Extension Associates. Other extension faculty are also quite successful in attracting external funding from various sources.

The loss of the college motor pool has significantly increased the cost of extension in-state travel for the Department.

Project Management

The Department's grant funding continues to increase. With the trend toward USDA distributing grant funds primarily through large multi-institutional, transdisciplinary, and multi-functional awards, the management of these efforts (both pre-award and post-award) can be overwhelming for a faculty member. As a result, we find ourselves in a situation where faculty members are sometimes unwilling to apply for additional grant funding simply because they would be unable to effectively manage additional externally funded projects. For this reason, additional resources are needed to hire staff that can work alongside faculty on the management of externally funded projects.

Facilities

Since the previous review, the Department's conferences rooms (341 and 426) have been renovated including upgrading the technology and furniture. Rooms 342 and 441 have also been renovated and furniture added so they can host small meetings. Room 342 can be reserved by anyone in the College for testing accommodations and is used in the evening as a practice space for the quiz bowl team. Since the previous review, the kitchen areas on the 3rd and 4th floors have been renovated and new refrigerators purchased and new photocopiers have been purchased for both the 3rd and 4th floors. Graduate student offices are being renovated as they become vacant. In recent years, new desktop and laptop computers have been purchased for most faculty and staff. Graduate students are provided with relatively recent "hand-me-down" computers.

The Department is still limited by office space with some individuals (primarily CEDIK staff) sharing offices. Our building is now over 30 years old, so maintenance issues are common. The heating,

ventilation, and air conditioning (HVAC) system is insufficient. Many employees use space heaters in the winter. In the summer, some offices are uncomfortably warm. In late fall, some offices are plagued with black fly infestations. By all indications, the flies hatch in the area above the ceiling and enter the offices through light fixtures and crevices in the ceiling panels. The university Physical Plant Division has been called on multiple occasions but have repeatedly told us that there is nothing they can do about these infestations.

Staff

The Department is fortunate to have outstanding staff members. Staff no longer perform clerical functions. Instead, most staff members perform critical functions for which they are uniquely qualified. Many have M.S. degrees. Due to our increasing reliance on grants as well as increased university reporting and regulatory requirements, we have had to hire additional business operations staff. We are also increasingly reliant on staff for undergraduate instruction and extension programming. Several staff positions have also been reclassified to better reflect the skills required for the role. While this is important and necessary, we have received no additional funding to support additional staff or position upgrades. The additional cost for salary and benefits has had to come from our limited operating funds. We are also currently using nonrecurring funds to support two vital business operations staff positions.

Faculty Retention

During the review period, four faculty members have been promoted from assistant professor to associate professor (with tenure). Two of those individuals were in the regular title series, one was in the extension title series, and one was in the special title series. One individual, who was in the extension title series, was denied promotion to associate professor (with tenure). Also, during the review period, two faculty members were promoted from associate professor to professor – one in the regular title series and one in the extension title series. No faculty members were denied promotion to the rank of professor.

During the review period, retention offers were made and accepted by several faculty members who were being actively recruited by other universities. The University has provided funding for many, but not all, of these retention offers.

Communications

The Department is proud of the improvements that have been made in our communications efforts since the last periodic review. While these are most noticeable in our extension materials, significant improvements have also been made in our website, social media, communications with alumni and “friends of the Department,” and our intra-departmental SharePoint site.

Departmental Policies and Procedures

During the review period, the Department’s two primary governance documents have been updated. These are our Rules of Procedure and Statement on Evidences of Activity.

Alumni and Philanthropy

The Department regularly receives relatively small gifts from faculty, retired faculty, and alumni. During the review period, we also received a \$100,000 gift from an alumnus that was used to establish the Undergraduate Student Opportunity Fund. Recently we received an approximately \$3 million gift to establish an “Endowment for Promoting International Agricultural Awareness and Involvement: A Memorial to Russell H. Brannon and Daughter Paula.” Per the endowment agreement, this endowment will “. . . provide departmental faculty, staff, graduate and undergraduate students with resources needed to develop and foster international relationship, enhance research, create curriculum, and encourage participation in extension and education abroad opportunities.”

In 2021, the Department posthumously nominated Mr. Percy Luney, Sr. for induction into the college’s Hall of Distinguished Alumni. Mr. Luney completed his M.S. degree in the Department of Agricultural Economics in 1953 and, in so doing, become the college’s first African American graduate. Prior to earning his undergraduate degree at Kentucky State University Mr. Luney served for four years as part of the famed 92nd “Buffalo” Infantry Division. He fought in Italy during WWII and was awarded three Bronze Stars. After leaving UK, he completed Ph.D. coursework at the University of Chicago and went on to have a distinguished career with the CIA and USDA doing innovative (and highly classified) work on remote sensing (both from high-altitude photography and satellites). Mr. Luney’s son, Percy Luney, Jr., was able to represent his father at the induction ceremony. He also met with departmental faculty and staff to share recollections from his father’s time at UK and subsequent career.

10.1 Challenges

The Department faces several challenges in the years ahead. Most immediately, will be the transition to new leadership. We are committed to being a comprehensive department, so we will be seeking a visionary leader who understands and values all our functions (undergraduate instruction, graduate instruction, extension, and research). This individual will need to build on the momentum already underway in the Department, but also be open to innovation as we navigate future challenges.

Regarding instruction, the Department is quite concerned about the increasing demand to teach service courses for other degree programs in the College. The growth in these other degree programs is placing a significant burden on our already stretched teaching resources. We are paying part-time instructors to teach classes (or additional sections of classes) that would not be necessary to serve our majors. Even though these courses do not benefit our students, we are expected to pay for them from our departmental operating funds since we receive no funding from the College to teach these service courses. At the same time, we are considering dropping our Ph.D. program, in part, because we lack the teaching resources to cover all our undergraduate and graduate teaching needs.

The University is gradually transitioning to a performance-based budget model. While we recognize the importance of rewarding and incentivizing high levels of instructional performance, we are concerned about some of the metrics used in the performance models. In particular, the baseline for

these models is a year when our enrollment was artificially high because the College of Business was limiting its enrollment. Once these metrics were adopted by the University, the College of Business started admitting more students and our student numbers subsequently decreased. Relative to this artificial baseline, our student numbers will continue to look low, so we are unlikely to receive any additional teaching resources from the performance-based budget model. In the years ahead, the Department will need to determine how it can respond to the incentives inherent in performance-based budgeting without compromising the quality of our undergraduate and graduate instructional efforts. We also need to: 1) continue advocating for additional teaching resources to support our offerings of service courses; 2) finalize decisions about our M.S. curriculum and implement the proposed changes; 3) make long-term decisions about the future of our Ph.D. program; and 4) conduct a comprehensive review of our undergraduate curriculum.

The Department is increasingly reliant on grants to fund not only graduate students and research and extension efforts, but also business operations staff and operating expenses. Additional resources are needed to hire staff that can work alongside faculty on both pre-award and post-award management of externally funded projects.

The increased reliance on grant funds for core functions creates potential vulnerabilities due to faculty turnover and/or year to year variability in faculty success with grant applications. Effectively managing these fiscal realities will be a continual challenge.

We are committed to serving both our students and in-state stakeholders. At the same time, we recognize that faculty are promoted and tenured based on their national and international reputations as evidenced by publications in top journals, presentations at national and international conferences, success in national and international grant competitions, and service to national and international professional organizations. Navigating these varied, and sometimes conflicting, demands on faculty time and effort, will continue to be a challenge in the years ahead.

11 APPENDICES

Statement on Evidences

Rules of Procedure

Website and digital media guides

Digital presence report

2017 extension vision statement

MS Program-Level Student Learning Outcomes (PSLOs)

Ph.D. Program-Level Student Learning Outcomes (PSLOs)

Statement on Evidences of Activity in Instruction, Research, Extension and Administration that are Appropriate for Use in Evaluation of Faculty

College of Agriculture, Food and Environment

Department of Agricultural Economics

University of Kentucky

Approved by the Faculty October 7, 2020

A Preamble

Faculty in the Department of Agricultural Economics understand and agree that the process of regularly discussing performance standards is far more important than any written policy statement that attempts to document expectations. This document is our best attempt to specify our evidences of activity associated with instruction, research, extension, and service. The document will be reviewed regularly and updated to reflect the current state of faculty thinking on such evidences and how they relate to promotion and tenure processes. By following this approach, we meet the University requirement to have such evidences documented while recognizing the more important role of the process itself.

Background and Introduction

Faculty members have different appointments, interests, and opportunities, and these result in a variety of instruction, research, and extension programs. Hence, the evidences of activity presented here are intended to be descriptively general and not exclusive. They are designed to be helpful in annual and biennial merit reviews as well as in two- and four-year reviews and progression in promotion-eligible title series. These evidences are consistent with University regulations for promotion and tenure but provide considerably more detail for faculty in this department. Specific university administrative regulations for faculty performance review and promotion and tenure for teaching, research, and extension appointments can be found at: <http://www.uky.edu/regs/ar.htm>. For faculty in a special title series, the source of evidences for evaluation is the position description and criteria for ranks that were reviewed by the appropriate academic area committee and approved by the Provost. The department's statement on evidences for the Lecturer Title Series is a separate approved document.

Two critical areas for faculty performance evaluation are contributions in publication (peer-reviewed journal articles, research and extension publications, as well as articles for the general public) and contributions to resident and non-resident educational programs. Educational programming includes instruction at the undergraduate and graduate levels as well as extension educational programming for adults and youth. Candidates for Associate Professor are generally expected to have achieved regional recognition for excellence in these two areas, whereas candidates for the rank of Professor are generally expected to have achieved national and international recognition for excellence in these areas. In addition, the department values contributions to collaborative disciplinary and interdisciplinary team efforts as well as activities that create new capacity for instruction, research, and extension contributions.

Individual faculty members have latitude in developing a specific mix of writings, educational activities and other contributions that result in regional, national and international recognition. Awards for excellence in instruction, advising, and extension activities document and strengthen the case for excellence in educational programming. Recognition for quality publications such as awards for the best journal article or quality of communication from regional and national associations indicate regional and national recognition that further documents the case for excellence. A faculty member's success in attracting external funding, especially competitive funding, is also viewed as evidence of beneficial instruction, research, and/or extension efforts (i.e. those that have a positive impact on the profession, clientele, and students).

Because the interests and opportunities open to faculty members are diverse, faculty members must make wise choices in allocating their time. It is the responsibility of the individual faculty member to determine the combination of state, regional, national and international activities that will most effectively fulfill job requirements and fulfill university regulations regarding promotion and tenure. The University exists only because of the support of the people it serves. While recognizing that faculty members have a great deal of freedom to pursue their own unique research and extension programs in pursuit of regional, national and international recognition for excellence, faculty members should also devote a portion of the narratives within their merit package to explaining how their particular program addresses issues and problems of importance to Kentucky, its people, and its economy.

A performance review, two- or four-year review, or promotion dossier should articulate a cohesive and impactful research and/or extension program. These documents should exhibit linked focus areas that build in a coherent direction and are consistent with the job description/distribution of effort under which the person is currently employed. Interaction and teamwork are strongly encouraged among research and extension faculty within the department, across college departments, the university, or at other institutions, and with other groups such as county agents, farm commodity groups, national, state, or local decision-makers, agribusinesses, and others. In preparing evaluation materials, faculty should explain how they worked as part of a team as well as outlining their specific contribution in helping the team succeed. Emphasis should be on what the research and/or educational program accomplished. Attention should primarily be focused on the quality of the scholarly output and the value of the research, teaching, and extension programs to academia and general society. This is more highly valued than a simple listing of publications, extension presentations, or courses taught.

The department also values professional service activities not directly related to excellence in publication and/or excellence in educational programs. These activities are, however, complements to excellence in publication and/or educational programs rather than substitutes. Examples of professional service activities include, but are not limited to, elected offices in regional and national professional associations, administrative service, participation in campus and student organizations and honorary societies, editorships of professional journals and other publications, service on university, college and departmental committees, and review work for professional journals as well as review of grants and project proposals. Service activity related to the expertise of the

faculty member as well as awards for service performance are acknowledged as evidence of quality service engagement.

The end-users of educational programs and the readers of faculty writing are frequently in the best position to evaluate scholarly contributions. The perspectives of students, extension clientele, research and extension colleagues worldwide, representatives of clientele groups, and public decision makers are often important inputs into evaluations of faculty performance. While no single evaluation instrument can succinctly and accurately measure overall quality, a set of formal and informal evaluations from a variety of appropriate resources should guide faculty in developing, modifying, and maintaining excellence in instruction, research, extension, and service. Thus, with the knowledge and agreement of the candidate, the Chair may request letters for promotion and tenure dossiers from faculty in other departments at UK, county agents or professional staff at UK, students, or non-academic professionals. Those asked to write letters should have appropriate experience and expertise to evaluate the record and contributions of the candidate. Such letters should be placed in a separate section of the promotion dossier from either department faculty letters or external letters and should not substitute for the required external letters.

While recognizing that evidences of excellence in educational programs and excellence in publication are consistent across all appointments, identifying more specific evidences related to performance in the areas of instruction, research, extension, and service can assist faculty members in program design and evaluation. The following are more specific evidences to guide faculty members in developing documentation for annual, biennial, and two- and four-year reviews and to provide a foundation for documents prepared for promotion and tenure dossiers.

Instruction

Performance of faculty members in instruction focuses on the development of innovative course materials, lectures, assignments, alternative teaching methods, and on examinations that provide educational benefits to students. Courses should be content driven with measurable student learning outcomes clearly stated. Course content is expected to be up-to-date, applicable to the subject matter, and at the appropriate level. Course assessments such as examinations and assignments should reflect course materials and lectures, and evaluations based on those materials should be returned to students within a reasonable period. Instructors are expected to be available to assist students outside of the classroom and to follow all University rules and policies concerning student rights.

End of term Course and Teaching Evaluations by students should generally reflect a positive learning environment, but not be the primary factor in evaluating instruction. The entire teaching portfolio (which includes numerical course evaluations as a part) should be used as the primary tool to evaluate teaching. In addition to the required elements of the teaching portfolio (described in Appendix 1 to AR 3.10), instructors are encouraged to include student learning goals for each course, descriptions of instructional methods/practices (e.g., assignments, activities) implemented to further student

understanding for each learning goal, and methods for evaluating student learning outcomes for each goal.

Other suggested items to include in the teaching portfolio include evidences of instructional methods/practices and assessment mechanisms such as samples of course materials and innovative instructional methods, formative course observations/feedback, peer reviews, teaching awards, numerical ratings, courses taught, new course development, student advising, student mentoring, teaching workshops and professional meetings, student organizations, student recruitment, refereed journal articles related to teaching, non-refereed publications related to teaching, teaching grants, and other relevant evidences.

Research:

Performance of faculty in research is evidenced by, but not limited to, awards and recognition for research excellence, publications (refereed, non-refereed, and books), evidence of being cited in other scholarly work, the quality of journals in which the individual is publishing, usefulness of applied research for extension clientele, Doctoral and M.S. students completed, successes of graduate advisees, invited presentations, and participation in regional and/or national research committees. Furthermore, faculty should engage in the discovery, dissemination, and application of new and noteworthy knowledge. Funding obtained in support of research efforts, especially competitive funding, is also viewed as evidence of a successful research program. Our department seeks to develop a distinguished faculty whose exemplary research and scholarship are noted not only within the university but also across the nation and world.

Extension:

Performance in extension teaching and publication is content-driven and is often most profoundly evidenced by positive participant behavior changes. The faculty member must identify one or more areas of specialization or focus and demonstrate how their expertise contributes to broader institutional extension education efforts. Excellence in programming should demonstrate the ability to communicate complex concepts and/or issues to participants with widely varying backgrounds that have a need for the faculty member's expertise. The faculty member should provide evidence of participation in collaborative development and delivery of extension programming with assessment of contribution by the evaluation of the collaborators and/or clientele. Demonstrated quality programming delivery to extension audiences, including extension agents in appropriate program areas, producers, agribusinesses, or other public audiences, as well as professional colleagues within and across disciplines and within and across states is essential. Quality determinants include but are not limited to peer review of programs and publications, participant evaluations of programs, evaluation by extension agents, and other regional, national and international recognitions of successful extension programming.

A notable distinction that exists between extension teaching and campus-based teaching is that extension audiences often contain a wide diversity of educational backgrounds and levels of expertise. Publications and programs must be designed to be of value and relevance to a broad spectrum of participants and end-users. County and regional

extension programming and presentations, participation on regional or national extension committees, an applied research program, in-service training programs for extension agents, innovative and appropriate delivery methods for a diverse audience, participation in regional or national professional associations, assisting policy makers, farm/commodity groups, and agribusinesses, refereed journal articles, refereed and non-refereed extension publications, software tools (budgets, decision tools, apps, etc.), public press output (such as radio programs, news releases, magazine articles), extension awards, contributions and reach of social media platforms, and grant funding are all considered in evaluating performance in an extension appointment.

Service:

Performance in service shall be evidenced by one's willingness to assist the department, college, university, profession, and clientele groups in achieving desired goals and objectives. Examples include serving on department, college, university, or professional organization committees, serving as an officer in college, university, or professional organizations, editorships, participating as a journal or project reviewer, service on clientele boards, and other outreach activities not associated with teaching, research or extension.

Administration:

Faculty members who do not hold formal administrative positions (e.g., Department Chair), may nevertheless, from time to time, be tasked with departmental, college or university administrative duties that are reflected in the formal distribution of effort (DOE). Examples of such duties include, but are not limited to, administrative service as Director of Undergraduate Studies (DUS), Director of Graduate Studies (DGS), or Extension Coordinator. Within their areas of responsibility, those with such administrative duties demonstrate performance by: providing leadership to faculty committees; directing the unit toward the establishment of stated goals and objectives; developing and implementing appropriate assessment measures; contributing to periodic unit self-evaluations and reviews; ensuring that the unit is compliant with relevant University regulations and policies; mentoring junior faculty; and, in conjunction with the formal administrative supervisor (e.g., the Department Chair or Dean), coordinating the unit's efforts within the area of administrative responsibility. This list is intended to be illustrative, rather than exhaustive, of the various ways that faculty can demonstrate administrative performance.

RULES OF PROCEDURE OF THE FACULTY
DEPARTMENT OF AGRICULTURAL ECONOMICS
COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENT
UNIVERSITY OF KENTUCKY

These rules have been created and approved by the faculty of the Department of Agricultural Economics of the College of Agriculture, Food and Environment pursuant to the authority granted by the Administrative and Governing Regulations of the University of Kentucky. These rules do not become effective until and unless approved as indicated by the signatures below and posted on the University Senate website. A modification to these rules must also be approved before the modifications take effect. A current copy of the approved rules for the Department of Agricultural Economics is available in the Office of the Chair of the Department of Agricultural Economics, the Office of the Dean of the College of Agriculture, Food and Environment, and is posted on the University Senate website.

April 4, 2018 (amended August 8, 2022)
Date approved by the departmental faculty

Barry Barnett, Chair
Department of Agricultural Economics

Date

Nancy M. Cox, Dean
College of Agriculture, Food and Environment

Date

RULES OF PROCEDURE OF THE FACULTY
DEPARTMENT OF AGRICULTURAL ECONOMICS
COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENT
UNIVERSITY OF KENTUCKY

I. PREFACE

These Rules of Procedure are intended to be consistent with the Rules of Procedure of the College of Agriculture, Food and Environment, the Governing and Administrative Regulations of the University of Kentucky, the laws of the Commonwealth of Kentucky, and the laws of the United States of America. In the event that these rules of procedure are inconsistent with or contrary to the above-mentioned regulations and laws, then those regulations and laws control. When in conflict, these rules supersede previous versions of the Department of Agricultural Economics Rules of Procedure, including those enacted under the title "Agricultural Economics Faculty Handbook."

II. DEFINITION OF DEPARTMENTAL FACULTY [GR VII E.5]

1. The faculty of the Department of Agricultural Economics is composed of:
 - a. Regular Title series,
 - b. Extension Title series,
 - c. Research Title series,
 - d. Special Title series,
 - e. Lecturer Title series,
 - f. Joint faculty whose primary appointment is in another department,
 - g. Adjunct faculty,
 - h. Part-time faculty,
 - i. Emeritus faculty.
2. The administrative leadership of the department is vested in the chair, and with the concurrence of the faculty and the dean, a vice-chair may be appointed.
3. Regular Title, Extension Title, Special Title, and Lecturer Title series faculty, including those with joint appointments or phased retirement appointments, have full voting privileges within the department. All other faculty are welcome to participate in faculty matters, but do not have a vote except when extended as in II(4) below. There are no *ex-officio* members of the faculty.
4. Membership may be extended by the departmental faculty to any member of the departmental staff assigned to the department for administrative work, teaching, research, or service. Voting privileges may be extended to any member of the departmental faculty not already designated under II(3).

III. FACULTY MEETINGS

Departmental faculty meetings shall be held monthly when sufficient agenda items warrant, but may be more frequent upon call of the chair. The chair or his/her designee will preside over all faculty meetings.

A quorum for a meeting shall consist of more than one half of the members of the faculty with voting privileges as defined in II(3) above. All meetings will follow the established University policy on open meetings. Notice of meetings will be publicly posted two weeks in advance. Parliamentary procedure as described in Robert's Rules of Order will be in effect.

Items for the agenda may be submitted to the chair in advance by faculty members or may be modified by faculty in attendance. Proxy voting on agenda items previously circulated will be allowed provided it is granted in writing to another member of the faculty.

Newly-introduced issues discussed at any meeting may not be voted upon on the same date. A vote taken to approve a major new policy and/or policy change shall occur only at the next upcoming faculty meeting subsequent to its initial introduction.

Any voting member may request the chair to call a special meeting by submitting the request in writing and briefly describing the issue(s) which the member wishes to be placed on the agenda. The chair shall call the meeting within a five to ten working day period.

Minutes will be taken at all faculty meetings and circulated to all members of the faculty prior to the next regularly scheduled meeting. The minutes will be approved at the next regularly scheduled meeting. Minutes will be kept on file in the chair's administrative office.

IV. COMMITTEE STRUCTURE AND RESPONSIBILITIES

Graduate Program and Research Committee - The Graduate Program and Research Committee shall consist of at least six faculty members, as appointed by the chair, and one graduate student. The duties of this committee are the development and implementation of policies on 1) admission to the graduate program, 2) the rewarding and evaluation of continuation of departmentally funded assistantships 3) recruiting graduate students, 4) curriculum development and revisions, 5) the offering of new graduate courses, and 6) the coordination of course offerings jointly with the Undergraduate Program Committee. In addition, the committee reviews and makes recommendations on all other pertinent aspects of the department's graduate program.

The Director of Graduate Studies (DGS) serves as the chair of the Graduate Program and Research Committee. There shall be one graduate student who shall be selected by the graduate students in Agricultural Economics. The graduate student representative shall have full voting rights except in matters dealing with individual students such as admissions, assistantship appointments, second-year doctoral paper evaluations and faculty research proposal reviews. Graduate students may be appointed by the Director of Graduate Studies as members of any subcommittees on graduate programs as

deemed necessary by the chair of the Graduate Program and Research Committee.

This committee shall provide recommendations to the department chair regarding strategic direction of the department research program following review of 1) the goals and objectives of the university, the college, and the department, 2) the research resources of the department, and 3) the agricultural economic research needs of the state and nation.

The charge to this committee includes internal peer review of all Experiment Station research project proposals of the department. Recommendations will be provided to the principal investigator. After revision by the principal investigator, this committee shall recommend to the department chair approval or disapproval of each project proposal.

Undergraduate Program Committee - The Undergraduate Program Committee shall consist of at least five faculty members as appointed by the department chair, and one undergraduate student. This committee shall review undergraduate curricular requirements as these relate to the Department of Agricultural Economics and shall make recommendations for any changes to the chair as they directly affect this department's undergraduate degree requirements in the areas of specialization (options) available to students pursuing degrees with a major in Agricultural Economics. Further, this committee coordinates the evaluation of course prerequisites and making suggestions for adding, deleting, and renumbering of courses.

This committee collaborates with the chair to make recommendations for the scheduling of undergraduate offerings, coordinating these with recommendations of the Graduate Program and Research Committee.

The Director of Undergraduate Studies (DUS) serves as the chair of the Undergraduate Program Committee. The Undergraduate Program Committee shall include one undergraduate student majoring in Agricultural Economics who has a junior or senior classification and an aggregate grade-point average of at least 2.0. The student representative shall be appointed by the DUS and shall have voting rights except on issues dealing with individual students.

Extension Committee - The Extension Committee shall consist of all Extension faculty members, and a graduate student. The duties of this committee are to strengthen departmental Extension programs through strategic planning, management of relations among Extension audiences, implementation of recurring Extension programs, and recommendations for continuance or discontinuance of existing programs and for new programs in Extension. Duties of the Committee include the peer review of departmental manuscripts submitted for publication as department or Cooperative Extension Service numbered series and other Extension publications and to make recommendations to the author.

The Extension Coordinator serves as the chair of the Extension Committee. A graduate student shall be elected by the Agricultural Economics graduate students to serve on this committee. Such student shall serve in an advisory-observer capacity and shall not have voting rights on the committee.

Departmental Support Committee

The Departmental Support Committee shall consist of at least three faculty and three staff appointed by the department chair. The department chair shall appoint one member to chair the committee. In addition, one graduate student elected by the students shall also serve on this committee. The Departmental Support Committee is charged with developing recommendations to the department chair for efficient administrative and technical operations, coordination of departmental social events, and administering the department's flower and gift fund in accordance with departmental policy.

V. APPOINTMENT TO DEPARTMENTAL COMMITTEES

The department chair will appoint faculty members to departmental committees with three-year terms, except for student members who will serve for one academic year, and except for the Extension Committee that is a committee of the whole. When a three-year term is completed the individual will be off that committee for one year before being eligible for re-appointment. Appointments to departmental committees will be announced before July 31. For committees with student members, election of student members shall be conducted before September 30 for service in the coming academic year. The department chair may appoint replacements for individuals who leave the unit during their term; such appointees will serve the remainder of the term of the individual vacating the position.

The department chair will confer with the respective standing committee chairs on the need for subcommittees of the standing committees, and shall make all such appointments as deemed necessary. The chairs of the standing committees shall serve as *ex officio* members of all such subcommittees in their respective areas.

In addition to the standing committees listed in section IV above, the chair may appoint *ad hoc* committees as needed.

VI. APPOINTMENT, REAPPOINTMENT, PROMOTION, AND TENURE

Appointments, reappointments, terminal appointments, decisions not to reappoint, post-retirement appointments, granting of tenure, and promotion of the faculty are handled in accordance with the provisions set forth in the Governing and/or Administrative Regulations of the University and in accordance with the policies and procedures of the College of Agriculture, Food and Environment.

VII. DISTRIBUTION OF EFFORT

During the spring semester of each year, the chair in consultation with individual faculty members will develop and complete a Distribution of Effort (DOE) form to encompass the faculty member's major activities during the succeeding fiscal year. The DOE form shall acknowledge each faculty member's activities in research, service, instruction, administration, and professional development, activities as related to their assigned appointment in the Department of Agricultural Economics.

Should there be disagreement on the DOE, the Dean will resolve any issues and his/her decision will be final. In case of a significant change in the faculty member's DOE during the review period, an appropriately revised agreement will be negotiated.

VIII. PERFORMANCE EVALUATION

Performance evaluation of the faculty is carried out in accordance with the policies and procedures of the College of Agriculture, Food and Environment.

IX. MODIFYING THE RULES OF PROCEDURE

These rules of procedure may be changed, amended, and/or modified by a majority vote of the faculty at any regularly scheduled meeting of the faculty.

AMENDMENTS

1. On August 8, 2022, the tenured and tenure-eligible faculty in the Department of Agricultural Economics voted unanimously to limit the percentage of Lecturer Series faculty to no more than 15% of the total number of faculty members, with any fraction rounding up to the next whole number (e.g., if there are 22 total faculty, 15% of the total would be 3.3, so the number of faculty in the Lecturer Series would be limited to no more than 4). This amendment was needed to bring the Department's Rules of Procedure into compliance with the University's Administrative Regulation (AR) 2:9.



University of Kentucky
Department of Agricultural Economics
Website Management Guide
Approved by the Faculty, January 14, 2021

Website Purpose

The chief purpose of the UK Department of Agricultural Economics website is to advance the university's mission, brand and message(s) to relevant audiences (i.e. prospective students, their families, donors, trustees, alumni, extension clientele, organizations, friends, the media and casual visitors). This will be done in a manner that is: 1) dynamic, user-friendly and can readily adapt to meet the diverse and changing needs of our audiences and, 2) provides targeted and user-friendly interaction (e.g. prospective student inquiries, requests for information, online giving, etc.) with key audiences.

A secondary purpose is to provide information to the campus community (i.e. faculty, staff, administration, students, trustees, alumni, parents). This will be done in a manner that is relevant and engaging (i.e. mission centric, current information and easily navigable).

The strategic direction and design of the website will be led by the AEC website manager, in consultation with CAFE Web Services personnel and University of Kentucky web policy and brand standards.

UK Web Policy: <http://www.uky.edu/Graphics/webpolicy.htm>

Brand Standards: <https://www.uky.edu/prmarketing/brand-standards>

Importantly, the content and updates to the content contained on the departmental website is a **shared responsibility among all AEC faculty and staff**.

Website Management

The UK Department of Agricultural Economics website is managed by Nicole Atherton. The responsibilities of the Web Manager include:

1. Serving as the lead employee responsible for content changes and updates to the departmental website.
2. Hands-on operations of the departmental website content and functionality.

3. Adding/removing time-sensitive and/or dated material (content, images, pages, etc.) in a timely manner.
4. Adhering to stylistic and image standards as well as proper use of graphics, images and formatting, as established by the University.
5. Responsible for the physical posting or creation of new content, including but not limited to posting of downloadable documents and the manipulation of images or graphics to carry forward the brand.
6. Reviewing website performance analytics provided by the CAFE web team on a monthly basis.
7. Attending CAFE Communications/Marketing meetings as scheduled by Ag Communications.
8. Aide point persons within the department in determining appropriate content to be included on the website to create a cohesive and respected online presence representative of the department in its entirety.

Website Content Update Roles and Responsibilities

While the website is a shared responsibility among all AEC faculty and staff, the Web Manager will rely specifically on the individuals identified below for ongoing website content review and proposed updates to each section. The Web Manager will initiate periodic communication (not less than every six months) with these individuals and work with them to determine appropriate updates, additions, and deletions of content.

Student Section

Undergraduate Content – Academic Coordinator (Susan Skees) and Director of Undergraduate Studies (Roger Brown)

Graduate Content – Director of Graduate Studies (Tyler Mark) and Graduate Program Support (Janene Toelle)

Content that will need updating (not an exhaustive list): Any content relating to study abroad, internships, graduate student profiles, financial aid/scholarships/assistantships/fellowships, academic details about the undergraduate major/minor or graduate programs of study, GSO officers and their contact info.

Research Section

Director of Graduate Studies (Tyler Mark)

Content that will need updating (not an exhaustive list): Research projects and papers as they are published or grants are awarded.

Extension Section

Extension Coordinator (Kenny Burdine) and Extension Support (Nicole Atherton)

Content that will need updating (not an exhaustive list): New publications, budgets and decision aids, Economic and Policy Update articles, content from KFBM.

Alumni Section

Academic Coordinator (Susan Skees) and Department Chair (Barry Barnett)

Content that will need updating (not an exhaustive list): Annual reunion information and emeriti faculty contact information.

Contact Us

Administrative Support (Rita Parsons) and Department Chair (Barry Barnett)

Content that will need updating (not an exhaustive list): Updates to faculty and staff contact information, adding new hires to website and appropriate contact lists.

Website Content Guidelines

The standards of relevance, objectivity, accuracy, and timeliness will guide decisions about what content is appropriate for the website. Should questions arise about the appropriateness of specific content, a determination will be made by the department chair based on these standards.

Any reference to, or posting of, materials on the website should not violate the legal rights of the copyright holder. Materials that are referenced by, or posted on, the website will typically be generated by departmental faculty, staff, or graduate students although, if deemed appropriate, this guideline can be waived by the department chair.

Research Publications

Generally, only articles that have been peer-reviewed and accepted for publication should be referenced by, or posted on, the website. Working papers will not be posted however, an individual's page on the website may contain links to working papers that are posted on one of the various professional websites that serve that purpose. Papers accepted for presentation at conferences will be treated the same as working papers.

Extension Publications

Extension publications may be referenced by, or posted on, the AEC website after they have completed a peer review process as determined by the Extension Coordinator. Examples include publications that are part of the college extension publication series or the departmental extension publication series. Publications from other extension publication series such as national/regional extension working groups, other departments, and related programs and units, etc. may also be referenced by, or posted on, on the website provided they meet similar peer review criteria.

Budgets/Decision Aids

Non-refereed budgets and decision aids developed by, or in collaboration with, departmental faculty, staff, or graduate students may be referenced by, or posted on, the website provided they meet the standards of accuracy, objectiveness, relevance, and timeliness as determined by the department's Extension Coordinator.

Economic and Policy Update

The Economic and Policy Update (EPU) is the formal departmental channel most able to deliver timely information to clientele. EPU articles are often available on the website within days of development. Each EPU article will be reviewed for content by the EPU editor(s) and must adhere to the same standards for accuracy, objectivity, relevance, and timeliness as other departmental outputs.

Popular Press Articles

Productive and engaged faculty and staff may be asked to contribute to popular press publications as authors and/or sources. These articles can be referenced on the AEC website provided: 1) doing so does not violate the legal rights of the copyright holder; and 2) the article meets the standards of accuracy, objectivity, relevance, and timeliness as determined by the Extension Coordinator.

Other Media Content

Other media (e.g., video, audio, photographs, graphics) content will, to the extent possible, be evaluated by the Extension Coordinator for reference by, or posting on, the departmental website using the same criteria as written content. Thus, the standards of accuracy, objectivity, relevance, and timeliness should guide these decisions. Media content posted on the website must not violate the legal rights of the copyright holder and must meet all University requirements for permission and attribution.



University of Kentucky
Department of Agricultural Economics
Social Media Management Guide

March 2021

Overview

All people interacting on behalf of the Department of Agricultural Economics must:

- Be knowledgeable of various legal terms and what they mean for UK and the College of Agriculture, Food and Environment, such as defamation, endorsements, intellectual property, and any form of wrongful disclosure. Please review UK's PR and Social Media Guidelines here: <https://www.uky.edu/regis/ar10-4>
- Be aware of global implications of your online communication.
- Be Active.
- Avoid inappropriate comments.
- Remain positive at all times.
- Be helpful and add value to conversations.
- Be transparent.

Remember, you are entrusted with **cultivating relationships and building a community** on your unit's social media profiles only.

Disclaimer: Everything posted to Agricultural Economic Department's social media accounts is representative of this department and its faculty/staff. Please always be respectful and inclusive in regard to content shared, including items that are reposted. All material should be related to the field of Agricultural Economics in some way, or relevant campus and community events.

Purpose of Departmental Social Media Account(s)

- Maintaining an active digital presence on various social platforms allows our unit to engage and communicate with stakeholders (potential and current students, staff, faculty, community members, sponsors, and beyond).
- Our department's social media presence will increase visibility and attendance at our unit's functions because of promotion efforts and coverage thereof.
- The Agricultural Economics Department's social media presence fulfills a larger university goal as part of the University's Five-Year Strategic Plan to enhance marketing and communication efforts.

Responsible Parties and Chain of Command

UK PR: Kelly Bozeman (kelleyb@uky.edu)

Dean of College: Nancy Cox (nancy.cox@uky.edu)

Communications Director of College: Laura Skillman (laura.skillman@uky.edu)

Supervisor of your unit: Barry Barnett (barry.barnett@uky.edu)

Social Media Team Members & Roles Defined:

1. Nicole Atherton
Role: Social Media platform manager
2. Susan Skees
Role: Alternate manager as needed

Other notes regarding social media posts and how they are created/received: All social media content will be given to Nicole for review, revision and posting. In the event that Nicole is not available/able to post content, Susan will serve as back up until Nicole can resume management of the platforms. In the event of a university, national, or international emergency, please direct all questions to Jay Blanton, UK PR Director.

Always follow the university's top-down approach in releasing statements to the public about emergencies or major awards.

Posting Guidelines

- A monthly calendar with posting ideas is available on Trello or through Microsoft Teams, and will guide, but not determine, final posting decisions by platform manager.
- Facebook and Twitter content may be scheduled in advance in the native platform's scheduler.
- Posting schedule may be temporarily halted periodically as directed by the College of Ag.
- Quarterly review of content performance will be conducted by the platform manager.
- Reports on social media outlining performance of platforms and strategies will be provided as requested, but not less than annually for all Departmental platforms.
- General posting good practices:
 - Hashtagging posts
 - #AgEcon
 - #UKAgEcon
 - #KBN
 - #Beef
 - #Hemp
 - #Subscribe
 - #SAEA
 - #UKExtension
 - #WeAreUK
 - #KADF
 - #Agglending
- Using Bit.ly or Ow.ly for shortening links
- Tagging the appropriate UKY accounts or partner organizations in your posts

- Providing attribution for all non-departmental photos used; always securing permission for photo usage.

Facebook

Page Name: University of Kentucky - Agricultural Economics

Password: n/a

Primary Account Admin: Nicole Atherton

Platform Goal: Communicate to the primary audiences of the department on a consistent basis.

Audiences: Alumni, friends of AEC, current students, county extension pages and agents

Posting schedule: 3-5 original posts per week and shared posts from related AEC unit, CAFE account, or other UKY account as available to share and posting schedule permits.

Best time of day to post: 10am, Tuesdays and Sundays have not performed as well historically.

For the AEC Facebook platform, here are some things to consider:

- Posts that drive traffic to content on our website
- Posts that focus more on people-centered content. Accolades, staffing/faculty changes, testimonials, etc.
- Time devoted to interacting “as the page” with other appropriate pages/accounts and posts via liking, commenting, sharing, etc. to foster relationships
- Making sure not to post “on top of” other content, so that each post can breathe.
- Types of content to post, based off platform content review from Fall 2019:
 - Ag Comm media about AEC or related subunits (news stories, videos, etc)
 - Events: pre-event promotion for Extension trainings; post event recaps of general Departmental events
 - EPU new issues and individual articles
 - Alumni achievements (cannot be sourced from LinkedIn without prior approval of individual, accompanying article or press release is preferred for more depth of story)
 - Current student activities (primarily photos post-event)
 - Ag Business Club, Education Abroad, Undergrad Symposium, 3 Min Presentations, Grad Student Organization
 - Reminders for current students (deadlines for graduation, advising, study abroad, etc.)
 - Faculty and staff achievements/notables, other departmental news of interest to off campus audiences – likely sourced from quarterly departmental newsletter

Twitter

Twitter Handle: UKYAgEcon
Password: (contact Nicole Atherton)
Primary Account Admin: Nicole Atherton

Platform Goal: Connect with departmental faculty accounts as well as state, regional, and national accounts that are posting content that aligns with Agricultural Economics
Audiences: Extension, AEC alumni, Ag industry and local/state/national government organizations

Posting schedule: **25 Tweets/month** (includes retweets)

Best time of day to tweet: Tweets do best in the mornings or early afternoons since the majority of our followers are industry and organizations with typical business hours

For the AEC Twitter platform, here are some things to consider:

- Tweet industry-related content and events/programs that we want to showcase our involvement in/hosting of
- Great opportunity to showcase the full extent of our extension faculty's efforts through original and re-tweets
- More focused on products that Extension creates
 - Workshops/trainings
 - Center for Crop Diversification crop sheets
 - AEC and subunit newsletters
- Opportunity to re-tweet CAFÉ content that targets other audiences (such as students)
- Used to connect and foster relationships with accounts such as colleagues, partner organizations, internship sites, grant providers, etc.
- Potential to grow a student audience through occasional posting of student content

LinkedIn

Profile Name: Agricultural Economics, Department of Agricultural Economics at University of Kentucky
Password: (contact Nicole Atherton)
Primary Account Admin: Nicole Atherton

Platform Goal: To connect with our AEC alumni and celebrate their career accomplishments. To occasionally share Departmental content of interest, such as publications or achievements, to alumni.

Audience: AEC alumni

Posting schedule: **up to 1-2 updates per month.** Priority given to interacting with content posted by alumni.

Best time of day to post: n/a

For the AEC LinkedIn platform, here are some things to consider:

- This platform is more focused on supporting the content that AEC alumni post. A way to keep linked to alumni. Most of the activity on this channel will be liking or commenting, vs. posting.
- For the updates posted, keeping focused on the kinds of departmental updates we provide in the AEC newsletter.

YouTube*

Channel Name: UK Agricultural Economics

Password: (contact Nicole Atherton)

Primary Account Admin: Nicole Atherton

Channel Goal: Communicate to the primary audiences of the department on a consistent basis and to serve as a video library for content that can then be used on the website and/or shared out via other social media accounts.

Audiences: Extension clientele, Alumni, friends of AEC, current students

Posting schedule: 1-2 videos/month, more frequently as needed

Best time of day to post: Based off the other platforms shared to – not enough of a following yet to determine best time to post. Channel guidance is to post on a consistent day/time

For the AEC YouTube channel, here are some things to consider:

- Videos that drive traffic to content on our website
- Videos that are educational to extension audiences, and videos that help audience “get to know” the faculty of the department are the primary foci of this channel

*note – this channel was established in May 2020 as a public YouTube account for the department

Agricultural Economics

DIGITAL PRESENCE OVERVIEW & PERFORMANCE

JULY
2022

AGECON.CA.UKY.EDU

 College of Agriculture,
Food and Environment

myUKY

Search our college



AGRICULTURAL ECONOMICS

[Students](#) [Extension](#) [Research](#) [Alumni](#) [People](#) [Related Programs/Units](#) [Give to AEC](#)



128,850
annual visitors

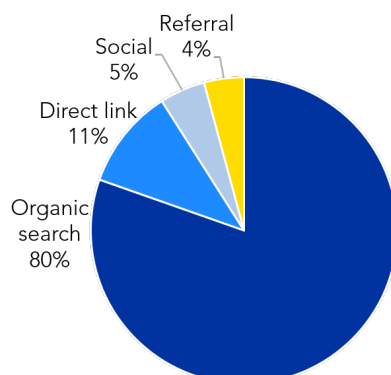
219% increase over July 2020 - June 2021
85% new users, +4% annual change over 2020-2021

54%

222,803
pageviews

107% increase over July 2020 - June 2021
1.38 pages/session, -28% annual change over 2020-2021

44%



Traffic across all referral channels increased, with largest increase recorded from organic searches (+317% year over year)

Facebook is the top social media platform referring traffic to website, traffic from Facebook has doubled year over year

8/10 top landing pages are extension resources

2%

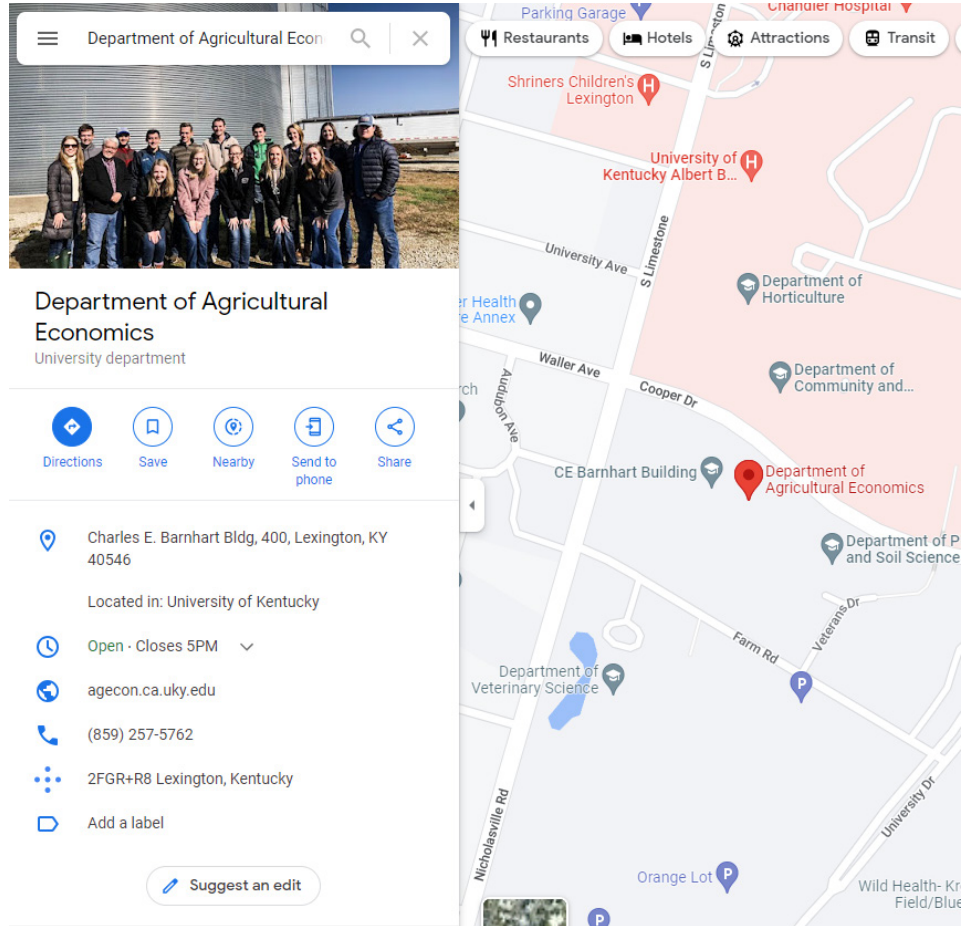
GOOGLE BUSINESS PROFILE

2,276
profile views

359
profile interactions

76
website clicks

275
directions requests



profile claimed Feb. 2022

DIGITAL COMMUNICATIONS

ECONOMIC & POLICY UPDATE

1,000*
subscribers

3.5% net increase over July 2021
4,216 email opens annually | **13.8%** increase
* several listservs are only counted as one subscriber



AGRICULTURAL ECONOMIC NEWSLETTER

1,288
subscribers

1.9% net increase over July 2021
1,406 email opens annually | **23.3%** increase



SOCIAL MEDIA

FACEBOOK



+33.1% followers since
June 2021

132,085 people reached
2021-2022

2.5% avg. engagement rate

TWITTER



+21% followers since
June 2021

47,733 impressions
2021-2022

2.5% avg. engagement rate

LINKEDIN



554 profile
connections

33,137 impressions
2021-2022

807 content engagements

INSTAGRAM



+33.1% followers since
June 2021

1,333 people reached
2021-2022

718 post likes | 35 posts

YOUTUBE



+37.2% subscribers since
June 2021

1.8K video views*

5.8K impressions*

*data not available prior to Feb. 2022

Accomplishments

BUILD BRAND AWARENESS | CULTIVATE RELATIONSHIPS | EXTEND REACH

- Increased followership across all platforms
- Expanded social presence into new platforms to engage new audiences
- Increased lifespan of extension resources through promotion on social media
- Expanded extension efforts into video content Communicated with consistency and reliability
- Dedicated time to implement branding across all platforms and communication channels
- Dedicated time to interacting as “the department” on social accounts
- Created process to connect with new alumni as they graduate

UK Ag Economics Extension Group Strategic Planning Summary

May 10, 2017 Bowling Green, KY

Participants: Will Snell, Tim Woods, Greg Halich, Alison Davis, Kenny Burdine, Jordan Shockley, Todd Davis, Madeline Dant, Alex Butler, Brett Wolfe, Steve Isaacs, Leigh Maynard, and KFBM Staff (for part of discussion)

Objective: To develop talking points and actionable items for Extension Group and full faculty discussion and for the benefit of the new department chair

KFBM

- A vocal, well-satisfied base of cooperators find the program useful for whole-farm analysis, tax management, credit needs, and decision-making and desire maintenance of status quo
- Faculty expressed frustration with the usefulness of the program data, particularly in regard to enterprise level analysis and the value of aggregated data in year-to-year comparisons
- Discussion focused most intensely on the need for enterprise level analysis that seems to be tantalizingly close and was a feature of KFBM annual reports prior to the early 2000's
- Discussion continues among area and state specialists to determine what can be provided to meet the needs of enterprise analysis by the fall of 2018

CEDIK

- CEDIK was created in 2010 and engages 11 staff and 8 faculty members across 11 departments funding about 2/3 of the positions with grants and fee-for-service activities
- Historically, ag and rural development have been a component of extension and research efforts in AEC and CEDIK programming has substantially broadened the scope of those efforts serving five major areas: Economic Development, Rural Health, Creative Place Making, Leadership Development, and Local Food Systems
- Questions about CEDIK's "fit" in traditional ag econ activities can be addressed by ensuring that ag-focused faculty understand and are aware of CEDIK efforts, and vice versa, by engagement in topic sharing across programs in Extension group meetings and with participation in Economic Subject Matter meetings

Extension Group Programming

- Economic Subject Matter meetings highlight departmental functions and programs in three, one-day, regional inservice trainings. Discussion concerned format and length, inclusion of non-departmental participants, and including a platform for agent feedback and interaction.
- Regional Lenders Conferences continue to enjoy good support among a targeted audience. Discussion ensued about extending the audience beyond local lenders to include other agribusiness.
- The Kentucky Farm Bureau Press Conference is a highly visible departmental activity. Discussion focused on scheduling and the value of using USDA cost estimates to forecast state level farm income.
- The monthly Economic and Policy Update (aka Bluesheet) is the most widely distributed Extension publication in the department.

Position and Hiring Priorities

- A 2016 KFBM cooperator survey suggests satisfaction with the program and especially with their field staff. Cooperator numbers and demand in some areas indicate a need for additional area specialists.
- Discussion on future faculty positions focused on “gaps” not just “vacancies.” Specific programming gaps include ag finance, natural resources, sustainability, and economic development. Subsequent discussions have also included legal/regulatory needs.
- The result of this discussion was no strong consensus on a single position.
- There was consensus to not sacrifice a faculty position for two extension associates.
- However, the value of Extension Associates was widely acknowledged. Extension Associates are a substantial component of programming and productivity in CEDIK and horticulture marketing.
- Current and future funding of Extension Associates is likely dependent on external, not internal, sources

Extension and graduate programming

- The department has a long history of Extension faculty engagement in graduate programming, serving on and chairing graduate committees at the MS and PhD level
- Several Extension faculty are engaged in international travel and study abroad experiences at both the graduate and undergraduate levels
- Recent engagement of graduate student membership on the Extension Committee has led to more and better interaction with graduate students in Extension programming.
- The 2016 Graduate Student Tour and the Extension Ag Tour were conducted jointly, further enhancing faculty/graduate student engagement.
- It was observed that domestic graduate students often have a better understanding of Extension than do international students, but that international students who will likely return to their home countries could benefit from exposure to Extension activities
- It was also observed that traditional graduate programming offers little to prepare the next generation of Extension professionals for the “extension” component of their future
- Considerable discussion ensued on this topic and generated several observations that merit discussion within the entire faculty. Among these were:
 - Development of a graduate level practicum course focused on Extension that could result in producing and delivering a specific Extension program
 - Creation of Extension Assistantships that would be oriented toward development of Extension professionals
 - Using the comparative advantage of strong departmental programs and available resources (in community development and farm management, for instance) to develop an Extension focused track in graduate programming.

Future Plans and Action

- Extension group review, discuss, and revise these observation for accuracy and relevancy
- Creation of a document for departmental review – distributed at Dec '17 Faculty Meeting
- Discussion in departmental faculty meeting
- Development of action items for Extension group and departmental consideration

Program-level Student Learning Outcomes Results Report Template

Academic Degree Programs

University of Kentucky

INSTRUCTIONS

The faculty of each academic program, degree or certificate, are asked to complete this report template during the 2021-22 academic year to provide the results obtained during the second year of the new program-level student learning outcomes (PSLOs) assessment cycle. These results reports are due to the Office of Strategic Planning & Institutional Effectiveness (OSPIE) by **July 1, 2022**, unless an *earlier* deadline has been set by the college dean, and should be submitted to the appropriate program folder in [SharePoint](#).

Instructional guides, videos, and other materials are available in the SharePoint site to help guide you. You can also reach out to the [OSPIE staff](#) with questions or to schedule a consultation.

ABOUT THE PROGRAM

College or School *(example: College of Arts & Sciences)*

College of Agriculture, Food and Environment

Department *(if applicable)*

Agriculture Economics

Degree Type *(example: BA, MS, Graduate Certificate)*

Masters of Science

Program Name *(example: History)*

Agriculture Economics

CONTACT INFORMATION

Individual(s) who completed this report

First and Last Name	Title/Position	Email
Dr. Tyler Mark	Director of Graduate Studies	Tyler.mark@uky.edu
Barry Barnett	Department Chair	Barry.barnett@uky.edu
Jackie Clark	Graduate Program Support	Jacquelynn.clark@uky.edu

Program-level Student Learning Outcomes Results Report Template

Academic Degree Programs

University of Kentucky

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES

Please list all program-level student learning outcomes (PSLOs) for the program in the table below. These can be copied and pasted directly from the program's [2019-20 PSLO assessment plan](#) if one was submitted. Any outcomes that were revised after the 2019-20 PSLO plan was submitted should be indicated by clicking the checkbox in the row for that outcome. Additionally, any parts that were revised should be bolded or highlighted. Note: all PSLOs for the program should be included in the table below, not just those that were assessed in 2021-22. For most programs, approximately half of the PSLOs should have been assessed in 2020-21 and the other half should have been assessed in 2021-22 but will depend upon the program's 2019-20 PSLO plan.

Space for up to 12 PSLOs has been provided below, but this does not imply that the program is expected to have 12 outcomes. The program may delete any unnecessary outcome lines or insert additional rows if needed.

PSLO #	Program-level Student Learning Outcome Statement (How should these be written?)	Assessed in 2021-22?	Revised Since 2019-20 PSLO Plan?
<i>Example</i>	<i>Graduates will be able to critically evaluate scientific literature related to drugs and disease to enhance clinical decision-making.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1	Theory: Articulate and motivate an economic problem by connecting theory to practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Understanding Literature: Understand related background literature	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Micro-Theory Foundations: Know micro-theory foundations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Formulate Hypotheses: Formulate specific, testable hypotheses that address the broader question/issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Program-level Student Learning Outcomes Results Report Template

Academic Degree Programs

University of Kentucky

PSLO #	Program-level Student Learning Outcome Statement <small>(How should these be written?)</small>	Assessed in 2021-22?	Revised Since <u>2019-20 PSLO Plan?</u>
5	Empirical Methods: Compare choose, and apply appropriate empirical models	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Oral and Written Communication: Demonstrate proficiency in oral and written communications	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Analysis: Demonstrate the ability to contribute to the analysis of economic issues/policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8		<input type="checkbox"/>	<input type="checkbox"/>
9		<input type="checkbox"/>	<input type="checkbox"/>
10		<input type="checkbox"/>	<input type="checkbox"/>
11		<input type="checkbox"/>	<input type="checkbox"/>
12		<input type="checkbox"/>	<input type="checkbox"/>

Program-level Student Learning Outcomes Results Report Template

Academic Degree Programs

University of Kentucky

ASSESSMENT MEASURES

Complete the table below by listing each measure used for the PSLOs that were assessed during 21-22. If the program filed a PSLO plan with OSPIE in 19-20, most of the information needed for this table can be copied and pasted from the plan. Please check the [PSLO SharePoint](#) site to determine whether the program has a plan on file and refer to it as needed.

Note: only the PSLOs assessed in 21-22 and the measures used to assess those outcomes need to be listed in the table. **If no PSLO plan is on file for 19-20, program-level student learning outcomes will need to be developed or updated, as needed, from an earlier assessment plan or program proposal and measures to assess those outcomes created and listed below.**

Instructions

1. Enter each measure on a separate row. Each measure only needs to be listed once, even if it is used to assess multiple PSLOs.
2. In column 2, provide a name for the measure.
3. In column 3, enter the corresponding number(s) for the PSLO(s) listed in the table above on p.2-3 that the measure was used to assess.
4. If the program submitted a PSLO plan in 19-20 ([verify here](#)):
 - a. If the faculty/staff do not wish to make any changes to the measure's description, rationale, or benchmark, click the checkbox in column 4 indicating no changes made. Move on to the next measure; no additional information is needed for this measure.
 - b. If the faculty/staff wish to change one or more of the following: description, rationale, and/or benchmark for the measure, do not select the checkbox in column 4. Next, enter new information ONLY for the aspects of the measure being revised in columns 5-7. For example, if only the description is being updated, there is no need to enter a rationale or benchmark.
5. If the program did not submit a plan in 19-20, do not select the checkbox in column 4. Enter all requested information for the measure: description, rationale, and benchmark

Program-level Student Learning Outcomes Results Report Template

Academic Degree Programs

University of Kentucky

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Measure #	Assessment Instrument/ Measure Name	PSLO(s) Mapped to Measure	Measure Description, Rationale, & Benchmark Same as 19-20 Plan?	New Assessment Instrument/Measure Description (What is this?) <small>(complete only if description changed from 19-20 or if 19-20 plan not submitted)</small>	New Assessment Instrument/Measure Rationale (What is this?) <small>(complete only if rationale changed from 19-20 or if 19-20 plan not submitted)</small>	New Benchmark or Goal (If Available) (What is this?) <small>(complete only if benchmark changed from 19-20 or if 19-20 plan not submitted)</small>
1	<i>Example: SPIE 430 Final Paper</i>	1,4	<input type="checkbox"/>	<i>Students complete the final paper individually on a relevant & timely topic related to program assessment. Papers are scored by the course instructor using a standard rubric developed by members of the department curriculum committee. No sampling will be done; however, non-SPIE majors will be excluded from the results. The scores for criterion 1 will be used for PSLO1 and criterion 3 for PSLO4 (see attached rubric).</i>	<i>Measure was chosen because it provides evidence of student achievement near end of program and multiple criteria on rubric align directly to outcomes 1 & 4. Curriculum committee recently (2018) reviewed assignment instructions, rubric, and samples of student work to ensure good alignment with outcomes. In the future, multiple evaluators will be used to score a sample of student work and estimate reliability (interrater agreement) of the rubric.</i>	<i>95% of students will earn a 3 or better on each of the 2 mapped criteria (on a 4-point scale)</i>
1	AEC 503 End Assessment	1,3	<input checked="" type="checkbox"/>	Students complete the class and then are evaluated by the instructor	This measure provides evidence of achievement needed to complete their thesis.	>3

Program-level Student Learning Outcomes Results Report Template

Academic Degree Programs

University of Kentucky

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Measure #	Assessment Instrument/ Measure Name	PSLO(s) Mapped to Measure	Measure Description, Rationale, & Benchmark Same as 19-20 Plan?	New Assessment Instrument/Measure Description (What is this?) <small>(complete only if description changed from 19-20 or if 19-20 plan not submitted)</small>	New Assessment Instrument/Measure Rationale (What is this?) <small>(complete only if rationale changed from 19-20 or if 19-20 plan not submitted)</small>	New Benchmark or Goal (If Available) (What is this?) <small>(complete only if benchmark changed from 19-20 or if 19-20 plan not submitted)</small>
2	AEC 531 End Assessment	3,4,6	<input type="checkbox"/>	Students complete the class and then are evaluated by the instructor.	This measure provides evidence of achievement needed to complete their thesis	>3
3	AEC 624 End Assessment	4,5	<input checked="" type="checkbox"/>	Students complete the class and then are evaluated by the instructor.	This measure provides evidence of achievement needed to complete their thesis.	>3
4	M.S. Oral Exam End Assessment	1,3,4,7	<input checked="" type="checkbox"/>	Students selection a MS Plan B complete and defend a project	This is a holistic measure of how well the student articulates PLSO(s) 1,3,4,7	>3
5	M.S. Thesis Defense End Assessment	1-7	<input checked="" type="checkbox"/>	Students selection a MS Plan A complete and defend a thesis.	This is a holistic measure of how well the student was able to bring together all PLSO(s)	>3

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Measure #	Assessment Instrument/ Measure Name	PSLO(s) Mapped to Measure	Measure Description, Rationale, & Benchmark Same as 19-20 Plan?	New Assessment Instrument/Measure Description (What is this?) <small>(complete only if description changed from 19-20 or if 19-20 plan not submitted)</small>	New Assessment Instrument/Measure Rationale (What is this?) <small>(complete only if rationale changed from 19-20 or if 19-20 plan not submitted)</small>	New Benchmark or Goal (If Available) (What is this?) <small>(complete only if benchmark changed from 19-20 or if 19-20 plan not submitted)</small>
6	Student GPAs	1-7	<input checked="" type="checkbox"/>	A measure of the student GPA needed to maintain assistantship	A GPA of 3.0 is required to maintain assistantship	>3.0 GPA
7	Student Presentations or Poster	1-7	<input checked="" type="checkbox"/>	Throughout the students program they will have opportunities to submit papers and posters for presentation at professional meetings	Demonstrates the ability of students to bring together PSLOs and present in a professional setting	>50%
8	Student Awards	1-7	<input checked="" type="checkbox"/>	There are a wide range of local, regional, and national awards students or mentors can nominate students.	Evidence that students are competitive relative to peer programs	>5%
9	Job Placement	1-7	<input checked="" type="checkbox"/>	Where are our students finding jobs	Provides evidence that our students are competitive with peers.	

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Measure #	Assessment Instrument/ Measure Name	PSLO(s) Mapped to Measure	Measure Description, Rationale, & Benchmark Same as 19-20 Plan ?	New Assessment Instrument/Measure Description (What is this?) <small>(complete only if description changed from 19-20 or if 19-20 plan not submitted)</small>	New Assessment Instrument/Measure Rationale (What is this?) <small>(complete only if rationale changed from 19-20 or if 19-20 plan not submitted)</small>	New Benchmark or Goal (If Available) (What is this?) <small>(complete only if benchmark changed from 19-20 or if 19-20 plan not submitted)</small>
10			<input type="checkbox"/>			
11			<input type="checkbox"/>			
12			<input type="checkbox"/>			

Program-level Student Learning Outcomes Results Report Template

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ASSESSMENT RESULTS

Please complete the chart below by providing the requested information for each measure. The order of the measures should be the same as the Measures Table in the previous section so that numbering is consistent. Note: space for up to 12 measures has been provided. If space for additional measures is needed, either insert additional rows into the table or contact the [OSPIE staff](#) to receive a customized template. The program may delete any extra rows that are not needed.

Measure #	Semester/ Year(s) Data Collected	Total Students Assessed	Sampling Strategy or All Students Assessed (What is this?)	Scoring Process (What is this?)	Summary of Results (What should be included here?)	Benchmark (What is this?)	Name of Appendices with Tables or Figs of Results (Optional)
<i>Example</i>	<i>Fall / 2020 Spring / 2021</i>	<i>25 (pooled from 2 sections)</i>	<i>All majors enrolled in the 2 sections of the course (1 section in Fall and 1 section in Spring) were assessed. Non-majors were excluded.</i>	<i>The course instructor in each section completed all scoring using a standard 5-point rubric applied to both sections. Only criterion 1 (mapped to PSLO1) and criterion 3 (mapped to PSLO4) are reported for this year.</i>	<i>The means and standard deviations for the applicable rubric criteria are: Criterion 1 (PSLO1): 3.5 +/- 0.5 Criterion 3 (PSLO4): 3.0 +/- 0.8 This shows that, on average, students performed better on the criterion aligned with PSLO1 than the criterion aligned with PSLO4. From the frequency distribution (attached), the benchmark of 80% of students achieving a 3.0 or</i>	<i>Fully Met:</i> <input type="checkbox"/> <i>Partially Met:</i> <input checked="" type="checkbox"/> <i>Not Met:</i> <input type="checkbox"/> <i>N/A:</i> <input type="checkbox"/>	<i>Appendix 1: SPIE 430 Final Paper Results</i>

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					<i>above was met for Criterion 1 was met but was not met for Criterion 3.</i>		
1	Fall 2021	8	All Students	The course instructor in each section completed all scoring using a standard 5-point rubric applied to both sections.	With a score of 3.0 they performed just below the expectation.	Fully Met: <input type="checkbox"/>	
						Partially Met: <input checked="" type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	
2	Course not taught			The course instructor in each section completed all scoring using a standard 5-point rubric applied to both sections	This course has not been taught in multiple years due to instructor changes in expertise. Once our new MS program structure is in place this course will no longer be utilized	Fully Met: <input type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input checked="" type="checkbox"/>	
3	Spring 2022	4	All Students	The course instructor in each section completed all scoring using a standard 5-point rubric applied to both sections	With a score of 3.0 the expectation was not fully met.	Fully Met: <input type="checkbox"/>	
						Partially Met: <input checked="" type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	

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4	Fall 2021 and Spring 2022	3	All Students	Each of the committee members complete an evaluation form.	The average was a 4.0.	Fully Met: <input checked="" type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	
5	Fall 2021 and Spring 2022	3	All Students	Each of the committee members complete an evaluation form	The average was a 4.0.	Fully Met: <input checked="" type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	
6	Fall 2021 and Spring 2022	11	All Students	GPA for all students for Fall 2021 and Spring 2022 are averaged to determine the MS GPA.	The average GPA for the group is 3.5	Fully Met: <input checked="" type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	

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7	Fall 2021 and Spring 2022	11	All Students	Sum of the number of presentations and posters presented at conferences	Due to the pandemic the number of presentations for our MS students was down significantly. Only 2 presentation was made.	Fully Met: <input type="checkbox"/> Partially Met: <input type="checkbox"/> Not Met: <input checked="" type="checkbox"/> N/A: <input type="checkbox"/>	
8	Fall 2021 and Spring 2022	11	All Students	Sum of awards	There were no awards for MS students in the past year	Fully Met: <input type="checkbox"/> Partially Met: <input type="checkbox"/> Not Met: <input checked="" type="checkbox"/> N/A: <input type="checkbox"/>	
9	Fall 2021 and Spring 2022	11	All Students	No specific metric but to track where students are getting jobs	Both students that completed the program found positions. The first is completing an internship at American Farm Bureau and the second went on to a Ph.D. program	Fully Met: <input type="checkbox"/> Partially Met: <input type="checkbox"/> Not Met: <input type="checkbox"/> N/A: <input type="checkbox"/>	

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10						Fully Met: <input type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	
11						Fully Met: <input type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	
12						Fully Met: <input type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	

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(OPTIONAL) NOTES TO GUIDE FUTURE REFLECTION – Action Plan and Documenting Improvements

This section provides an opportunity to, optionally, provide an initial reflection and interpretation of the PSLO results and process or potential next steps. The full reflection report will be submitted in Year 3 (22-23), unless the program is following an agreed-upon custom cycle to align with its specialized accreditor. Although not required, this space could be helpful for guiding any initial departmental conversations around the PSLO data and process as well as providing continuity to a new program director, DGS, or DUS.

Writing Action Plans: Programs should explain their process for sharing and using assessment results to make decisions in areas such as curriculum, pedagogy, and other aspects that impact learning. The strength of assessment is not that it provides quick fixes for a problem, but that it promotes active, informed, and systematic improvement of a program through discussion among faculty. This is an opportunity to review student learning data and make decisions as a program.

Action plans should report just that, intended actions. Plans to discuss data are not sufficient action items. Work with your program to review results, interpret information, and draft appropriate action plans. Consider the following questions:

- How is assessment information about the quality of learning shared and used for program decision making in areas such as curriculum, pedagogy, and other aspects that impact learning?
- What actions do the results suggest need to be implemented?
- What concrete actions will the program take to sustain or improve this outcome? What is the timeframe of these actions?

Example:

Assessment information was reviewed and discussed [a] [at a curriculum committee meeting](#). The curriculum annually reviews this information and recommends changes to the curriculum, pedagogy, or other aspects that impact learning. There recommendations are shared with the chair and the faculty. Based on our discussions, partially met targets related to written communication and theory evaluation, and additional departmental information, the program will [b] [create a repository of model assignments and assessments related to](#)

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the written communication and theory evaluation program outcomes. This repository is to be collaboratively developed by faculty and will serve as a guide in addition to the syllabus for future faculty teaching this required course. This action plan will be completed by [c] before the start of the fall semester with the help of [c] three lead faculty teaching UK 123.

- a. describe process for using results/describe process for decision making – e.g. changes and recommendations about curriculum, pedagogy, or other aspects that impact learning are made
- b. describe actions
- c. timeframe/persons responsible

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Action Plan:

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Documenting Improvements: A well written improvement includes three parts 1) a recap of the data/context that spurred action, 2) a description of the actions taken, 3) subsequent expected or reported results. Consider answering the following questions:

- What changes were made during the year or in previous years that impacted student learning? (This can be related to PSLO results or Periodic Review activities)
- Why were the changes made? (e.g., the student learning outcome and the information that prompted action)
- What impact did this have on student learning?

Example:

[a] After seeing poor performance on the comprehensive exam over the past three years in research methods and analysis, strategies were recommended by the Curriculum and Assessment Committee and implemented by faculty. [b] Over the past two years, faculty teaching the Introduction to Research course as well as Qualitative Methods 1 and Statistics in Research courses put additional emphasis on design and rationale for methodology. Specifically, the Introduction to Research course added a methods assignment and enhanced the rigor of the methods section in the final paper. The Qualitative Methods 1 and Statistics in Research courses both added a critique assignment to help students further develop these skills. [c] This is the first year that students with these modifications have gone through the comprehensive exam. Exam scores were higher in the research methods and analysis areas than previous year.

- a. describe data or circumstance that prompted action and specify student learning outcome
- b. list completed action plans or modifications to the program
- c. compare results before and after modification

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A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for the user to input data for the Student Learning Outcomes Results Report.

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Improvements:

FEEDBACK AND SUPPORT ON PSLO RESULTS REPORT

Each program has the option of receiving formative feedback on its PSLO assessment report from OSPIE staff members. If your program would like to receive feedback on its assessment report, please indicate below:

- Yes, we would like to receive feedback.

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No thank you, not at this time.

(OPTIONAL) RESULTS DATA TABLES AND FIGURES

If desired, the program faculty/staff may copy and paste results tables and figures in the space below or upload them as separate appendices.

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INSTRUCTIONS

The faculty of each academic program, degree or certificate, are asked to complete this report template during the 2021-22 academic year to provide the results obtained during the second year of the new program-level student learning outcomes (PSLOs) assessment cycle. These results reports are due to the Office of Strategic Planning & Institutional Effectiveness (OSPIE) by **July 1, 2022**, unless an *earlier* deadline has been set by the college dean, and should be submitted to the appropriate program folder in [SharePoint](#).

Instructional guides, videos, and other materials are available in the SharePoint site to help guide you. You can also reach out to the [OSPIE staff](#) with questions or to schedule a consultation.

ABOUT THE PROGRAM

College or School *(example: College of Arts & Sciences)*

College of Agriculture, Food and Environment

Department *(if applicable)*

Agriculture Economics

Degree Type *(example: BA, MS, Graduate Certificate)*

Ph.D.

Program Name *(example: History)*

Agriculture Economics

CONTACT INFORMATION

Individual(s) who completed this report

First and Last Name	Title/Position	Email
Dr. Tyler Mark	Director of Graduate Studies	Tyler.mark@uky.edu
Barry Barnett	Department Chair	Barry.barnett@uky.edu
Jackie Clark	Graduate Program Support	Jacquelynn.clark@uky.edu

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PROGRAM-LEVEL STUDENT LEARNING OUTCOMES

Please list all program-level student learning outcomes (PSLOs) for the program in the table below. These can be copied and pasted directly from the program's [2019-20 PSLO assessment plan](#) if one was submitted. Any outcomes that were revised after the 2019-20 PSLO plan was submitted should be indicated by clicking the checkbox in the row for that outcome. Additionally, any parts that were revised should be bolded or highlighted. Note: all PSLOs for the program should be included in the table below, not just those that were assessed in 2021-22. For most programs, approximately half of the PSLOs should have been assessed in 2020-21 and the other half should have been assessed in 2021-22 but will depend upon the program's 2019-20 PSLO plan.

Space for up to 12 PSLOs has been provided below, but this does not imply that the program is expected to have 12 outcomes. The program may delete any unnecessary outcome lines or insert additional rows if needed.

PSLO #	Program-level Student Learning Outcome Statement (How should these be written?)	Assessed in 2021-22?	Revised Since 2019-20 PSLO Plan?
<i>Example</i>	<i>Graduates will be able to critically evaluate scientific literature related to drugs and disease to enhance clinical decision-making.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1	Theory: Articulate and motivate an economic problem by connecting theory to practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Understanding Literature: Understand related background literature	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Micro-Theory Foundations: Know micro-theory foundations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Formulate Hypotheses: Formulate specific, testable hypotheses that address the broader question/issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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PSLO #	Program-level Student Learning Outcome Statement <small>(How should these be written?)</small>	Assessed in 2021-22?	Revised Since 2019-20 PSLO Plan?
5	Empirical Methods: Compare choose, and apply appropriate empirical models	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Oral and Written Communication: Demonstrate proficiency in oral and written communications	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Analysis: Demonstrate the ability to contribute to the analysis of economic issues/policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8		<input type="checkbox"/>	<input type="checkbox"/>
9		<input type="checkbox"/>	<input type="checkbox"/>
10		<input type="checkbox"/>	<input type="checkbox"/>
11		<input type="checkbox"/>	<input type="checkbox"/>
12		<input type="checkbox"/>	<input type="checkbox"/>

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ASSESSMENT MEASURES

Complete the table below by listing each measure used for the PSLOs that were assessed during 21-22. If the program filed a PSLO plan with OSPIE in 19-20, most of the information needed for this table can be copied and pasted from the plan. Please check the [PSLO SharePoint](#) site to determine whether the program has a plan on file and refer to it as needed.

Note: only the PSLOs assessed in 21-22 and the measures used to assess those outcomes need to be listed in the table. **If no PSLO plan is on file for 19-20, program-level student learning outcomes will need to be developed or updated, as needed, from an earlier assessment plan or program proposal and measures to assess those outcomes created and listed below.**

Instructions

1. Enter each measure on a separate row. Each measure only needs to be listed once, even if it is used to assess multiple PSLOs.
2. In column 2, provide a name for the measure.
3. In column 3, enter the corresponding number(s) for the PSLO(s) listed in the table above on p.2-3 that the measure was used to assess.
4. If the program submitted a PSLO plan in 19-20 ([verify here](#)):
 - a. If the faculty/staff do not wish to make any changes to the measure's description, rationale, or benchmark, click the checkbox in column 4 indicating no changes made. Move on to the next measure; no additional information is needed for this measure.
 - b. If the faculty/staff wish to change one or more of the following: description, rationale, and/or benchmark for the measure, do not select the checkbox in column 4. Next, enter new information ONLY for the aspects of the measure being revised in columns 5-7. For example, if only the description is being updated, there is no need to enter a rationale or benchmark.
5. If the program did not submit a plan in 19-20, do not select the checkbox in column 4. Enter all requested information for the measure: description, rationale, and benchmark

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Measure #	Assessment Instrument/ Measure Name	PSLO(s) Mapped to Measure	Measure Description, Rationale, & Benchmark Same as 19-20 Plan?	New Assessment Instrument/Measure Description (What is this?) <small>(complete only if description changed from 19-20 or if 19-20 plan not submitted)</small>	New Assessment Instrument/Measure Rationale (What is this?) <small>(complete only if rationale changed from 19-20 or if 19-20 plan not submitted)</small>	New Benchmark or Goal (If Available) (What is this?) <small>(complete only if benchmark changed from 19-20 or if 19-20 plan not submitted)</small>
1	<i>Example: SPIE 430 Final Paper</i>	1,4	<input type="checkbox"/>	<i>Students complete the final paper individually on a relevant & timely topic related to program assessment. Papers are scored by the course instructor using a standard rubric developed by members of the department curriculum committee. No sampling will be done; however, non-SPIE majors will be excluded from the results. The scores for criterion 1 will be used for PSLO1 and criterion 3 for PSLO4 (see attached rubric).</i>	<i>Measure was chosen because it provides evidence of student achievement near end of program and multiple criteria on rubric align directly to outcomes 1 & 4. Curriculum committee recently (2018) reviewed assignment instructions, rubric, and samples of student work to ensure good alignment with outcomes. In the future, multiple evaluators will be used to score a sample of student work and estimate reliability (interrater agreement) of the rubric.</i>	<i>95% of students will earn a 3 or better on each of the 2 mapped criteria (on a 4-point scale)</i>
1	AEC 503 End Assessment	1,3	<input checked="" type="checkbox"/>	Students complete the class and then are evaluated by the instructor	This measure provides evidence of achievement needed to complete their thesis.	>3

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Measure #	Assessment Instrument/ Measure Name	PSLO(s) Mapped to Measure	Measure Description, Rationale, & Benchmark Same as 19-20 Plan?	New Assessment Instrument/Measure Description (What is this?) <small>(complete only if description changed from 19-20 or if 19-20 plan not submitted)</small>	New Assessment Instrument/Measure Rationale (What is this?) <small>(complete only if rationale changed from 19-20 or if 19-20 plan not submitted)</small>	New Benchmark or Goal (If Available) (What is this?) <small>(complete only if benchmark changed from 19-20 or if 19-20 plan not submitted)</small>
1	AEC 606 End Assessment	1,3	<input type="checkbox"/>	Students complete the class and then are evaluated by the instructor.	This measure provides evidence of achievement needed to complete their thesis	>3
2	AEC 724 End Assessment	3,4,6	<input checked="" type="checkbox"/>	Students complete the class and then are evaluated by the instructor.	This measure provides evidence of achievement needed to complete their thesis.	>3
3	2 nd Year Paper	1-7	<input checked="" type="checkbox"/>	A panel of two reviewers from the graduate committee review the 1 st submission.	This measure provides evidence of achievement needed to complete their dissertation and publish.	>3
4	Ph.D. Oral Exam	1-7	<input checked="" type="checkbox"/>	Ph.D. Students complete a proposal and defend.	This is a holistic measure of how well the student was able to bring together all PLSO(s)	>3

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Measure #	Assessment Instrument/ Measure Name	PSLO(s) Mapped to Measure	Measure Description, Rationale, & Benchmark Same as 19-20 Plan?	New Assessment Instrument/Measure Description (What is this?) <small>(complete only if description changed from 19-20 or if 19-20 plan not submitted)</small>	New Assessment Instrument/Measure Rationale (What is this?) <small>(complete only if rationale changed from 19-20 or if 19-20 plan not submitted)</small>	New Benchmark or Goal (If Available) (What is this?) <small>(complete only if benchmark changed from 19-20 or if 19-20 plan not submitted)</small>
5	Ph.D. Dissertation Defense	1-7	X	Ph.D. Students defend their dissertation.	This is a holistic measure of how well the student was able to bring together all PLSO(s)	>3
6	Student GPAs	1-7	<input checked="" type="checkbox"/>	A measure of the student GPA needed to maintain assistantship	A GPA of 3.0 is required to maintain assistantship	>3.0 GPA
7	Student Presentations or Poster	1-7	<input checked="" type="checkbox"/>	Throughout the students program they will have opportunities to submit papers and posters for presentation at professional meetings	Demonstrates the ability of students to bring together PSLOs and present in a professional setting	>50%
8	Student Awards	1-7	<input checked="" type="checkbox"/>	There are a wide range of local, regional, and national awards students or mentors can nominate students.	Evidence that students are competitive relative to peer programs	>5%

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Measure #	Assessment Instrument/ Measure Name	PSLO(s) Mapped to Measure	Measure Description, Rationale, & Benchmark Same as 19-20 Plan?	New Assessment Instrument/Measure Description (What is this?) <small>(complete only if description changed from 19-20 or if 19-20 plan not submitted)</small>	New Assessment Instrument/Measure Rationale (What is this?) <small>(complete only if rationale changed from 19-20 or if 19-20 plan not submitted)</small>	New Benchmark or Goal (If Available) (What is this?) <small>(complete only if benchmark changed from 19-20 or if 19-20 plan not submitted)</small>
9	Job Placement	1-7	<input checked="" type="checkbox"/>	Where are our students finding jobs	Provides evidence that our students are competitive with peers.	
10			<input type="checkbox"/>			
11			<input type="checkbox"/>			
12			<input type="checkbox"/>			

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ASSESSMENT RESULTS

Please complete the chart below by providing the requested information for each measure. The order of the measures should be the same as the Measures Table in the previous section so that numbering is consistent. Note: space for up to 12 measures has been provided. If space for additional measures is needed, either insert additional rows into the table or contact the [OSPIE staff](#) to receive a customized template. The program may delete any extra rows that are not needed.

Measure #	Semester/ Year(s) Data Collected	Total Students Assessed	Sampling Strategy or All Students Assessed (What is this?)	Scoring Process (What is this?)	Summary of Results (What should be included here?)	Benchmark (What is this?)	Name of Appendices with Tables or Figs of Results (Optional)
<i>Example</i>	<i>Fall / 2020 Spring / 2021</i>	<i>25 (pooled from 2 sections)</i>	<i>All majors enrolled in the 2 sections of the course (1 section in Fall and 1 section in Spring) were assessed. Non-majors were excluded.</i>	<i>The course instructor in each section completed all scoring using a standard 5-point rubric applied to both sections. Only criterion 1 (mapped to PSLO1) and criterion 3 (mapped to PSLO4) are reported for this year.</i>	<i>The means and standard deviations for the applicable rubric criteria are: Criterion 1 (PSLO1): 3.5 +/- 0.5 Criterion 3 (PSLO4): 3.0 +/- 0.8 This shows that, on average, students performed better on the criterion aligned with PSLO1 than the criterion aligned with PSLO4. From the frequency distribution (attached), the benchmark of 80% of students achieving a 3.0 or above was met for Criterion 1 was met but was not met for Criterion 3.</i>	<i>Fully Met: <input type="checkbox"/> Partially Met: <input checked="" type="checkbox"/> Not Met: <input type="checkbox"/> N/A: <input type="checkbox"/></i>	<i>Appendix 1: SPIE 430 Final Paper Results</i>

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1	Spring 2022	0	All Students	The course instructor in each section completed all scoring using a standard 5-point rubric applied to both sections.	Course not taught as not enough students to fill the class.	Fully Met: <input type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input checked="" type="checkbox"/>	
2	Fall 2021	2	All Students	The course instructor in each section completed all scoring using a standard 5-point rubric applied to both sections	This final exam in this class is an oral exam and the instructor reports findings. Students this year preformed above the 3.0 requirement.	Fully Met: <input checked="" type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input checked="" type="checkbox"/>	
3	Spring 2022	2	All Students	A panel of two reviewers from the graduate committee review the 1 st submission	With a score of 3.0 the expectation was not fully met.	Fully Met: <input type="checkbox"/>	
						Partially Met: <input checked="" type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	

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4	Fall 2021 and Spring 2022	6	All Students	Each of the committee members complete an evaluation form.	The average was a 4.5.	Fully Met: <input checked="" type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	
5	Fall 2021 and Spring 2022	6	All Students	Each of the committee members complete an evaluation form	The average was a 4.5.	Fully Met: <input checked="" type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	
6	Fall 2021 and Spring 2022	9	All Students	GPA for all students for Fall 2021 and Spring 2022 are averaged to determine the MS GPA.	The average GPA for the group is 3.7	Fully Met: <input checked="" type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	

Program-level Student Learning Outcomes Results Report Template

Academic Degree Programs

University of Kentucky

7	Fall 2021 and Spring 2022	9	All Students	Sum of the number of presentations and posters presented at conferences	Due to the pandemic the number of presentations for our PhD students was down significantly. Only 5 presentation was made.	Fully Met: <input checked="" type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	
8	Fall 2021 and Spring 2022	9	All Students	Sum of awards	There were 2 awards for Ph.D. students in the past year. These include 2 small grants for \$750 each.	Fully Met: <input checked="" type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	
9	Fall 2021 and Spring 2022	9	All Students	No specific metric but to track where students are getting jobs	All 6 graduating Ph.D.s secured positions upon graduation. These include two Post-Docs, one visiting Assistant Professor, and 3 full-time faculty members.	Fully Met: <input type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	

Program-level Student Learning Outcomes Results Report Template

Academic Degree Programs

University of Kentucky

10						Fully Met: <input type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	
11						Fully Met: <input type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	
12						Fully Met: <input type="checkbox"/>	
						Partially Met: <input type="checkbox"/>	
						Not Met: <input type="checkbox"/>	
						N/A: <input type="checkbox"/>	

Program-level Student Learning Outcomes Results Report Template

Academic Degree Programs

University of Kentucky

(OPTIONAL) NOTES TO GUIDE FUTURE REFLECTION – Action Plan and Documenting Improvements

This section provides an opportunity to, optionally, provide an initial reflection and interpretation of the PSLO results and process or potential next steps. The full reflection report will be submitted in Year 3 (22-23), unless the program is following an agreed-upon custom cycle to align with its specialized accreditor. Although not required, this space could be helpful for guiding any initial departmental conversations around the PSLO data and process as well as providing continuity to a new program director, DGS, or DUS.

Writing Action Plans: Programs should explain their process for sharing and using assessment results to make decisions in areas such as curriculum, pedagogy, and other aspects that impact learning. The strength of assessment is not that it provides quick fixes for a problem, but that it promotes active, informed, and systematic improvement of a program through discussion among faculty. This is an opportunity to review student learning data and make decisions as a program.

Action plans should report just that, intended actions. Plans to discuss data are not sufficient action items. Work with your program to review results, interpret information, and draft appropriate action plans. Consider the following questions:

- How is assessment information about the quality of learning shared and used for program decision making in areas such as curriculum, pedagogy, and other aspects that impact learning?
- What actions do the results suggest need to be implemented?
- What concrete actions will the program take to sustain or improve this outcome? What is the timeframe of these actions?

Example:

Assessment information was reviewed and discussed [a] [at a curriculum committee meeting](#). The curriculum annually reviews this information and recommends changes to the curriculum, pedagogy, or other aspects that impact learning. There recommendations are shared with the chair and the faculty. Based on our discussions, partially met targets related to written communication and theory evaluation, and additional departmental information, the program will [b] [create a repository of model assignments and assessments related to](#)

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Academic Degree Programs

University of Kentucky

the written communication and theory evaluation program outcomes. This repository is to be collaboratively developed by faculty and will serve as a guide in addition to the syllabus for future faculty teaching this required course. This action plan will be completed by [c] before the start of the fall semester with the help of [c] three lead faculty teaching UK 123.

- a. describe process for using results/describe process for decision making – e.g. changes and recommendations about curriculum, pedagogy, or other aspects that impact learning are made
- b. describe actions
- c. timeframe/persons responsible

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Academic Degree Programs

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Action Plan:

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Documenting Improvements: A well written improvement includes three parts 1) a recap of the data/context that spurred action, 2) a description of the actions taken, 3) subsequent expected or reported results. Consider answering the following questions:

- What changes were made during the year or in previous years that impacted student learning? (This can be related to PSLO results or Periodic Review activities)
- Why were the changes made? (e.g., the student learning outcome and the information that prompted action)
- What impact did this have on student learning?

Example:

[a] After seeing poor performance on the comprehensive exam over the past three years in research methods and analysis, strategies were recommended by the Curriculum and Assessment Committee and implemented by faculty. [b] Over the past two years, faculty teaching the Introduction to Research course as well as Qualitative Methods 1 and Statistics in Research courses put additional emphasis on design and rationale for methodology. Specifically, the Introduction to Research course added a methods assignment and enhanced the rigor of the methods section in the final paper. The Qualitative Methods 1 and Statistics in Research courses both added a critique assignment to help students further develop these skills. [c] This is the first year that students with these modifications have gone through the comprehensive exam. Exam scores were higher in the research methods and analysis areas than previous year.

- a. describe data or circumstance that prompted action and specify student learning outcome
- b. list completed action plans or modifications to the program
- c. compare results before and after modification

Program-level Student Learning Outcomes Results Report Template

Academic Degree Programs

University of Kentucky

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for the user to input data or text related to the report template.

Program-level Student Learning Outcomes Results Report Template

Academic Degree Programs

University of Kentucky

Improvements:

FEEDBACK AND SUPPORT ON PSLO RESULTS REPORT

Each program has the option of receiving formative feedback on its PSLO assessment report from OSPIE staff members. If your program would like to receive feedback on its assessment report, please indicate below:

- Yes, we would like to receive feedback.

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Academic Degree Programs

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No thank you, not at this time.

(OPTIONAL) RESULTS DATA TABLES AND FIGURES

If desired, the program faculty/staff may copy and paste results tables and figures in the space below or upload them as separate appendices.

Date:	April 16, 2023
Day 1:	Sunday

12:00 – 5:00 pm	Reviewers external to UK and/or living outside Fayette County travel to Lexington and check in at Campbell House Inn (1375 South Broadway, Lexington, KY 40504). Dr. John Anderson arrives at Bluegrass Airport at 2:46 pm. Designated local committee member transports Dr. Anderson to Campbell House Inn.
6:00 pm	Designated local committee member transports hotel guests from Campbell House Inn to Sedona Taphouse.
6:30 – 8:00 pm	Review Committee has dinner and working session at Sedona Taphouse (3600 Palomar Centre Dr. Lexington, KY 40513). Group is joined by Department Chair Dr. Barry Barnett. A local committee member returns hotel guests to Campbell House Inn.

Date:	April 17, 2023
Day 2:	Monday

8:30 – 9:00 am	Local committee member transports hotel guests to Barnhart Building (parking available in E.S. Good Barn lot)
9:00 – 10:00 am	Breakfast with College of Agriculture, Food and Environment Senior Associate Dean Carmen Agouridis and Associate Dean for Faculty Resources, Planning and Assessment Brian Lee. Committee receives their charge from Dr. Agouridis and Dr. Lee reviews rules and procedures. Barnhart 341
10:00 – 10:15 am	Break and walk to department location TBD
10:15 – 11:45 am	Meet Dr. Barnett, department chair, in location TBD for a departmental facility tour and discussion
11:45am – 12:00pm	Walk to Barnhart 341
12:00 – 1:45 pm	Working session and lunch for all committee members, Barnhart 341
1:45 – 2:00 pm	Break
2:00 – 3:00 pm	Discussion with faculty and staff directly involved with the extension mission area, Barnhart 341

3:00 – 4:00 pm	Discussion with faculty and staff directly involved with the research mission area, Barnhart 341
4:00 – 5:00 pm	Discussion with faculty and staff directly involved with the instruction mission area, Barnhart 341
5:00 – 5:30 pm	Break and travel to Ramsey's Diner, 151 W Zandale Dr., Lexington, KY 40503. Selected local committee member transports hotel guests.
5:30 – 7:30 pm	Working dinner at Ramsey's Diner for all committee members

Date:	April 18, 2023
Day 3:	Tuesday

8:30 – 9:00 am	Local committee member transports hotel guests to Barnhart Building (parking available in E.S. Good Barn lot)
9:00 – 10:00 am	Breakfast with departmental staff, Barnhart 341, departmental faculty committee member recused.
10:00 – 10:30 am	Break and setup for video call
10:30 – 11:30 am	Video conference with Kentucky Farm Business Management Specialists, Barnhart 341
11:30am – 12:00pm	Break
12:00 – 1:00 pm	Lunch with departmental undergraduate students, location TBD, departmental faculty/staff committee members recused. Barnhart 341
1:00 – 2:00 pm	Lunch continuation with graduate students and post-docs, Barnhart 341, departmental faculty/staff committee members recused.
2:00 – 2:30 pm	Break
2:30 – 4:30 pm	Committee reflection session and break to catch up on other work. Barnhart 341 Note that this time may be used in any way the committee feels useful at this stage of the site-visit.
4:30 – 5:00 pm	Break and travel to Fiddletree Kitchen and Bar, 444 Parkway Dr., Lexington, KY 40504. Selected local committee member transports hotel guests. Note that Fiddletree Kitchen and Bar is next door to the Campbell House Inn.
5:00 – 7:00 pm	Working dinner at Fiddletree Kitchen and Bar for all committee members

Date:	April 19, 2023
Day 4:	Wednesday

8:30 – 9:00 am	Local committee member transports hotel guests to Barnhart Building (parking available in E.S. Good Barn lot)
9:00 – 10:00 am	Breakfast with auxiliary unit staff (CEDIK, Center for Crop Diversification, and other UK faculty/staff outside of AEC), Barnhart 341

10:00 – 10:30 am	Break and setup for video call
10:30 – 11:30 am	Video conference with Extension agents, Barnhart 341, departmental faculty/staff committee members recused as needed/appropriate.
11:30 – 11:45 am	Break and transition for next video call
11:45am – 12:45pm	Video conference with stakeholders and constituents, Barnhart 341
12:45 – 3:00 pm	Committee lunch and working session with breaks as desired, Barnhart 341
3:00 – 4:00 pm	Meet with college leadership in Barnhart 341 Dr. James Matthews, Research Dr. Carmen Agouridis, Instruction Dr. Laura Stephenson, Extension Dr. Orlando Chambers, Administration (facilities) Dr. Brian Lee, Faculty Resources, Planning and Assessment Dr. Mia Farrell, Diversity, Equity, and Inclusion Ms. Danielle Jostes, Philanthropy and Alumni Note- additional college administrators may be invited to attend if available at the committee's discretion.
4:00 – 5:00 pm	Committee reflection session, Barnhart 341
5:00 – 5:30 pm	Break and travel to Campbell House Inn (designated local committee member transports hotel guests)
5:30 – 7:30 pm	Working dinner at Campbell House Inn for all committee members

Date:	April 20, 2023
Day 5:	Thursday

8:30 – 9:00 am	Local committee member transports hotel guests to Barnhart Building (parking available in front of Ag North on the Dean's parking circle)
9:00am – 12:30pm	Breakfast and working session for all committee members, Barnhart 342
12:30 – 2:00 pm	Lunch with College Leadership and committee presentation of preliminary recommendations, Barnhart 342
2:00 pm	Selected local committee member transports hotel guests to Campbell House Inn, Bluegrass Airport, or other location as requested. Dr. John Anderson departs at Bluegrass Airport at 6:08 pm.

Review Committee

Dr. Michael Montross	Committee Chair and Chair of UK Biosystems and Agricultural Engineering Department
Dr. John Anderson	University of Arkansas, Head of Agricultural Economics and Agribusiness Department and Director of the Fryar Price Risk Management Center of Excellence
Dr. Karen DeLong	University of Tennessee-Knoxville
Alyson Young	Farm Credit Mid-America, Director of Retail Operations
Dr. Kenneth Burdine	UK Agricultural Economics Extension Professor (Internal committee member)
Dr. Bill Hoyt	UK Economics Professor, Gatton College of Business and Economics
Linda McClanahan	Kentucky Cooperative Extension Service, Mercer County Agriculture and Natural Resources Extension Agent
Brett Wolff	UK Agricultural Economics staff (Internal committee member)
Renee Carrico	UK Agricultural Economics alum and Kentucky Farm Bureau Livestock and Environmental Field Specialist

Support for Review Committee

Dr. Brian Lee
Tricia Coakley

Office Phone

859-218-7991

859-257-7041 (forwarding to cell when away from office)



Agricultural Economics

2023 Periodic Program Review

Review Committee site visit April 16 – 20, 2023

Review Report Submitted on May 31, 2023

Review Committee

Dr. Michael Montross	Committee Chair and Chair of UK Biosystems and Agricultural Engineering Department
Dr. John Anderson	University of Arkansas, Head of Agricultural Economics and Agribusiness Department and Director of the Fryar Price Risk Management Center of Excellence
Dr. Karen DeLong	University of Tennessee-Knoxville
Alyson Young	Farm Credit Mid-America, Director of Retail Operations
Dr. Kenneth Burdine	UK Agricultural Economics Extension Professor (Internal committee member)
Dr. Bill Hoyt	UK Economics Professor, Gatton College of Business and Economics
Linda McClanahan	Kentucky Cooperative Extension Service, Mercer County Agriculture and Natural Resources Extension Agent
Brett Wolff	UK Agricultural Economics staff (Internal committee member)
Renee Carrico	UK Agricultural Economics alum and Kentucky Farm Bureau Livestock and Environmental Field Specialist

Executive Summary

The University of Kentucky's Department of Agricultural Economics has the personnel and facilities to be a recognized leader in instruction, research, and extension. The department has strong undergraduate and graduate degree programs. In addition, numerous other programs in CAFE (Equine Science and Management, Sustainable Agriculture and Community Food Systems, Natural Resources and Environmental Science) utilize courses in the Department. Overall, the department has a significant amount of grant funding. The Department is well-recognized for its extension activities within the state and nationally. Faculty are collegial and are clearly committed to all aspects of the land-grant mission. The self-identified three pillars of the department are regional economics/community development, agricultural resource/production economics, and marketing/consumer demand).

Areas of concern include instructional resources, funding support, and upcoming leadership transitions. Some non-AEC students are taking courses in the department who do not have the same prerequisites as required by the course for the AEC majors which makes some courses more difficult to teach. The MS and PhD programs are undergoing changes, and these changes need to continue. Grant funding is significant but is pursued and obtained by a small portion of faculty. Significant leadership changes will likely occur soon in the Department related to the chair, Kentucky Agricultural Leadership Program, and the Kentucky Farm Business Management Program.

Overall, the committee finds that information provided in the Departmental Self-Study Report regarding strengths and challenges are accurate based on additional information learned through confidential listening sessions. This indicates a great degree of departmental awareness and internal communication leading to collegiality and a strong potential for continued excellence.

Brief description of review committee process

- Prior to the review, all committee members received and studied the Self-study Report submitted by the Agricultural Economics Department.
- The committee received their charge from Senior Associate Dean Dr. Carmen Agouridis and Associate Dean for Faculty Resources, Planning and Assessment Dr. Brian Lee, and conducted listening sessions with departmental faculty, staff, students, stakeholders, Extension personnel, and administration April 17 – 19.
- On Thursday April 20, the committee held working sessions and drafted talking points about the program's strengths, challenges, opportunities, and potential committee recommendations.
- Immediately following the working sessions, the committee presented draft recommendations to college leadership.
- The Committee Chair, Dr. Michael Montross, worked with the committee to prepare this report, which all members of the committee have approved.

We begin this report with a brief list of program strengths, challenges, and opportunities by topical area that the committee observed through review of the self-study and listening sessions. This is followed by committee recommendations for the program to consider and act on over the upcoming six-year program review cycle.

Instruction

Strengths - Undergraduate

- Students felt they were receiving a quality undergraduate education.
- Students were very enthusiastic, engaged, and appeared to feel a sense of investment in the department.
- Students reported a great relationship with faculty and staff.
- Extension/faculty/student interaction reported as strong.
- Students value and participate in existing extracurricular activities/opportunities (quiz bowl, agribusiness club).
- Students feel they have good access to internships & they must complete internship, study abroad or undergraduate research before they graduate, with most completing internships.
- Students reported reasonable class sizes.
- Students voiced appreciation for freshmen touchpoints/intro courses.
- Students appreciated flexible programs compared to some others in CAFE, as they pair well with minors, other majors, and certificates.
- Many students reported their initial interest/recruitment was a result of participating in FFA.
- Students also came from states without an Agricultural Economics major. Some relied on the academic common market for reduced tuition.
- Students appreciate effort to have at least a department level career fair and opportunities to complete certificates and other things that compliment career readiness.

Strengths - Graduate

- Strong job market for students with a master's degree.
- Students reported generally competitive funding compared to peer institutions (stipend + tuition waiver + benefits).
- Successfully recruiting students from other states.
- Opportunities to present research at professional conferences and extension events.

Challenges - Undergraduate

- Students indicated that some content in AEC 302 was repetitive for AEC majors who have already completed ACC 201 because the instructor had to repeat material for the large number of non-major students who have not completed ACC 201.
- Students indicated that AEC 320 is incorrectly labeled as a marketing and sales course, but it has a limited sales component, which they would like more of.
- From the time period of the last departmental review (2011-2016), undergraduate enrollment has declined from 261 to 181.
- Students indicated reduced/no availability of departmental-led study abroad post-COVID.
- Curriculum has not been strategically revisited or revised in at least 5 years:
 - Lack of international trade, international development, cultural competency, policy, and data analytics/visualization courses.
 - Some existing courses might be repetitive.
- Students expressed that the career fair experience is smaller than the previous college wide version.

Challenges - Graduate

- Significant decline in tuition waiver support from the Graduate School.
- Ensure that incoming graduate students have appropriate coding and math background.
- If PhD program continues, policy for preliminary exams in Econ need to be revisited.
- No clear plan to either retain or transition from the current PhD program.
- No longer admitting students to the PhD program since 2020 and its effect on teaching load on faculty and quality of coursework for current masters and PhD students has been negatively impacted:
 - Course sequencing disrupted and unclear during this transition period.
 - Numerous courses are listed that are not being taught that makes it difficult for students to develop a course plan.
- Graduate students perceive that faculty are prioritizing grant writing and publication over graduate instruction and advising.
- Graduate students expressed frustration over class offerings - having to take the first and second econometrics courses simultaneously and very limited course options in some semesters.

Opportunities - overall teaching mission

- Improved integration of KFBM program specialists and data into the teaching mission of the department, including internships.
- Strengthen collaborations between on-campus relevant departments such as Economics and Public Policy.

Opportunities - Undergraduate

- Create a dedicated section of AEC 302 for majors that would build on material already covered in ACC 201.
- Add additional departmental “touchpoint” courses in the sophomore year (similar to first year course) specific to Agricultural Economics majors.
- Generally consider adding more 100 and 200 level courses for more student engagement early in career.
- Offer a course that emphasizes sales and clarify the course title for AEC 320 (i.e., indicating that it is a marketing communication class).
- Need for increased recruitment efforts to help with student enrollment. Better explanation of breadth and knowledge gained with an Agricultural Economics degree and the ability to gain employment as a way to attract additional students.
- Increase experiential learning opportunities:
 - study abroad.
 - internship coordination and communication/transparency about where to find them - college level contact for employers is needed.
 - consider adding a NAMA team.

Opportunities - Graduate

- Create opportunity for incoming MS students to catch up on coding and math (bootcamp, additional coursework, or other approaches).
- Look to provide more opportunities for students to develop soft, professional, and presentation skills:
 - May include post-COVID reestablishment of collaborative culture among graduate students as well as more formal events involving graduate students, staff, and faculty.
 - Increase departmental seminar opportunities for students to present.
- Improved communication with graduate students on course plan, academic conference presentation expectations, and publications.
- Finding a way to meet the strong market for applied PhD economists is an opportunity for the department.
- Department needs to finalize, approve, and implement plans for the MS program.
- Department should explore possibilities for PhD program and make a decision.

Research

Strengths

- Faculty are engaged and collegial in the department. Staff were complimentary of faculty interactions.
- Graduate students and postdoctoral scholars were engaged and high quality.
- Improved number of publications and grant dollars compared to the previous review period.
- Knowledge of the three-pillars of strength for the department which demonstrates clear faculty buy-in.
- Appears to be strong department staff specifically on critical issues such as budget management in regard to grants. HR and business management support the department and faculty.
- There are some faculty generating high grant productivity.
- There are faculty generating high quality publications and demonstrating publication productivity.

Challenges

- Only a small number of faculty are generating grant funding to support graduate students and staff.
- The reduction in Tuition Scholarships from the Graduate School has decreased from 25 to 5. This has impacted the Department's ability to fund graduate students.
- A narrow base of researcher expertise which has resulted in missed opportunities for collaboration with other units on campus (e.g., international trade, international development, policy).
- There is a large variation in publication quantity and quality among the faculty and it was unclear to the committee the extent to which that reflected meeting or not meeting individual faculty expectations:
 - Distinguishing between predatory and non-predatory journals has become more difficult over the years and throughout the profession.

- There is a large variation in grant productivity among the faculty and it was unclear to the committee the extent to which that reflected meeting or not meeting individual faculty expectations.

Opportunities

- Faculty should be encouraged to publish more consistently and publish in disciplinary and multidisciplinary journals where appropriate based on individual faculty expectations.
- Grant funding is key to growing and sustaining a graduate program. Additional support at the college/university level to generate and manage grants would be beneficial to the department. Faculty should be encouraged to include graduate student funding as part of grant proposals.
- Three faculty generate a significant amount of direct grant awards. These faculty have an opportunity to mentor junior faculty on grantsmanship.
- Research faculty should look for opportunities to engage with stakeholders and contribute to the extension mission of the department.
- Improved integration of KFBM program specialists and data into the research mission of the department.
- A research faculty member identified gaps in the research program in expertise in climate change and environmental spaces.

Extension

Strengths

- County agents were very complimentary of the Department leadership and Extension Specialists. Faculty / specialists are willing to travel to the county for in-person meetings, Center for Crop Diversification (CCD) website is top notch, and budget templates are very useful. The Economic and Policy Update is timely and has quality information that is useful to agents and is frequently passed along from agents to stakeholders.
- Extension Faculty feel they are treated as equals and respected within the department by Research Faculty.
- Publications and resources are utilized heavily by county extension agents and stakeholders. Examples given were the Economic and Policy Update, Cattle Market Notes Weekly, CCD website, budgets/decision aids.
- County Agents were very complimentary of the Department Chair's interaction with them and his support of the Extension mission.
- Quarterly meetings with Department Chair and Extension Faculty are an essential resource for county agents.
- Annual programming and publications such as the Ag Lender Conference, Economic Subject Matter trainings, KY Farm Economic Outlook at KY Farm Bureau Annual Meeting and the annual Agricultural Economic Situation and Outlook are essential functions of Extension Faculty and Staff.
- Excellent responsiveness of Extension Faculty to county agents, farmers, and other stakeholders.

- Great integration of Extension Faculty into the research and instruction missions of the department.
- KFBM service appears to be strongly regarded and well utilized by the farmers it serves.
- KFBM specialists are utilized by county agents for Extension programs in counties where they are housed and counties where they have cooperators.
- CEDIK has a strong presence in Eastern Kentucky and they attract considerable resources for their special projects. They also serve clients and needs that fall outside of the typically thought of Agricultural Economics purview.

Challenges

- Continuing to serve stakeholders in the western part of the state with no faculty presence there. What can KFBM's role be here?
- Burden on Extension Faculty during teaching semesters to adequately cover extension responsibilities and instruction simultaneously.
- Maintaining a high level of grant funding is required to support soft funded positions.
- Integration of auxiliary units like KFBM and CEDIK into broader extension programming in the department remains a challenge.
- KFBM relies significantly on AEC/CAFE resources to remain viable. The program's public output is unclear and may not be commensurate with this level of public support.

Opportunities

- Agents commented on collaborating with CEDIK but would like to see improved communication to agents on how they could interact on community development.
- KFBM has abundant connections to producers and organizations as well as considerable data, expertise, and other assets that could be useful to Extension, Research, and Instruction activities across the department.
- Agents commented on the need for basic record keeping tools including an updated Farm Record Book including a digital version for new and beginning farmers with no agriculture background.
- Agents mentioned the need for new media content (e.g., YouTube videos) to share with local farmers similar to the UK Beef group.
- Agents mentioned the need for additional resources specific to Women in Agriculture (similar to the previous "Annie's Project" program).
- Agents and stakeholders mentioned the need for programming/publications in regard to Ag Policy and Farm Bill.
- Continued incorporation of economic content with agronomics on various Extension programs (field days, for example).
- Enhancement of partial budgeting tools/decision aids. Examples included value added (crop or meat), new technology, novel crops, etc.
- KFBM should explore opportunities to collaborate with the department to develop internship programs and provide more tools to assist in undergraduate education (give students tax prep experience, provide real world examples for classroom use, etc.).

Facilities

Strengths

- Adequate graduate office space, computers, and office supplies.
- Department meeting rooms have updated technology for collaboration and meetings (virtual and in-person).

Challenges

- Climate control and pest issues as noted in self-study document.
- Graduate students mentioned issues with the login portal for university wide access to STATA and the need for a downloadable version.
- Lack of transportation through the motor pool and the additional cost this placed on the department.
- Limited access to classrooms with modern technology.

Opportunities

- Department to be included in the discussion on how potential classroom and office space expansion to the C. E. Barnhart Building can be utilized.
- Continued updating of the current facility.

Administration

Strengths

- The Department Chair ensures flow of communication between faculty and staff through notes from each group's meetings.
- All groups met with (students, faculty, staff, etc.) felt free to speak, be engaged, and transparent about department strengths, weaknesses, and opportunities.
- Department staff feels well represented in faculty meetings and heard by the Department Chair during staff meetings.
- High quality and productive staff that are helping the department significantly.
- Current Department Chair generally received very positive feedback in most listening sessions.
- Staff assisting with training and informing colleagues on changes in administrative processes and policy in regard to travel and purchasing.

Challenges

- Chair is retiring at the end of 2023 (calendar year) and there is not a clear leadership transition plan, nor is there a clear transition plan across multiple programs experiencing impending retirements (AEC staff, AEC instructors, KALP, KFBM).
- Evaluation of current staff vacancies prior to addition of new specialized staff positions.
- Adapting to administrative policy changes throughout the year.

Opportunities

- Improved integration of KFBM program specialists and data into the Extension mission of the department.

- Cross training of staff to ensure essential functions continue in times of staff vacation, leave, retirement, etc.
- Mentorship for junior faculty and graduate students, specifically in regard to grants.

Committee Recommendations

1. Develop a strategic vision ahead of key position transitions within the department including providing leadership training for those in or considering leadership roles. Diversity should be a key point of consideration in future hires and targets (race, gender, etc.). Also need to ensure competitiveness in hiring as most agricultural economic departments have moved to 9-month faculty positions for at least research/teaching positions.
 - Possible upcoming vacancies: Chair, Faculty, Academic Staff, KFBM Coordinator, KFBM Specialists, KALP Directors, CEDIK Director.
 - For special units or centers housed in the AEC department or with direct ties to the department - the department chair, Extension faculty and Extension agents as applicable should be involved with developing a transition plan and participate in any program reviews and/or strategic planning processes of those units or centers.
 - Fill the regional economic development research and teaching assistant professor position and any other unfilled positions.
2. Conduct Undergraduate Curriculum review and revision with an explicit plan for continual periodic reviews to ensure relevance and competitiveness in a constantly evolving job market.
 - Review prerequisites for other courses to align across degree programs.
 - Reevaluate the course title for AEC 320 to emphasize it is NOT a sales course.
 - Additional emphasis on sales in the curriculum, either through an additional course or incorporating into other courses.
 - Consider adding additional data visualization and modeling in courses:
 - Continue to add Cultural Competency and DEI&A into the curriculum. AFE 300 is one example that could be used to help fulfill this demand.
 - Consider options for an additional 200 level course for maintaining departmental connection to students in sophomore year.
 - Continue to work with students on professional development and developing a portfolio of products.
 - Examine any duplicate content across Undergraduate courses (i.e. ACC 200/201 & AEC 302):
 - Consider requiring ACC 200/201 as prerequisite for all students enrolling in AEC 302 or offering major-track specific sections as non-AEC majors likely have not taken accounting.
3. Prioritize finalizing, approving, and implementing changes in the graduate program that have been initiated.

- Focus on providing a high-quality MS program with a national reputation for excellence and high placement rates for graduates.
- Consider implementing a math/coding bootcamp for graduate students.
- Conduct a curriculum review of MS course offerings to ensure ample courses are offered in each semester. Students mentioned a serious lack of courses in some semesters.
- Explore alternative options for the PhD program and set a definitive timeline on a decision for continuing or ending the PhD program.

4. Work with CAFE upper administration and KFBM staff to develop a plan to have more public good output from the KFBM program investment. Suggestions include:

- Conduct review of program in collaboration with department chair, extension agents (range of agents that currently work with KFBM and ones that do not) and stakeholders.
- Ensure a timely, annual release of summary data/report:
 - inclusion of an executive summary.
 - use of aggregate data for quick facts or fact sheets/infographics.
- Develop a defined communication strategy to ensure information is distributed to stakeholders including farmers, extension agents, agribusinesses, lenders, etc.
- Develop internship program for AEC students in collaboration KFBM that will enhance students' real-world understanding of farm management, accounting, and tax skills.
- Use of data in undergraduate/graduate program.
- Enhance student research opportunities especially at the graduate level.
- Enriching the KFBM data such that enterprise analysis data would be available.
- More fully integrate KFBM into the Extension mission of the department.

5. Maintain and enhance existing strong Extension presence and impact throughout Kentucky.

- Remain active and relevant in Western Kentucky and engaged with the UK Grain and Forage Center of Excellence as the physical facility is rebuilt.
- Develop new and updated resources in high demand:
 - updated Farm Record Book including a digital version for new and beginning farmers with no agriculture background.
 - new media content (e.g., YouTube videos) to share with local farmers similar to the UK Beef group.
 - resources specific to Women in Agriculture (similar to the previous “Annie’s Project” program).
 - programming/publications covering Ag Policy and Farm Bill.
 - More materials for Farm Transition and Succession Planning.
- Explore opportunities for increased program quality and volume through Extension Faculty and Staff collaboration (associates, specialists, other staff, etc.). This may include increasing staff numbers and/or reconsidering staff responsibilities within the program.

6. Enhance external support, scholarship, and research/extension output related to the land-grant mission.

- A small number of faculty are generating the majority of grant funding. Thus, finding resources or mentors to support faculty and staff to apply, execute, and report on grant funds should be a priority for the department and for CAFE.
- Make sure the department continues to and is consistently publishing in appropriate disciplinary and multidisciplinary relevant journals.

7. Departmental leadership and faculty should actively work with CAFE's Office of Philanthropy and Alumni to pursue funding for endowed positions or distinguished professorships focusing on the department's three pillars (regional economics/community development, agricultural resource/production economics, marketing/consumer demand).

Opportunities for college leadership consideration outside the purview of a single academic program.

- Consider additional CAFE funding for instruction of courses that include a heavy service component (courses taken by e.g., ESM, NRES, and Ag Ed). Department teaching DOE's are very tight.
- Continued pressure from CAFE to develop better support from OSPA on pre- and post-award support. The current structure limits ability to achieve the VPR's stated demand of doubling research awards campus-wide.
- Support from philanthropy officers to help with fundraising to create endowed positions within the department.
- Students and employers expressed an interest in having a CAFE-wide Career Fair and career services position (jobs and internships):
 - Employers expressed a need for a clear contact in CAFE to reach students beyond Handshake.
- Work with CAFE Center for Student Success to develop a strategy for increasing undergraduate recruitment.
- Restore lost tuition waivers for the graduate program.

UK Program Review Implementation Plan

This **required** form is described as Appendix A in AR II-I.0.6.

College/Unit: *Agricultural Economics*

Date: **8-8-2023**

Recommendation/ Suggestion	Source I/E/H*	Accept/ Reject**	Unit Response (resulting goal or objective)	Actions (including needed resources)	Time Line
<p>1. Develop a strategic vision ahead of key position transitions within the department including providing leadership training for those in or considering leadership roles. Diversity should be a key point of consideration in future hires and targets (race, gender, etc.). Also need to ensure competitiveness in hiring as most agricultural economic departments have moved to 9-month faculty positions for at least research/teaching positions.</p> <ul style="list-style-type: none"> Possible upcoming vacancies: Chair, Faculty, Academic Staff, KFBM Coordinator, KFBM Specialists, KALP Directors, CEDIK Director. For special units or centers housed in the AEC department or with direct ties to the department - the department chair, 	E	A	<p>Agricultural Economics faculty and staff regularly discuss future goals for our various Land-Grant mission areas to develop, maintain, and update our collective strategic vision. However, it would likely be valuable to commit that vision to a written form – especially given the leadership transitions that will take place over the next few years. The university offers various academic leadership training programs. Interested faculty are encouraged to apply for these programs. Diversity has long been an important consideration in hiring and discussed as part of our strategic vision. A faculty member serves as our departmental representative/liason for the college diversity advisory council. Diversifying our faculty, staff, and student populations is challenging to achieve quickly, while we feel confident in long-term improvements that will result from continuation of our current and future focus in this area. We agree that 9-month faculty appointments</p>	<p>Commit strategic visioning to a written form. Continue advocating with college administration for hiring instruction and/or research faculty positions with 9-month appointments (while maintaining equitable salaries, including for Extension faculty with 12-month positions). Re-advertise the regional economic development research and teaching faculty position.</p>	9 months and ongoing

<p>Extension faculty and Extension agents as applicable should be involved with developing a transition plan and participate in any program reviews and/or strategic planning processes of those units or centers.</p> <ul style="list-style-type: none"> ● Fill the regional economic development research and teaching assistant professor position and any other unfilled positions. 			<p>have become the norm for agricultural economics departments nationwide. We currently have three (instruction and/or research) faculty members with 9-month appointments. We anticipate more of our future instruction and/or research faculty hires will be in 9-month appointments if the candidate prefers and should the college allow. However, this change must be introduced in a manner that is also equitable for faculty with primary Extension appointments. The chair and/or other relevant faculty/staff are involved in reviews and planning for all units or areas of programming housed in the department. The regional economic development research and teaching faculty position will be re-advertised in the fall of 2023.</p>		
<p>2. Conduct Undergraduate Curriculum review and revision with an explicit plan for continual periodic reviews to ensure relevance and competitiveness in a constantly evolving job market.</p> <ul style="list-style-type: none"> ● Review prerequisites for other courses to align across degree programs. ● Reevaluate the course title for AEC 320 to emphasize it is NOT a 	E	A	<p>The department will conduct a thorough review of our undergraduate curriculum with particular attention to the specific items mentioned in the recommendation. The general theme for our undergraduate curriculum review is “professional development.” We want to think comprehensively about how curriculum modifications and a suite of carefully curated extracurricular professional development requirements/opportunities can be</p>	<p>A departmental undergraduate retreat occurred in August 2023 to initiate “big picture” thinking about modifications to our undergraduate curriculum and extracurricular professional development requirements/opportunities. Based on those discussions, the undergraduate committee is formulating specific recommendations to bring to the faculty for consideration. The specific items mentioned in the</p>	24 months

<p>sales course.</p> <ul style="list-style-type: none"> ● Additional emphasis on sales in the curriculum, either through an additional course or incorporating into other courses. ● Consider adding additional data visualization and modeling in courses: ● Continue to add Cultural Competency and DEI&A into the curriculum. AFE 300 is one example that could be used to help fulfill this demand. ● Consider options for an additional 200 level course for maintaining departmental connection to students in sophomore year. ● Continue to work with students on professional development and developing a portfolio of products. ● Examine any duplicate content across Undergraduate courses (i.e. ACC 200/201 & AEC 302): <ul style="list-style-type: none"> ○ Consider requiring ACC 200/201 as prerequisite for all students enrolling in 			<p>integrated to produce graduates who are uniquely qualified to enter the workplace as highly productive employees or pursue graduate-level education.</p>	<p>recommendation will be addressed within the context of the overall undergraduate curriculum review and modification process and eventual submission through University Senate process for implementation and assessment as appropriate.</p>	
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<p>AEC 302 or offering major-track specific sections as non-AEC majors likely have not taken accounting.</p>					
<p>3. Prioritize finalizing, approving, and implementing changes in the graduate program that have been initiated.</p> <ul style="list-style-type: none"> ● Focus on providing a high-quality MS program with a national reputation for excellence and high placement rates for graduates. ● Consider implementing a math/coding bootcamp for graduate students. ● Conduct a curriculum review of MS course offerings to ensure ample courses are offered in each semester. Students mentioned a serious lack of courses in some semesters. ● Explore alternative options for the PhD program and set a definitive timeline on a decision for continuing or ending the PhD program. 	<p>E</p>	<p>A</p>	<p>The department is committed to offering an outstanding MS program. The graduate committee has presented an outline of proposed changes in the MS curriculum to the faculty. The faculty expressed support, in principle, for those changes but postponed voting until all required curriculum change documentation is developed. Further discussion regarding the future of the PhD program has been postponed until after the MS curriculum changes are finalized. There is general agreement among the faculty that we have neither the teaching resources nor the financial resources (following the university's drastic reduction in the number of graduate tuition waivers) to offer a traditional PhD program. At the same time, we see value in being able to offer PhD level training to a small number of students – especially those interested in Extension. The question we are considering is whether it would be possible for us to offer a non-traditional PhD program for a small number of students and whether doing so</p>	<p>The department will finalize changes to the MS curriculum during fall of 2023 with submission through the University Senate approval process. At that time, the potential for a math/coding bootcamp will also be discussed. Exploration of the potential for non-traditional PhD training will begin immediately after the MS changes are finalized.</p>	<p>18 months</p>

			would be the best use of our limited teaching and financial resources.		
<p>4. Work with CAFE upper administration and KFBM staff to develop a plan to have more public good output from the KFBM program investment. Suggestions include:</p> <ul style="list-style-type: none"> ● Conduct review of program in collaboration with department chair, extension agents (range of agents that currently work with KFBM and ones that do not) and stakeholders. ● Ensure a timely, annual release of summary data/report: <ul style="list-style-type: none"> ○ inclusion of an executive summary. ○ use of aggregate data for quick facts or fact sheets/infographics. ● Develop a defined communication strategy to ensure information is distributed to stakeholders including farmers, extension agents, agribusinesses, lenders, etc. ● Develop internship program for AEC students in collaboration KFBM 	E	A	<p>We understand the need for the KFBM program to generate value, not only for KFBM cooperators, but also for the larger agricultural and Extension community in the state. While we accept this recommendation, we also believe that KFBM specialists currently generate more public good output than the review team may have had the opportunity to discover. KFBM cooperators are currently conducting a study to compare the program in Kentucky with similar programs in other states. We believe that this study will provide valuable insights to inform decision-making about future directions for the KFBM program. We note that the use of the KFBM data for research is highly dependent on the research interests of departmental faculty at any given time. Currently, the department does not have a faculty member with a research program focused principally on farm finance. Anonymized KFBM farm financial data are currently used in some undergraduate courses. That is expected to continue. The issue of enterprise data has been extensively discussed among the KFBM staff and extension faculty – most recently,</p>	<p>The KFBM comparison study will be reviewed when complete and used to identify areas for enhancement of our programs where opportunities exist. The state KFBM director and the department chair will work with the department’s communications director to develop a KFBM communications strategy within the broader framework of the department’s communications strategy. Information gained from the current comparison study will be utilized in development of communications. The KFBM program has had interns in the past. We will continue that effort and look for additional opportunities to expand in the future.</p>	24 months

<p>that will enhance students' real-world understanding of farm management, accounting, and tax skills.</p> <ul style="list-style-type: none"> ● Use of data in undergraduate/graduate program. ● Enhance student research opportunities especially at the graduate level. ● Enriching the KFBM data such that enterprise analysis data would be available. ● More fully integrate KFBM into the Extension mission of the department. 			<p>just a couple of years ago. While enterprise data would no doubt greatly increase the value of the data for researching many farm management questions, it is also recognized that for farms that produce very many commodities (which is true for most KFBM farms), accurately allocating expenses across enterprises can be extremely time-consuming and for some expense items, nearly impossible. Given the other demands on their time, it does not currently seem feasible for KFBM specialists to parse the data to an enterprise level.</p>		
<p>5. Maintain and enhance existing strong Extension presence and impact throughout Kentucky.</p> <ul style="list-style-type: none"> ● Remain active and relevant in Western Kentucky and engaged with the UK Grain and Forage Center of Excellence as the physical facility is rebuilt. ● Develop new and updated resources in high demand: <ul style="list-style-type: none"> ○ updated Farm Record Book including a digital version for new and beginning farmers with no agriculture 	E	A	<p>The department is proud of our long history of being active in western Kentucky and with colleagues at the Grain and Forage Center of Excellence, and we continue work to sustain this. We will consider the review team's specific recommendations regarding subject matter and media for future Extension materials along with the valuable input received from county agents and stakeholder groups as part of our ongoing needs assessment process. Our previous departmental review contained a recommendation to utilize more</p>	<p>The department will remain active in western Kentucky and with colleagues at the Grain and Forage Center of Excellence. The department will continue to be intentional in obtaining input from county agents and stakeholders regarding Extension programming needs. As funding allows, the department will continue to make extensive use of staff in developing and delivering Extension programming. Staff positions will continue to be re-evaluated and reclassified to address needs.</p>	Immediate and on-going

<p>background.</p> <ul style="list-style-type: none"> ○ new media content (e.g., YouTube videos) to share with local farmers similar to the UK Beef group. ○ resources specific to Women in Agriculture (similar to the previous “Annie’s Project” program). ○ programming/publications covering Ag Policy and Farm Bill. ○ More materials for Farm Transition and Succession Planning. ● Explore opportunities for increased program quality and volume through Extension Faculty and Staff collaboration (associates, specialists, other staff, etc.). This may include increasing staff numbers and/or reconsidering staff responsibilities within the program. 			<p>Extension Associates. Since then, the numbers of Extension staff involved in the development and delivery of Extension programming has gradually increased. Currently there are 10 Extension staff members in the department who contribute directly to Extension programming (plus the eight KFBM specialists). Staff responsibilities are always re-evaluated when a position is vacated. The department’s communications director position came about from just such a re-evaluation. It is the perception of our Extension faculty and staff that both the quantity and quality of our Extension programming is currently better than at any point in the past, and we are committed to maintaining that excellence in the context of a continual improvement framework.</p>		
<p>6. Enhance external support, scholarship, and research/extension output related to the land-grant mission.</p> <ul style="list-style-type: none"> ● A small number of faculty are generating the majority 	E	A	<p>All faculty hired in recent years have been mentored regarding the importance of external funding for the development of their research programs and support of departmental graduate students. Assistant professors in the</p>	<p>While we are doing all that we can at the department level, additional resources are required to provide both the pre-award and post-award support needed to further expand grant activity. Faculty regularly comment that</p>	<p>Immediate and pending additional resources</p>

<p>of grant funding. Thus, finding resources or mentors to support faculty and staff to apply, execute, and report on grant funds should be a priority for the department and for CAFE.</p> <ul style="list-style-type: none"> ● Make sure the department continues to and is consistently publishing in appropriate disciplinary and multidisciplinary relevant journals. 			<p>department have been active in grant-writing and have been successful in attracting funding (including funding from nationally-competitive sources). It is important to recognize that each dollar of grant funding requires significantly more time and effort from support staff than an appropriated dollar. Finding funding for the business office and project management staff positions needed to adequately support grants is a continual challenge. Funders do not support funding for these positions because they believe these positions should be covered by the indirect costs recovered by the university. Our current structure at UK returns a very small percentage of indirect costs to the department, leading to a mismatch between funder expectations and organizational realities. In recent years, the number of articles published in high quality journals (either disciplinary or multidisciplinary) has increased dramatically.</p>	<p>they are limiting grant applications because neither the department nor the university sponsored programs office seem to have sufficient staff bandwidth to adequately support grant recipients. We will discuss these challenges further with college and/or university research offices to seek opportunities for additional pre- and post- award support when and where available. Publishing in high-quality journals will continue to be encouraged and rewarded.</p>	
<p>7. Departmental leadership and faculty should actively work with the Martin-Gatton CAFE's Office of Philanthropy and Alumni to pursue funding for endowed positions or distinguished professorships focusing on the department's</p>	<p>E</p>	<p>A</p>	<p>To be clear, the identified three pillars guide our hiring of research faculty and recruitment of graduate students. Extension faculty and staff needs are more comprehensive. They include, but are not limited to, the three pillars. We agree that endowed faculty positions are</p>	<p>The chair will meet with the college's Office of Philanthropy and Alumni to initiate discussions on pursuing funding for endowed positions.</p>	<p>Immediate</p>

<p>three pillars (regional economics/community development, agricultural resource/production economics, marketing/consumer demand).</p>			<p>becoming essential for recruiting and retaining outstanding faculty. In recent years the Martin-Gatton CAFE Office of Philanthropy and Alumni has seemingly not had the capacity to provide support to all departments across the extensive array of philanthropic mechanisms. We are hopeful that with current changes in college philanthropy, capacity for departmental engagement will be enhanced. We look forward to working with Martin-Gatton CAFE Office of Philanthropy and Alumni on pursuing funding for endowed positions.</p>		
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* Source of Recommendation (I = Internal recommendation; E = External Review Committee recommendation; H = Unit Head recommendation)

** Accept/Reject Recommendation (A=Accept; R=Reject)

Unit Head Signature: Barry J. Barnett Digitally signed by Barry J. Barnett
Date: 2023.09.08 17:44:28 -0400'

Unit Head Supervisor Signature: *Caro Agnew*

Date: 09.12.23