

**PROGRAM REVIEW IMPLEMENTATION PLAN**  
**SECOND ANNUAL PROGRESS REPORT**  
**Sustainable Agriculture and Community Food Systems**  
**2021-2022**

**Recommendation 1. Investment in a staff (e.g., Academic Coordinator) or lecturer position is needed.** Such a person could help increase student numbers and contribute to programmatic teaching. Possible responsibilities include:

- Formalizing internship opportunities and expectations with community partners and industry;
- Increasing student research involvement;
- Tracking alums and deepening connections between them and current students;
- Advising students;
- Teaching within SAG;
- Program recruitment/advertising, participating in 'UK and you', deepening diversity recruitment;
- Communications (web, newsletter, social media, etc.)
- Assist with program assessment.

**Assessment method:** Allocation of a staff position to the program.

**Results:** We have not been able to invest in the full-time staff position that was intended by this suggestion. However, we have generated funds through Jacobsen teaching GEN 100 and directed these overload funds to pay Kristi Durbin (UK CSA Manager) to teach an online section of SAG 210 in Spring 2022. Additionally, the Department Horticulture has contributed overload funds to support Kristi's on farm instruction for SAG 397.

**Analysis of results and reflection:** It is clear that we cannot fulfill all of the staff functions needed to grow a program and cultivate alumni relationships without an allocated staff member. Further, it is getting more difficult for existing teaching faculty to continue to meet teaching obligations and prioritize strategic functions that academic program staff provide. It is unlikely the College is in a financial position to invest in this kind of position at the moment. As such, it is likely we will need to use ad hoc program support and leverage existing resources to fulfill priority functions.

**Ongoing improvement actions:** We will continue to look for creative opportunities to find support to fulfill roles that current program faculty are unable to fulfill. Progress will just be slow and steady, and we would welcome an investment in this position when possible.

**Recommendation 2. Recruit/hire a new SAG teaching/extension faculty member.** This person could fill the holes left by the recent faculty departures/promotions, increase the program's teaching capacity, and explicitly acknowledge the program's important extension function. Responsibilities might include:

- Teach/oversee the apprenticeship, capstone, and other production-related courses;
- Develop a beginning farmer certification program in coordination with the CSA;
- Develop a Commonwealth-wide extension program that formalizes SAG faculty efforts to date in this arena;
- Assist with developing more community food system related internship opportunities, especially with alumni and partner organizations.

**Assessment method:** Recruitment or hiring of a new faculty member.

**Results:** We have not obtained commitments from CAFÉ department- or College-levels for a SAG dedicated faculty position at this time. We have not yet begun to talk with department chairs about potential overlap with upcoming open positions. SAG Steering Committee faculty are committed to advocating for this within their own departments.

**Analysis of results and reflection:** Based on SAG Steering Committee discussions of potential candidates and future potential hires, we believe that the SAG program could be a potential recruitment tool for some faculty searches. It is clear we need to speak with chairs to communicate our program needs and opportunities, and focus on Recommendation 3 if we are to recruit additional faculty resources into the program.

**Ongoing improvement actions:** Meet with department chairs and continue to build stronger relationships with other departments.

**Recommendation 3. Build stronger relationships with other Departments.** This is the most immediate way to help fill the instructional gaps, but it is also likely to lead to a more diverse and engaged faculty of record. While the program has made some progress on this front since the last review, more still could be done. Ideas on how to accomplish include:

- Develop a strategy to recruit and reward contributing faculty from other Departments (Dietetics & Human Nutrition, Community & Leadership Development, Agricultural Economics, Plant & Soil Sciences, Entomology, Plant Pathology, and others outside the College, such as Philosophy, Anthropology, Geography, Sociology, etc.);
- Negotiate for SAG teaching/advising responsibilities to be explicitly written into new faculty hires in multiple departments (possibly as a cluster hire?);
- Consider developing MOUs with contributing Departments;
- Develop other Department buy-in for support of the SAG program beyond teaching (HR, IT, financial, recruitment support, etc.).

**Assessment method:** Recruit and retain a diverse faculty of record. Documented departmental resource sharing with the SAG program.

**Results:** We have strengthened the program faculty of record with additional members from Community and Leadership Development to represent both CLD and Career and Technical Education, as well as Animal Sciences and Dietetics and Human Nutrition. We have not added additional members from Arts and Sciences or other Colleges at this point. CLD faculty are interested in additional teaching and course development, and Horticulture maintains strong facilities and faculty support for the program.

In the 2019-2020 AY, faculty Plant and Soil Science (PSS) began teaching a SAG cross-listed course (Plant Production Systems). In Spring 2021, PSS and Entomology (ENT) faculty will begin teaching another cross listed course (Agroecology). Transfer of these courses to supportive faculty open to changing their teaching course loads has added some welcome teaching relief and instructional diversity in the SAG program. We have not developed any other buy-in support for the SAG program, in teaching or other regards at this time.

**Analysis of results and reflection:** There is great opportunity for strengthening our relationships with other departments. We would like to think that such relationships could be reciprocal, and that teaching and other support of the SAG program would help recruit new faculty as well as provide an engaging and collaborative environment for supporting faculty and staff. However, such value must compete with pragmatic teaching and staffing needs of the contributing departments. It is likely some departments may be more able to contribute different resources than others, and time must be spent investing in relationship building and developing strategic requests that are tailored to the strengths and resources of each department. This is a time-consuming task that will likely progress slowly with existing program faculty and administrative resources.

**Ongoing improvement actions:** We will continue to look for timely opportunities (e.g. internal and external funding opportunities around SAG program goals) to catalyze these discussions, as these relationships can be built much more quickly with a tangible goal or project in mind.

#### **Recommendation 4. Deepen relationships with alums:**

- Increase formal tracking of students;
- Improve alumni networking (maintain directories & current listservs);
- Develop opportunities for alumni and current students to interact and gain a broader understanding of food systems, such as a seminar format course bringing in alums.

**Assessment method:** Develop an alumni tracking system. Develop opportunities for alumni and current students to interact.

**Results:** We have an ad hoc alumni tracking system (Excel spreadsheet, email with alumni, and Facebook contacts) that allow us to reach most of our program alumni.

We have not developed any alumni listserv or directory, or created the events that were described here.

**Analysis of results and reflection:** Although our ad hoc tracking of alumni contacts does not speak to a systematic approach, we do stay in touch with our program alumni through these methods. The investment in assistance with our social media will likely help us maintain and build these connections via social media. However, as the program grows, staying in touch with our alumni is going to become more difficult. We need to develop such a system for both program tracking purposes as well as curating philanthropic support opportunities for our alumni. Unfortunately, at this moment, this is simply beyond the ability of the SAG program faculty at this time, as we prioritize building student numbers and focus on program recruitment and visibility.

**Ongoing improvement actions:** While necessary, these efforts are outside of the scope of what we can do at this time, but we are committed to try to leverage resources and expertise as we are able.

#### **Recommendation 5. Expand the mandate of the Steering Committee:**

- Develop more formalized roles so that the steering committee functions more like an executive committee, delegating administrative, operations, strategic planning to individuals or groups within the committee to help share the load;
- Broaden leadership across the involved disciplines to facilitate buy-in and commitment from associated Departments;
- Include extension representation on the committee (possibly the UK SARE coordinator?);
- Further build the diversity, multidisciplinary of the participants and foster community amongst the members;
- Consider including stakeholders somehow.

**Assessment method:** Documented increase in number of Steering Committee meetings and expansion of requests for help from committee. Expansion of diversity and disciplines involved, as well as title-series (Extension). Inclusion of stakeholders in program discussions.

**Results:** We have increased the number of Steering Committee meetings to two per semester, with a greater number of items for discussion and feedback for the group (recruitment materials, course listing, minor revisions, etc.). We have worked to recruit meaningful contributors from CAFÉ departments, with a nod toward diversity and inclusivity, which definitely enriches the group. We continue to discuss how best to include stakeholders in meaningful ways.

**Analysis of results and reflection:** We realize that reporting progress as “Additional Steering Committee meetings” may sound like a small and meaningless step. However, historically the DUS and Steering Committee Chair have shouldered

most of the program work, and informed the Steering Committee of program happenings. We are actively working to change this committee culture, and the Steering Committee are excited to contribute more. We look forward to reporting more specific examples of shared work, collaboration, inclusivity, and stakeholder engagement in the future.

**Ongoing improvement actions:** We will continue to create plans for the Steering Committee to engage in ways that leverage their expertise and that are professionally rewarding and personally fulfilling. In addition to contributing to more routine curricular activities, like revision of the SAG program minor, we look forward to engaging in creative exercises such as helping craft recruitment and publicity materials, team-building activities, etc.

### **Recommendation 6. Maintain the summer Apprenticeship:**

- Explore financial options to help students with the cost (e.g., use online teaching revenue to help subsidize the cost or create scholarships, philanthropy);
- Re-thinking the size and financial operations of the CSA is needed, since apprentice labor has been free to-date and apprentice numbers may go down due to summer tuition. Consider reducing the size of the CSA to provide a more even balance between commercial production and other activities that associated staff or faculty engage in, such as teaching, research, and extension.
- Given the importance of the CSA to the UK community (and beyond) and the apprenticeship for the SAG program, hard funding for a farm educational coordinator/CSA manager may be needed.

**Assessment method:** Maintaining the summer apprenticeship in a sustainable manner, which includes viable student numbers and sufficient support for the CSA.

**Results:** Beginning in Fall 2021, we changed the SAG 397 course to a fall offering. We did not feel like it was in the best financial interests of our students to require a summer, credit-bearing (thus tuition mandatory) course. Further, for our out of state students and those that wish to engage in other summer internships or farming jobs, the SAG 397 course appeared to be a confusing and burdensome requirement. Based on these internal program factors as well as input from our Steering Committee (Faculty of Record) from other programs who had students who wished to take the course, we changed to a fall course. We do offer paid work opportunities for students who wish to join the farm crew and have a summer CSA experience.

**Analysis of results and reflection:** The SAG 397 course was enrolled with a variety of majors in the Fall 2021 semester, and the transition to a more lecture-recitation structure seemed to work in this initial offering. We will look forward to continuing to hone the approach in future semesters, but to intend to maintain this as a permanent fall offering.

**Ongoing improvement actions:** We will continue to evaluate how best to support the educational outcomes of the Apprenticeship to the SAG majors, minors, and many other students we serve. This is an ongoing conversation that occurs in conjunction with discussions of responsible fiscal management of the CSA by the Department of Horticulture.