

University of Kentucky
College of Agriculture, Food and Environment
2015-2020 Strategic Plan: Building Our Future on the Land-Grant Legacy
2016 Fiscal Year Report
October 31, 2016

Introduction

Starting in the fall of 2014, a team of 34 College of Agriculture, Food and Environment faculty, staff, and students convened to create a new college strategic plan. After conducting 15 listening sessions on campus and across the commonwealth, the team wrote a plan that was launched in September 2015. From September 2015 through June 30, 2016, Action Teams were assigned, and strategies, actions steps, baselines, assessment tools, and results were formulated.

The results of these efforts are listed below in what is the first annual report of the CAFE Strategic Plan: Building our Future on the Land-Grant Legacy.

Goal I

Prepare highly motivated and culturally adaptive graduates who are competitive in a global economy and support societal values

Goal 1A: By June 2016, student success task forces will be appointed to design and implement systems that ensure undergraduate and graduate student success through recruitment, advising, student success initiatives and programming, and enhancements to the student life cycle.

Strategies

1. The existing Undergraduate Student Success Team will be asked to expand its role through the student life cycle.
2. A new Graduate Student Success Team should be developed, with faculty leadership and advocacy from both the Offices of the Associate Dean for Research and the Associate Dean for Instruction, to ensure graduate student success across the life cycle (notably including professional development opportunities).

Implementation Plans/Action Steps

1. The Undergraduate Success Team is planning an expansion of their role.
2. The new Graduate Student Success Team will be modeled after the existing Undergraduate Student Success Team, with features appropriate to the unique experiences and challenges faced by CAFE's graduate students.

Baseline and Metrics

Relating to undergraduate student success, metrics will be aligned to those adopted by the Provost and Dean's Council, once those are finalized in Fall 2016. These metrics are expected to relate to second fall retention of freshmen, time to graduation of undergraduates, total numbers of graduates (both from undergraduate and graduate programs), and so on. Baselines will also be drawn from the sources as identified by the Provost and the Dean's Council.

We are in the process of forming the Graduate Student Success Team; this group will work to establish baselines and metrics over the coming months.

Assessment Method/Tools

In the case of undergraduate student success, we will employ the assessment methods for the metrics as provided through the analytic tools configured at the University level. These tools ensure that all colleges are using “clean” data and are making comparisons on the same bases.

For graduate student success, we will be developing assessment methods at the college-level, with appropriate input from each of our programs. We anticipate that the Graduate School and Provost’s recent initiatives will also provide some support and guidance.

Results

A key finding related to undergraduate student success was that our second fall retention percentage fell for the first time since the Fall 2011 cohort. An analysis of the data revealed that while second fall retention for in-state students increased by 2.5% for our Fall 2015 cohort compared with our Fall 2014 cohort, second fall retention for their out-of-state peers fell by 8.5% for the Fall 2015 cohort (again as compared with the Fall 2014 cohort).

We do not yet have results for interventions designed to enhance success of our graduate students.

Interpretation of Results and Reflection on Action Steps to Date

We are investigating our detailed individual student records to determine the leading causes for these disproportionate departures of our out-of-state students, and therefore, learn what action steps may be likely to improve out-of-state retention for our Fall 2016 and succeeding cohorts.

Goal 1B: Track perceptions and assessments of college graduates' preparation to be competitive in a global economy.

Strategies

1. Conduct an annual exit survey of all graduates (including graduate students) to gather information regarding their employment, continuing education plans, and program satisfaction.
2. Conduct an annual survey of employers including those firms which currently participate on campus as well as those which remain on our target list.

Implementation Plans/Action Steps

1. Begin survey distribution and data collection from graduates in May of each year, targeting graduates from prior August, prior December, and current May classes. Surveys, including follow-up reminders, will remain open through September of each year. Department-level and college-wide reports will be made available in December of each year. The regional salary report, operating on an externally-determined timetable, will be prepared in July and circulated in October of each year.

2. Begin surveys of both participating and non-participating employers immediately after the Agriculture Career Fair in the early fall semester. Departments will also be encouraged to solicit information from employers of their recent graduates; they will be able to identify such employers based on the department-level reports above.

Baseline and Metrics

Because surveys of our students where employment and graduate and professional education outcomes were incomplete and sometimes handled at the program level, we moved to consolidate both undergraduate and graduate student surveys at the college level for the 2015-16 graduation cycle. These data will serve as our initial baseline, until we can build a rolling three-year baseline informed by recurring data collection. Metrics will consider, both on a program-by-program and on a whole-college basis, the satisfying outcomes of first professional employment or graduate/professional follow-up educational pursuit, as well as the less satisfying outcome of “still looking.” Of course, such metrics will be reported for both undergraduate and graduate students.

Assessment Method/Tools

Surveys were sent to each graduate from August and December 2015, and May 2016 graduating classes. These surveys asked students (at both the undergraduate and graduate levels) about their next steps with respect to employment (employer, position, and salary) or continued education or plans for either yet to be realized. Students were also asked about the quality of their educational experiences (in terms of advising and instruction) and to identify any ways in which they felt their education could have been strengthened. Several rounds of reminders were implemented; results were evaluated on a program-by-program basis, as well as for the College as a whole.

Results

In general, short-term student success in achieving their desired outcomes of employment or further education was higher for our graduate students than for our undergraduate students. Further, there were some differences among undergraduate programs in terms of short-term success in obtaining employment or further education. Some students expressed modest dissatisfaction with a few aspects of their undergraduate programs; however, most indicated a high level of satisfaction.

Interpretation of Results and Reflection on Action Steps to Date

Since we have the results from the 2015-16 graduating student survey are so new, we are just now beginning to implement program- and college-level reflective level processes on them.

Goal 1C: By 2020, the diversity [as measured by percentage underrepresented minorities (URM) in the freshman class] of undergraduate students recruited to CAFE will increase by 12 percent from a baseline of 13.9% to a goal of 15.6%. Further, the six-year graduation rate (by percentage URM) will also increase by 12 percent from a baseline of 11.6% to a goal of 13.0% over that time period. Baselines for both figures are our most recent three-year averages.

Strategies

1. Actively recruit URM students with credentials sufficient for success in the College’s programs.

2. Support URM students through advising, instruction, co-curricular activities, and financial counseling to ensure their retention, progression, and graduation.

Implementation Plans/Action Steps

1. Leverage the newly identified half-time graduate assistant position (see Goal #4) in the CAFE Office of Diversity, along with the newly provided resource of a Manager of Communications and Marketing position in the Office of Academic Programs to amplify already-existing URM recruiting efforts.
2. Enhance collaborations between the Undergraduate Student Success Team and the Office of Diversity to identify URM students who are in need of support through the above modalities to ensure their success.

Baseline and Metrics

The baseline of diversity of our incoming freshman class, along with the metric for enhancement in this measure, were established according to the procedures described above in Goal 1C.

Assessment Method/Tools

Our progress toward this goal will be assessed on an annual basis, utilizing official data which the University of Kentucky submits to the Council on Postsecondary Education each fall semester.

Results

Since UK has not yet finalized its dataset of first-year enrollment for the fall semester of 2016 for submission to the CPE, we are unable to provide results. We anticipate these results will be available in November of 2016.

Interpretation of Results and Reflection on Action Steps to Date

While we do not yet have results for the fall of 2016 first-year cohort, we are well into the recruiting season for the fall of 2017 first-year cohort, and are working to make use of the new positions and enhanced team (as described above under implementation plans) to continue to focus on recruit of URM students.

Goal 1D: By 2020 provide a multi-faceted, fully online MS in Agriculture, Food and Environment

Strategies

1. Identify a task force led by a faculty member (familiar with graduate programs) charged with the development of the above MS in Agriculture, Food and Environment.
2. Submit a curricular plan by fall 2018 to the College for the full-blown review process; include necessary course proposals as part of the package.

Implementation Plans/Action Steps

1. Search out and identify a faculty "champion," someone who will be invested in making this happen; offer that individual an appropriate DOE as release time or other incentive (for example, up to \$10,000/year in research support).

2. Build and enable a team to function in this capacity; we would envision that several of the team members may be those who would consider preparing online courses for the eventual program, and that highly motivated graduate students may also be invited to take part.
3. This team should consider lessons learned from the development of prior multi-disciplinary programs at the undergraduate level, and invoke those which help them achieve their goals.

Metrics

Submission of a well-designed curricular plan by fall 2018; establish a functioning M.S. program by fall 2020. Beyond that, enrollments in the program sufficient to make it financially sustainable.

Assessment Method/Tools

Administrative support of the faculty leadership team through the incubation phase (the present through 2020). Once the program is established, assessment will depend on student learning outcomes as well as retention and graduation rates.

Results

A faculty “champion” has been identified and has been working to develop a general approach to a fully online M.S. degree which could first draw collaborating factor into the process and ultimately recruit students to become part of the degree program. Developing a business plan for this potential M.S. has become a key factor under consideration in order to help with the development of a program which is likely to succeed based on a “felt-need” for the educational opportunities it provides to a well-identified audience.

Interpretation of Results and Reflection on Action Steps to Date

The current plan is to focus on “philosophy of science” as an integrating principle for curriculum development; this will drive subsequent choices of faculty members of the organizing faculty team and thus their decisions. Meanwhile, we are simultaneously working on a business plan to assess financial viability of this potential online M.S. program.

Goal 1E: The CAFE Office for Advancement will increase the availability of funding for student scholarships to more than \$1 million by 2020, as well as expand support for academic enrichment and professional development activities, at both the undergraduate and graduate levels.

Strategies

1. Enhance development team staffing in order to secure appropriate scholarship and other funding sources.
2. Identify specific funding sources to support college-wide and department-level academic enrichment and professional development activities for undergraduate and graduate students.

Implementation Plans

1. The Dean has moved forward in hiring a Senior Director of Philanthropy position who will assess the staffing needs in the department to hire additional positions to help in reaching and enhancing the opportunities for the full team to solicit both scholarships and enrichment/professional development funding as a part of the colleges strategic philanthropy goals.

2. The Office for Advancement is working on identifying funding sources.

Baselines and Metrics

In FY2016, \$625,213 in scholarships were awarded.

The goal is to successfully gain scholarship gift commitments through endowment and other current gifts to the college in the following amounts: 1. FY 2017 – \$50,000; 2. FY 2018 - \$75,000; 3. FY2019 – 125,000; and, 4. FY2020 - \$125,000. This is the amount added to the distributions, which translates to approximately \$7-9 million in new scholarship endowments or additions to current scholarship funds and an increase in annual gifts to fund scholarships to students in the college.

Assessment Method/Tools

1. Annual portfolio review to include prospects interested in scholarships with new and current major gift officers
2. Tracking of new gifts to fund scholarships through Millennium reporting
3. Yearly report of gifts to the college for scholarships—both endowment and current use funding.

Results

1. The Dean has hired a Senior Director of Philanthropy who started September 1, 2016.
2. Fiscal Year 2016 scholarships awarded equaled \$625,213 to determine a baseline.
3. The Senior Director of Philanthropy is assessing staffing structure and needs, conducting portfolio reviews and is currently in the process of posting an additional Equine Development Director position.

Interpretation of Results and Reflection on Action Steps to Date

1. The first step has been completed. The Senior Director of Philanthropy has only been onboard since September 1, 2016 and we could only set a baseline for the amounts to be raised.
2. Scholarships are vital to the college and a strategic priority and by fiscal year 2017, the Office for Advancement will have a more comprehensive plan of how this goal will be achieved.
3. Implementing a metric-based, donor-centered philanthropy plan focused on major gifts will be integral to the attainment of this goal.

Goal II

Build and nurture relationships with the people of the Commonwealth and across the world.

Goal 2A: By 2020, increase awareness of college programs and accomplishments by 10 percent.

Strategies

1. In 2016, develop an external and an internal communications/marketing plan to create CAFE marketing/social media manager position in Agricultural Communications and hire Cornett IMS to assist in plan development.
2. Develop and implement a CAFE faculty and staff on-line orientation program to be taken

within the first year of employment or within 18 months of implementation by existing employees.

Implementation Plans

1. Establish action plan and budgetary recommendations to acquire baseline data collection, then implement long-term tracking goals, identify measures of success using social media metrics and Google analytics to determine visits, as well as click through and time spent per page.
2. Other measures will be determined through development of marketing plan. Time/expertise within CAFE would be needed. Some online materials already exist in Extension, i.e., what is a land grant? Would then need a segment on academic and research components. Employees would go online and sign in through link blue.

Baselines and Metrics

1. Social media manager hired. Established regular meetings with all persons within the college tasked to do any social media, web site maintenance or marketing led by college communications director. Continued meetings with executive marketing team. Contracted with Cornett IMS to assist in developing a strategic marketing plan that aligns itself with both the college and university strategic plans. Completed plan and presented to college leadership. Monitoring monthly analytics.
2. Identified team to develop on line college orientation course in August 2016. Began data/materials collection for course development.

Assessment Method/Tools

1. Assessment measures will include social media, web analytics, earned media coverage, scholarship application figures, and donations.
2. The course will utilize myUK portal and will include pre- and post-testing.

Results

1. Began monitoring social media on all college-wide channels in January 2016. September data shows all channels have seen increase in followers by more than 5 percent some nearly doubling. Web site analytics show increased visitors since January to September but are inconsistent from month to month. Earned media reports are being generated monthly with quarterly reports including values.
2. Pre- and post-testing will occur after the online training is fully implemented.

Interpretation of Results and Reflection on Action Steps to Date

1. Hiring of social media manager has allowed for better communications through these channels increasing awareness and engagement. Continue monitoring and evaluating new social media engagement ideas. Need to further analysis of web analytics. Earned media reports will need to be evaluated once the college marketing plan is fully implemented to determine increased awareness.
2. Pre- and post-testing will occur after the online training is fully implemented.

Goal 2B: Develop relationships with nontraditional/underserved audiences to increase the organizational clientele base.

Strategies

1. Conduct a multilingual resource inventory; identify needed multilingual resources by type, and based on prioritized needs, adopt a plan to address these needs.
2. Annually, a committee of research and Extension staff will review Extension Council reports including affirmative action reports to identify patterns/trends for potential needs.

Implementation Plans

1. Search Ag Communications materials, ask program leaders about existing materials, and use Dept. of Justice – 4-way test to create a plan to address needs for Limited English Proficiency audiences.
2. Meet with Kentucky State University to identify areas for partnerships to aid in reaching underserved audiences (Third Thursday, Small and Minority Farmer Conference, etc.).
3. Compile reports from all counties regarding efforts to reach underserved, minority and non-traditional audiences.

Baselines and Metrics

1. Number of publications available in other languages
2. Analysis of Kentucky populations and locales to identify areas of likely Limited English Proficiency (LEP)
3. Identification of programs being delivered in other languages (i.e.: Pesticide Safety Training)
4. Number of faculty and staff fluent in other languages, starting with Spanish
5. Affirmative Action plans for every county compiled
6. Assessment of existing programs at county level and above to reach LEP or underserved/non-traditional audiences
7. Partnership efforts with Kentucky State University to assist in reaching target audiences.

Assessment Method/Tools

1. Counting publications, posts, blogs and reports year over year targeted at LEP or underserved audiences to determine number of publications each year
2. Number of classes directed towards LEP or underserved audiences and number of published reports each year
3. Online accession data reported each year
4. College analysis of Affirmative Action reports and other data to look for trends and to identify strategies.

Results

The implementation plan is in progress.

Interpretation of Results and Reflection on Action Steps to Date

Good progress on planning and implementation.

Goal 2C: Nurture existing community relationships, networks, supporters, and partnerships with a goal of retaining and building mutually beneficial alliances.

Strategies

1. Develop and implement a state CARET (Council for Agricultural Research, Extension and

Teaching) group with emphasis on advocating for college needs and defining college programs, goals and objectives. Also use CARET as vehicle for federal relations.

2. Develop and implement a written governmental relations plan that includes regular, timely meetings with elected and governmental officials at federal, state and local levels.
3. College administration will meet will commodity groups and other agriculture related organizations for the purpose of gaining support for college goals and objectives.

Implementation Plan

The Council for Agricultural Research, Extension, and Teaching (CARET) is a national grassroots organization created in 1982 by the Association of Public Land-Grant Universities Division of Agriculture. CARET is composed of representatives from the 50 states, the U.S. territories, and the District of Columbia. CARET's mission is to advocate for greater national support and understanding of the land-grant university system's food and agricultural research, extension, and teaching programs that enhance the quality of life for all people. CARET also works with national agricultural organizations to tell agriculture's "story."

1. CAFE is currently in process of developing state CARET membership. The goal is to have quarterly meetings with the state CARET. Another goal is to having meetings on campus as well as facilities outside Lexington, such as Quicksand, Princeton and Woodford County.
2. CAFE is in the process of developing a written plan to meet with government officials. Meetings with legislative members in the state General Assembly will be planned during the yearly sessions of the General Assembly in Frankfort. Visits to individual districts will also occur. Congressional delegation meetings will be planned for Washington D.C. visits and at state congressional offices. Meetings with other officials in state offices, such as Department of Agriculture and Governor's Office of Agriculture Policy will also be pursued.
3. Meetings with commodity groups and other agriculture organizations will be scheduled.

Baseline and Metrics

While some of the above activities are in place and active in the college, the college will begin efforts to routinize and report on these activities.

Assessment Method/Tools

Annual reports on the above activities.

Results

The implementation plan is in progress,

Interpretation of Results and Reflection on Action Steps to Date

Progress on establishing the CARET group in 2016 is under way and other plans are under way.

Goal 2D: By 2020, develop a process for identifying and responding to emerging issues in Kentucky through a rapid response team system.

Strategies

Develop a CAFE emerging issues team consisting of Extension program leaders and selected college administrators. This team will consult a list of resources in the breadth of subject areas in the college.

A team leader will be identified and charged with regular communication with the team to identify emerging issues. These emerging issues will then be further explored by Dr. Craig Wood, extension technology leader.

Implementation Plans

Identify CAFE emerging issues team (Extension program leaders, director of the UK Veterinary Diagnostic Laboratory, director of the Plant Disease Diagnostic Laboratory, others as needed) and list of college-level resources by subject area.

The Emerging Issues Team will meet as appropriate to identify possible areas of concern and will identify key words to track. County Extension plans of work, summaries of local needs discussions and other existing reports will be consulted as needed.

Key words for emerging issues will be identified and added to generic terms (e.g.: agriculture, food safety, etc.) and tracked using technology.

Response action plans and or teams will be formed based on the issues and interaction needed and guided by the appropriate administrator. Existing infrastructure (e.g.: eXtension) will be used to assist in building teams that need to extend beyond state lines.

Baselines and Metrics

Heretofore, the college has not delved into emerging issues on a systematized basis. Metrics may include issues identified and tracked, action plans, responses and teams made or formed, results from the Kentucky Extension Reporting System (KERS) which includes contacts made, impacts, and success stories.

Assessment Method/Tool

1. Strategic Initiative Metrics/tools in KERS
2. Logic Models or learning objectives and evaluations created for each initiative
3. Integrated areas of Extension programming identified, teams named, relevant learning objectives and evaluation instruments created for each integrated area
4. Success Stories (impact statements) from appropriate Strategic Initiatives (SIs) or the Emerging Issues Team
5. Mobile reporting web application built for Extension programming
6. Use the following tools to monitor and identify possible emerging issues:
 - Google Trends
 - Google Alerts
 - Facebook Trends
 - Twitter Moments
 - Mentions

Results

No results to date.

Interpretation of Results and Reflection on Action Steps to Date

Plans are in place and this initiative is moving forward in year one.

Goal III

Recruit, develop, and retain exceptional faculty and staff who are leaders in expanding knowledge to improve the quality of life and sustainability of the human and physical environment.

Goal 3A: By 2017, recommend policies and procedures to promote hiring and retention of high quality faculty and staff.

Strategies

1. Beginning in January 2017, conduct exit surveys with all departing faculty and exit surveys with all departing staff.
2. By 2020, increase the number of named endowed chair and professorships by at least three in each fiscal year through 2020. If this goal is attained prior to 2020, this goal will be adjusted to reflect a new goal number.

Implementation Plans

1. Use existing and develop new online tools for exit surveys.
2. The new senior director of philanthropy in the CAFE Office for Advancement is reviewing prospect lists, talking with each department in the College of Agriculture, Food and Environment to determine the number of endowed professorships and chairs needed, and is developing a comprehensive plan for philanthropy to the College. This includes a complete prospect review of potential donors who would be interested in giving a gift in support of this effort to enhance faculty retention and recruitment.

Once the plan is complete, the Office for Advancement will prioritize faculty needs to identify prospects interested in faculty support and discuss with them a gift.

Baselines and Metrics

1. At the present time, the college is not conducting exit interviews or exit surveys for departing faculty or staff. The University implemented an exit survey for faculty through the Office of the Associate Provost for Faculty Advancement & Institutional Effectiveness approximately two years ago but has had mixed success in getting departing faculty to respond.
2. The college has 18 active chair and professorships as of October 31, 2016. At least two additional endowed positions are not being filled at this time, in order to allow the income accounts to grow.

Assessment Method/Tools

1. The college has studied the average number of faculty and staff that leave the college on an annual basis to determine approximately how many people would need to be reached each year.
2. The college has reviewed the approaches to gathering exit data taken by a number of other institutions of higher learning, including reviewing the content of the exit surveys they use.

3. The college has spoken with Sonja Feist-Price in the Office of the Associate Provost for Faculty Advancement & Institutional Effectiveness to gain insight into what has or has not worked as they have implemented their exit survey for faculty.
4. The Office of Advancement will present a yearly report detailing those donors that support faculty chairs and professorships. Each development officer will report activity and discussions with donors about possible funding of faculty positions and we will record activity in the relationship management system, Millennium, in order to track, progress of donor discussions.

Results

1. The college has too many faculty and staff depart each year (approximately 150-160/year) to be able to conduct exit interviews for each one. So, the college is assessing the viability of conducting exit interview with departing faculty and sending an exit survey to departing staff.
2. The college has hired a new Senior Director of Philanthropy who started September 1, 2016 to oversee the attainment of this goal.

Interpretation of Results and Reflection on Action Steps to Date

1. This action item is well under way.
2. This action item is progressing at the correct pace.

Goal 3B: Full-time faculty and staff will attend at least one professional development, continuing education, or business-procedure training on an annual basis.

Strategy 1

Before the end of 2016, supervisors, district directors, and department chairs will be notified about this requirement. The requirement should be related to staff and faculty being up-to-date on all policies and procedures related to their roles and responsibilities.

Implementation Plan

1. By January 2017, require all regular staff major job responsibilities (MJRs) to include an MJR of at least 5% requiring at least one professional development, continuing education, or business-procedure training on an annual basis for all regular staff.
2. By January 2017, require all extension agent position descriptions to include at least one professional development, continuing education, or business-procedure training on an annual basis for all regular staff.
3. By December 2017, incorporate completed professional development, continuing education, or business-procedure training as part of annual performance review or performance evaluation for all regular staff and extension agents.
4. By January 2017, notify all faculty to attend at least one professional development, continuing education, or business-procedure training on an annual basis.
5. Starting in October 2017 require faculty annual performance review CVs to include at least one completed professional development, continuing education, or business-process training.

Baseline and Metrics

Currently faculty and staff are not required to engage in professional development,

continuing education, or business-procedure training opportunities and completion of these opportunities is not tracked. In the future, this information will be tracked.

Assessment Tool

The HR staff evaluation system will be used to determine completed staff opportunities. Academic department chairs (and one center director) will be required to report completed faculty opportunities annually. District directors will be required to report completed extension agent opportunities annually.

Results

The 2016 fiscal year was a planning year.

Interpretation of Results

Planning is in place and implementation can begin in the coming months.

Strategy 2

By 2018, develop and encourage participation in a mentoring program available to all faculty and staff, including county Extension personnel.

Implementation Plan

Cooperative Extension will be responsible for the Extension plan, the college chief financial officer will be responsible for the regular staff plan, and the Office of the Assistant Dean for Academic Administration will gather data from academic department chairs.

Baselines and Metrics

Currently data on mentoring is not centrally collected. This information will be collected starting in 2017.

Assessment Method/Tools

All academic department chairs and unit directors will be asked to report on this metric annually. Extension will be asked to report annually.

Results

The 2016 fiscal year was a planning year.

Interpretation of Results and Reflection on Action Steps to Date

Planning is in place and implementation can begin in the coming months.

Goal 3C: Using categories of faculty and staff, annually review compensation for at least one category per year with the goal of completing all by 2020 and repeat the reviews at least once every five years thereafter.

Strategies

During 2017, complete a study of the employee groups to determine logical categories and conduct a preliminary review of data by groups. Choose one or more groups to study in depth and determine priority for the group or groups to be studied in 2017, 2018, 2019, and 2020.

Implementation Plan

Study one or more groups per year and provide a report to the Dean. Work with UK Compensation, unit heads, chairs, and others to determine salary inequities and other salary

concerns. Determine where employees are in the salary range band and determine feasibility of acting on salary concerns, based on years of service, performance reviews, and other factors.

Baselines and Metrics

Currently these data are not collected and analyzed at the college level.

Assessment Method/Tools

Payroll data, performance evaluation data, budget data.

Results

2016 was a planning year.

Interpretation of Results and Reflection on Action Steps to Date

The 2016 planning year is a good start to determining salary inequities and other salary concerns for college staff and faculty.

Goal 3D: By 2020, enable the CAFE Office for Advancement staff to increase external funding through gifts and endowments by 15 percent, or 3 percent annually.

Strategies

1. By 2016, Increase CAFE advancement/development staffing as needed to cover all levels of fundraising—major gifts, annual gifts, planned gifts, scholarship fundraising, and endowments.
2. Increase collaboration and communication between advancement/development staff and college administration, college personnel, and UK's central advancement office.

Implementation Plans

1. The recommendations regarding the college development program by Marts & Lundy Innovators in the art and science of philanthropy are in progress.
2. The University has a constituent relationship management system in place, but CAFE must utilize this system more strategically to identify and train key staff to have access in order to view, document, and track all contact with donors and prospects.

Baselines and Metrics

1. The Office for Advancement has been largely a reactive department with a flat revenue stream. By the end of fiscal year 2017, there will be a plan including outcome measures to increase revenue based on baseline data gathered through June 2017.
2. A Senior Director of Philanthropy for the college started September 1, 2016 is in the process of developing a plan for staffing of the department to better meet the internal and external needs to grow philanthropy to the college.
3. By January 1, 2016 complete assessment of each job within the department, make a recommendation to the Dean for the department needs going forward that will include updating all current job descriptions and reviewing for gaps in service. Hire an Equine Philanthropy Director in 2017 and replace the associate development director in 2017.
4. Collaborate with UK's Central Philanthropy to allow access to the CRM for specific users for viewing purposes and develop a system to capture interactions with donors that happen with college faculty and staff not in the Office for Advancement.

5. Based on the final numbers for annual fund, major gifts, capital projects, etc. from July 1, 2016-June 30, 2017, determine, strategically, how much percentage increase can take place year over year going forward to reach a minimum of 15 percent growth in external funding through gifts and endowments.

Assessment Method/Tools

1. Dashboards are being developed to track activity by each staff person related to their goals and objectives.
2. Create an action plan for each officer to meet strategic fundraising objectives, effectively increasing annual, major, planned and capital project fund development for the college. This action plan will provide collective goals and objectives to meet regarding increased revenue to the college. The specific percentages will be determined as changes in the department occur.
3. Through mentoring and coaching and the performance appraisal system set and manage effectively the actions attained by the collective team and report to pertinent stakeholders.

Results

A Senior Director of Philanthropy was hired to lead the department September 1, 2016.

Interpretation of Results and Reflection on Action Steps to Date

The re-organization of the office has just begun and change will follow. Once procedures and staff are stable and working toward common goals with transparent reporting, it will become clearer how much revenue can grow year over year.

Goal 3E: By 2020, increase external grant and contract funding by 20 percent above the 2015 total. (editorial changes by the Dean)

Strategies

By 2016, create new positions as needed in the Research Office specifically to provide enhanced pre- and post-award grant support.

Implementation Plans

Immediately hire a new position in the research office with this responsibility and moreover continue to hire young talented new faculty. If necessary, use some of the indirect costs that come back to the college. Make sure the new hires are skilled and familiar with successful grantsmanship.

Baselines and Metrics

A grants manager was hired to provide expertise to facilitate research gifts, grants and contracts from sponsors on behalf of the CAFE Research Office. Specifically, she will assist in resolving issues with proposals, grants and contracts, assist the Kentucky Agricultural Experiment Station (KAES) associate director with college-level research reports, including the KAES Annual Report, strategic plan metrics, and ad-hoc reports of grant and proposal activity. The Grants Manager will resolve issues related to proposals and sponsored agreements, including but not limited to indirect cost waivers or exceptions, capital equipment justifications, subcontract establishment, IP issues on industry sponsors and other special circumstances.

Assessment Method/Tools

The Research Office will develop assessment methods at the college-level with appropriate input from our research programs to monitor extramural funding. This will be enhanced by facilitating the preparation and submission of grant applications by CAFE faculty and to ensure compliance with state and federal regulations.

Results

The Grants manager in the Research Office will keep abreast of changes in policies, procedures, and requirements of grants submissions and will facilitate preparation and submission of grant applications by faculty.

Interpretation of Results and Reflection on Action Steps to Date

The grants manager will communicate internal processes to faculty related to grant management (eIAF, internal deadlines, IACUC, sub-award requests). She will provide customer service to faculty, project directors and project administrators seeking sponsored funding and will work closely with Office of Sponsored Projects Administration and Office of Sponsored Projects Accounting.

Goal 3F: Increase international scholarly exchange and collaboration.

Strategies

1. Annually, identify and disseminate opportunities for and increase faculty and staff participation in diverse international exchange programs and collaborations.
2. In 2016 that identifies their expertise and update biennially enhance the web site map of where CAFE scholars have worked internationally

Implementation Plan

1. A revision and update of the Office of International Programs website was started in 2016 and will continue into 2017.
2. The Office of International Programs will embark on a marketing plan.
3. College faculty and staff will be surveyed annually regarding their international work.

Baselines and Metrics

Heretofore the college has not collected data on international exchanges and collaborations. This information will be collected each fall using a survey.

Assessment Method/Tools

Survey results and number of faculty profiles on the website

Results

For the 2016 fiscal year, the Office of International Programs initiated a website redesign that makes the site more user friendly. The site was converted from one that was predominately text to one that contains maps, photos, tables, and CAFE faculty profiles. The site now includes an information page program description of each country and contact information. The office also embarked on planning social media and marketing strategies, with the help of Ag Communications and others. The Office solicited and received an increase in the number of faculty participating in the profile section of the site.

Interpretation of Results and Reflection on Action Steps to Date

Personnel in the Office of International Programs struggle to get faculty members to engage in the website so efforts are being made to make CAFE faculty more aware of the site and encouraging them to participate. Good progress has been made to date and plans are in place to further educate CAFE personnel on international opportunities.

Goal IV

Show CAFE commitment to diversity and inclusion to attract and retain students, staff, and faculty, and provide a culturally aware environment for successful engagement in a global society.

Goal 4A: By 2020, recruit and retain a diverse faculty and staff population that reflects state demographic distribution.

Strategies

1. Faculty search committees and staff hiring committees will be asked to go through unconscious bias or diversity related training.
2. Annually examine, compare, and share data on faculty, staff and students across race, ethnicity, and gender against benchmarks, census, and industry to determine if UK is reaching goals.
3. Add an Office of Diversity staff member that focuses on the needs of the Hispanic/Latino community.
4. Implement a survey to faculty and staff that assesses CAFE as a welcoming, diverse, and inclusive environment.

Implementation Plans

1. Develop and improve policies and procedures to provide structured and consistent guidance to all departments related to the hiring and retention of diverse faculty and staff. Utilize UK's Unconscious Bias Initiative (UBI).
2. Work with CES Office of Extension Personnel and Office of Institutional Equity to receive accurate data.
3. Hire am 20-hour/week graduate student.
4. Work with CES Program and Staff Development to construct surveys.

Implementation Plans/Action Steps

1. New faculty search committees and all UK employees are taking part in UK Unconscious Bias Training.
 - i. Faculty and staff have been identified and trained to deliver UBI training.
 - ii. A UKCAFE Team has been identified to determined ways to have all UK Faculty and Staff participate in UBI Training
2. Leverage the newly identified half-time graduate assistant position in the CAFE Office of Diversity, along with the newly provided resource of a Manager of Communications and Marketing position in the Office of Academic Programs to amplify already-existing faculty and staff recruiting efforts.
3. Enhance collaborations between the Office of Extension Personnel, Research Office, and the Office of Diversity to identify potential faculty and staff who are in need of support to ensure their success.

Baseline and Metrics

Relating to faculty and staff recruitment and retention, metrics will be aligned to those adopted by the Provost and Dean's Council, once those are finalized in October of 2016. Baselines will also be drawn from the sources as identified by the Provost and the Dean's Council.

We have individuals identified that headline each of the respective areas of students, faculty, and staff; this group will work to establish baselines and metrics over the coming months.

Assessment Method/Tools

Our progress toward this goal will be assessed on an annual basis, utilizing official data which the University of Kentucky submits to the Council on Postsecondary Education each fall semester.

Results

We do not yet have results for interventions designed to enhance success of faculty and staff recruitment and retention.

Interpretation of Results and Reflection on Action Steps to Date

We are working on a plan to target Cooperative Extension Service extension agents and some faculty and staff to gain in-depth knowledge about what factors lead to resignations, with a goal of understanding what action steps may be likely to improve retention for succeeding cohorts.

Goal 4B: Foster a college environment of diversity and inclusion through required programs for students, faculty, and staff

Strategies

1. Provide an annual college-wide diversity/cultural event for faculty, staff, and students.
2. Ensure college and departmental websites link the International Center as a resource for college faculty/staff.
3. Offer learning and development workshops related to diversity and inclusion for students, faculty, and staff with surveys that assess the effectiveness of the workshops to determine UKCAFE's goal toward inclusive excellence.
4. Increase the number of existing or new courses that embed diversity, cultural, and global perspectives in curricula by two courses per year.
5. By 2017, Develop standardized course learning outcomes related to diversity, culture, and global perspectives

Implementation Plans

1. Build on the first Intercultural Awareness Day held in 2015.
2. Identify an office to which this task and tracking can be assigned.
3. Assemble a small team of faculty/staff to develop the learning outcomes, which can then be shared with the Undergraduate and Graduate Curriculum Committees of the college for approval.
4. Work with newly-formed Graduate and Undergraduate Student Success teams to identify faculty and staff to develop learning outcomes and ways to increase the number of existing courses that embed diversity, cultural and global perspectives. Current Goal IV co-chair is currently a part of Undergraduate Student Success Team.

Baseline and Metrics

Metrics will be aligned to those adopted by the Provost and Dean's Council, once those are finalized in October of 2016. We will work to establish baselines and metrics over the coming months.

Assessment Method/Tools

We will employ the assessment methods for the metrics as provided through the analytic tools configured at the University level. These tools ensure that all colleges are using "clean" data and are making comparisons on the same bases.

Results

The second Intercultural Awareness Event was held October 26, 2016. There are over 100 scheduled to attend, and over 45 faculty, staff, and student nominations, and over 25 students applied for the scholarship related to diversity and inclusion. Current co-chair is also University co-chair for university-wide Student Unconscious Bias Committee. Additionally, all freshman students that take GEN 100 receive diversity and inclusion workshop/training.

Interpretation of Results and Reflection on Action Steps to Date

We are in the process of developing surveys that assess quantitatively and qualitatively UKCAFE's movement toward inclusive excellence. In particular, the intercultural awareness day events, the learning and development workshops, and the need for cultural responsive teaching procedures are all being assessed.

Goal V

Produce innovative solutions through multidisciplinary collaborations

Goal 5A: By June 2016, a system will be implemented for fostering new collaborative opportunities

Strategies

Existing multidisciplinary collaborations will be benchmarked annually in order to measure the current status and the development of new multidisciplinary collaborations.

Implementation Plans

The associate dean in each mission area, research, extension, and instruction, will highlight and report on one multidisciplinary team each year and develop a strategy for catalyzing other teams.

Baselines and Metrics

Heretofore, the college has not collected this information but in the fall of 2017 will begin reporting annually on this metric.

Assessment Method/Tools:

Existing multidisciplinary collaborations will be benchmarked annually in order to measure the current status, and the development of multidisciplinary collaborations on an annual basis.

1. For research, the Research Office will report annually on collaborations within the college and outside collaborations in which the college is involved.

2. For extension, the Cooperative Extension Office will take over the responsibility of the annual report of multidisciplinary extension projects.
3. For Instruction, the associate dean for Instruction will report on instruction with a multidisciplinary focus on an annual basis.

Results

No results to date, however in the future building additional collaborative research centers are expected to foster research and graduate education across the three mission areas of the college while addressing critical needs of the Commonwealth and beyond. An annual report will be requested with descriptions of activities and outcomes in all three mission areas of the college. Some investigators might be asked to organize a college-wide event to present project results and to include this event in the project budget.

Interpretation of Results and Reflection on Action Steps to Date

Plans are in place and moving forward during this initial implementation year.

Goal VI

Build state-of-the-art facilities equipped with cutting-edge technology

Goal 6A: Build a new state-of-the-art green, LEED-certified classroom building and event center. Plans and funding will be in place by June 30, 2018, with ground-breaking by 2020.

Strategies

1. Investigate opportunities for public/private partnerships to construct and maintain the facility.
2. Seek input from diverse groups to incorporate features in the new facility which express the college's commitment to the Commonwealth and the world.

Implementation Plans

1. The public/private partnerships have been established.
2. Input has been received from diverse groups and will continue to be solicited.

Baseline and Metrics

The college has not had a new building since the Plant Science Building was constructed in 2003.

Assessment Method/Tools

Progress reports serve as the assessment tool.

Results

The Cooper House Renovation and Expansion project has been delayed by the CAFE Precinct-level Master Plan work. Once the Master Plan is accepted by UK administration, work will continue on the design of the renovation and expansion.

Funding has been received for the Grain and Forage Center of Excellence. The kickoff meeting for that design work will occur at the end of October with plans for construction to occur in the fall of 2017.

Interpretation of Results and Reflection on Action Steps to Date

The Master Plan study identified the CAFE buildings to be in extremely poor shape compared to other areas on campus. Most of the buildings are either recommended for complete gut renovation or demolition. It is hopeful that the CAFE area of campus be included in renovation plans at the university level.

Goal 6B: By 2020, all on- and off-campus facilities will have leading-technology Internet.

Strategies

1. By 2015, clearly define the key issues restricting Internet access for all on and off-campus facilities.
2. By 2016, have a plan to address these barriers to adequate access to high speed Internet services.
3. By 2018, ensure all CAFE operated facilities have adequate and reliable high speed Internet access.

Implementation Plans

1. The key issues restricting Internet access have been identified.
2. Plans are in place.
3. Progress is being made.

Baseline and Metrics

The baseline is the number of facilities without reliable or fast access.

Assessment Method/Tools

Track the number of Internet access enhancements in the college.

Results

Fiber optics are being installed across the North Farm in the fall of 2016. Internet access points at Robinson Forest are being completed. Once these two sites come online, the college will have adequate internet access at all outlying stations.

Interpretation of Results and Reflection on Action Steps to Date

Excellent progress has been made on internet access to outlying stations.

Goal 6C: By 2017, CAFE will provide funding necessary to resolve 25 percent of priority maintenance needs annually for off-campus facilities.

Strategies

1. Every off-campus facility will have an annual routine maintenance budget.
2. The college will develop a process to review and prioritize off-campus facilities maintenance needs annually.
3. Identify at least one new creative revenue source to meet operational needs.

Implementation Plans

The associate dean for administration is leading these initiatives.

Baseline and Metrics

The baseline is the absence of such a plan before 2015.

Assessment Method/Tools

The assessment tool will consist of the annual progress reports.

Results

The large cut to CAFE budgets for the 2017 has significantly affected our ability to accomplish this goal. Once the budgets stabilize and extension offices no longer need the bridge funding, this goal will be revisited.

Interpretation of Results and Reflection on Action Steps to Date

Budget cuts have dramatically affected the ability of CAFE to meet infrastructure needs.

Goal 6D: By 2018, develop a plan for the implementation of certified "green" technologies for all on- and off-campus facilities

Strategies

1. Conduct study to determine feasibility of transition for CAFE facilities to green technology by 2017.
2. By 2018, establish a plan to implement green technologies by 2020.

Implementation Plans

This will be handled through Goal 6C and a to-be-determined contribution from the UK Physical Plant Division.

Baseline and Metrics

The baseline is the absence of such a plan before 2015.

Assessment Method/Tools

The assessment tool will consist of the annual progress reports.

Results

CAFE will direct the architects for the Cooper House and Grain Center projects to achieve LEED level certification for those structures. We need UK Physical Plant Division to work with CAFE in developing designs for building renovations over the next year.

Interpretation of Results and Reflection on Action Steps to Date

Much of the CAFE campus contains buildings at the end of their useful life. The Master Plan study indicated most of the structure will either require a gut renovation or demolition.