2011-2012 College of Agriculture Composite Report

PUBLICATION

Department	Total All Publications	Books and Chapters	Refereed Articles	Refereed Articles + Chapters per Headcount	Refereed Articles + Chapters per Research FTE
PSS	102	9	58	1.72	2.71
VSC	86	22	51	3.84	4.71
AFS	72	2	46	1.30	3.27
BAE	57	3	17	1.25	2.72
ENT	56	2	49	3.00	4.60
PPA	53	6	25	2.58	4.72
FOR	53	1	10	0.79	2.23
FAM	45	1	15	1.45	5.28
AEC	26	1	18	0.90	2.18
CLD	21	4	9	0.93	3.66
HOR	20	0	16	1.00	2.52
MAT	10	0	10	1.00	3.92
NFS	9	0	9	0.82	4.97
LA	7	3	0	0.50	2.75

FUNDING

Department	Grants (total direct)	Grants (collaborative)	% Federal Competitive	Grants (direct) per Headcount	Grants (direct) per Research FTE
PSS	$3,785,819	$7,012,441	48%	$97,072	$153,086
AFS	$3,550,670	$3,566,806	85%	$95,964	$241,542
BAE	$2,203,659	$4,788,797	70%	$137,729	$299,410
PPA	$1,657,913	$9,395,899	64%	$138,159	$252,346
VSC	$1,217,337	$1,419,388	28%	$64,070	$78,538
HOR	$1,077,777	$2,250,719	11%	$67,361	$169,462
AEC	$936,383	$2,923,023	37%	$44,590	$107,383
FOR	$663,910	$1,072,443	0%	$47,422	$134,667
ENT	$269,695	$3,891,164	320%	$15,864	$24,341
CLD	$209,575	$1,480,206	0%	$14,970	$59,035
NFS	$184,007	$3,631,019	0%	$16,728	$101,661
MAT	$93,353	$93,353	0%	$9,335	$36,609
LA	$30,446	$30,446	0%	$5,074	$27,932
FAM	$0	$0	0%	$0	$0

INSTRUCTION

Degree Program	Enrollment UG Majors	Enrollment Graduate	Post-docs	SCH	SCH per Headcount	Total Enrollment per Headcount
NFS	564	20	0	10,319	938.09	53.09
AFS	482	48	3	4,867	131.54	14.41
CLD	243	30	0	4,570	326.43	19.50
AEC	243	49	0	4,784	227.81	13.90
MAT	175	10	0	3,594	359.40	18.50
FAM	150	41	0	5,114	464.91	17.36
BAE	108	31	0	1,091	68.19	8.69
LA	73	0	0	1,776	296.00	12.17
FOR	69	17	1	2,193	156.64	6.21
HOR	31	77	15	2,759	172.44	7.69
PSS	31	77	15	2,759	70.74	3.15
ENT	0	40	8	1,092	64.24	2.82
PPA	0	20	18	247	20.58	3.17
VSC	0	33	3	305	16.05	1.89

2011-2012 Agricultural Economics Departmental Report

CIP Code 010103

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Bachelor's	79	14	65	9	7
Master's	9	5	4	0	0
Doctoral	4	1	3	0	0
Total	92	20	72	9	7

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	72	58	62	74	79
Master's	3	7	4	6	9
Doctoral	2	3	5	1	4
Total	77	68	71	81	92

2011-2012 Enrollment (majors)

	Total	Female	Male	Minority	African American
Bachelor's	243	36	207	25	17
Master's	21	12	9	2	2
Doctoral	28	8	20	3	0
Post-Doc	0	0	0	0	0
Total	292	56	236	30	19

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	201	186	228	244	243
Master's	20	18	19	24	21
Doctoral	22	20	20	23	28
Post-Doc	1	2	1	2	0
Total	244	226	268	293	292

2011-2012 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
AEC	4,784	67	2,427	2,290
Total	4,784	67	2,427	2,290

Direct Awards Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$510,644	$444,987	$1,481,516	$1,206,944	$936,383

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$1,174,233	$1,233,935	$1,025,757	$1,031,267	$854,534

2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	21	8.72
Total Primary Grant Dollars	$936,383	$936,383
Average	$44,590	$107,383

Research Faculty with Formula Funded Projects as of 6/12

25% or higher research DOE	12
Active Project	11
Percentage	92%

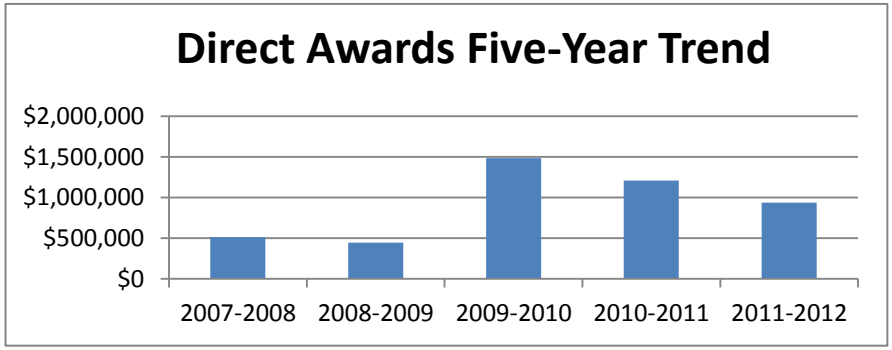
2011-2012 Fiscal Year Grants

Direct Awards	$936,383
Federal Competitive	$349,715
% Federal Competitive	37%
Collaborative	$2,923,023

2011 Calendar Year Publications

Books and Chapters	1
Refereed Journal Articles	18
Other Research Articles	7
Total	26

2011 Calendar Year Patents	0



Note: Grant totals include International Programs grants.

2011-2012 Animal and Food Sciences Departmental Report

CIP Codes 010901, 011001, 010307

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Bachelor's AFS	32	25	7	2	1
Bachelor's EQM	25	23	2	0	0
Master's	7	5	2	1	0
Doctoral	5	4	1	0	0
Total	69	57	12	3	1

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's AFS	56	55	33	31	32
Bachelor's EQM	0	1	9	16	25
Master's	4	9	8	5	7
Doctoral	5	2	1	7	5
Total	65	67	51	59	69

2011-2012 Enrollment (majors)

	Total	Female	Male	Minority	African American
Bachelor's AFS	264	193	71	30	12
Bachelor's EQM	218	184	34	11	1
Master's	26	17	9	0	0
Doctoral	22	16	6	2	0
Post-Doc	3	1	2	0	0
Total	533	411	122	43	13

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's AFS	274	250	245	251	264
Bachelor's EQM	0	0	121	168	218
Master's	26	25	21	24	26
Doctoral	20	21	25	28	22
Post-Doc	6	6	5	3	3
Total	326	302	417	474	533

2011-2012 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
ASC	3,604	13	2,054	1,537
FSC	626	0	287	339
EQM	637	3	451	183
Total	4,867	16	2,792	2,059

Direct Awards Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$3,285,677	$4,206,433	$4,754,157	$4,411,471	$3,550,670

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$1,819,369	$2,208,258	$2,878,186	$2,646,550	$2,693,861

2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	37	14.7
Total Primary Grant Dollars	$3,550,670	$3,550,670
Average	$95,964	$241,542

Research Faculty with Formula Funded Projects as of 6/12

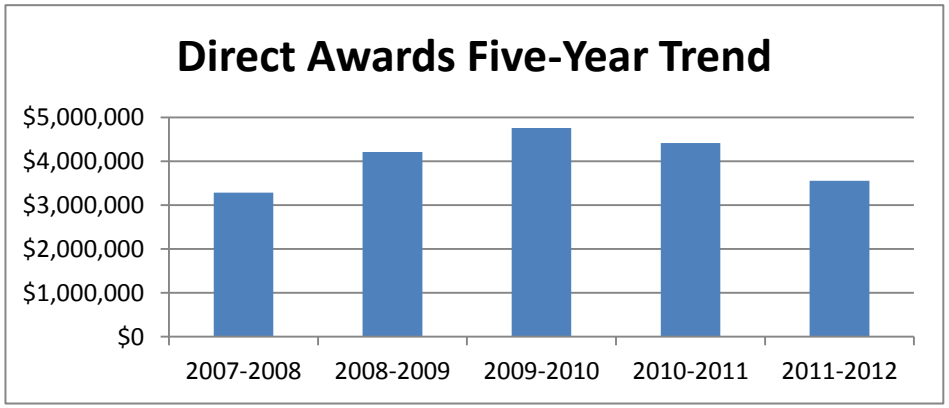
25% or higher research DOE	19
Active Project	17
Percentage	89%

2011-2012 Fiscal Year Grants

Direct Awards	$3,550,670
Federal Competitive	$3,017,782
% Federal Competitive	85%
Collaborative	$3,566,806

2011 Calendar Year Publications

Books and Chapters	2
Refereed Journal Articles	46
Other Research Articles	24
Total	72
2011 Calendar Year Patents	0



2011-2012 Biosystems and Agricultural Engineering Departmental Report

CIP Code 140301

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Bachelor's	9	2	7	2	0
Master's	5	4	1	0	0
Doctoral	3	1	2	1	1
Total	17	7	10	3	1

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	26	17	9	18	9
Master's	4	12	3	4	5
Doctoral	1	1	1	2	3
Total	31	30	13	24	17

2011-2012 Enrollment (majors)

	Total	Female	Male	Minority	African American
Bachelor's	108	29	79	13	3
Master's	22	8	14	0	0
Doctoral	9	4	5	2	1
Post-Doc	0	0	0	0	0
Total	139	41	98	15	4

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	67	61	64	95	108
Master's	24	16	18	18	22
Doctoral	5	10	11	10	9
Post-Doc	4	2	1	2	0
Total	100	89	94	125	139

2011-2012 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
AEN	146	0	32	114
BAE	945	11	403	531
Total	1,091	11	435	645

Direct Awards Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$2,971,839	$2,210,598	$3,394,482	$2,407,530	$2,203,659

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$2,664,559	$3,656,941	$2,252,334	$1,795,662	$2,435,819

2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	16	7.36
Total Primary Grant Dollars	$2,203,659	$2,203,659
Average	$137,729	$299,410

Research Faculty with Formula Funded Projects as of 6/12

25% or higher research DOE	11
Active Project	8
Percentage	73%

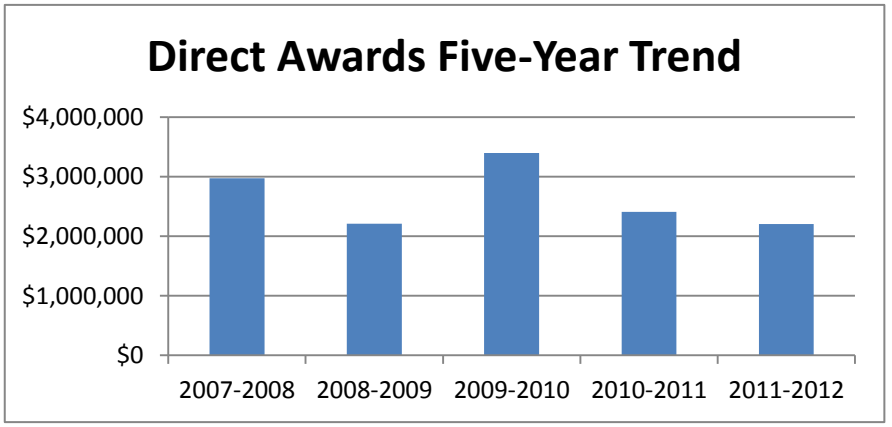
2011-2012 Fiscal Year Grants

Direct Awards	$2,203,659
Federal Competitive	$1,541,474
% Federal Competitive	70%
Collaborative	$4,788,797

2011 Calendar Year Publications

Books and Chapters	3
Refereed Journal Articles	17
Other Research Articles	37
Total	57

2011 Calendar Year Patents	4



2011-2012 Community and Leadership Development - Rural Sociology Departmental Report

CIP Code 01089901, 131319, 13139903

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Bachelor's	83	42	41	13	11
Master's	10	5	5	1	0
Doctoral	0	0	0	0	0
Total	93	47	46	14	11

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	54	50	72	100	83
Master's	10	12	7	6	10
Doctoral	0	0	0	0	0
Total	64	62	79	106	93

2011-2012 Enrollment (majors)

	Total	Female	Male	Minority	African American
Bachelor's	243	124	119	45	38
Master's	30	25	5	1	0
Doctoral	0	0	0	0	0
Post-Doc	0	0	0	0	0
Total	273	149	124	46	38

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	182	205	254	272	243
Master's	32	30	35	35	30
Doctoral	0	0	0	0	0
Post-Doc	0	1	0	0	0
Total	214	236	289	307	273

2011-2012 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
AED	433	9	182	242
CLD	4,137	220	1,984	1,933
Total	4,570	229	2,166	2,175

Direct Awards Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$917,961	$56,500	$490,000	$743,148	$209,575

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$317,150	$328,278	$499,016	$639,827	$423,513

2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	14	3.55
Total Primary Grant Dollars	$209,575	$209,575
Average	$14,970	$59,035

Research Faculty with Formula Funded Projects as of 6/12

25% or higher research DOE	7
Active Project	2
Percentage	29%

2011-2012 Fiscal Year Grants

Direct Awards	$209,575
Federal Competitive	$0
% Federal Competitive	0%
Collaborative	$1,480,206

2011 Calendar Year Publications

Books and Chapters	4
Refereed Journal Articles	9
Other Research Articles	8
Total	21

2011 Calendar Year Patents	0

*Some master's students and all doctoral students are enrolled in the Department of Sociology in the College of Arts & Sciences and are not counted.

2011-2012 Entomology Departmental Report

CIP Code 260702

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Master's	2	2	0	0	0
Doctoral	7	3	4	0	0
Total	9	5	4	0	0

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Master's	1	2	8	2	2
Doctoral	4	3	8	3	7
Total	5	5	16	5	9

2011-2012 Enrollment (majors)

	Total	Female	Male	Minority	African American
Master's	14	8	6	2	0
Doctoral	26	12	14	0	0
Post-Doc	8	3	5	1	0
Total	48	23	25	3	0

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Master's	12	12	11	6	14
Doctoral	27	28	26	23	26
Post-Doc	8	6	11	12	8
Total	47	46	48	41	48

2011-2012 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
ENT	1,092	46	547	499
Total	1,092	46	547	499

Direct Awards Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$7,925,776	$2,280,006	$2,645,806	$2,529,559	$269,695

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$2,624,163	$3,920,834	$3,829,226	$3,490,272	$2,635,451

2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	17	11.08
Total Primary Grant Dollars	$269,695	$269,695
Average	$15,864	$24,341

Research Faculty with Formula Funded Projects as of 6/12

25% or higher research DOE	12
Active Project	12
Percentage	100%

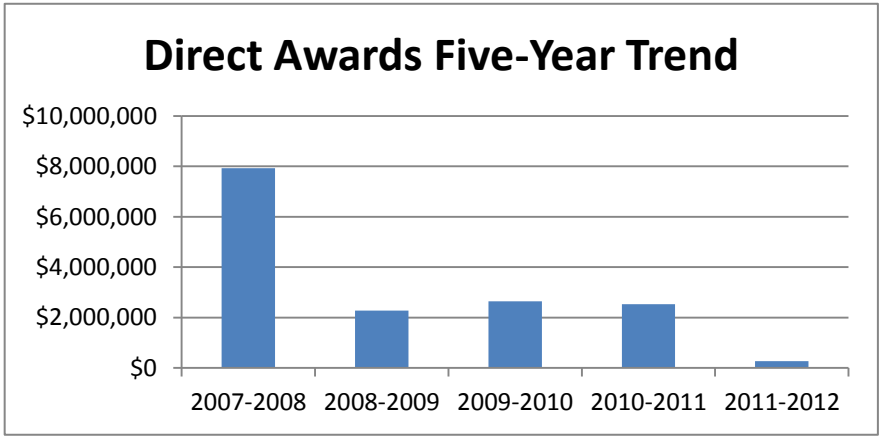
2011-2012 Fiscal Year Grants

Direct Awards	$269,695
Federal Competitive	$862,335
% Federal Competitive*	320%
Collaborative	$3,891,164

2011 Calendar Year Publications

Books and Chapters	2
Refereed Journal Articles	49
Other Research Articles	5
Total	56

2011 Calendar Year Patents	1



*Primary awards are lower than federally competitive numbers because of the loss of a $1.5M grant.

2011-2012 Family Sciences Departmental Report

CIP Codes 190402, 190704, 190101, 190701

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Bachelor's	59	54	5	13	12
Master's	5	5	0	1	1
Doctoral	2	2	0	0	0
Total	66	61	5	14	13

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	61	61	43	63	59
Master's	10	6	5	7	5
Doctoral	0	4	1	6	2
Total	71	71	49	76	66

2011-2012 Enrollment (majors)

	Total	Female	Male	Minority	African American
Bachelor's	150	128	22	38	32
Master's	20	18	2	1	1
Doctoral	21	18	3	3	2
Total	191	164	27	42	35

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	143	139	146	170	150
Master's	23	20	21	20	20
Doctoral	18	21	18	19	21
Total	184	180	185	209	191

2011-2012 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
FAM	4,977	843	1,923	2,211
FCS	137	0	51	86
Total	5,114	843	1,974	2,297

Direct Awards Five-Year Trend

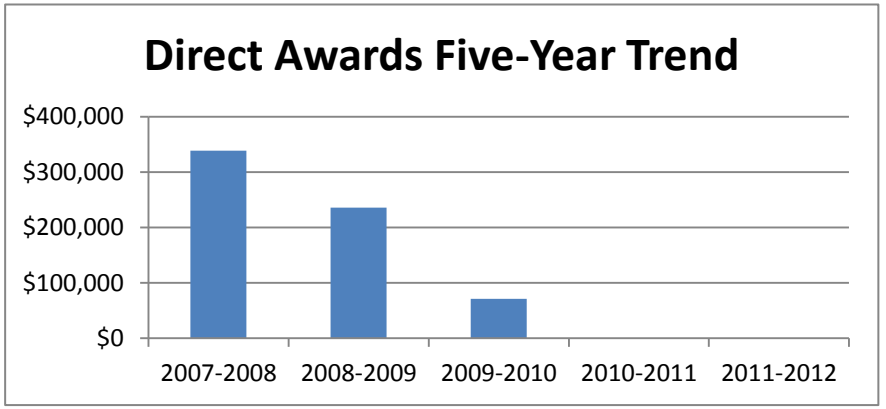
2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$338,834	$235,882	$70,867	$0	$0

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$275,345	$148,669	$143,473	$0	$2

2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	11	3.03
Total Primary Grant Dollars	$0	$0
Average	$0	$0



2011-2012 Fiscal Year Grants

Direct Awards	$0
Federal Competitive	$0
% Federal Competitive	0%
Collaborative	$0

2011 Calendar Year Publications

Books and Chapters	1
Refereed Journal Articles	15
Other Research Articles	29
Total	45

2011 Calendar Year Patents	0

2011-2012 Forestry Departmental Report

CIP Code 030502

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Bachelor's	9	2	7	0	0
Master's	9	2	7	0	0
Total	18	4	14	0	0

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	8	15	6	17	9
Master's	7	3	7	6	9
Total	15	18	13	23	18

2011-2012 Enrollment (majors)

	Total	Female	Male	Minority	African American
Bachelor's	69	10	59	4	1
Master's	17	4	13	1	0
Post-Doc	1	0	1	0	0
Total	87	14	73	5	1

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	41	52	47	59	69
Master's	19	17	14	16	17
Post-Doc	1	3	2	2	1
Total	61	72	63	77	87

2011-2012 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
FOR	2,193	0	1,360	833
Total	2,193	0	1,360	833

Direct Awards Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$783,677	$814,098	$714,857	$829,383	$663,910

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$976,134	$715,339	$655,423	$878,362	$736,297

2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	14	4.93
Total Primary Grant Dollars	$663,910	$663,910
Average	$47,422	$134,667

Research Faculty with Formula Funded Projects as of 6/12

25% or higher research DOE	6
Active Project	5
Percentage	83%

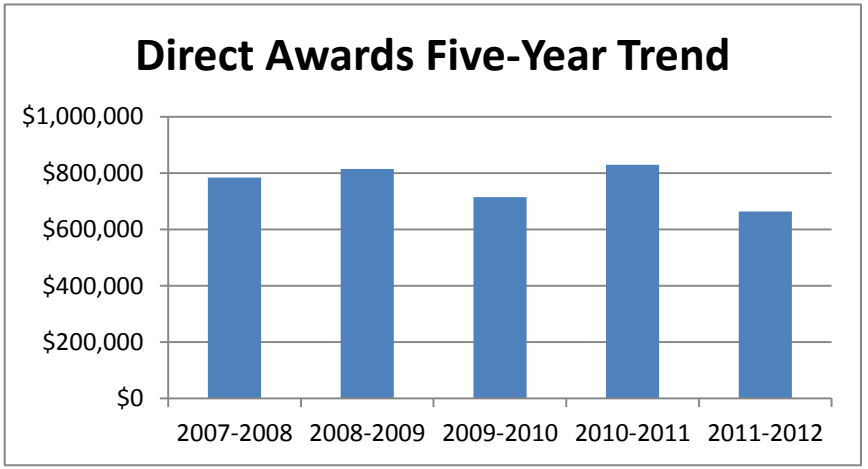
2011-2012 Fiscal Year Grants

Direct Awards	$663,910
Federal Competitive	$0
% Federal Competitive	0%
Collaborative	$1,072,443

2011 Calendar Year Publications

Books and Chapters	1
Refereed Journal Articles	10
Other Research Articles	42
Total	53

2011 Calendar Year Patents	0



2011-2012 Horticulture Departmental Report--CIP Codes 01119901, 011102, 011199, 011201, 260307

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Hort/Agronomy & Plant Science/Bachelor's	7	1	6	0	0
Crop Science/Master's	1	0	1	0	0
Crop Science/Doctoral	3	1	2	0	0
Integrated Plant & Soil Sciences/Master's	4	0	4	0	0
Integrated Plant & Soil Sciences/Doctoral	0	0	0	0	0
Plant & Soil Science/Master's	0	0	0	0	0
Plant Physiology/Doctoral	4	2	2	0	0
Soil Science/Doctoral	0	0	0	0	0
Total	19	4	15	0	0

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Hort/Agronomy & Plant Science/Bachelor's	26	12	13	12	7
Crop Science/Master's	0	4	1	3	1
Crop Science/Doctoral	1	3	3	0	3
Integrated Plant & Soil Sciences/Master's	0	0	0	0	4
Integrated Plant & Soil Sciences/Doctoral	0	0	0	0	0
Plant & Soil Science/Master's	7	8	2	7	0
Plant Physiology/Doctoral	2	1	3	1	4
Soil Science/Doctoral	1	2	3	2	0
Total	37	30	25	25	19

2011-2012 Enrollment (majors)

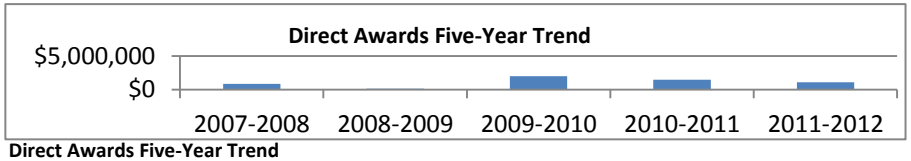
	Total	Female	Male	Minority	African American
Hort/Agronomy & Plant Science/Bachelor's	31	4	27	0	0
Crop Science/Master's	6	1	5	0	0
Crop Science/Doctoral	11	3	8	0	0
Crop Science/Post-doc	7	2	5	0	0
Integrated Plant & Soil Sciences/Master's	20	13	7	0	0
Integrated Plant & Soil Sciences/Doctoral	0	0	0	0	0
Plant & Soil Science/Master's	0	0	0	0	0
Plant & Soil Science/Post-doc	0	0	0	0	0
Plant Physiology/Doctoral	23	9	14	1	1
Plant Physiology/Post-doc	7	2	5	0	0
Soil Science/Doctoral	17	9	8	0	0
Soil Science/Post-doc	1	0	1	0	0
Total	123	43	80	1	1

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Hort/Agronomy & Plant Science/Bachelor's	73	63	44	41	31
Crop Science/Master's	6	7	5	4	6
Crop Science/Doctoral	13	12	14	11	11
Crop Science/Post-doc	7	4	4	9	7
Integrated Plant & Soil Sciences/Master's	0	0	0	0	20
Integrated Plant & Soil Sciences/Doctoral	0	0	0	0	0
Plant & Soil Science/Master's	18	22	15	19	0
Plant & Soil Science/Post-doc	0	0	0	0	0
Plant Physiology/Doctoral	20	17	19	20	23
Plant Physiology/Post-doc	6	12	10	7	7
Soil Science/Doctoral	12	8	9	12	17
Soil Science/Post-doc	0	2	3	3	1
Total	155	147	123	126	123

2011-2012 Student Attempted Credit Hours (shared with Plant and Soil Sciences)

	Total	Summer	Fall	Spring
IPS	28	0	28	0
PLS	2,731	1	1,448	1,282
Total	2,759	1	1,476	1,282



2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	16	6.36
Total Primary Grant Dollars	$1,077,777	$1,077,777
Average	$67,361	$169,462

Direct Awards Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$849,109	$131,169	$1,977,736	$1,485,175	$1,077,777

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$1,417,174	$1,388,865	$1,348,119	$1,721,194	$1,599,413

2011-2012 Fiscal Year Grants

Direct Awards	$1,077,777
Federal Competitive	$122,085
% Federal Competitive	11%
Collaborative	$2,250,719

Research Faculty with Formula Funded Projects as of 6/12

25% or higher research DOE	7
Active Project	6
Percentage	86%

2011 Calendar Year Publications

Books and Chapters	0
Refereed Journal Articles	16
Other Research Articles	4
Total	20

2011 Calendar Year Patents	0

2011-2012 Landscape Architecture Departmental Report

CIP Code 040601

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Bachelor's	11	1	10	0	0

2011-2012 Enrollment (majors)

	Total	Female	Male	Minority	African American
Bachelor's	73	13	60	6	4

2011-2012 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
LA	1,776	36	756	984
Total	1,776	36	756	984

2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	6	1.09
Total Primary Grant Dollars	$30,446	$30,446
Average	$5,074	$27,932

2011-2012 Fiscal Year Grants

Direct Awards	$30,446
Federal Competitive	$0
% Federal Competitive	0%
Collaborative	$30,446

2011 Calendar Year Publications

Books and Chapters	3
Refereed Journal Articles	0
Other Research Articles	4
Total	7

2011 Calendar Year Patents	0

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	22	27	12	16	11

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	100	92	74	77	73

Direct Awards Five-Year Trend

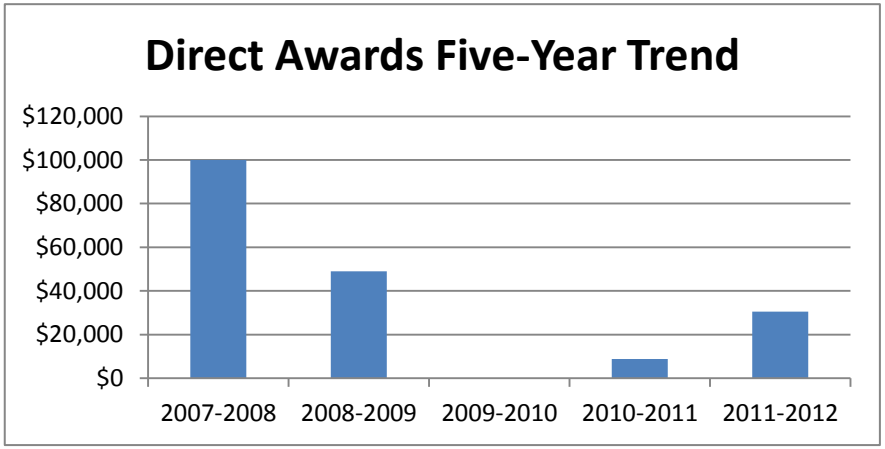
2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$100,000	$48,923	$0	$8,800	$30,446

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$53,908	$31,628	$56,326	$50,736	$32,340

Research Faculty with Formula Funded Projects as of 6/12

25% or higher research DOE	1
Active Project	0
Percentage	0%



2011-2012 Merchandising, Apparel and Textiles Departmental Report

CIP Codes 190901, 190203, 50049901

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Bachelor's	44	41	3	5	2
Master's*	5	4	1	0	0
Total	49	45	4	5	2

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	66	63	62	59	44
Master's	4	6	3	5	5
Total	70	69	65	64	49

2011-2012 Enrollment (majors)

	Total	Female	Male	Minority	African American
Bachelor's	175	165	10	31	20
Master's*	10	9	1	2	1
Total	185	174	11	33	21

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	241	220	206	208	175
Master's	16	8	11	11	10
Total	257	228	217	219	185

2011-2012 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
MAT	3,594	525	1,508	1,561
Total	3,594	525	1,508	1,561

Direct Awards Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$34,293	$74,498	$38,785	$247,275	$93,353

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$20,638	$31,678	$74,022	$157,843	$137,558

2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	10	2.55
Total Primary Grant Dollars	$93,353	$93,353
Average	$9,335	$36,609

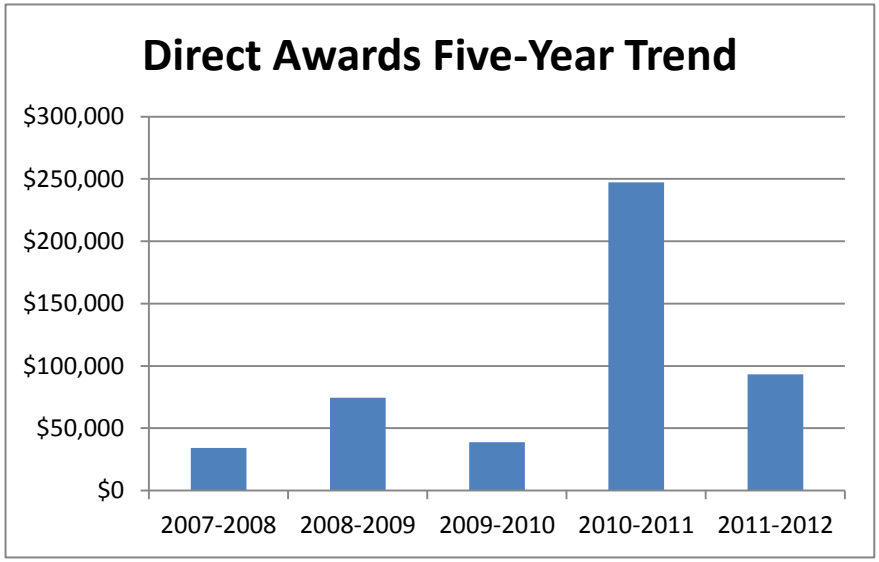
2011-2012 Fiscal Year Grants

Direct Awards	$93,353
Federal Competitive	$0
% Federal Competitive	0%
Collaborative	$93,353

2011 Calendar Year Publications

Books and Chapters	0
Refereed Journal Articles	10
Other Research Articles	0
Total	10

2011 Calendar Year Patents	0



***Master's program was shared by Dept. of MAT in the COA and the School of Interior Design in the College of Design until 2008-2009.**

2011-2012 Multi-Disciplinary, Undeclared, Nondegree Undergraduate Programs
CIP Codes 261201, 01999902, 030101

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Individualized Ag Programs	5	1	4	0	0
Natural Resources/Conservation	22	4	18	1	0
Ag Biotech	25	16	9	4	2
Total	52	21	31	5	2

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Individualized Ag Programs	2	11	10	6	5
Natural Resources/Conservation	14	14	14	12	22
Ag Biotech	32	15	29	18	25
Total	48	40	53	36	52

2011-2012 Enrollment (majors)

	Total	Female	Male	Minority	African American
Individualized Ag Programs	29	12	17	1	0
Natural Resources/Conservation	79	26	53	4	2
Ag Biotech	158	96	62	19	8
Undeclared	42	22	20	6	5
Nondegree	5	2	3	1	0
Total	313	158	155	31	15

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Individualized Ag Programs	47	110	18	24	29
Natural Resources/Conservation	58	63	65	78	79
Ag Biotech	167	174	167	131	158
Undeclared	44	58	43	34	42
Nondegree	11	7	12	12	5
Total	327	412	305	279	313

2011-2012 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
ABT	436	0	266	170
GEN	2,306	63	1,219	1,024
HES	881	19	436	426
NRC / NRE	552	69	291	192
SAG	263	0	122	141
Total	4,438	151	2,334	1,953

2011-2012 Nutrition and Food Science (now Dietetics and Human Nutrition) Departmental Report

CIP Codes 190501, 520901, 520902

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Bachelor's	123	95	28	9	6
Master's	8	6	2	2	1
Total	131	101	30	11	7

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	107	114	110	95	123
Master's	6	3	7	7	8
Total	113	117	117	102	131

2011-2012 Enrollment (majors)

	Total	Female	Male	Minority	African American
Bachelor's	564	438	126	70	42
Master's	20	18	2	4	3
Total	584	456	128	74	45

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bachelor's	458	457	463	520	564
Master's	16	23	29	24	20
Total	474	480	492	544	584

2011-2012 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
HMT	1,089	72	414	603
NFS	9,230	832	4,169	4,229
Total	10,319	904	4,583	4,832

Direct Awards Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$453,244	$255,500	$905,114	$858,035	$184,007

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$499,293	$551,668	$694,011	$635,770	$658,623

2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	11	1.81
Total Primary Grant Dollars	$184,007	$184,007
Average	$16,728	$101,661

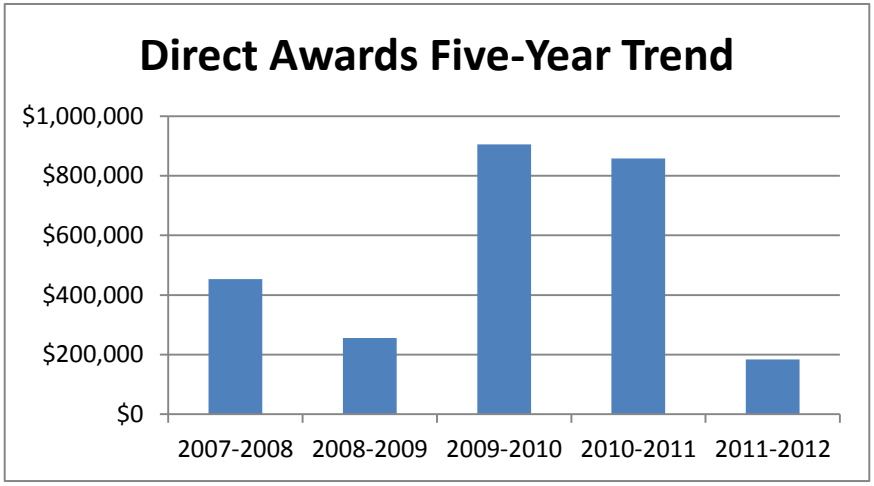
2011-2012 Fiscal Year Grants

Direct Awards	$184,007
Federal Competitive	$0
% Federal Competitive	0%
Collaborative	$3,631,019

2011 Calendar Year Publications

Books and Chapters	0
Refereed Journal Articles	9
Other Research Articles	0
Total	9

2011 Calendar Year Patents	0



2011-2012 Plant Pathology Departmental Report

CIP Code 260305

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Master's	0	0	0	0	0
Doctoral	7	3	4	2	1
Total	7	3	4	2	1

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Master's	1	0	0	0	0
Doctoral	1	2	2	2	7
Total	2	2	2	2	7

2011-2012 Enrollment (majors)

	Total	Female	Male	Minority	African American
Master's	0	0	0	0	0
Doctoral	20	10	10	1	0
Post-Doc	18	7	11	1	0
Total	38	17	21	2	0

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Master's	3	4	0	0	0
Doctoral	21	21	25	20	20
Post-Doc	13	20	23	26	18
Total	37	45	48	46	38

2011-2012 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
PPA	247	2	142	103
Total	247	2	142	103

Direct Awards Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$2,288,090	$2,549,645	$1,684,587	$1,832,857	$1,657,913

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$2,110,047	$2,681,645	$3,105,722	$2,958,885	$2,291,946

2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	12	6.57
Total Primary Grant Dollars	$1,657,913	$1,657,913
Average	$138,159	$252,346

Research Faculty with Formula Funded Projects as of 6/12

25% or higher research DOE	7
Active Project	7
Percentage	100%

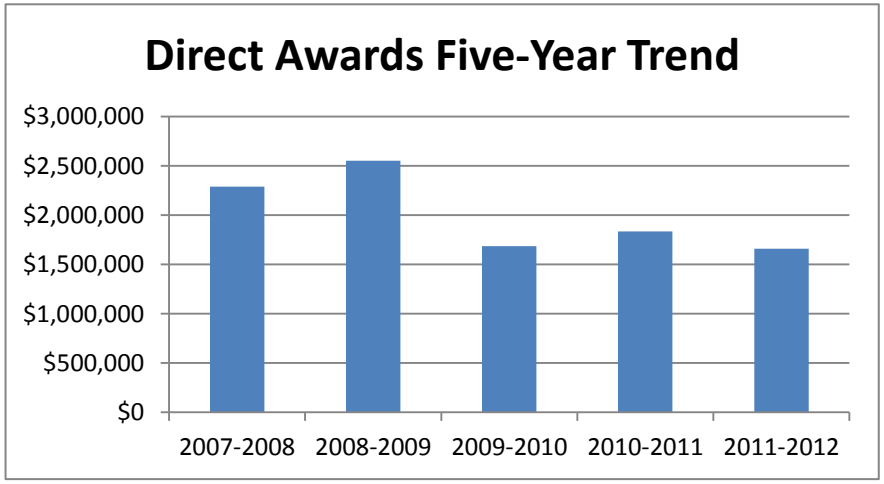
2011-2012 Fiscal Year Grants

Direct Awards	$1,657,913
Federal Competitive	$1,054,129
% Federal Competitive	64%
Collaborative	$9,395,899

2011 Calendar Year Publications

Books and Chapters	6
Refereed Journal Articles	25
Other Research Articles	22
Total	53

2011 Calendar Year Patents	0



2011-2012 Plant and Soil Sciences Departmental Report--CIP Codes 01119901, 011102, 011199, 011201, 260307

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Hort/Agronomy & Plant Science/Bachelor's	7	1	6	0	0
Crop Science/Master's	1	0	1	0	0
Crop Science/Doctoral	3	1	2	0	0
Integrated Plant & Soil Sciences/Master's	4	0	4	0	0
Integrated Plant & Soil Sciences/Doctoral	0	0	0	0	0
Plant & Soil Science/Master's	0	0	0	0	0
Plant Physiology/Doctoral	4	2	2	0	0
Soil Science/Doctoral	0	0	0	0	0
Total	19	4	15	0	0

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Hort/Agronomy & Plant Science/Bachelor's	26	12	13	12	7
Crop Science/Master's	0	4	1	3	1
Crop Science/Doctoral	1	3	3	0	3
Integrated Plant & Soil Sciences/Master's	0	0	0	0	4
Integrated Plant & Soil Sciences/Doctoral	0	0	0	0	0
Plant & Soil Science/Master's	7	8	2	7	0
Plant Physiology/Doctoral	2	1	3	1	4
Soil Science/Doctoral	1	2	3	2	0
Total	37	30	25	25	19

2011-2012 Enrollment (majors)

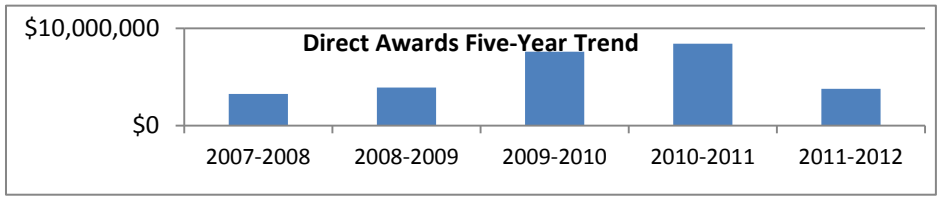
	Total	Female	Male	Minority	African American
Hort/Agronomy & Plant Science/Bachelor's	31	4	27	0	0
Crop Science/Master's	6	1	5	0	0
Crop Science/Doctoral	11	3	8	0	0
Crop Science/Post-doc	7	2	5	0	0
Integrated Plant & Soil Sciences/Master's	20	13	7	0	0
Integrated Plant & Soil Sciences/Doctoral	0	0	0	0	0
Plant & Soil Science/Master's	0	0	0	0	0
Plant & Soil Science/Post-doc	0	0	0	0	0
Plant Physiology/Doctoral	23	9	14	1	1
Plant Physiology/Post-doc	7	2	5	0	0
Soil Science/Doctoral	17	9	8	0	0
Soil Science/Post-doc	1	0	1	0	0
Total	123	43	80	1	1

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Hort/Agronomy & Plant Science/Bachelor's	73	63	44	41	31
Crop Science/Master's	6	7	5	4	6
Crop Science/Doctoral	13	12	14	11	11
Crop Science/Post-doc	7	4	4	9	7
Integrated Plant & Soil Sciences/Master's	0	0	0	0	20
Integrated Plant & Soil Sciences/Doctoral	0	0	0	0	0
Plant & Soil Science/Master's	18	22	15	19	0
Plant & Soil Science/Post-doc	0	0	0	0	0
Plant Physiology/Doctoral	20	17	19	20	23
Plant Physiology/Post-doc	6	12	10	7	7
Soil Science/Doctoral	12	8	9	12	17
Soil Science/Post-doc	0	2	3	3	1
Total	155	147	123	126	123

2011-2012 Student Attempted Credit Hours (shared with Horticulture)

	Total	Summer	Fall	Spring
IPS	28	0	28	0
PLS	2,731	1	1,448	1,282
Total	2,759	1	1,476	1,282



2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	39	24.73
Total Primary Grant Dollars	$3,785,819	$3,785,819
Average	$97,072	$153,086

Direct Awards Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$3,260,269	$3,920,885	$7,587,084	$8,419,469	$3,785,819

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
3267343	$ 3,872,952	$ 6,047,605	$ 6,696,317	$ 6,865,636

2011-2012 Fiscal Year Grants

Direct Awards	$3,785,819
Federal Competitive	$1,806,897
% Federal Competitive	48%
Collaborative	$7,012,441

Research Faculty with Formula Funded Projects as of 6/12

25% or higher research DOE			23
Active Project			19
Percentage			83%

2011 Calendar Year Publications

Books and Chapters	9
Refereed Journal Articles	58
Other Research Articles	35
Total	102

2011 Calendar Year Patents	4

2011-2012 UK Veterinary Diagnostic Laboratory

2011-2012 Grants

Number of Grants Submitted	3
Total Dollar Amount of Grants Submitted	$140,020
Grants Awarded	6

Direct Awards Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$539,408	$709,423	$805,509	$482,006	$153,726

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$1,065,426	$753,839	$805,509	$448,656	$442,233

2011-2012 Fiscal Year Grant Dollars

Direct Awards	$153,726
Federal Competitive	$0
% Federal Competitive	0%
Collaborative	$153,726

2011-2012 Student/Teacher Involvement

		Program	Participants
Student or School Programs	1	Vet Med Student Externship Program	10
Undergraduate Programs	1	Pre-Vet Med Mentorship Program	2
Graduate Programs	14	Pathology Residency Program	3
Campus Programs	0		4
Teacher programs	0		8
Total	16		27

2011-2012 Publications

Books & Chapters	3
Refereed Journal Articles	6
Other Publications	14
Total	23

Outreach Programs	3	Case consults; seminars; bulletins	30,000+

2011-2012 Veterinary Science Departmental Report

CIP Code 512501

2011-2012 Degrees Awarded

	Total	Female	Male	Minority	African American
Master's	2	2	0	0	0
Doctoral	4	3	1	0	0
Total	6	5	1	0	0

Degrees Awarded Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Master's	1	1	1	1	2
Doctoral	2	3	2	3	4
Total	3	4	3	4	6

2011-2012 Enrollment (majors)

	Total	Female	Male	Minority	African American
Master's	12	9	3	1	0
Doctoral	21	14	7	1	0
Post-Doc	3	1	2	1	0
Total	36	24	12	3	0

Enrollment (majors) Five-Year Trend

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Master's	4	5	7	10	12
Doctoral	17	20	21	21	21
Post-Doc	6	4	3	6	3
Total	27	29	31	37	36

2011-2012 Student Attempted Credit Hours

	Total	Summer	Fall	Spring
VS	305	0	215	90
Total	305	0	215	90

Direct Awards Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$766,195	$680,199	$1,651,508	$814,198	$1,217,337

Grant Expenditures Five-Year Trend

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
$795,532	$739,736	$1,114,474	$1,318,930	$1,394,205

2011-2012 Primary Grant Dollar/Faculty Ratio

	FT Faculty (head count)	FTE Research Faculty
	19	15.5
Total Primary Grant Dollars	$1,217,337	$1,217,337
Average	$64,070	$78,538

Research Faculty with Formula Funded Projects as of 6/12

25% or higher research DOE	14
Active Project	12
Percentage	86%

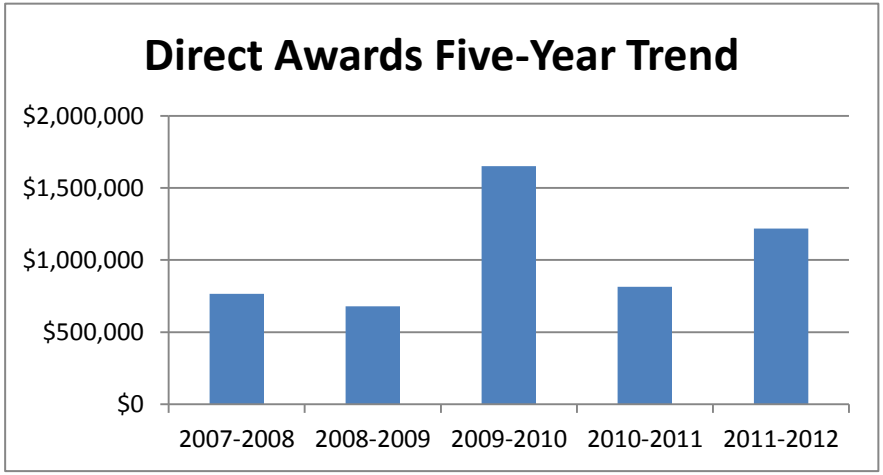
2011-2012 Fiscal Year Grants

Direct Awards	$1,217,337
Federal Competitive	$345,758
% Federal Competitive	28%
Collaborative	$1,419,388

2011 Calendar Year Publications

Books and Chapters	22
Refereed Journal Articles	51
Other Research Articles	13
Total	86

2011 Calendar Year Patents	1



Department of Agricultural Economics

1. List and provide links to the most recent department level reviews (including self-studies), strategic plans, and annual reports.

2010-2011 Periodic Program Review Report:
http://www.ca.uky.edu/cmspubsclass/files/departmentinfo/2011PeriodicReviewFinalReport.pdf

2009-2014 Strategic Plan:
http://www2.ca.uky.edu/deanadmin-files/AEC_Plan_2009_thru_2014_approved_2-3-102_2.pdf

2009-2012 Strategic Plan Annual Review of Progress:
http://www.ca.uky.edu/cmspubsclass/files/departmentinfo/2012AnnualProgressReportSummary.pdf

2012 Annual Departmental Report:
http://www2.ca.uky.edu/deanadmin-files/yellow_spreadsheets_2012/AEC.pdf

2. Briefly list examples of major projects and initiatives, underway or in planning, for which your department provides leadership or is a primary collaborator.

The Kentucky Farm Business Management Program (KFBM) is a partnership between Ag. Economics and five Area Farm Management Groups made up of member participants. Now in its 50th year, the program employs ten specialists in six locations statewide and a state director who assist member farmers with tracking financial performance, improving management practices, measuring and benchmarking profitability, and completing tax returns.

Ag Economics is slated to begin administering the Kentucky Small Business Development Centers (KSBDC) in 2013. With 15 offices statewide and over 30 years of experience, the KSBDC assists small businesses with planning, consulting, training, and business resources. Partnering with KSBDC enables synergies with CEDIK and other business / economic development efforts in the department.

Ag Economics is heavily invested in the Community Economic Development Initiative of Kentucky (CEDIK), which delivers an exceptional volume of programming within the state and regionally. CEDIK is a major recipient of external funding for extension and research, and employs several professional staff and graduate students.

The department is an active partner in the Food Systems Innovation Center (FSIC), which delivers comprehensive assistance to local food producers and processors. Among the department's FSIC-related programs is the award-winning MarketReady Training program.

Now in its tenth biannual offering, the Kentucky Ag Leadership Program (KALP) is directed and coordinated by faculty and staff in Ag. Economics. KALP is a selective, intensive 18-month program designed for young agricultural and agribusiness professionals. Many leaders in Kentucky's ag community were participants in this program.

For 46 years, Ag Economics has operated the University of Kentucky Income Tax Seminar Program throughout the state. The seminars deliver updated federal and state tax education to tax preparers and related professions. Enrollment in this revenue-generating program currently exceeds 2,000 participants.

The KyFarmStart Program is led by faculty in Agricultural Economics and is in its second round of funding from the USDA-NIFA Beginning Farmer Rancher Program. This is an intensive whole farm management training program for farmers with fewer than ten years of experience.

Faculty in Ag Economics lead the interdisciplinary Kentucky Equine Survey, the most definitive study in 35 years of all breeds of horses that contribute to Kentucky's signature industry. The project is one of the major initiatives of UK Ag Equine Programs, to which Ag Economics contributes leadership, research, teaching, and advising.

The department contributes teaching and advising resources to three interdisciplinary undergraduate majors: Equine Science and Management, Natural Resource and Environmental Sciences, and Sustainable Agriculture.

3. What are the appropriate measures of excellence and/or progress for your Department?

The most appropriate measures of excellence are the impacts of teaching, extension, and research. For the teaching mission, impacts can ideally be measured by:

- job placement of new graduates,
- career progression of earlier graduates,
- strong graduation rates and academic performance relative to comparable students,
- course offerings, experiential education, and advising relevant to not only the job market, but also development of students as productive individuals and citizens,
- explicitly promoting student diversity in all its dimensions
- fulfillment of our Land Grant responsibility to make higher education as accessible as possible to qualified, motivated students,
- maintaining teaching resources appropriate to our enrollment,
- being responsive to employers' expressed needs for workforce development,
- maintaining student evaluations above the university and college average,
- awards bestowed by professional organizations such as Gamma Sigma Delta, NACTA, and the Agricultural and Applied Economics Association, and
- improvement in national rankings of the MS and PhD programs.

Some of the items above can only be measured qualitatively. Others are measured quantitatively through the department's annual strategic planning metrics, and the department's annual instructional program assessments required by SACS.

Within the research mission, the top priority is increasing the PhD program's ranking, a priority that is shared with the instructional mission. The NRC rankings are updated every several years, and other rankings are performed on an ad hoc basis by members of the discipline. Typical measures of research excellence include the following:

Many of the above measures are metrics in the department's annual strategic planning reports, others are feasible to track but time-consuming, and some are qualitative in nature.

Measures of extension excellence include the following:

- the number and quality of comments about extension specialists in the biannual agent survey,
- comments from agricultural producers collected at meetings in the field and via phone and email correspondence,
- the number and quality of requests from agents, lenders, producer groups, legislative committees, and other stakeholder groups for programs and presentations,
- uptake of publications containing substantive analysis and informative content,
- timeliness of response to fast-moving economic and policy events,
- regular provision of current information to agents for use in newsletters and programs,
- prominence of UK extension specialists in regional extension committees,
- participation in Extension Track sessions at the Agricultural and Applied Economics Association meetings,
- coverage by the mainstream, agricultural, and community media, and
- publication of applied analysis in refereed journals, presentation at disciplinary conferences, and awards bestowed by professional organizations.

The most useful and valid measures of extension excellence are qualitative comments from agents and stakeholders about the usefulness and timeliness of programs. Many attempts to quantitatively measure extension excellence (e.g., contact hours) are of low value for performance evaluation and strategic planning.

Recent examples of excellence and progress in teaching, extension, and research include:

- a faculty member is taking one of the university's first entrepreneurial leaves to start a firm that designs natural disaster risk management products.
- a faculty member received an AAAS Fellowship to spend 12 months on assignment at the USDA Economic Research Service,
- a faculty member is establishing well-funded collaborations with personnel at the top-tier Chinese agricultural universities,
- recent growth in graduate program enrollment to levels not seen since before 1997,

- innovative teaching methods developed by multiple faculty, with emphasis on effective distance learning and experiential education,
- a long-running departmental priority on having extension faculty in the classroom, which is valued by students,
- continued prominence of Ag. Economics faculty at the annual Kentucky Farm Bureau Convention,
- active promotion of MANRRS activities, including sponsoring student travel, maintaining linkages through student workers, and providing office and meeting space,
- gradually rising standards in the undergraduate curriculum,
- rapid growth in funding, personnel, and scope of work in the area of Community Economic Development,
- stability in the Kentucky Farm Business Management Program (KFBM) and growth in the Purchase Association,
- progress in providing study abroad opportunities for undergraduate students,
- recent authorship of high-quality textbooks by AEC faculty, and
- the return of the department's undergraduate quiz bowl team to prominence at our Southern regional and national conferences, consistently fielding an undergraduate case study team at the Food Distribution Research Society meetings, and participation of masters students in the Extension Competition at our national meetings.

4. What are reasonable expectations for undergraduate and graduate enrollment change in your Department over the next five years? Or changes in Student Contact Hours? Answer this for any departmental degree programs as well as interdepartmental programs in which your department participates.

Undergraduate enrollment grew rapidly in recent years, rising from 190 in 2006, to 228 in 2009, to 295 in 2012. Nationally, we expect stabilizing numbers of high school graduates over the next five years, and slowing growth in national college enrollment. With UK's budget framework shifting to incentivize undergraduate enrollment, we expect the Gatton College to retain more of its lower-performing students. We expect the conflicting forces to produce stable-to-slowly-growing undergraduate enrollment, with 10% growth over five years being a reasonable estimate. Student Contact Hours might further increase by as much as 10% if a faculty member's plans to offer UKCore courses become reality, but the likelihood of this is unknown.

Graduate enrollment recently grew to 60 students, higher than at any time since at least 1997. We hope to maintain this level of enrollment. Factors encouraging growth include expansion of grants allowing funding for students, improved recruiting from our undergraduate program using the Competition Team and Consulting Practicum course, more explicit recruiting of MS students interested in extension or outreach-oriented careers, more effective recruiting due to high departmental visibility at conferences in recent years, an influx of Chinese and Middle Eastern PhD students funded by their home governments, an active domestic job market for MS-level graduates, and a PhD job market in economics exceeding the number of graduates from U.S. universities.

Factors discouraging growth include low assistantship stipends relative to peer institutions, and the extremely poor NRC ranking of the PhD program that was based on 2005 data and has not been updated since.

5. What are the most critically needed resources (of any kind: human, financial, physical) that limit advancement of your Department in: a) research, b) instruction, and c) extension and public service?

We enthusiastically support the College's priority of requiring an undergraduate experiential education component in each major, but require a coordinator to make it feasible.

The department lost about three faculty lines during the last two years of budget cuts, at the same time as student enrollment grew rapidly. A transition in departmental administration led to further losses in teaching and graduate advising resources. As retirements are announced, it is important that we be able to begin searching for excellent replacements as promptly as possible.

Over decades, a gulf has widened between the training needed for undergraduate instruction and the research-oriented training delivered in PhD programs. We have critical needs for instructors of courses like Sales, Farm Management, and Agribusiness Management, but few new economics PhD's have relevant experience, or interest, in teaching this material. Increasingly, we rely on part-time instructors in the very classes that students consider the most important. This makes for precarious planning, and causes SACS credentialing problems. The solution might involve a stronger role for faculty with predominantly teaching roles.

Among our three missions, extension has the lowest FTE. Clientele in the western part of the state are difficult to serve with the frequency we would prefer, and it has been a long time since we had an agricultural economist in the Princeton facility.

Classroom space, especially computer lab space, is a common constraint. Office space became a binding constraint this year due to graduate program growth.

While some research faculty have been successful in getting grants, external funding for graduate students is lower than desired, and lower than the norm in our discipline. Nationwide, more external funding opportunities appear directed at extension activities than research, but extension-related grants rarely fund graduate students.

Historically, faculty expect a great deal of autonomy, and the post-tenure performance evaluation system delivers weak incentives, sometimes producing poor service to students and taxpayers. Developing a stronger post-tenure review process with both carrots and sticks has been discussed, and sounds promising.

We need a more nimble system for hiring and retaining professional staff such as extension associates, research scientists, business management specialists, and

business managers. University HR policies and a multi-layered approval system have threatened our ability to offer compensation appropriate for our demands on professional staff, and our ability to respond quickly to retention threats. We are often competing with employers that move much faster.

Department of Animal and Food Sciences

1. List and provide links to the most recent department level reviews, self-studies, strategic plans or annual reports.

- AFS Program Review 2012: (In progress)
  http://www2.ca.uky.edu/deanadmin-files/AFS_Periodic_Program_Review_11-12.pdf

- AFS Strategic Plan:
  http://www2.ca.uky.edu/deanadmin-files/AFS_Strategic_Plan_2010_FINAL_6_7_12.pdf

- 2009-2012 Strategic Plan Annual Review of Progress:
  http://www2.ca.uky.edu/deanadmin-files/AFS_Progress_Report.pdf

- AFS Annual Department Report:
  http://www2.ca.uky.edu/deanadmin/fa/deptrpt

2. Briefly list examples of major projects and initiatives, underway or in planning, for which your department provides leadership or is a primary collaborator.

- Food System Innovation Center was established; served over 400 clientele in 2 years.
- Continuation of or implementation of high-impact Extension programs including Master Cattleman, Master Grazer, Master Stocker, Applied Master Cattleman, Beef Certification, Horse College, 4-H Youth programs.
- Implemented and managed a new Equine Science and Management (ESMA) BS degree program; enrollment of 239 after 5 years.
- Faculty are active collaborators in UKAg Equine Programs.
- Established UK Meat Cutting School which has received national interest.
- Currently establishing a partnership with UK Dining Services and departmental Food Systems to expose students to culinary expertise and promote expanded use of local food products on campus.
- Expanded Equine Science research efforts through new faculty hires.
- Primary collaborator with UK Health Care in the Saddle Up Safely initiative.
- Second Equine Youth Festival is planned for 2013 – attendance of over 5,000 is expected.
- The Animal Science BS degree program has sustained growth to 260 students, in the midst of a new ESMA degree.
- Director/management of NIH Superfund grant for over $10 million.
- Managed and participated in Alltech-UK Nutrition Research Alliance and Alltech-UK Nutrigenomics Alliance.
- Provide leadership for DAIReXNET, the national dairy eXtension effort.
- Established and provide leadership for a new national eXtension Community of Practice on Small and Backyard Flocks.

- Developing a quality program in Precision Dairy Technologies that is recognized internationally.
- Scholarly approaches to Assessment of Learning Outcomes for the Animal Science degree.

3. What are the appropriate measures of excellence and/or progress for your Department?

- Grants and Contracts – averaged $4,044,707 per year in the last 7 years; typically 2nd in the college.
- Refereed journal articles and book chapters – averaged 55 per year since 2007; second or third in the College.
- Enrollment in undergraduate degree programs – in Fall 2012 AFS taught and advised 537 students in three BS degree programs.
- Student Credit Hours – has increased from 3566 to 4867 SCH in the last 5 years with a decrease in faculty FTE in the department.
- Graduate Student numbers – averaged 46 graduate students per year since 2007 with an unusually high 59 students in Fall 2012.
- Graduate degree completions – average 6.5 MS and 3.7 PhD degrees conferred per year.
- Undergraduate degree completions – average 42 Animal Science and Food Science degrees per year. ESMA degree completions reached 25 in 2011-2012 AY.
- Extension contacts – average 73,000 contacts per year.
- Regional, national, and international awards – Since 2007, AFS faculty have received 5, regional, 9 national, and 1 international award (excluding Fellow Awards).
- Fellow Awards – Since 2007, AFS faculty have received 9 Fellow Awards.
- College of Agriculture Awards – Since 2007, AFS faculty have received 21 College Awards, including 3 Master Teacher Awards, 3 T.P. Cooper Awards, 4 George E. Mitchell, Jr. Awards, a Whitaker Award and 2 Outstanding New Extension Faculty Awards.
- Fulbright Scholars – 2.
- Faculty named University Research Professor and Provost's Distinguished Service Professor.
- Great Teacher Award and Provost's Outstanding Teacher Award.
- Impact of Extension programs – 3 programs have been listed as model programs for generating impact and practice adoption data from counties.

4. What are reasonable expectations for undergraduate and graduate enrollment change in your Department over the next five years? Or changes in Student Contact Hours? Answer this for any departmental degree programs as well as interdepartmental programs in which your department participates.

- AFS MS & PhD Program – It is anticipated that graduate student numbers will remain between 45 and 50 students over the next 5 years, with >40% being Ph.D.

candidates. Fall 2012 numbers are at 59 students, but that appears to be an anomaly and is not sustainable with decreased research DOE and increasing tuition.
- BS Animal Science – Anticipate continued moderate growth; enrollment could be at 300 in 5 years.
- BS Food Science – Anticipate growth from current 38 to about 50 in 5 years.
- BS Equine Science and Management – Anticipate modest growth in enrollment each year with a definite increase in SCH as new courses are introduced during curriculum revision. Enrollment approaching 280-300 would be possible in 5 years. However, any increase in student numbers will add significant strain to the system as resources of time, space to teach and hands on opportunities are already at maximum capacity.

5. What are the most critically needed resources (of any kind: human, financial, physical) that limit advancement of your Department in:

a) research:
- Operational funding for the animal research facilities, especially Horse Unit.
- Sustainable funding to pay feed bill from Facilities Management.
- Funding for personnel at certain research farms.
- Funding for replacement/upgrading of research equipment.
- Desperately need to fill research faculty vacancies to maintain productivity in some areas.
- Must maintain Dean's Tuition Scholarships from the Graduate School if we are to maintain graduate student numbers.
- Laboratory space and graduate student office space is limiting as newer programs expand.
- Need a reduction in amount of paperwork for faculty or an increase in staff to handle it.

b) instruction:
- There is a growing need for TA's as class sizes increase in ANSC and ESMA programs.
- Classroom space is limited as class sizes increase.
- Still a need to renovate some existing classrooms in Garrigus.
- Teaching labs in Garrigus are in need of renovation with installation of computers/projectors.
- Must fill faculty vacancies to cover teaching in both undergraduate and graduate courses.
- Must hire expertise in food processing in the next 2 years to maintain Food Science accreditation and to provide service to the Food Systems Innovation Center.
- The University needs to reduce its intensity of oversight of Assessment efforts and allow programs to work on improvement of quality that is appropriate to each program. The process is creating considerable frustration.
- Need more time or faculty to develop distance learning courses.

c) extension and public service:

- Concern over eventual loss of key extension associates that have been funded long-term on extramural funds.
- Adequate travel funds when extramural funding ceases.
- Increased IT support to incorporate use of new technologies in programs; especially trouble-free distance education.

Department of Biosystems and Agricultural Engineering

1. **List and provide links to the most recent department level reviews, self-studies, strategic plans or annual reports.**

   2011-2012 BAE Periodic Program Review Report:
   http://www.bae.uky.edu/BAE%20Departmental%20Review%20Final%20Report%20March%202012.pdf

   2009-2014 Strategic Plan:
   http://www2.ca.uky.edu/deanadmin-files/BAE_Strategic_Plan_2009-2014_Approved_4-28-10_Final_Version.pdf

   2009-2012 Strategic Plan Annual Review of Progress:
   http://www2.ca.uky.edu/deanadmin-files/BAE_Progress_Report.pdf

   2012 Annual Departmental Report
   http://www2.ca.uky.edu/deanadmin-files/yellow_spreadsheets_2012/BAE.pdf

   2010 ABET Self-Study
   http://www.bae.uky.edu/academics/abet/BAEUKSelfStudyReport2010June18.pdf

2. **Briefly list examples of major projects and initiatives, underway or in planning, for which your department provides leadership or is a primary collaborator.**

Research

Title of Project	Primary Contact	Project Dates	Sponsor
Engaging Partners in a Comprehensive Urban Watershed Project	Dr. Carmen Agouridis	2012-2014	USEPA $113,972
Kentucky Industrial Assessment Center : Developing the Next Generation Energy Assessment Engineering Workforce via Classroom Education and Industrial Assessment Experience	Dr. Don Colliver	2011-2016	US-DOE $1,878,273
Appalachian Research Initiative for Environmental Science	Dr. Richard Warner	2011-2016	Virginia Tech Foundation (Mining Companies) $408,533
On-Farm Biomass Processing –	Dr. Sue Nokes	2010-2014	USDA-NIFA

Towards an integrated high-solids transportation/storage/processing system	Dr. Mike Montross		BRDI $6.9M
Providing energy audits for farms with poultry, grain, dairy, and greenhouse production facilities	Dr. Doug Overhults	2011-2013	USDA KADB-GOAP
Automated Tobacco Stripper and Sorter	Dr. Larry Wells	2011-2013	Phillip-Morris International $125,006
Compost Bed Dairy Barns	Dr. Joe Taraba	2010-2013	USDA-NRCS; $264,000 KADB-GOAP $55,875
Kentucky Agricultural Weather Center	Mr. Tom Priddy	Ongoing	

Education

Title of Project	Primary Contact	Project Dates	Sponsor
Graduate Certificate for Stream and Watershed Science	Dr. Carmen Agouridis	Approved by UK Senate 2012	BAE Department
International Education and Training Program – Brazil Exchange Program	Dr. Tim Stombaugh	2008-2012	USDE FIPSE $239,967
Power Energy Institute of Kentucky (PEIK)	Dr. Don Colliver	2009-2013	USDA-DOE
Agricultural Technology Management Program feasibility study	Dr. Sue Nokes	SU 2012 – ongoing	department

Policy

Initiative	Primary Contact

Developed and conducting on-site control systems that meet new U.S. EPA environmental criteria and guidance documents	Dr. Richard Warner
Processing a U.S. Office of Surface Mining Experimental Practice that is expected to significantly change mining operations and achieve enhanced environmental protection while reducing coal mining cost	Dr. Richard Warner
Advanced Energy Design Guides for ASHRAE	Dr. Don Colliver
NRCS Water Quality Plan Regulation	Dr. Steve Higgins

3. What are the appropriate measures of excellence and/or progress for your Department?

Appropriate measures of excellence and/or progress for the BAE department consist of the cumulative impact of individual faculty performance, as well as some emergent measures when considering the department as a whole.

Scholarly Productivity
Scholarly productivity is most often documented through written works by individuals and/or collaborative teams. Original research articles, translational or extension publications, works of synthesis (reviews), and publications about instruction and pedagogy may all be examples of scholarly productivity as appropriate to the field and assignment. In addition, utility, design and plant patent applications filed; utility, design and plant patents allowances and awards; and copyrighted materials such as computer programs and software packages may be examples of scholarly productivity appropriate to the field and assignment. Non-traditional scholarly formats such as web-based, electronic records or juried designs may also be considered.

The development of the next generation of faculty is of primary importance to the Department and profession. This scholarly productivity can be documented by the number of graduate students completed, number currently advised, graduate student publications, graduate student presentations, grants written and received with graduate students as co-PIs, and service on graduate student committees. In extension, most forms of information delivery, including educational meetings, workshops, field days, even individual responses and contacts, are considered evidence of scholarly activity and should be summarized, reported and considered in evaluations.

For instruction, evidence of scholarly productivity includes delivery of formal courses and student contact hours, as well as support of student engagement, experiential education, organized student activities, professional development and advising.
In all cases, those works that have been rigorously peer-reviewed and are creative or original will be given more weight. This applies to work derived from research, instruction or extension assignments.

Quality, Innovation and Impact
Both the submitted narrative and the record should demonstrate that the overall program has direction, focus and originality, and where possible documented impact. Publication in highly selective, rigorously refereed or juried outlets can be an important metric of quality of scholarly works. Citation index and journal metrics are becoming more frequently used as quality measures.

Research faculty are generally expected to establish a coherent body of work, focused on one or a small number of significant topics, as opposed to an unrelated collection of articles or materials. In some cases, particularly for applied research, a broad, diverse portfolio of successful studies is justified on the basis of responsiveness to critical needs.

Quality extension programs are characterized by responsiveness, direction and relevance; they are science and research based; they employ creative, effective methods of education and communication. Extension programs should be associated with high quality materials or works in relevant, appropriate, accessible outlets. Quantitative or at least systematic assessment is particularly useful in extension programming.

Student teaching evaluations are considered to be a valid, if approximate, index of teaching quality particularly when considered in conjunction with other measures. Professional development and teaching improvement activities are considered to document commitment to quality instruction. Most programs in the College of Agriculture and College of Engineering use peer evaluation of classroom teaching as a formative, rather than a summative tool. Success and achievement of students and advisees may be considered for teaching assignments.

A demonstrated record of sustaining scholarly productivity through funding or support for the program as appropriate to the field can be an important factor, particularly for research assignments.

Peer recognition also is considered as evidence of quality. When they are available, documented benefits to stakeholders, e.g., changed practice, profit, or quality of life can be important measures, not just for extension but for all faculty activities.

Collaborative Efforts, Recognition, Professional Service and Leadership
As leaders of a public, land grant institution, faculty of the Department of Biosystems and Agricultural Engineering are required to be highly accessible, responsive and interactive with peers, students and constituents. Faculty in the Department of Biosystems and Agricultural Engineering should be expected to engage in collaborative work as appropriate to the advancement of their and the department's programs. In instruction, contributions to student success beyond formal classroom success (e.g., advising, activities, and positive interaction) can be important evaluation factors. Documentation of peer recognition may include significant awards, invitations to make presentations externally, service on national panels or committees, editorial

appointments, leadership positions in professional societies, and other indicators. Nationally competitive grants are significant evidence of peer recognition in our field.

University, college or department level service may be offered as documentation of leadership in a major DOE area (research, teaching, extension), or it may be evaluated as a special assignment, as agreed upon by the chair and the faculty member.

Exceptional individual performance is typically associated with notable positive impact on the success of students, colleagues, and the department, through leadership and professional service.

4. What are reasonable expectations for undergraduate and graduate enrollment change in your Department over the next five years? Or changes in Student Contact Hours? Answer this for any departmental degree programs as well as interdepartmental programs in which your department participates.

Table 1: Projected enrollment in BAE undergraduate program

Academic Year	**9-10***	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**	**15-16**	**16-17**
Freshman	16	56	50	60	70	80	85	90
Sophomores	12	17	31	27	36	42	50	53
Juniors	16	9	16	27	25	34	40	45
Seniors	15	18	8	14	27	23	32	38
Total	**59**	**100**	**105**	**128**	**158**	**179**	**207**	**226**

***Grayed-out numbers reflect actual enrollment and are not projections.**

Table 2: Projected enrollment in BAE graduate program

Graduate Degree	**9-10***	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**	**15-16**	**16-17**
MSc	18	18	22	25	26	27	28	30
PhD	11	10	9	10	11	12	13	14
Total	**29**	**28**	**31**	**35**	**37**	**39**	**41**	**44**

***Grayed-out numbers reflect actual enrollment and are not projections.**

5. What are the most critically needed resources (of any kind: human, financial,

physical) that limit advancement of your Department in: a) research, b) instruction, and c) extension and public service?

a) The most critically needed resources that limit advancement of Departmental research is bridge money to carry soft-money people from one grant to the next if the timing in starting the new grant is delayed.

b) The most critically needed resources that limit advancement of Departmental undergraduate instruction is classroom space. Our largest classroom holds approximately 40 students, but our lower-level classes exceed 50 students. We also need TA help to deal effectively with increasing teaching/grading loads.

c) Extension – Both personnel and funding are needed to ensure that Extension is able to fulfill the mission of outreach and engagement within our land grant institution. Funding models that are developed with an emphasis on research and teaching are not likely to encompass the needs and activities of Extension programs. Thus, the Extension component must be an integral and unique component of future staffing and funding plans. Extension associates (especially in the bioenvironmental area) would enable us to expand our clientele base and serve them more fully.

Community and Leadership Development (CLD)

1. **List and provide links to the most recent department level reviews, self-studies, strategic plans, or annual reports.**

   2011-2012 CLD Periodic Program Review Report:

   2009-2014 Strategic Plan:
   http://www2.ca.uky.edu/deanadmin-files/college_of_ag_self_study_docs/CLD_Strategic_Plan.pdf

   2009-2012 Strategic Plan Annual Review of Progress:
   http://www2.ca.uky.edu/deanadmin-files/CLD_Progress_Report.pdf

   2012 Annual Departmental Report
   http://www2.ca.uky.edu/deanadmin-files/yellow_spreadsheets_2012/CLD.pdf

2. Briefly list examples of major projects and initiatives, underway or in planning, for which your department provides leadership or is a primary collaborator.

- Collaboration with Department of Educational Leadership Studies to establish a joint, campus-wide Undergraduate Certificate in Leadership Studies.
- Revision of MS in Career, Technical, and Leadership Education, which has formal options in CTE and CLD, to an integrated MS in Community and Leadership Development while still allowing for certified teachers to achieve Rank II certification.
- Community and Economic Development in Kentucky (CEDIK) – CLD faculty are major contributors.
- Nonprofit Leadership Initiative (NLI) works through the Kentucky Nonprofit Network to strengthen and advance the Commonwealth's nonprofit organizations through education, networking opportunities, consulting services and sharing of best practices and resources.
- The Center for Leadership Development builds leadership capacity in Kentucky through research, education, networks of leadership partners, and services. Based in CLD, the Center serves as a hub for research, training, and programs engaging youth, adults, and community-based organizations.

- UK 4-H/FFA Field Day and Wildcat Leadership Workshop – Sponsored and organized by CLD Agriculture Education faculty, this events bring hundreds of high school students to campus and help recruit students for all College majors.
- Kentucky by the Numbers – Provides county-level data to assist county extension staff and others in program planning, grant development, etc.
- Kentucky Entrepreneurial Coaches Institute provides intensive educational experiences for grass-roots leaders in tobacco dependent counties who learn how to coach individuals and how to work with others to build entrepreneurial-friendly cultures in rural settings.
- E-Discovery Challenge, which is associated with KECI, trains middle school teachers using its own curriculum who then teach students to launch new businesses.
- Hosting the National Curriculum for Agricultural Science Education (CASE) Institute at UK. The institute is a two-week intensive professional development experience for secondary educators centering on inquiry-based learning and science, technology, engineering, and mathematics integration in the classroom.
- "Community-Based Communication Campaigns for the Kentucky Farmers' Market," a College-funded service learning project in CLD 400 Agricultural Communications Campaigns, utilizes students to create a strategic communication campaign plan for the Kentucky Farmers' Markets in order to raise public awareness and interest in KFMs and eventually increase both numbers and sales.
- The Community Communication Research Group, which is composed of faculty, a post-doc, and graduate students from both in and outside CLD, have numerous on-going projects that constitute a focused and coherent research program.
- A USDA/NIFA funded project titled "Globalizing Agricultural Education: Sustainable Agriculture, Food, and Rural Development" is facilitating the College's effort to internationalize the curriculum.
- The Building Community Leaders for Tomorrow Initiative assists in actively developing effective leadership skills for extension agents and community members, while encouraging action through civic engagement.
- Providing students international experiences through courses in such locations as Prague, rural Scotland, and Indonesia.
- Focused effort to achieve the goal of the Department being characterized by "community engagement."

3. What are the appropriate measures of excellence and/or progress for your Department?

- Number of undergraduate honors students in the CLD programs.

- Offerings of engaged international experiences.
- Number of graduate courses offered by “distance.”
- Funded research and outreach programs.
- Peer reviewed scholarly products.
- Faculty and student awards and recognitions.
- Civic engagement of students through more interactions with communities.
- Number of undergraduate students engaged in research.

4. What are reasonable expectations for undergraduate and graduate enrollment change in your Department over the next five years? Or changes in Student Credit Hours? Answer this for any departmental degree programs as well as interdepartmental programs in which your department participates.

- Provided resources are available, steady growth in undergraduate CLD majors.
- Gradual, modest increase and then stable number of undergraduate CTE/Agricultural Education majors.
- Provided resources are available, substantial increase in number of applicants to MS in CLD after integrated program is approved and marketing begins.
- Provided resources are available, significant increase in student credit hour production after joint Undergraduate Certificate in Leadership Studies with Educational Leadership Studies is approved and implemented.
- If teaching resources were available, a number of CLD courses could be modified and approved to meet UK Core requirements resulting in a significant increase in student credit hour production.

5. What are the most critically needed resources (of any kind: human, financial, physical) that limit advancement of your Department in: a) research, b) instruction, and c) extension and public service?

- Critical lack of graduate assistantships which is limiting both enrollment growth and attracting some high-quality students.
- Limited research DOE among faculty.
- Lack of sufficient teaching faculty to meet current needs and realize potential for future growth.
- Insufficient recurring funding for professional activities/development.
- Academic Coordinator for undergraduate programs.
- Classroom truly equipped and staffed for “distance” education.
- Return to level of Extension DOE that existed when CLD was formed in 2002.
- Updated communication/media lab.

- Undergraduate student workers.
- Copier on each floor.
- Return to level of staff support when CLD was formed in 2002.
- Increased classroom availability in the College.

Department of Dietetics and Human Nutrition

1. List and provide links to the most recent department level reviews (including self-studies), strategic plans, and annual reports.

2012 Periodic Program Review Report:
Periodic Review in progress; site visit scheduled April 28-30, 2013.

2012 Program Review Self-Study:
http://www2.ca.uky.edu/deanadmin-files/DHN_Coordinated_Program_Self-Study.pdf

2009-2014 Strategic Plan:
http://www2.ca.uky.edu/deanadmin-files/DHN_Strategic_Plan07172012.pdf

2009-2012 Strategic Plan Annual Review of Progress:
http://www2.ca.uky.edu/deanadmin-files/DHN_Progress_Report.pdf

2012 Annual Departmental Report:
http://www2.ca.uky.edu/deanadmin-files/yellow_spreadsheets_2012/DHN.pdf

ACEND reaccreditation:
Three Self Studies are due February 4, 2013; site visit scheduled April 28-30, 2013.

2. Briefly list examples of major projects and initiatives, underway or in planning, for which your department provides leadership or is a primary collaborator.

- USDA National Institute of Food and Agriculture (NIFA) Food, Nutrition & Health Program Planning leads Land-Grant University food and agricultural sciences by supporting research, education, and extension programs by providing funding at the state and local level and providing program leadership.
- Children, Youth and Families Education and Research Network (CYFAR-net) is a national network of Land Grant university faculty and county Extension educators working to support community-based educational programs for children, youth, parents and families.
- Superfund Community Action for Nutrition (SCAN) provides support and guidance to individuals and communities affected by exposure to Superfund chemicals. UK's nutrition education programs empower affected individuals to make more informed decisions about their diet and health and are an important community service for Kentuckians in proximity to Superfund sites.
- Academy of Nutrition and Dietetics (AND) Microwave Safety Working Group strives to improve the nation's health and advance the profession of dietetics through education in the Preparation and Reheating Foods in Microwave Ovens
- AND Dietetic Practice Groups (DPGs) network with organizations related to their special areas of interest. These opportunities for interaction provide a value for the DPGs by establishing networks with other organizations.
- eXtension Communities of Practice is a coordinated, Internet-based information system providing access to trustworthy, balanced, specialized information from Land-Grant University System faculty and staff experts on a wide range of topics.

- Universities Fighting World Hunger is a consortium of universities serving as a catalyst to mobilize universities across the nation and around the globe to make fighting hunger a core value of higher education institutions worldwide.
- The Kentucky Academy in Ghana and Education Abroad is sponsored by the UK School of Human and Environmental Sciences. UK students learn the history, culture and politics of Ghana, visit historical and cultural sites, visit the Kentucky Academy at Adjeikrom, and engage in a service learning activity.
- Kentucky Academy of Nutrition and Dietetics Public Policy – A student mentoring program for DHN students, affiliated with the Kentucky Dietetic Association
- Plate It Up! Kentucky Proud – Submitted recipes are modified by Dietetics and Human Nutrition students to make them healthier while retaining flavor. Those recipes that make it through a series of taste tests become part of the "Plate It Up" recipe catalog at http://www.kyproud.com/recipes.
- UK Healthy Campus Initiative - Students in NFS 315: Nutrition Issues in Physical Activity assessed physical activity and wellness opportunities on UK's campus and developed interactive internet-based maps to promote exercise.
- COA Food Systems Innovation Center - The University of Kentucky Food Systems Innovation Center (FSIC) uses a multi-disciplinary approach to providing applied research solutions to Kentucky's food businesses.
- COA Sustainable Agriculture Food Systems Working Group - The Sustainable Agriculture and Food Systems Working Group was organized by Dean Scott Smith to plan and coordinate college programs in sustainability related issues and to strive to integrate current instructional, research and extension efforts
- COA Globalizing Agriculture Education Initiative
- HES Making Healthy Lifestyle Choices Initiative – Family and Consumer Sciences Extension agents encourage families to make proactive choices to improve individual health and well-being through diet, education, and regular physical activity

3. What are the appropriate measures of excellence and/or progress for your Department?

- The DPD undergraduate program and certificate CP and DI programs meet accreditation requirements as ascertained by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). *Reaccreditation Self Study underway with site visit scheduled for April 28-30, 2013.*
- The Human Nutrition and DPD undergraduate program meet accreditation requirements as ascertained by the American Association of Family and Consumer Sciences (AAFCS). *University of Kentucky Self Study underway with site visit scheduled for April 28-30, 2013.*
- The department meets strategic academic, research, and community service goals which are driven by our department's core values, and vision and mission statements. *Major course work revision for graduate program underway to separate Hospitality from Dietetics Administrative degree. Increased grant proposal submittal and journal article submission is a priority.*
- Academic coursework is enhanced annually to meet the required student learning competencies and outcomes, while reflecting a progression of knowledge, skills and abilities in a student-centered environment. *Department assessment tools are in place, including university improvement action plans and course/teacher evaluations.*

- Hire and retain competent, productive faculty and staff to improve student to teacher ratio for better access to grant proposal and research time. *The department needs at least two more Assistant Professor lines to meet current academic, research and community service expectations.*
- Following faculty governance and adherence to department policies and procedures encourages transparency and teamwork. *Department Policies and Procedures are in the process of being revised.*

4. What are reasonable expectations for undergraduate and graduate enrollment change in your Department over the next five years? Or changes in Student Contact Hours?

A projected increase in enrollment is expected because of the popularity and need for quality healthcare professionals. Prior years have shown an increase of six to fifteen percent (6-15%). An enrollment management plan expected to be implemented in Fall 2013 may cause a flat enrollment increase for one year. Contact hours will remain constant.

5. What are the most critically needed resources (of any kind: human, financial, physical) that limit advancement of your Department in: a) research, b) instruction, and c) extension and public service?

While the enrollment has been increasing, funding streams have been decreasing; this year we lost all lines for graduate assistants, just as the department needed to increase capacity. Research assistant lines would be helpful as well to assist the growing funded projects in our department.

The department is in need of at least two more assistant professors and an operating budget that allows for professional development and travel. Additional lines would also assist in supporting undergraduate and graduate research, community service activities, research presentation travel for students and faculty, international travel and educational abroad opportunities.

Monies to repurpose laboratories for essential needs such as research, office space, student laboratories, or distance learning would be helpful. Several large pieces of equipment are needed for food and experimental laboratories.

Increased teaching funds would allow for more integration of research, technology, and advanced pedagogical approaches for excellence in teaching.

Department of Entomology

1. List and provide links to the most recent department level reviews (including self-studies), strategic plans, and annual reports.

2010-2011 Periodic Program Review Report:
http://www.ca.uky.edu/entomology/dept/reviewfinal.asp

2009-2014 Strategic Plan:
http://www.ca.uky.edu/entomology/dept/plan.asp

2009-2012 Strategic Plan Annual Review of Progress:
http://www2.ca.uky.edu/deanadmin-files/ENT_Progress_Report.pdf

2012 Annual Departmental Report
http://www2.ca.uky.edu/deanadmin-files/yellow_spreadsheets_2012/ENT.pdf

120 Years of Entomology at the University of Kentucky
http://www.ca.uky.edu/entomology/dept/120years.asp

Annual Google Analytics Summary of website statistics:
http://www.ca.uky.edu/entomology/dept/webstats.asp

2. Briefly list examples of major projects and initiatives, underway or in planning, for which your department provides leadership or is a primary collaborator.

Kentucky Pesticide Safety Education (PSE) provides resources and information for certified private and commercial pesticide applicators in the Commonwealth of Kentucky (http://pest.ca.uky.edu/PSEP/welcome.html). Coordinator – Lee Townsend

Integrated Pest Management (IPM) supports the development of interdisciplinary IPM programs for Kentucky by developing crop manuals,factsheets, phenological models to predict seasonal occurrence of pests, current and historical data on pest abundance (http://www.uky.edu/Ag/IPM/ipm.htm)
Coordinators – Ric Bessin & Patty Lucas

Interregional Research Project-4 (IR-4) This national program facilitates registration of sustainable pest management technology for speciality crops and minor uses. (ir4.rutgers.edu) UK Representative – Ric Bessin

4-H Youth Development provides grade-specific information for students, parents, and teachers through website and a variety of educational events,

e.g., Natural Wonders at the Explorium of Lexington, judging at the Fayette County Science Fair http://www.ca.uky.edu/entomology/dept/youth.asp)
Coordinator – Blake Newton

University of Kentucky Pest Control Short Course -- annual event for 500 representatives from the pest management industry, attracts individuals from across the country. http://www.ca.uky.edu/entomology/shortcourse/index.asp
Coordinator – Mike Potter

Kentucky Cooperative Agricultural Survey – cooperative program between the University of Kentucky and state and federal agencies to detect and monitor exotic plant pests and natural enemies. http://www.ca.uky.edu/caps/
Coordinator – Janet Lensing

Kentucky Office of the State Entomologist - responsible for the licensing of businesses and individuals who handle nursery stock for commercial purposes in Kentucky; collaborate with federal, state and local agencies in surveys of exotic pests and develop management tactics for these organisms. http://www.uky.edu/Ag/NurseryInspection/
Coordinators – Joe Collins, Carl Harper, John Obrycki

National Leadership in the Entomological Society of America (ESA) -- Four members of Entomology Faculty have served as President of the ESA; Currently, the Past-President, Treasurer, and Governing Board representative from the North Central region are from the Dept. of Entomology at UK

Ohio Valley Entomological Association – encourages and cultivates the professional development of students through continued sponsorship of an Annual Forum for students (http://extension.entm.purdue.edu/OVEA/)
Coordinators – Dan Potter, Jonathan Larson, Katelyn Kowles

Agricultural Biotechnology (ABT) -- Interdepartmental undergraduate major; Entomology faculty and staff play a major role in undergraduate advising, coordination of advising and required undergraduate research experiences, and teaching of multiple courses.
Coordinators -- Bruce Webb and Esther Fleming

Commercialization of research programs at University of Kentucky and College of Agriculture; Leadership for the UK Intellectual Property Committee; Liaison for IP/Commercialization for the College of Agriculture
Coordinator -- Bruce Webb

Invasive Species Working Group in the Environmental & Natural Resource Issues Task Force in the College of Agriculture; Chair of organizing committee for the 3rd Invasive Species Conference in KY (April 2013)

Coordinator – Lynne Rieske-Kinney

Center for Ecology, Evolution, and Behavior (CEEB) - Annual Symposium in spring for graduate students and faculty from several institutions in KY and Ohio including, UK, University of Louisville, University of Cincinnati, Centre College, Eastern KY, and Western KY
Coordinator – Jen White

Bed Bug Research/Extension Program – provides leadership for the College and University in addressing bedbug issues at UK, in Kentucky, and the United States. National and international recognition of this program
Coordinators: Ken Haynes, Mike Potter, Reddy Palli

CAMTech Center for Arthropod Management Technologies – link the efforts of industry and academia (Iowa State and University of Kentucky) toward effective management of arthropod pests.
(http://www.ent.iastate.edu/camtech/about)
Coordinator at UK – Reddy Palli

Urban Landscape Entomology Research/Outreach Program – leadership for program within Kentucky
Coordinators -- D.A. Potter and C.T. Redmond

3. What are the appropriate measures of excellence and/or progress for your Department?

National
National Research Council ratings of PhD graduate programs
Academic Analytics of Faculty Productivity
Graduate Student Fellowships (NSF, USDA, EPA)

University of Kentucky
Graduate School Fellowships
Teaching / Course Evaluations

College of Agriculture
Extension Specialists Evaluations by County Agents
Research Office summary of publications, grants, graduate student enrollment and graduation numbers

Graduate Student Placement

Graduate student and faculty awards; includes Fellows in Professional Societies

4. What are reasonable expectations for undergraduate and graduate enrollment change in your Department over the next five years? Or changes in Student Contact Hours? Answer this for any departmental degree programs as well as interdepartmental programs in which your department participates.

The faculty in the Department of Entomology has started discussions to address questions related to undergraduate and graduate enrollment in our program over the next five years. These discussions will include an examination of the feasibility of increasing enrollment. At this time, indications are that increasing enrollment at the undergraduate level is more feasible than at the graduate level.

Graduate student contact hours will remain at current levels. Undergraduate student contact hours will increase by 5% due to increased offerings of ENT 110 (Insect Biology) which is a UK Core course.

Options for additional Undergraduate Entomology Course offerings:

- Is there a need to hire a new faculty member, who would focus on undergraduate teaching and the development of on-line courses? This type of position has been very successful in several Entomology programs (e.g., University of Nebraska).
- Is there a need for an undergraduate course in Evolution in Agriculture and Medicine and a non-majors course in Animal Behavior?

At the undergraduate level, approaches to increase enrollment in existing courses include:

- Increased offerings of ENT 110, which meets the new UK General Education requirements.
- Consider offering an on-line version of ENT 110.
- Increased involvement in the Sustainable Ag major.
- Examine the need for a major/minor in Protection of Humans/Animals/Plants

Graduate Program – Continue programs to recruit students to our MS and PhD programs. Funding of graduate student assistantships and graduate student tuition continue to be major financial challenges for the department. The faculty will continue to encourage students to apply for competitive fellowships.

5. What are the most critically needed resources (of any kind: human, financial, physical) that limit advancement of your Department in: a) research, b) instruction, and c) extension and public service?

Items will be summarized from the Long-range Departmental Planning

Committee that is chaired by Drs. Bessin and Palli. This committee has been meeting for six months and will summarize its recommendations in spring 2013.

Critical Resources for Department

- New faculty member to focus on undergraduate education
- Identify faculty hires in new areas of opportunity
- Renovated laboratory space; renovations of laboratory space in Animal Pathology and Ag Science Center have started; but additional laboratory renovations need to continue
- A long-term goal for the Department continues to be -- Housing all members of the Department in one building;
- Identify new funding sources for our graduate assistantships and graduate tuition
- Critical needs for highly trained office staff to meet increasing demands placed at the Department level

Department of Family Sciences

1. List and provide links to the most recent department level reviews (including self-studies), strategic plans, and annual reports.

2011-2012 Periodic Program Review Report:
http://www2.ca.uky.edu/deanadmin-files/FAM_Program_Review_2011.pdf

2009-2014 Strategic Plan:
http://www2.ca.uky.edu/deanadmin-files/college_of_ag_self_study_docs/FAM_Strategic_Plan.pdf

2009-2012 Strategic Plan Annual Review of Progress:
http://www2.ca.uky.edu/deanadmin-files/FAM_Progress_Report.pdf

2012 Annual Departmental Report:
http://www2.ca.uky.edu/deanadmin-files/yellow_spreadsheets_2012/FAM.pdf

2. Briefly list examples of major projects and initiatives, underway or in planning, for which your department provides leadership or is a primary collaborator.

- Faculty members in the Family Sciences Department provide leadership to the College of Agriculture "Managing in Tough Times Initiative."
- Faculty in the Family Sciences Department provide co-leadership to the externally funded Beginning Farmer and Rancher Program.
- The Family Sciences Department provides faculty supervision for students who complete their practicum in the University of Kentucky Family Center. The Family Center provides affordable clinical services to clients in central Kentucky.
- Faculty and graduate students in the Family Sciences Department provide support for programs developed to support military families in the Commonwealth.

3. What are the appropriate measures of excellence and/or progress for your Department?

- Ratio of research DOE to publications, and extramural funding. Although funding is problematic at this particular point it should improve. The ratio of research DOE to publications demonstrates scholarly productivity.
- Student/faculty ratio: we identified this as a key indicator in our strategic plan as a measure of student-focus.
- Student credit hours/major ratio: we identified this as another key indicator in our strategic plan to ensure that we are providing support to FAM majors.
- Graduate assistantship support. Stature of the Department and research success is associated with the ability to recruit and retain excellent graduate students which is influenced by ability to provide financial support.

- Diversity of students: identified as a key indicator in our strategic plan to demonstrate commitment to diversity. Include a proportion of students that is equivalent to the proportion in the community relative to sex, racial and ethnic background, abilities, age, and other measures of inclusion.

4. What are reasonable expectations for undergraduate and graduate enrollment change in your Department over the next five years? Or changes in Student Contact Hours? Answer this for any departmental degree programs as well as interdepartmental programs in which your department participates.

We have systematically reduced service courses in recent years in order to provide faculty with adequate time to pursue scholarship and provide attention to majors (rather than non-majors in service courses). Given our faculty size, our current enrollment in undergraduate and graduate programs is appropriate.

5. What are the most critically needed resources (of any kind: human, financial, physical) that limit advancement of your Department in: a) research, b) instruction, and c) extension and public service?

Our recent self-study identified two ongoing resource needs: (1) inadequate funding for operating expenses, and (2) need for stable funding for graduate student assistantships. In each case, adequate funding is only possible because of faculty vacancies. In addition, recent budget cuts have reduced our faculty. Scholarly productivity and extramural funding would be enhanced if resources were provided to recruit and hire one additional full professor.

Department of Forestry

1. **List and provide links to the most recent department level reviews (including self-studies), strategic plans, and annual reports.**

   2010-2011 Periodic Program Review Report:
   http://www2.ca.uky.edu/deanadmin-files/FOR_Program_Review_2010-2011.pdf

   2009-2014 Strategic Plan:
   http://www2.ca.uky.edu/deanadmin-files/college_of_ag_self_study_docs/FOR_Strategic_Plan.pdf

   2009-2012 Strategic Plan Annual Review of Progress:
   http://www2.ca.uky.edu/deanadmin-files/FOR_Progress_Report.pdf

   2012 Annual Departmental Report:
   http://www2.ca.uky.edu/deanadmin-files/yellow_spreadsheets_2012/FOR.pdf

   2010 Society of American Foresters Accreditation Review
   http://www.ca.uky.edu/forestry/uk-saf.pdf

2. **Briefly list examples of major projects and initiatives, underway or in planning, for which your department provides leadership or is a primary collaborator.**

   Natural Resources and Environmental Science (NRES) Interdisciplinary Major at UK
   Department of Forestry personnel have contributed to NRES leadership, instruction, and vision for many years; currently one of our faculty members serves as chair of the NRES Steering Committee.

   Green Forests Work
   501c3 organization (~$500K per year extramural funding) housed in UK Forestry dedicated to reclamation and reforestation of surface mined lands; involves approximately 1,500 community volunteers per year.

   Robinson Forest
   The premier hardwood forest laboratory and teaching center for the Central Appalachian Region; has informed land management and policy decisions for Kentucky and the region for decades. Partners include many universities, organizations, and agencies. Robinson Forest is an ideal control laboratory for mined lands throughout the region, contributing to our department's leadership in mined-land reclamation.

   Center for Forest and Wood Certification
   A wood and wood products cooperative designed to give small landowners, loggers, wood industry producers access to certified wood markets otherwise unavailable to them due to cost of entry.

   Toyota Sustainable Biomass Initiative

A partnership between Toyota North America and UK College of Agriculture, Departments of Forestry, Biosystems and Ag Engineering, and Plant and Soil Sciences to assess the potentials of sustainably producing and using biomass feedstocks at Toyota facilities in North America (funding pending).

Miscellaneous Research and Education Programs

- Higher Education Recruiting Survey for Natural Resource and Forestry Institutions
- Southern Undergraduate Forestry Leadership Initiative - Southern NAUFRP program
- Southern Region New Faculty Development Initiative – Southern NAUFRP program
- White-nose syndrome in bats of Mammoth Cave National Park. USDA Forest Service Joint Fire Science Project. Partners include Forest Service Northern Research Station and National Park Service.
- White-nose syndrome in bats of the northern U.S. Rocky Mountains. Yellowstone Foundation. Partners include Cascadia Research Collective, CA Dept. of Transportation, Yellowstone National Park, and Bucknell University.
- Cumberland Mountain Black Bear Working Group with Tennessee Wildlife Resources Agency, National Park Service, U.S. Forest Service, KY Dept of Fish and Wildlife, Tennessee State Parks, U.S. Geological Survey
- Eastern Elk Working Group – all wildlife agencies of eastern states with elk (KY, TN, WI, MI, PA, AR, VA, NC, WV, MO, and National Park Service)
- South-central Florida Black Bear Research Project – Disney Worldwide Conservation Fund, Archbold Research Station, Florida Fish and Wildlife Conservation Commission, U.S. Fish and Wildlife Services, U.S. Air Force, local private cattle ranchers, Florida State Parks
- Kentucky River Palisades Working Group – The Nature Conservancy, U.S. Fish and Wildlife Services, local political officials, Kentucky State Nature Preserves Commission
- Optfuels program to minimize property loss from large-scale wildfire in Rocky Mountains (http://www.fs.fed.us/rm/human-dimensions/optfuels/main.php)
- Student exchange program between Universidad de Talca in Chile and UK College of Agriculture
- UK Interdisciplinary Ph.D. program in Natural Resources
- Southeastern regional wood industry directory

Established Forestry Extension Programs with recurring high impact

Kentucky Master Logger and Certified Master Logger Programs, Center for Forest and Wood Certification, Kentucky Forestry Economic Impact Program, Professional Hardwood Notes, Kentucky Woodlands Magazine, Wood Products Entrepreneur Development Program, Profile Knife Grinding and Molder Setup and Operation Workshops, Wood Products Entrepreneur Development Program, Kentucky Woodland Owners Short Course, Ohio River Valley Woodlands and Wildlife Workshop, Kentucky Forest Leadership Program. *Youth Programs:* Win With Wood, 4H Forestry Programming Initiative, Wood Magic/County Conservation Field Days, Southeast Kentucky Wood Expo Forestry Competition

Meetings Organized

2010 Central Hardwood Forest Research Conference; Invasive Species Conferences (December 12-13, 2008, May 3-5, 2011, April 2-4, 2013); 2010 Kentucky/Tennessee Society of American Foresters Winter Meeting, Kentucky Emerald Ash Borer Urban Preparedness Conference, 2012 Kentucky/Tennessee Society of American Foresters Winter Meeting, Kentucky Forest Biomass Workshops, Got Cedar? Workshop Series, One Acre at a Time, 17th and 18th Annual Meeting of the Southeastern Bat Diversity Network, 23rd Colloquium on Conservation of Mammals in the Southeastern United States

E-News and Social Media
Kentucky Woodlands E-News, Forest and Wood Certification E-News, Kentucky Wood Industry E-News, Kentucky Native Plant Blog,

Leadership Positions within the following organizations/efforts
National Association of University Forest Resource Programs, Appalachian Regional Reforestation Initiative, Kentucky Prescribed Fire Council, Green Forests Work, Kentucky Forest Health Task Force, Kentucky Forestry Best Management Practices Board, Ohio Valley Lumber Drying Association, Central Kentucky Wood Producers Association, Kentucky Tree Farm Committee, Kentucky Wood Expo, Railway Tie Association Tie Grading Workshops, Forest Stewardship Council, U.S. Controlled Wood Working Group, Southeastern Bat Diversity Network, Forest Stewardship Council U.S. Family Forest Working Group, Chilean Landscape, Soil and Water Management Forum

3. **What are the appropriate measures of excellence and/or progress for your Department?**
   In addition to the variables presented in annual department reports (http://www2.ca.uky.edu/deanadmin-files/yellow_spreadsheets_2012/FOR.pdf), we propose consideration of the following: an appropriate combination of enrollment and all student credit/contact hours generated by each faculty/staff member, experiential learning opportunities for students, measures of service (e.g., editorships, review/expertise panels, boards, leadership), number of invited and peer-review presentations, Forestry Extension reporting measures (taken from RREA reports), web site visits and access of educational material online

4. **What are reasonable expectations for undergraduate and graduate enrollment change in your Department over the next five years? Or changes in Student Contact Hours? Answer this for any departmental degree programs as well as interdepartmental programs in which your department participates.**

   Historically and nationally, enrollment in forestry and related natural resource disciplines has fluctuated periodically due to numerous factors which combine to make prediction of enrollment targets difficult and highly speculative (Figure 4.1).

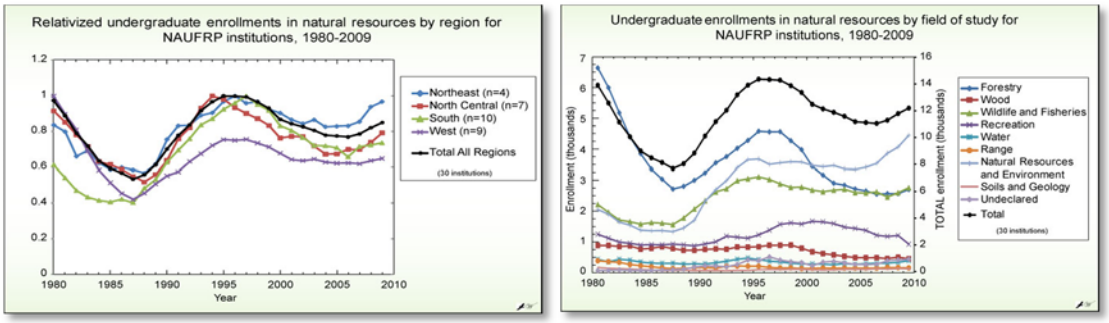


Figure 4.1. Undergraduate enrollments in natural resource disciplines overall and by subject nationally and by region ([1]Sharik, Lilieholm, and Richardson, 2012).

Generally enrollment in Natural Resources and Wildlife and Fisheries disciplines has been increasing while enrollment in more traditional natural resources disciplines such as Forestry has decreased (Figure 4.2). Exceptions to this trend have been short-lived, so we expect to see an increase in students interested in the broader, less-specialized curricula such as NRES at UK. In response to this national trend, many universities have developed natural resource programs/majors in a variety of shapes and sizes in recent years (anecdotal reports up to 300 nationally). A good example can be found in the recent effort to create a BA Program in Environmental and Sustainability Studies within the College of Arts and Sciences at UK.

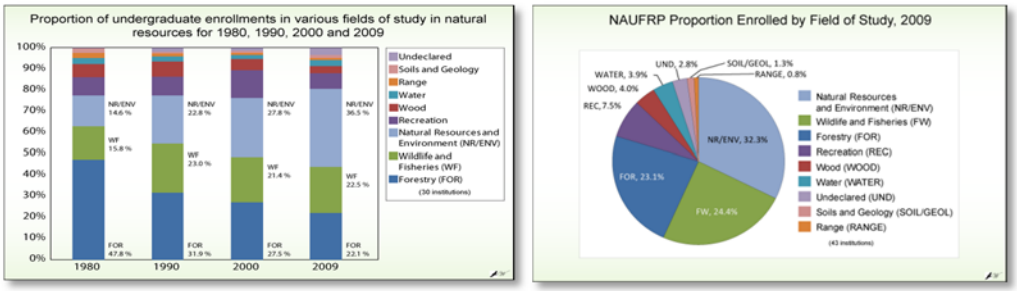


Figure 4.2. Relative distribution of undergraduate students among fields of study in the natural resources disciplines between 1980 and 2009 ([1]Sharik, Lilieholm, and Richardson, 2012).

The following have been suggested as reasons for declines in Forestry and other traditional program enrollments in favor of natural resources and other broader disciplines:

- Diversification of degree offerings
- Shift in public perception from economic/utilitarian view of natural resources to ecosystem services
- Less attraction to women and minorities
- Inflexible curricula bound by accreditation standards
- Shift in hiring practices away from specialists to natural resource generalists
- Declining harvest levels on National Forests – a traditional employer.

([1]Sharik, Lilieholm, and Richardson 2012)

Enrollment in both Forestry and NRES at UK roughly track the national trends presented in Figures 4.1 and 4.2 above. While Forestry undergraduate student enrollment has averaged 52 students over the last 10 years, October 2012 enrollment was 77 students. Current enrollment for the interdisciplinary NRES program is 90 students; that program's 10-year enrollment average is 60 students. At UK, as in other schools, students from both the NRES and Forestry programs spend a great deal of time in courses taught by Forestry faculty, so we must analyze our capacities jointly. Currently, the Forestry Department offers five courses (FOR prefix, 16 hours) which are required courses for NRES students. Eleven additional courses (FOR prefix, 35 hours) are offered for students' Skill Development and Environmental System Emphasis Areas within the NRES major. Forestry Department faculty members currently teach five additional courses (17 hours) under the NRE program prefix. The net result of this is that many of our classes have students from both majors, which is appropriate given the fact they will work together once they graduate from our programs.

We believe an appropriate long-term range in enrollment for the Forestry Department is 40-80 undergraduate students; this range accounts for cyclical lows and highs observed in national trends, and considers the employability of our graduates. Forestry's current enrollment (77) is near our maximum given existing resources, and is above the average enrollment (forest management majors) at institutions across the South. While we don't expect significant deviations away from current numbers, we do expect some enrollment response (approximately 10 students within next five years and perhaps more in long run) to our new Wildlife Certification track (Wildlife Forester option). This option allows Forestry undergraduates access to an expanded wildlife curriculum, makes graduates eligible for employment with all state fish and wildlife management agencies, and allows them to apply for certification by The Wildlife Society. While the Forestry program may remain stable into the future, we believe the NRES program has upside enrollment potential, as Figures 4.1 and 4.2 suggest. An appropriate long-term enrollment range for this major might be 50-120, and we see the number growing modestly over the next five years.

As enrollment has increased significantly for both majors in recent years, instructional, personnel, and physical resources are becoming stressed. If UK, the College of Agriculture, and the Forestry Department are to continue providing quality education in these very hands-on, experiential subject matters (Forestry, Wildlife, and NRES), and be prepared to serve increasing demand, then additional resources (teaching assistants, classroom space, and resources for experiential learning opportunities) are recommended.

Graduate student recruitment and enrollment in Forestry continues to be limited by several factors including money for graduate student stipends/tuition, low research FTEs, and finding faculty teaching time for graduate courses instead of undergraduate courses.

Despite these challenges, for which we are actively seeking and managing solutions, we expect graduate student enrollment to range from 15 to 25 students, not including Ph.D. students who pursue their degrees under our faculty in other departments.

Student Credit Hour production in the Forestry Department has changed (increased) significantly in the last two years due, in part, to increased enrollments and changing curricula for the Forestry and NRES undergraduate programs. We expect to continue course offerings that will be in demand by Forestry and NRES majors, as well as other students across the College and University, resulting in Student Credit Hour production ranging from 1500 to 3000, particularly when considering courses that our faculty teach under other prefixes (e.g., NRE, GEN, ABT).

[1]Sharik, T., R.J. Lilieholm, W.W. Richardson. 2012. Factors influencing undergraduate enrollment trends in natural resources. 9th Biennial Conference on University Education in Natural Resources. Fort Collins, CO. March 23 2012.

5. **What are the most critically needed resources (of any kind: human, financial, physical) that limit advancement of your Department in: a) research, b) instruction, and c) extension and public service?**

UK's Forestry Department has among the lowest teaching, research, and Extension FTEs among our peer-institutions (Figure 5.1). Despite this, our undergraduate Forestry enrollment is above the southern average and we contribute substantially to the NRES program, which has over 90 undergraduate students. Despite having among the lowest Extension FTEs, we have an award-winning and productive Extension program. Our department needs to boost research productivity, and one strategy for accomplishing this is through strategic hiring and replacing lost faculty lines. During the last round of budget cuts, the Forestry Department lost both Extension and Research/Teaching faculty lines.

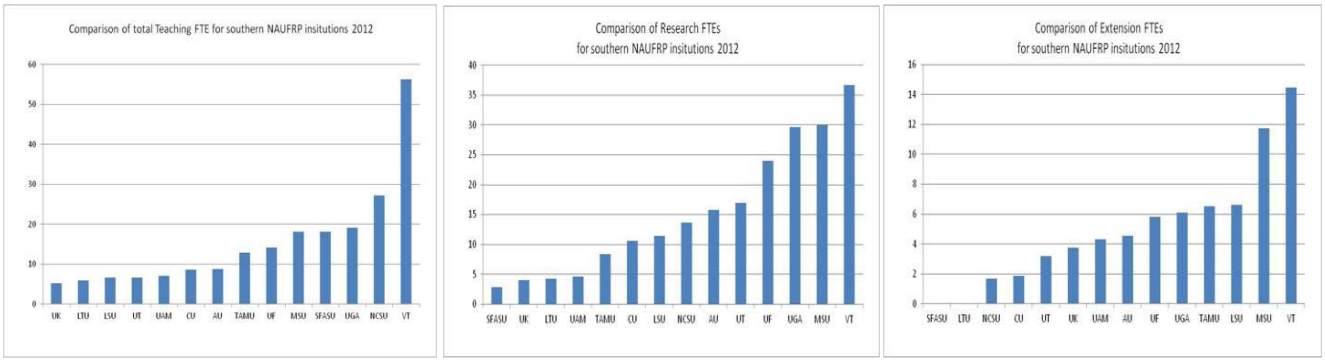


Figure 5.1. Teaching, Research, and Extension FTEs among southern forestry schools (from 2012 southern NAUFRP survey).

Our highest priority needs involve personnel; 1) faculty members, 2) stipends/tuition for graduate students, and 3) technicians/associates. Items 2 and 3 are considerably less expensive than item 1 and, therefore hopefully, more accessible. Increasing our

investment in Item 1 could help attract extramural sources for Items 2 and 3. However, in the event we are unable to regain faculty lines, we believe it is critical to increase staff support of research and teaching activities. One or two research technicians shared among faculty could dramatically increase our research output and one or two teaching assistants could relieve some of the pressure we face in the classroom. Similarly, we are challenged to provide adequate Extension support across the Commonwealth and the addition of one to two Extension Associates could expand our effectiveness in this area. A recent study concluded that Kentucky's forest economy exceeded $6 billion – making a strong argument for additional investment in the increasingly important wood products industry. A recent industry needs assessment supports the notion that demand for Forestry Extension programs currently exceeds our ability to supply those programs.

Finally, we believe a strategic investment in new facilities would improve not only the Forestry Department's effectiveness, but would have multiple benefits for several programs (e.g., NRES, Entomology, Landscape Architecture, Plant and Soil Sciences, among others). To that end, we have recently prepared a prospectus highlighting the benefits of linking multiple departments in the COA into one facility. We believe a Natural Resources and Forestry Learning Center would not only enhance research collaboration and improve teaching facilities, but it would also provide an important venue for increasing public involvement in and support of UK's important natural resources and environmental programs.

Department of Horticulture

1. List and provide links to the most recent department level reviews (including self-studies), strategic plans, and annual reports.

2013 Periodic Program Review Report:
Periodic Program Review in progress.

2009-2014 Strategic Plan:
http://www2.ca.uky.edu/deanadmin-files/Department_of_Horticulture_strategic_plan.pdf

2009-2012 Strategic Plan Annual Review of Progress:
http://www2.ca.uky.edu/deanadmin-files/HORT_Progress_Report.pdf

2012 Annual Departmental Report:
http://www2.ca.uky.edu/deanadmin-files/yellow_spreadsheets_2012/HOR.pdf

2. Briefly list examples of major projects and initiatives, underway or in planning, for which your department provides leadership or is a primary collaborator.

The department has a major initiative underway for the development of the Horticulture Research Farm (HRF) into a nationally recognized center of excellence for research and education in sustainable/organic production practices, environmentally sustainable infrastructure, and biofuel research. Parts of these efforts are in collaboration with the department of Biosystems and Agricultural Engineering. A long-term strategic plan for the HRF is currently being developed which includes energy and natural resource independence.

The department provides significant leadership through faculty participation as instructors and advisors in the undergraduate Sustainable Agriculture Program. This program also utilizes the HRF for experiential learning opportunities through internships with the Community Supported Agriculture program which brings widespread public recognition to our department and the value of Horticultural enterprises.

The department is planning on playing a significant role in international programs through faculty involvement in Education Abroad Opportunities, USDA International Science Education projects, and newly emerging opportunities through USAID programs in Burma. These efforts are in conjunction with the UK Office of International Affairs.

In conjunction with the Kentucky Horticulture Council and funding through the Kentucky Agriculture Development Fund, the department continues to support the profitability and expansion of Kentucky horticulture production across the commonwealth. The department offers technical support through on-farm demonstrations, field days, educational tours, applied research, marketing and promotion. Parts of these efforts are in collaboration with the Department of Agricultural Economics.

3. What are the appropriate measures of excellence and/or progress for your Department?

The appropriate measures of progress and excellence for the Department of Horticulture are included in the strategic plan (see above link) and include increased departmental rankings within the college by:

- Competitive grant dollars/research FTE
- Collective faculty impact factor for publications
- Awarded patents
- Faculty h-index
- Increased student contact hours
- Nationally and internationally recognized awards
- Development and implementation of electronic media for research-based educational programs
- National departmental recognition in the area of sustainable/organic horticultural production practices.

4. What are reasonable expectations for undergraduate and graduate enrollment change in your Department over the next five years? Or changes in Student Contact Hours? Answer this for any departmental degree programs as well as interdepartmental programs in which your department participates.

The department does not have its own undergraduate or graduate program. However, its faculty members are active participants in the IPSS graduate program as well as three undergraduate programs including SAG, ABT and HPLS.

Graduate student enrollment (as measured by Horticulture major advisors) has increased significantly within the department during the past three years through new research programs and will likely continue to increase if additional faculty resources are added (see below). With additional faculty resources a reasonable expectation would be an increase of 50% in graduate student enrollment over the next 5 years.

Undergraduate enrollment and student contact hours are likely to increase substantially for the SAG program since it is still relatively new and enjoying increased visibility and growth. Over the next five years a total increase of 30-35 students would double enrollment in the program and would not be unexpected.

Faculty participation in the ABT program is primarily through mentoring of undergraduate research projects and advising. Given the maturity and stability of the ABT program there will likely be little change in enrollment and Horticulture faculty student contact hours.

The HPLS program has suffered declining enrollment for several years and is in need of revitalization and/or restructuring. Plans are currently underway to implement new recruiting efforts but a modest increase in enrollment of 20-30% over the next 5 years would be cautiously optimistic. There are however some areas where there

will be substantial increases in student contact hours for HPLS such as the newly reinstated floral design course that also serves as a component of the university's GenEd requirement.

5. What are the most critically needed resources (of any kind: human, financial, physical) that limit advancement of your Department in: a) research, b) instruction, and c) extension and public service?

Research – The department needs to fill at least two faculty lines in research, one in the area of agro-ecosystems, and the other in plant soil-microbe interactions. Filling these positions would necessitate re-instatement of faculty salaries lost through budget cuts and allocation of appropriate research space.

Instruction – The department carries a considerable level of instructional responsibility in the SAG program and while the aforementioned research positions might include instructional responsibilities in SAG the addition of a lecturer position would be highly desirable. The expected increases in enrollment in the floral design class and the development of an advanced floral design class will necessitate additional personnel resources either at the level of a lecturer or technical assistance plus additional physical resources including combined greenhouse/laboratory/classroom space.

Extension and public service – Much of the department's extension programs rely on extension associates funded through the Kentucky Agriculture Development Fund. These associates under the supervision of extension faculty in the department serve the diverse needs of Horticulture in Kentucky including programs in fruit and vegetable production, the nursery landscape industries, the floriculture greenhouse industries, and the viticulture enology industries. However, long-term reliance on Kentucky Agriculture Development Funding is not sustainable and plans should be developed to find alternative funding mechanisms as well as moving as many of the extension associate positions as possible into permanent positions within the department. Several strides have been made in this direction already with combined support from the department and college administration, but a significant influx of additional funding will be necessary to preserve these programs.

Combined Research, Extension, and Instruction – The department has made great strides in reorganizing the management and infrastructure of the HRF with help from college administration. However, continued development of the HRF as a premier facility for extension-related educational activities, research, undergraduate internship opportunities, and operation of the Community Supported Agriculture program will necessitate additional resources, particularly salaries for technical and management level personnel.

Department of Landscape Architecture

1. List and provide links to the most recent department level reviews, self-studies, strategic plans or annual reports.

2010-2011 Periodic Program Review Report:
http://www2.ca.uky.edu/deanadmin-files/college_of_ag_self_study_docs/LA_Periodic_Program_Review.pdf

2009-2014 Strategic Plan:
http://www2.ca.uky.edu/deanadmin-files/LA_Strategic_Plan_2011-14.pdf

2009-2012 Strategic Plan Annual Review of Progress:
http://www2.ca.uky.edu/deanadmin-files/LA_Progress_Report.pdf

2012 Annual Departmental Report:
http://www2.ca.uky.edu/deanadmin-files/yellow_spreadsheets_2012/LA.pdf

Landscape Architecture 2008 Accreditation Self Evaluation Report:
Available on Blackboard as an attachment to LA's Student Learning Outcomes Improvement Project

2. Briefly list examples of major projects and initiatives, underway or in planning, for which your department provides leadership or is a primary collaborator.

The primary program responsibility of the Department of Landscape Architecture is for the Bachelor of Science degree in Landscape Architecture. All faculty in the department have teaching appointments with assignments in the BSLA program. The Department's degree program is the only Landscape Architecture degree in Kentucky and is accredited by the Landscape Architecture Accreditation Board (LAAB).

Department faculty also share responsibility for interdepartmental programs. Brian Lee is an affiliated faculty member in the College of Agriculture's interdisciplinary undergraduate program in Natural Resources and Environmental Science which includes teaching and undergraduate advising. Two Landscape Architecture courses are cross-listed with NRES and additional courses are available as electives in the program. Ned Crankshaw is affiliated with the graduate program in Historic Preservation in the College of Design. His responsibilities involve thesis project direction, committee service, and a Landscape Architecture course that is offered as an elective in the program. Jayoung Koo, through her Cooperative Extension appointment, is affiliated with the Community and Economic Development Initiative of Kentucky, an interdisciplinary center in the College of Agriculture. Her responsibilities are for

community design and planning assistance which includes coordination with faculty-led student projects in the Department of Landscape Architecture.

3. What are the appropriate measures of excellence and/or progress for Landscape Architecture?

The primary measure of progress in the Department of Landscape Architecture is the achievement of goals set out in the Department's 2011 – 2014 Strategic Plan. The Department wrote the plan with the input of stakeholders in the 2010-11 academic year to replace a strategic plan that was technically current through 2014 but that did not reflect current priorities and was written in a manner that made measurement of progress difficult. The current Strategic Plan describes seven goals supported by specific objectives and strategies for achievement. The department faculty met at the beginning of the Fall semester 2012 to evaluate progress on each of the goals. A summary of the plan and progress toward its achievement follows below.

(**1.) Diversify the composition of the faculty and diversify faculty effort so that it reflects a balanced mix of the teaching, research, and extension missions of the College of Agriculture, while retaining a primary emphasis on professional undergraduate education.**

For three decades, the predominant and accepted faculty distribution of effort in the Department of Landscape Architecture was 85% teaching and 15% unfunded research on 100% instructional funding. This was partially responsible for a situation in which the Department was not fully integrated into the mission of the College.

Progress in this area is reasonable. The DOEs of two faculty members, Brian Lee and Ryan Hargrove, now average 70% teaching and 25% research because of rebalancing of teaching effort within the department. Neither position, however, includes research funding from the College. A new position with 55% extension responsibility was filled in 2012, creating for the first time a recognized extension effort in the Department. The Department is now in a search for a new faculty member whose position will include 35% in the DOE. The two most recent hires broadened the diversity of the Department and the pool for the new position has the capacity to continue that trend.

Excellence in achieving this goal will depend on the success of faculty and the impact of their work in all three areas of mission. Faculty programs on which this success will partially rest are Jayoung Koo's extension program in community design and planning, Brian Lee's research in landscape assessment and watershed management, Ryan Hargrove's research in design thinking and creativity, and the future faculty member's work in green and blue infrastructure in urban/suburban settings.

(2.) Redesign the undergraduate curriculum to promote coherence in its structure, prepare students for contemporary professional landscape architectural practice, and provide the greatest value for students' investment of time and resources.

Progress in this area is significant. Until last year, the Department's most recent curriculum revision was in 1996 and it made only minor changes to the model developed when the program was first accredited in 1978. In 2011, the Department redeveloped the curriculum with significant changes including the development of several new courses, the deletion of courses and the incorporation of external experiences including international study and internships.

(3.) Enrich the undergraduate curriculum with a formalized program of travel, internships, and research experiences.

Progress in this area relates to the curriculum revision in (2.) above. Travel has been an important aspect of the Landscape Architecture undergraduate curriculum, but has been left to the interests of individual faculty members. International study has been particularly infrequent in recent years.

Internships also have a history in the program but have been optional to students, who have not normally received internship credit. This reduced the incentive to take non-paid internships and did not provide for an opportunity to evaluate work experiences.

The Department's undergraduate curriculum now requires an international study experience as a graduation requirement. The Department is making significant commitments of funding and faculty effort to international study. Beginning with a study program in Argentina in 2012, the faculty are committed to annual leadership of international study programs. The department is also making a financial commitment out of discretionary funds to reduce the cost of travel for all students participating. The College of Agriculture has additionally provided significant assistance by partially funding faculty expenses in 2012 and 2013.

Internships are now included as a topical studies option within the curriculum which gives students an incentive to include even unpaid internships within their plan of study. Faculty commitment has also been made to supervision of internship experiences.

(4.) Increase the quantity and diversity of undergraduate enrollment.

The Department has the capacity for 25 students to be enrolled in the second-year studio each year. This then sets the enrollment limit for subsequent studio courses. That number is not an absolute limit, yet is also not arbitrary. It is based primarily on available studio space and faculty numbers. The LAAB standard is 15 students per faculty member in studio courses. The Department has been able to expand that number to 25 through the use of adjunct faculty who are professional landscape architects (officially termed para-professional temporary faculty by the

University of Kentucky) and this has been accepted by previous accreditation reviews.

In recent years, the Department's entering classes have not consistently met the target enrollment of 25 students. Beginning in 2010, the Department engaged in more active student recruiting strategies including the following:

- Ensuring that landscape architecture students are members of the Agriculture Ambassadors and providing more personal communication to students who express interest in landscape architecture.
- Sending direct mailings to Kentucky high school guidance offices with information on landscape architecture.
- Placing landscape architects in the architecture and design track of the Governor's Scholars Program and working with students in the Governor's School for the Arts.
- Incorporating LA 111 *Living on the Right Side of the Brain* into the UK Core and significantly expanding enrollment in the course.
- Piloting additional new courses within the Department's curriculum and evaluating them for potential inclusion in UK Core.
- Participating in targeted recruiting events such as the NRES, Forestry, and Landscape Architecture open house for guidance counselors.
- Developing a profile of our student body to establish a better understanding of the department's recruiting audience.

Though many of these efforts have had beneficial other effects, they have not yet produced additional enrollment and so progress is not yet evident. Progress will be measured by growth in enrollment. Excellence in this area will equate to full enrollment, graduation rates that continue in the 80% range, and continued contribution to general education within the University.

The Department has made improvement relative to student diversity. Enrollment of female students, for example has risen from none in the classes of 2012 and 2013 to 36% in the class of 2016. With the small number of total students and the potential for erratic distributions, it is too soon to declare significant progress in this area. Minority enrollment in the undergraduate program has hovered between 5 - 8% in recent years; progress will be measured by continued improvement.

(5.) Develop a design assistance center that will coordinate student-faculty teams with requests for design assistance from communities.

The Department of Landscape Architecture has a tradition of providing community design assistance and has built a strong reputation for this work. The impact of that work has been limited by the capacity of the Department to extend

beyond the service-learning work of specific projects in studios. In cooperation with the College, the Department developed a faculty extension/instruction position associated with the Community and Economic Development Initiative of Kentucky (CEDIK). This position is newly filled and will enable the following activities:

- Provide coordination for community requests and evaluate them on generalized criteria including lead-time and type of response needed.
- Coordinate student groups that may be smaller than an entire studio for projects that are more appropriate for a smaller group or for individual interns. Collaborate with other departments on student teams or applied faculty and graduate student research projects that benefit communities.
- Collaborate with other CEDIK faculty and staff and with other partners, to extend the impact of projects across multiple disciplines.
- Extend the community benefit of projects through case studies, best practices guidelines, and communication with communities through Cooperative Extension publications and other venues.

Progress on this goal is just beginning and will be measured over the next several years primarily by the impact of the work associated with the extension position and secondarily by the enhanced shelf-life of service-learning projects that may be incorporated into community education tools. Allowing students to gain experience while benefitting communities through departmentally-supervised internships will be an additional measure of progress.

(6.) Obtain additional physical space for instruction, research, and engagement efforts.

Undergraduate instructional space is adequate for the Department's current program to operate at 25 students per class maximum. Growth beyond that number, or the addition of a graduate program would create the need for additional instructional space.

Faculty and research space are immediately pressing concerns. The department's two current research associates work in space carved out of storerooms. Students working on faculty-directed research projects work in a department storage closet and in faculty members' offices. The extension position has a budget for student employees and an expectation that additional students will be involved in community design internships, but there is no work space proximate to faculty offices for those students.

Progress in this area is fairly simple to evaluate: progress will be made when there is sufficient space to support the success of faculty work in the Department of Landscape Architecture. Achieving progress will require renewed effort by the department in cooperation with the College, but the direction of that effort is not clear at present.

(7.) Strengthen ties to the professional landscape architecture community.

The primary external constituency for the Department of Landscape Architecture is the profession of Landscape Architecture in which a majority of our graduates work. The Department has, in the past, sustained strong ties to its professional community primarily through faculty leadership in the American Society of Landscape Architects (ASLA). The Department annually hosts a visiting lecturer's series for the benefit of our students and the professional community. Faculty annually lead a Landscape Architecture Registration Exam review workshop to assist in the licensure process within the professional community. Faculty members have taken a less active role as presenters of research or by providing technical short courses.

As expectations for faculty roles within the Department have changed and the model of a faculty member as a professional landscape architect who just happens to teach has faded, there is a need for new ways to lead within the profession.

Progress in this area will be measured by the contributions the Department makes to the profession through the communication of its scholarly work, and the incorporation of practicing professionals into the education of students. Examples of ways in which the former will be achieved include presentations at state and national professional society meetings, provision of technical short courses and workshops, continuation of Landscape Architecture Registration Exam review workshops, collaborative research activities and sub-consultant roles, and involvement of professionals in community design activities. Examples of the latter include activities similar to Design Week 2012, mixed student and professional teams in community design workshops similar to Your Town Harrodsburg 2011 and Parking Day 2012, professional office visits, and continued participation by professionals as adjuncts, visiting critics, and lecturers.

4. What are reasonable expectations for undergraduate and graduate enrollment change in Landscape Architecture over the next five years? Or changes in student credit hours?

Landscape Architecture's current enrollment is 73. The Department has a technical capacity, if retention levels were 100% for approximately 115 students. With current levels of retention (greater than 80%), full enrollment given current faculty numbers and instructional space is realistically 100. The department's goal is to reach that number with continued recruiting effort. That increase of 27 students translates into an additional 475 credit hours in LA prefix courses per year.

The Department increased its student credit hours from 1394 in 2009-10 to 1776 in 2011-12 while the number of majors held steady (74 in 2009-10 and 73 in 2011-12). This increase is largely attributable to LA 111 being offered as part of the UK Core curriculum and a computer graphics course that is now offered in the Department that had previously been taught in Civil Engineering.

Future increases in student credit hours are possible in the Department. Growth in enrollment as detailed in the paragraph above could result in 475 additional credit hours per year. The new course, LA 105: Introduction to Landscape Architecture, and the long-standing course, LA 858: Regional Planning, are both being discussed by the Department as possible offerings for the UK Core. If either of these courses had an enrollment gain of 25 students as a result, then the Department would see a gain of 75 SCEs. The maximum potential between those two courses is 300 additional SCEs, based on 50 non-majors in each in addition to LA majors. Rather than go wholesale into the development of courses for non-majors, faculty instructional effort is probably best placed in the full enrollment of courses for students in the major with a reasonable balance of credit hours delivered for non-majors. To go over 2,000 SCEs through growth in the major could be a significant accomplishment for the Department and to deliver more well-qualified graduates to the profession would be a positive impact on our professional constituency.

5. What are the most critically needed resources (of any kind: human, financial, physical) that limit advancement of your Department in: a) research, b) instruction, and c) extension and public service?

Research

Two resources limit research productivity in the Department of Landscape Architecture: lack of faculty research space and research appointments. Landscape Architecture will not appropriately ever be a department in which the primary activity is research. For a portion of the faculty to have College support with partial research appointments and the funding stability that comes with them would, however, be useful.

Faculty without research appointments are finding ways to involve grant-funded students and staff in research and engagement work; this work has been productive and has had useful impacts. Space for student employees, grant-funded staff, and for other faculty work is a continuing handicap within the department.

Instruction

There are not significantly limiting resources in the Department in regard to instruction. The department should be working to create greater differentiation of space in the Good Barn for different instructional purposes, but this is not a resource issue at this time.

Extension and public service

Space limitations mentioned above are the primary resource need associated with public service and engagement efforts across the Department. The extension position in the Department was filled very recently with adequate resources other than space.

Department of Merchandising, Apparel & Textiles

1. **List and provide links to the most recent department level reviews (including self-studies), strategic plans, and annual reports.**

   2013-2014 Periodic Program Review Report:
   Periodic Program Review will be initiated in Fiscal Year 2013-2014.

   2009-2014 Strategic Plan:
   http://www2.ca.uky.edu/deanadmin-files/MAT_Strategic_Plan.pdf

   2009-2012 Strategic Plan Annual Review of Progress:
   http://www2.ca.uky.edu/deanadmin-files/MAT_Progress_Report.pdf

   2012 Annual Departmental Report:
   http://www2.ca.uky.edu/deanadmin-files/yellow_spreadsheets_2012/AEC.pdf

2. **Briefly list examples of major projects and initiatives, underway or in planning, for which your department provides leadership or is a primary collaborator.**

   - Dr. Jackson (primary collaborator) is working with a consortium of professors from Iowa, Ohio, and Michigan to re-submit a NIFA grant related to rural retail development.
   - Dr. Easter is serving as research project leader for The Cloths Care Research Center (CCRC), a cooperative effort among Cotton Inc., GE Consumer & Industrial, Milliken & Company, VF Imageware and Proctor and Gamble.
   - Dr. Easter serves as director and provides testpiece service for the National Association of Institutional Linen Management association (NAILM).
   - Dr. Easter serves as a continuing education instructor for the American Laundry and Linen College at Eastern Kentucky University.
   - Under the new RTM umbrella, the department is revising the internship programs for both the HMT program and the MAT program that will align and provide more consistency between the two programs and allow for one faculty member to supervise students in both areas.
   - The Plaid project.
   - Education Abroad Programs (London, Italy, Paris, Ghana) Study Tour.
   - A sponsored internship and study abroad program in China is being developed by Dr. Lu.

- On-line course development and enhancement (MAT 247, 470, 514, 570).
- A new undergraduate Service Management course funded through TIIF, is being developed for students in both MAT and HMT under the RTM umbrella.
- The MAT graduate program is being restructured to include the Hospitality Administration program which is currently under the department of Dietetics and Human Nutrition.

3. **What are the appropriate measures of excellence and/or progress for your Department?**

    - Peer-reviewed journal articles, teaching awards, national and international recognitions through professional associations.
    - Quality and quantity of research publications.
    - Internal and external grants received.
    - Excellence in teaching.
    - National and international recognitions received by faculty and students.
    - Success of students as determined by career placements and achievements of our alumni.
    - The department has a set of measurable goals based on an assessment of benchmark institutions for each course offered, to ensure that the department achieves the education needs of its students.
    - Number of students who successfully graduate each year, from both the graduate and undergraduate programs.
    - 4-year and 5-year graduation rates for undergraduates; 2-year graduation rates for graduate students.
    - Quality of internship and post-graduation placements.
    - Jobs, salaries, and/or time-to-employment of students following graduation.

4. **What are reasonable expectations for undergraduate and graduate enrollment change in your Department over the next five years? Or changes in Student Contact Hours? Answer this for any departmental degree programs as well as interdepartmental programs in which your department participates.**

    - The undergraduate program is projected to grow by about 5% during the next 2-3 years, given the national trend in hospitality majors. The graduate program is steadily increasing and is projected to grow from its current three (3) students to about 6 in the next 2 years.

- Student contact hours need to be reduced over the next 5 years so that faculty can have more time for research.
- A change to reduce contact hours from 128 to 120 is under review by the College of Ag's undergraduate review committee.
- One of our challenges with respect to enrollment will be competing with programs that serve the UK Core. With the new budget process, I think we would be remiss if we did not look at developing a course that would serve as a popular choice in the UK Core.

5. **What are the most critically needed resources (of any kind: human, financial, physical) that limit advancement of your Department in: a) research, b) instruction, and c) extension and public service?**

- A national search for a chair of the department.
- Funds to support graduate student assistantships.
- Availability of seed monies to launch joint projects between MAT and HMT faculty and partners.
- The department needs more financial support for faculty travel to present research and work with consortiums in their area. It also needs financial support to improve the facility for display of student work.
- More incentives are needed to entice faculty to work more on extension and public service activities.
- Need for a tourism extension specialist in the department.
- Need for an academic service advisor/coordinator to ease faculty load on advising and instruction.
- Need for formal research mentors for junior faculty.
- Need for lecture rooms with higher seating capacities.
- Improvements in instructional technologies.
- Conference/resource room for faculty

Department of Plant Pathology

1. List and provide links to the most recent department level reviews (including self-studies), strategic plans, and annual reports.

2010 Periodic Program Review Report:
http://www2.ca.uky.edu/deanadmin-files/college_of_ag_self_study_docs/Plant_Pathology_Review.pdf

2009-2014 Strategic Plan
http://www2.ca.uky.edu/deanadmin-files/PPA_Strategic_Plan.pdf

2009-2012 Strategic Plan Annual Review of Progress:
http://www2.ca.uky.edu/deanadmin-files/PPA_Progress_Report.pdf

2012 Annual Departmental Report:
http://www2.ca.uky.edu/deanadmin-files/college_of_ag_self_study_docs/PPA.pdf

2. Briefly list examples of major projects and initiatives, underway or in planning, for which your department provides leadership or is a primary collaborator.

Plant Disease Diagnosis Laboratories (PDDL). Two laboratories are operated under the Plant Pathology Extension program, one on the University of Kentucky campus in Lexington, and the other at the Kentucky Agricultural Research Station in Princeton. These laboratories provide rapid diagnosis of diseases in plant samples sent by County Agents and other clients. This serves as a basis for advising growers and others on measures to manage the disease situation, and also provides a means to collect data on disease incidence, progress and control in the State of Kentucky. These data, in turn, are provided to national databases.

Advanced Genetic Technologies Center: The Department of Plant Pathology has been primarily responsible for this core facility since 2001. The facility provides DNA, genomic and transcriptomics sequencing services at cost.

Plant Sciences Imaging Facility: The Department of Plant Pathology has been primarily responsible for this core facility since 2006. The facility operates a confocal microscope designed for fluorescent imaging of living materials, and is generally applied to plant systems. The unit is housed with the department.

Agricultural Biotechnology (ABT) undergraduate degree program. One of the Plant Pathology faculty (Michael M. Goodin) is the co-DUG for ABT. Several other faculty advise ABT students or mentor ABT students in their research projects.

3. What are the appropriate measures of excellence and/or progress for your Department?

For Research DOE we consider research publications, mentorship of students (graduate, undergraduate and occasionally high school students), and hosting

professionals at various levels including postdoctoral scholars, visitors such as sabbatical professors, high-school teachers, etc. We consider invitations to present papers or otherwise participate in scientific meetings and workshops. Grant support is considered only in the context of professional recognition and sustainability of the program.

For Teaching DOE we consider the extent of classroom instruction, including student and peer evaluations where available, innovative instructional programs, collaborative activities on multi-disciplinary, multi-department and multi-institutional teaching programs, and scholarly activity in the area of pedagogy.

For Extension DOE we consider: scholarly works, especially those that have been peer-reviewed, are creative and original, and have significant impact in a given field of study and/or to stakeholders; Information delivery via any physical or electronic media that are relevant, appropriate, and accessible; Applied research; Dissemination of research results through appropriate Extension and disciplinary outlets; Documented impact on stakeholders, such as changed practices, profit, or quality of life. Peer and stakeholder recognition such as awards, speaking invitations, service on national and regional grant review panels, appointments to boards or committees, editorial appointments, leadership positions in professional societies, and grant awards; Collaborative work as appropriate to the advancement of the department's applied research and extension responsibilities. Grant support is considered mainly in the context of program advancement and/or sustainability, and development of professional regional, national and international collaborations and networks.

4. What are reasonable expectations for undergraduate and graduate enrollment change in your Department over the next five years? Or changes in Student Contact Hours? Answer this for any departmental degree programs as well as interdepartmental programs in which your department participates.

Given funding availability, the expectation is that we will maintain rates of graduate degrees earned comparable to the past decade, at approximately 4 Ph.D. degrees and one M.S. degree per year.

The department does not have a stand-alone undergraduate program, but has traditionally been involved in interdisciplinary undergraduate programs, especially ABT. We anticipate that at least one course per year will be taught in the ABT program by one or more members of the Plant Pathology Department Faculty.

In the context both of PPA 395 and ABT 395 independent research courses, we anticipate maintaining current enrollment numbers, with approximately three undergraduate enrollees per semester for these two courses combined.

The undergraduate course, PPA 400G, is taught every Fall term, and has enrollments of approximately 20 students each year. Of these, approximately five students are graduate students and the rest are undergraduate students from various degree programs in the College of Agriculture.

5 What are the most critically needed resources (of any kind: human, financial, physical) that limit advancement of your Department in: a) research, b) instruction, and c) extension and public service?

Equipment:

Much of the departmental support equipment is aging and critical items break down on a regular basis. Departmental incentive funds are insufficient to keep up with ongoing repair and replacements needs and, as a result, the research is suffering. As an example, Plant Pathology faculty members are currently begging and borrowing plant growth chamber space from another department. In addition to the continual demise of existing equipment, the research, extension and instruction endeavors all have needs for new, cutting-edge equipment so as to maintain the quality and competitiveness of their products and activities. Even though most of the departmental faculty have major federal grants, with the tight budgets it has become very difficult to obtain adequate grant funding for even modest items, let alone high dollar equipment. For several years there has been essentially no university program or state bond issue for large equipment. This situation endangers competitiveness of the research and effectiveness of the faculty in carrying out their extension and instruction missions. Some level of university and state support is urgently needed.

Space:

The Department of Plant Pathology has consistently dealt with severe space limitations. This department is very active and well-funded in research activities, and the types of research conducted tend to require a wide range of major equipment. In addition to equipment that is standard for molecular biological research, plant growth chambers, environment rooms, cold rooms and greenhouse facilities are necessary for most of the research. Some level of biological containment (BL1 or BL2) is typically required as well. Therefore, space needs are exacerbated by the need for these specialized facilities and for places to cite large equipment items.

Human:

Faculty. The number of faculty in the department has been declining for the past three decades. As a result, the department cannot offer a broad base of instruction and research in certain areas (such as plant bacteriology and plant nematology). Instead, the research component focuses on plant virology, plant mycology, and plant disease resistance mechanisms. While every effort is made to provide a broad coverage of the field in the instruction and extension programs, these efforts would be greatly facilitated by adding faculty with research foci in plant bacteriology and plant nematology.

Staff: Financial resources have also been progressively diminishing for graduate student support, while tuition rates have rapidly increased and there has been increasing expectation that departments and faculty find money for tuition. This situation dampens recruitment efforts.

Department of Plant & Soil Sciences

1. **List and provide links to the most recent department level reviews (including self-studies), strategic plans, and annual reports.**

2011-2012 Periodic Program Review Report:
http://www2.ca.uky.edu/deanadmin-files/college_of_ag_self_study_docs/PSS_Periodic_Program_Review_2011.pdf

2009-2014 Strategic Plan:
http://www2.ca.uky.edu/deanadmin-files/PSS_Strategic_Plan.pdf

2009-2012 Strategic Plan Annual Review of Progress:
http://www2.ca.uky.edu/deanadmin-files/PSS_Progress_Report.pdf

2012 Annual Departmental Report:
http://www2.ca.uky.edu/deanadmin-files/yellow_spreadsheets_2012/AEC.pdf

2012 Program Review Implementation Plan:
http://www.ca.uky.edu/pss/internalNew01/2012DeptReview/implementationPlanFormPSS_2012Aug.pdf

2. **Briefly list examples of major projects and initiatives, underway or in planning, for which your department provides leadership or is a primary collaborator.**

Initiatives Under Way
Environmental effects of nanoparticles
Natural products genetics and biochemistry
Application of Next Generation DNA sequencing to the study of mRNA processing in plants
Climate change effects on grain crop production in Kentucky
Wheat science research and extension initiative
Corn and soybean science research and extension initiative
Agronomic Maximization of Soybean Yield
No-tillage agriculture
Harvesting Water by Increasing Soil Depth – Mitigating Fragipans for Greater Water Storage
Grain Crops Academy
Biofuels agronomy (switchgrass, Miscanthus, sweet sorghum)
Kentucky Equine Programs (collaborator – forage and pasture working group)
Fescue/endophyte forage research (collaborator with FAPRU)
Master Grazer (collaborator)
Master Cattleman (collaborator)
Innovative Tobacco Grower Program

Good Agricultural Practices training in tobacco production
Kentucky Tennessee Tobacco Improvement Initiative
Kentucky Turf Short Course

Initiatives being discussed
Critical Zone Observatory (CZO) – Karst environments as a critical zone: Contributions to soil development, influence on groundwater quality, and record of climatological change
Kentucky Nonpoint Source Nutrient Reduction Science Assessment
Ghana-Tuskegee-UK effort on nutrient management in sub-Saharan Africa
Increasing Community Awareness and Use of Environmental Information through Education and Outreach

3. What are the appropriate measures of excellence and/or progress for your Department?

Our measures of excellence are outlined in our Evidences statement
http://www2.ca.uky.edu/deanadmin-files/PSS_evidences_adopted_by_vote_30OCT09__2_.pdf
Briefly:
Research
Refereed journal publications
Obtaining extramural funding
Intellectual property
- Cultivars released
- Patents awarded
- Return on intellectual property – licenses, royalties, start-up companies

Instruction
Graduate students advised
Undergraduate student contact hours
Undergraduate students advised
Time to graduation
Student retention
Student successes after graduation – attend graduate or professional school or employed in a position related to the major

Extension
Reviewed extension publications (regardless of media or type)
Contacts
Extension impacts
- Changes in practices
- Validation of current practices

4. What are reasonable expectations for undergraduate and graduate enrollment change in your Department over the next five years? Or changes in Student Contact Hours? Answer this for any departmental degree programs as well as interdepartmental programs in which your department participates.

ABT – undergraduate enrollment should remain constant, I suggest that enrollment could increase by 25% but undergraduate research, a critical component and an attraction to the program, is time consuming and the faculty resources to mentor this research would need to be found

NRES – undergraduate enrollment could increase to 120 students with the continuing recruitment effort and the program management provided by the Academic Coordinator

HPLS – undergraduate enrollment needs to increase by 50-100% for this program to remain viable. We will be hiring a recruiter to focus our efforts in this area. Doubling enrollment is an aggressive expectation.

IPSS – graduate student enrollment is expected to remain constant, enrollment could increase with more research and teaching assistantships with higher stipends, but the tight extramural grant environment will limit that possibility

Student Contact Hours – The department could increase student contact hours by doubling our participation in UK Core course instruction (currently three courses). There is an opportunity to teach specifically for College of Agriculture students a course in the statistical inferential reasoning core area focusing on the hype and misrepresentation of food and nutrition studies. If first year enrollment in the college continues near 500 students that could provide 1500 additional student contact hours per year.

5. What are the most critically needed resources (of any kind: human, financial, physical) that limit advancement of your Department in: a) research, b) instruction, and c) extension and public service?

An overarching resource that would strengthen our department would be for the department to be housed in one building on campus.

Research

Human needs:

Scientists with applied research responsibilities;

Scientists to tackle water management for crop production and agroclimatology modeling focusing on integrated research on a landscape scale;

Administrative support assistant focused on 1) grant management and report submission, 2) grant development and consortium coordination;

Enhanced statistical training for students and statistical support for researchers - 50% statistical consultant to advise graduate students and faculty members on statistical design and analysis

Financial needs:

An increase in competitive grant funding specifically with more individual investigator grants, the current funding rate of ~8% crushes success in obtaining grants;

Higher stipends for graduate students: $20,000 for PhD and $17,000 for MS students

Funds for graduate student enrichment – attending research conferences, invited seminar speakers, visiting scientist participation

Physical needs:
Research farm support infrastructure, e.g. improved tobacco handling facilities including replacing the sample drying facility at Spindletop and adding a field sample processing area, additional storage space at Spindletop including secure fertilizer storage, increasing the farm support staff at Princeton including a mechanic, adopting field plot GPS technology, field scale equipment supporting climate change research

Instruction
Human needs:
Hire a recruiter and award dedicated scholarships to increase undergraduate students in the major;
50% lecturer to provide a statistical reasoning undergraduate course in the UK Core specific for agriculture students;
Enhanced statistical training for students and statistical support for researchers - 50% statistical consultant to advise graduate students and faculty members on statistical design and analysis Integrated basic and applied research with the capacity to make it easier to train students through student research projects with an on-farm classroom facility
Streamline university approval process for on-line and blended courses, allow freedom to develop cooperative instruction with other universities (if UK wants us to be entrepreneurial, allow us to be entrepreneurial, get out of the way)

Financial needs:
Award dedicated scholarships

Physical needs:
House department in one building on campus
Modernizing and fully equipping the soil science teaching lab
Modernizing and fully equipping the agricultural biotechnology teaching lab
Integrated basic and applied research with the capacity to make it easier to train students through student research projects with an on-farm classroom facility

Extension
Human needs:
Maintain or increase extension faculty as more extension faculty take on teaching responsibilities
Scientists with applied research responsibilities
Partial extension associate or research technician positions for each faculty specialist
Staff support for electronic communication technologies, e.g. web site maintenance, social media
Greater technical support for distance education and distance extension education

Financial needs:

Physical needs:
Educational/extension meeting facility at Spindletop research farm