

University of Georgia®
College of Agricultural &
Environmental Sciences

2020 Strategic Plan

Version 2.0

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Note: This document contains information published in the original CAES 2020 Strategic Plan published in 2012 with revised strategies and action items as identified by the CAES Strategic Planning Action Teams.

A Message from CAES Dean and Director J. Scott Angle

The College of Agricultural and Environmental Sciences is at an important crossroads. Like so many other organizations, the impact of the economic downturn forced us to make drastic changes in our structure, facilities and operations. We are a much smaller organization today than we were just three years ago. Where we choose to go from here will determine how our college grows and develops for the next decade.

To provide us with a progressive roadmap to a prosperous future, we embarked on a strategic planning process in October 2011. We marked our starting point for our long-range journey by seeking input and ideas from across the college, campus and the state. This grassroots process allowed us to hear what our stakeholders need and plan how we might best meet those needs with our current available resources.

It was an independent process designed and driven by the appointed committee. We extend our appreciation to Jean Bertrand and Laura Perry Johnson for leading the process and to the committee members who gave so much of their time to ensure we have a clear and actionable plan. Most importantly, we are grateful to all of our employees and stakeholders who participated and provided input into the process.

We don't intend for this plan to suffer the fate of many strategic plans that often get derailed or parked on a shelf. We intend to truly use this plan to steer future decisions, set priorities, make structural adjustments and direct growth within our college.

As we launch this plan, we value the time and ideas so many contributed to help us arrive at this point. We now have a clear path to what lies ahead. We need your continued support and guidance to stay on track and to make strategic adjustments along the way.

Welcome to the journey.

The College of Agricultural & Environmental Sciences

The College of Agricultural and Environmental Sciences is one of 17 colleges that make up the University of Georgia. Established in 1859, the college is instrumental in carrying out the university's land-grant mission through teaching, research and Extension. The college serves Georgia's largest industry, agriculture, while striving for the highest level of environmental stewardship.

The college offers 22 majors, 17 minors and 30 graduate programs. CAES provides students with a small-college experience within a large university. Small, upper division classes allow students to connect easily with professors. Students can study plants, animals, business, communication, teaching, food science, the environment and much more.

CAES graduates are prepared for a wide variety of career paths, which include entering the workforce or continuing their education in graduate or professional school. Those seeking jobs find employment in agribusiness, environmental protection, education, management, finance, food and fiber processing and other industries. Salaries of CAES graduates entering the workforce are among the highest at UGA. Over one-third of CAES graduates choose to pursue graduate degrees in food and agricultural sciences, professional degrees in veterinary or human medicine, or attend dental, pharmacy or law school.

For more than 100 years, CAES scientists have conducted research at Georgia Agricultural Experiment Stations for the benefit of all Georgians. Agricultural experiment stations and research and education centers located across Georgia enable researchers the ability to conduct experiments under real-life conditions and in specific ecological, environmental and socioeconomic areas of the state. Scientists have designed equipment like the peanut combine, the onion harvester and variable rate irrigation systems. They developed new, profitable crop cultivars like the Georgia-06G peanut, Georgia King cotton and drought resistant turfgrasses such as Seashore Paspalum. Researchers have a strong food safety focus and investigate new food processing technologies. They also study the feasibility for new crops and ornamental plants and support new industries in Georgia. Through these projects our scientists have increased agricultural productivity while helping to protect the environment.

UGA Cooperative Extension was founded in 1914 to take research-based agricultural information to the people. County agents and specialists throughout the state conduct educational programs on topics related to water quality, stormwater management, community gardening, protecting the environment, profitability in agribusiness, family wellness and life skills. Extension has also trained and certified more than 5,000 Master Gardener volunteers to assist county agents in horticultural outreach. County agents provide access to soil and water testing and timely climate information; advise farmers and homeowners on water conservation and safe pest management; provide publications and computer programs to the public; and teach consumers the skills necessary to improve

their quality of life. They are also the local experts in food safety, nutrition, food preservation, child safety and parenting through a formal partnership with the UGA College of Family and Consumer Sciences.

Cooperative Extension also coordinates Georgia's largest youth development program, 4-H. Each year almost 200,000 young Georgians acquire knowledge, develop life skills and form attitudes that will enable them to become self-directing, productive and contributing members of society. This mission is accomplished through hands-on learning experiences focused on agricultural and environmental issues, agricultural awareness, leadership, communication skills, foods and nutrition, health, energy conservation and citizenship. Five 4-H outdoor camps are located in various ecosystems across the state and provide hands-on environmental education to nearly 50,000 students each year.

The College of Agricultural and Environmental Sciences is positively impacting Georgians every day and will continue to have a significant role in the education, environment and economy of the state of Georgia.

Data Collection and Analysis

Phase 1

The CAES strategic planning committee (members listed on page 28) implemented a comprehensive plan to gather data from faculty, staff, students, alumni, stakeholders and key decision makers at the university, in the agricultural industry and in state government. In addition to meetings held on the Athens campus, regional meetings were held in Tifton, Griffin, Acworth, Lyons, Gainesville and at Rock Eagle 4-H Center.

Scope:

Face-to-face interviews and sessions:

- 8 sessions with employees – 262 participants
- 7 sessions with stakeholders – 227 participants
- 15 departmental faculty meetings – 166 participants
- 68 individual interviews with key decision makers and elected officials

Total number of face-to-face contacts: 723

Online surveys (same questions as the face-to-face meetings):

- 58 graduate students
- 93 undergraduate students
- 77 alumni
- 33 faculty and staff
- 23 stakeholders

Total online respondents: 284

Total number of persons who gave input: 1,007

The following questions were posed to all parties participating in the planning process:

1. What trends will affect the College of Agricultural and Environmental Sciences (CAES), either positively or negatively in the next 10 years? (For some audiences, the categories of social, political, economic and technological were specified.)
2. What does CAES do well?
3. What does CAES not do well?
4. What would the ideal CAES look like in 2020? (The parameters of people, facilities, funding, image, programs and methods/processes were specified for some audiences.)

An in-depth record of the data gathering process as well as the raw data can be found at caesplan.caes.uga.edu. Once the data was collected, the committee studied it, identified common themes and developed seven goals.

Phase 2

Action Teams (members listed on page 28-30) were formed for each of the seven goals identified in Phase 1. The Action Teams collected resource materials, refined the strategies and action items for each goal, and identified baselines and benchmarks.

Vision

CAES will be known for leading the nation in:

- Excellent and integrated research, teaching, and Extension programs
- Prominence and superiority of faculty and staff
- Innovative and interdisciplinary strength
- Strong and diverse funding

Mission Statement:

The mission of the University of Georgia College of Agricultural and Environmental Sciences is to seek, verify and apply knowledge related to agriculture and the environment, and to disseminate this knowledge through student education and public outreach programs.

Thus, the College of Agricultural and Environmental Sciences promotes economic viability and global competitiveness of Georgia agriculture, fosters environmental stewardship and wise management of natural resources, and strives to ensure the production, processing and distribution of safe food and fiber to improve lives.

More specifically, our mission is:

- To provide baccalaureate and graduate education in agricultural and environmental sciences that promotes excellence in student achievement and prepares students to effectively contribute and excel in a changing world.
- To inquire into the nature of agriculture and the environment through the discovery, interpretation and creative application of knowledge.
- To serve the public through timely education of producers, consumers and agribusinesses using relevant, accurate and unbiased research-based information, and to improve the quality of life through youth development and life-long education.

Values

The faculty and staff in the College of Agricultural and Environmental Sciences strive to achieve our mission by embracing and living the following values:

Excellence:

- Provide exemplary education and solutions
- Demonstrate leadership
- Respond to societal needs

Discovery:

- Explore, create and inquire
- Develop new and innovative solutions to improve society

Collaboration:

- Cooperate with others
- Commit to interdisciplinary approaches
- Develop partnerships
- Work for the greater good

Accountability:

- Have integrity, be truthful and transparent
- Be responsible for all our actions
- Document impact
- Be accountable to the college's core values

Trends and Factors of Influence

The following trends and factors will influence the College of Agricultural and Environmental Sciences and society in the future:

- Changing demographics and increased urbanization of Georgia, the nation and the world
- Decreasing federal and state budgets, decreasing student funding (HOPE, graduate assistantships) and increasing reliance on funding from private sources
- Increasing environmental issues and public concern over environmental issues and resource management
- Growing use of technology by students, clients and employees; the spread of social media and the fast pace of changing technology in research and communications
- Increasing interest in local, sustainable and organic agriculture and the public's increased interest in food
- Continued global population growth, resource shortages and the substantial increase in demand for food
- Economic globalization and the internationalization of research and education
- Society's misconceptions of agriculture and decreased appreciation for the value of agriculture to society
- Increasing health-related issues (obesity, nutrition, diet, food safety, etc.)
- Increasing agricultural inputs (fuel, labor, land, etc.) and increasing competition for the resources essential for the production of food and fiber
- Decreasing number of CAES employees
- Greater need for job-ready, highly trained graduates
- Increasing emphasis on interdisciplinary/multi-investigator research teams
- Increasing demand for interdepartmental collaboration and employees

Foundational Strengths

The following strengths of CAES were widely identified to be of high value and foundational to the core mission of the college. It is most important that these strengths be maintained.

Teaching

- Culture of support for students in and out of the classroom – excellence in teaching, advising, placement and out-of-the classroom opportunities for students

Research

- Support for production agriculture through strong applied and commodity-based research
- Pockets of excellent nationally-recognized basic research programs

Extension

- A strong and nationally recognized 4-H youth development program that has demonstrated impact in building the life skills of youth
- UGA Cooperative Extension has a local presence in 158 counties. This network facilitates the public's access to CAES programs and also provides a means for development and delivery of educational programming with grassroots needs assessment and local input and collaboration.

Support

- Tradition and history of staunch legislative support from rural areas and agriculturally related industries and close relationships with agriculturally minded legislators
- College administration that values the integration of research, teaching, and Extension, and maintains a culture of respect and teamwork
- Strong record of generating gifts, grants and private funds
- Excellent record of generated income from intellectual property
- Loyal and involved alumni and industry representatives that advocate for CAES
- High levels of interaction with decision makers and users of CAES programs

Strengthening Goals

The following seven goals were identified as key to reaching the college vision. Resource documents containing background information, baselines and benchmarks were developed by each Strategic Planning Action Team. Documents are available for download at caesplan.caes.uga.edu/teams/reports.

Goal 1: Academics. CAES educational programs will be at the forefront of all land-grant institutions.

A. Evaluate curriculum of each major

1. Departments should continually evaluate the rigor, relevance, effectiveness, and demand of the curriculum of each major and provide a summary of curriculum changes to the college every 3 years.
2. Departments should conduct a stakeholder and alumni survey every 7 years to track program satisfaction.
3. Departments should examine course prerequisites to determine if students are needlessly being shut out of courses.

B. Evaluate college-wide curricular requirements

The CAES Curriculum Committee should:

1. Evaluate alternatives to current college-wide requirements.
2. Examine the possibility of allowing Agricultural Communication 1200 to substitute for the Speech Communications (COMM 1100) requirement.
3. Facilitate the offering of a 3-credit-hour class in Agriculture and Society that satisfies the World, Language, Culture and History requirement, such as AESC 2050 (Effects of Global Agriculture on World Culture).
4. Petition for courses offered by CAES departments to satisfy core science requirements (Examples: Horticultural Science, Food Science, Crop and Soil Science).
5. Design classes to attract students with a greater diversity of interests and attract more non-CAES students into our courses.
6. Examine the possibility of changing the name of the degree to a Bachelor of Science.
7. Design an introductory class in Agricultural and Environmental Sciences that all students are required to take to improve agricultural and environmental science literacy of CAES graduates.

C. Determine job market demands for CAES majors

1. The CAES Office of Academic Affairs will develop a survey that can be sent to graduating seniors to provide information about job placement and starting salaries.

D. Interdepartmental curricula

1. The Dean's office should pursue mechanisms for departments to share contact-hour credit to facilitate formation of the interdisciplinary majors at both the undergraduate and graduate levels.
2. Re-examine tenure-review processes for rewarding collaboration for interdisciplinary majors at both the undergraduate and graduate levels.

E. Evaluate curriculum to increase globalization

1. Evaluate study abroad programs for relevance and potentially promote longer stays, including semester exchange programs.
2. Increase the discussion of global issues in lectures.
3. Incorporate foreign guest lecturers into classes, either as visiting speakers or by video conferencing.

F. Distance education

1. Provide dedicated classrooms and support teams on each campus for distance education.
2. Provide faculty with dedicated pedagogical and technical support to develop online courses and programs.
3. Provide faculty with financial assistance to develop online courses and programs.
4. Identify intrinsic and extrinsic motivators for CAES faculty to transition to technology-mediated instruction, and provide motivators for engaging in distance education (policies, marketing, technology, instructional and technical support, faculty forums, mentoring programs, stipends, etc.). Include Extension faculty and trainers in the same or similar offerings as Academic faculty as mentioned above and where Extension leadership deems appropriate.
5. Improve marketing of online courses. Efforts should include completion of a DE portal (under development), which will provide a current listing of online course offerings for each semester.
6. Form an exploratory committee to evaluate potential online Master's programs and courses for professional development.

G. Expand graduate student enrollment in CAES

1. The College should examine options to facilitate expansion of graduate programs. These may include identifying funds to provide each faculty member with one graduate student assistantship. Continued funding would be contingent upon productivity.
2. Assistantship cap in CAES should be evaluated and increased to give faculty the opportunity to better compete for outstanding students.
3. The College should work with the Graduate School to sustain tuition waivers and consider ways to be more flexible with awards.
4. Work with the Graduate School and Administration to find alternatives to the graduate student fees.
5. Work with the Graduate School to identify opportunities for graduate students to gain teaching experience.

6. Provide incentives for faculty that develop large graduate programs and excel at graduate teaching, such as assistantships and release time from teaching.
7. Ensure that one person in the CAES Business Office is trained and available to help faculty with grant budget development and budget justifications for graduate students.
8. Provide incentives for new research faculty to advise more graduate students, such as including graduate student stipends as part of start-up packages.

H. Update and modernize teaching facilities

1. Ensure that wireless technology is available in all classrooms.
2. Update as many classrooms as possible to facilitate group-learning situations with movable desks for flexible classroom setup.
3. Develop a long-range plan for routine replacement/upgrading of student computer labs.

I. Increase diversity of student body and provide support

1. Engage students from under-represented populations by increasing interactions with the Assistant Dean of Diversity and/or the CAES Academic Counselor.
2. Provide extra stipends for travel to appropriate scientific and educational meetings.
3. Measure success in terms of number of students from under-represented populations that graduate.
4. Determine if staff member is more effective as a recruiter than an Assistant Dean of Diversity.
5. Train faculty members in each department to mentor students from under-represented groups.
6. Attract a more diverse population of students by marketing connections of agriculture to other professions such as law, business, and medicine.

J. Increase undergraduate involvement in meaningful research experiences and internships

1. Convert inactive research labs to laboratories for undergraduate and master's level student research projects.

K. Develop procedures to promote interdisciplinary teaching

1. Create a process for faculty to share academic credit and student credit hours for courses taught by more than one faculty member.
2. Create interdisciplinary minors and/or certificate programs within each proposed college focus area (see Goal 3) by leveraging existing courses.

Goal 2: Extension Education and Outreach.

I. Extension education programs will be vital, dynamic, and engaged at the county level throughout the state (formerly Goal 1B).

A. Improve marketing and communication of Extension programs and their value to the entire state beyond existing clientele

1. Develop marketing materials (social media, television, radio, newspaper, mobile devices) showing Extension's value to both our stakeholders and audiences that we do not reach.
2. Communicate Extension's brand to all employees and outside audiences.
3. Partner with other UGA colleges to develop cutting-edge, effective marketing techniques.

B. Encourage collaboration between departments and non-UGA agencies via a multidisciplinary approach

1. Department heads and district directors should promote collaboration across departments and districts and with agencies outside of UGA. Avoid duplication.

C. Prioritize programs to meet clientele needs based on faculty expertise and emerging trends (Be more proactive rather than reactive)

1. Evaluate effectiveness of current programming efforts.
2. Determine which programs should be discontinued and which new programs need to be offered.

D. Maintain County Delivery System (in the absence of a fully-staffed system)

1. Enhance mentoring programs between experienced agents and new agents.
2. Establish a network of specialized agents who can be accessed by clientele and inexperienced agents (following the example of the Forage Extension Team and the Radon Team).
3. Hire more agents when resources become available.

II. CAES research and Extension programs will be accessible and applicable to all segments of the population in the state of Georgia (formerly Goal 2).

A. Supplement continued support of traditional stakeholders with emerging technologies for greater speed of delivery and accessibility to a diversity of Georgians

1. Improve training strategies:
 - a. Use services like Lynda.com, but do not depend on these services.
 - b. Provide an incentive by certifying participation.
 - c. Provide professional development opportunities for OCTS and support unit staff.

- d. Increase communication and collaboration between IT support staff among CAES departments, and CAES facilities.
 - e. As funds become available, hire dedicated training staff.
 - f. Provide IT training for faculty and appropriate staff.
 - g. Provide resources for advanced access to emerging technologies for OCTS and support unit staff.
2. Equipment and staff
- a. Address issues related to use of Tandberg video conferencing equipment, such as faculty training and unreliable connectivity. Explore alternative solutions such as improved video-conference software and technology, web-based and mobile web conferencing platforms.
 - b. Decrease client response time by providing faculty and appropriate staff with mobile devices equipped with web access and decision aids.
 - c. Provide appropriate technical support to develop distance diagnostic tools and mobile decision aids.
 - d. Have a long-range plan for routine replacement/upgrading of county and office computer labs.
 - e. Hire a minimum of one additional staff to develop mobile platforms to support Extension publications.
 - f. Fund an incubator grant to equip and enable a mobile workforce.
 - g. Make high-speed Internet and wireless connectivity consistently available at all campus and county locations.
3. Information delivery
- a. Continue to provide funds to print publications and hand-outs in addition to providing information in electronic format.
4. Marketing publications and hand-outs
- a. Websites should be maintained and up-to-date.
 - b. Provide assistance to update publications.
 - c. Provide assistance to scan or retype old publications.
5. Social media and web-based systems
- a. Social media and web-based systems should be used for marketing, communication/education, and reporting impact.
 - b. Communicate emerging issues proactively rather than reactively.
 - c. Hire a CAES Social Media Coordinator.
6. Hire a professional videographer and engage more with local television stations.

B. Programs will attend to emerging needs of a growing urban population as well as address the changing demographics of the state

1. Reach more Georgia citizens through urban Extension programs focused on agriculture (food awareness), natural resources (environment), FACS (health and wellness), and 4-H (youth) issues.
 - a. Establish an operational definition of urban and urbanizing counties in order to establish a baseline.
 - b. Hire an Urban Extension Director to coordinate large- scale programs across urban areas. This person will apply for non-traditional funding and communicate the impacts to key decision makers.

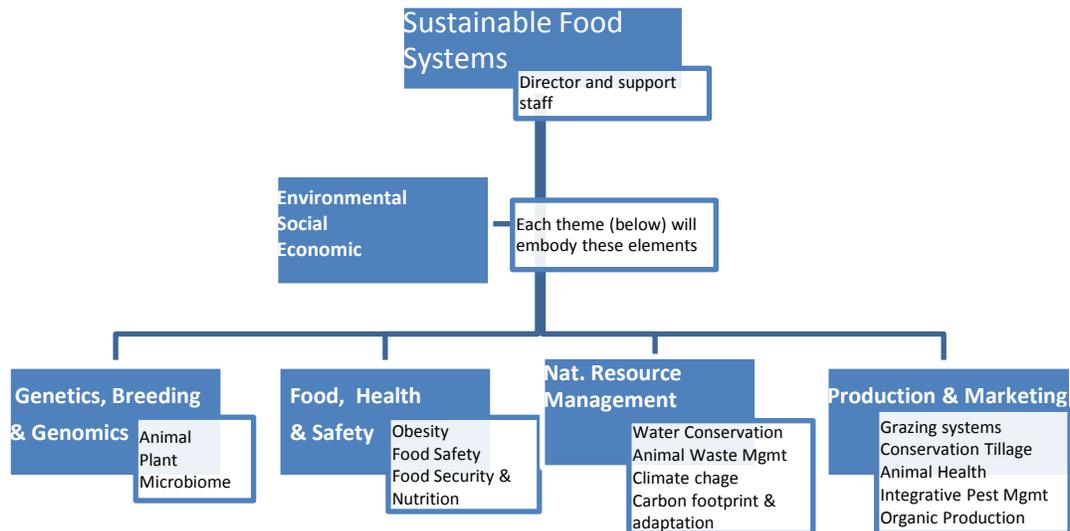
- c. Hire more Extension educators to reach a growing population.
- d. Focus on urban programming.
- e. Increase awareness between urban and rural issues.
- f. Reach more urban youth with Extension programs in focused areas of food awareness, environment, health and wellness, and youth issues.
- g. Increase funding allocated to county Extension programs to meet the needs of audiences in highly populated areas who are currently not being reached.

Goal 3: Focus Areas. CAES will address the focus areas of

- 1. Food, health and wellness,**
- 2. Breeding and genetics (plants and animals),**
- 3. Environmental stewardship, and**
- 4. Sustainable food production systems through interdisciplinary teaching, research, and Extension programs that are timely and relevant to the citizens of Georgia, the nation, and the world.**

A. CAES will develop an organizational framework centered on these focus areas.

- 1. Proposed organizational structure for a CAES-led network for teaching, research and Extension centered on four focus areas:



- 2. Identify administrative requirements for implementation and to ensure feasibility
 - a. Assign credit and award student credit hours across departments when courses are team-taught.

- b. Identify pros and cons of creating an Institute of Sustainable Food Systems.
3. Communicate organizational plans to internal and external CAES stakeholders.

B. Maintain framework with financial and staff support

C. Faculty needs

1. Hire new faculty to include endowed faculty/chairs.
2. Prioritize new faculty hires that satisfy needs of more than one department, reducing duplication of expertise and encouraging collaboration and interdisciplinary teaching (e.g., expertise in genetics and genomics was desired by more than one department).
3. Prioritize new faculty hires that are needed to elevate or maintain CAES programs in the Top 5 ranking (Plant Breeding and Genetics; Food Science & Center for Food Safety; etc.).

D. Fuel faculty participation by establishing an internal funding mechanism to support interdisciplinary research for both basic and integrative projects and Extension programs within each focus area.

G. Establish a system for collecting programmatic evaluations of structure, progress, and relevance of the focus areas and interdisciplinary network.

H. Conduct a periodic review of evaluation data and communicate progress to the CAES community.

Goal 4: Research. CAES will have strong, well-supported, and balanced basic and applied research programs.

A. Each department will have a core of nationally prominent research faculty contributing to relevant focus areas

1. Establish four CAES Endowed Chair positions in the focus areas of:
 - Food, health, and wellness
 - Breeding and genetics
 - Environmental stewardship
 - Sustainable food production
2. Develop a coordinated plan to seek funding for these positions.

B. Foster collaborative relationships between basic and applied scientists

1. Develop a seed grant program as an incentive for establishing integrated teams around the focus areas.

2. Establish and maintain a CAES Research website and database search engine that complements and does not duplicate various departmental resources to improve communication across departments and units.
 3. Begin a College Research Symposium/Research Fair program that would bring together scientists on a biennial basis to share research information.
 4. Establish a new faculty orientation program that will help basic and applied researchers communicate from the time they first arrive at UGA.
 5. Emphasize the need to hire, train and develop faculty that embrace collaboration between basic and applied research.
 - a. Department heads should be required to justify how new hires will be expected to collaborate with scientists in other disciplines, departments, and across basic and applied areas when requesting to fill a position.
 - b. Departments should be encouraged to make this goal a priority in the training, mentoring, and evaluation of faculty.
-

Goal 5: Faculty and Staff Productivity. CAES will have the most productive, innovative and respected faculty and staff workforce in the land-grant system.

A. Develop mentoring, developmental, and enrichment opportunities for early career faculty and staff

1. A college-wide informal mentoring program for staff and faculty should be established.
 - a. Department and Unit Heads will be responsible for facilitating mentoring for employees within their areas. Assistant and Associate Deans will have the responsibility of holding Department Heads accountable for effective mentorship programs.
 - b. Retiring faculty and staff in critical positions should be retained for a limited period of time to provide mentoring to their replacements to facilitate the transfer of organizational knowledge and practice.
 - c. Cooperative Extension should reinstate the Agent-In-Training program.
 - d. CAES should provide mentoring training for interested employees. This should be the environment and culture of the College.
 - e. An Employee Engagement expert should be contracted to help the College maximize employee productivity.
2. For technical staff, CAES should request that training on innovative research-related procedures be made available from UGA Training and Development.
3. Supervisors and Department Heads should encourage and reward staff for increased competencies related to their job responsibilities.

B. Increase the rigor of performance evaluations and tenure and promotion procedures to ensure excellence, and establish evaluation and promotion

processes that recognize the diversity of employee responsibilities and activities

1. Quantifiable benchmarks should be used to evaluate faculty.
2. Departmental guidelines should clearly define the standards that will be applied to evaluate faculty.
3. External review letters from prominent professors and Department Heads at aspirational peer departments should be provided.
4. A pay-for-performance system should be investigated for use for classified staff positions.

C. Strengthen interdisciplinary research, teaching, and Extension programs within CAES

1. Bring together faculty teaching similar courses in different departments to determine if courses can be integrated.
2. Prioritize new faculty hires that satisfy needs of more than one department.
3. Prioritize new faculty hires that are needed to elevate or maintain CAES programs in the Top 5 ranking.
4. Reassign current faculty research, Extension, and teaching percentages to harness strengths and minimize weaknesses.
 - a. Initiate a voluntary program for faculty re-assignment.

D. Develop and implement policies that promote a healthy work/life balance

1. Create a web page with the Dean's/College's position on work/life balance in the context of CAES as an employer of choice. Include tips for improving your "whole" life and provide links to resources UGA and CAES currently offer that contribute to employee health and wellbeing.
2. Provide a training program for equipping managers/supervisors to be the best they can be in their roles as leaders.

E. To facilitate collaboration and improve efficiency, actively make use of the Faculty Research Expertise Database (FRED) managed by OVPR and develop searchable CAES databases:

1. Faculty and staff expertise, including county Extension
2. Equipment (already available)
3. Facilities (indoor/outdoor)
4. Active UGA stakeholders
5. Industry/Commodity group partners and contacts for UGA liaison

F. Provide appropriate infrastructure, administrative support, opportunities for collaboration, and the time and freedom necessary to create, apply, and communicate new knowledge

1. Continued adoption of emerging computer technology to support the creation and dissemination of new knowledge and to facilitate collaboration.
2. Continued investment in and adoption of cost-efficient distance diagnostics and web-based videoconferencing systems to reduce in-state travel expenses.

3. Development of appropriate Smart Phone Apps for broad dissemination of information.
4. Continued efforts to optimize the distribution and maintenance of physical space for research, teaching, and Extension.
5. Foster and enhance CAES-Private Industry Interface to aid development and impact of new knowledge created within CAES.
6. Provide appropriate administrative support to create, apply, and communicate new knowledge.
7. Support travel regionally, nationally, and internationally.
8. Implement or develop policies and guidelines for opportunities for creative periods outside the typical work experience, to include “mini sabbaticals” that increase the opportunity to create, apply, and communicate new knowledge without the need for extended time away from the University.

G. Develop and implement a process to identify and attract faculty with strong disciplinary expertise and demonstrated openness to innovation, increase the recruitment and hiring of high-performing mid-career faculty and staff, and increase the number of faculty who combine outstanding teaching with world class research

H. Increase recruitment, hiring, and retention of diverse faculty and staff

4. Develop a Faculty Recruitment Toolkit with best practices for recruiting and hiring minority faculty and recommend use by all CAES search committees.
2. The Assistant Dean for Diversity Relations and the Dean should equip search committees for their mission by being made aware of the EEO responsibilities and the benefits of having a diverse pool of applicants.
3. Department and Unit Heads should encourage employees to attend diversity-related training and value the experiences received.
4. The administration of the College should actively monitor and encourage the Departments and Units to increase diversity in their faculty, staff, and students.

I. Develop college-level strategies that increase the number of special and named professorships

1. The CAES Office of Advancement and External Affairs should work collaboratively with departments to raise funds to support two named professorships within a 5-year period.
2. The College should double the number of internally awarded prestigious professorship titles (such as CAES Distinguished Professor of Forensic Entomology) to select mid-career hires even if their salaries are not funded through an external endowment.

J. Create a college-level system that coordinates faculty nominations for college, university, and national awards and better publicizes faculty achievements

1. Develop a college-level system to replace the existing UGA FAR and Extension GaCounts systems to use to generate award applications or supporting material for award submission.

2. OCTS should generate materials to publicize faculty awards.
3. The Dean's Office should send a monthly email to Department/Unit Heads asking for details regarding faculty and staff awards and accomplishments.
4. Department/Unit Heads should make sure faculty apply for awards.
5. Departments/Units should provide administrative support to faculty for award submissions.

K. Ensure competitive salaries comparable to aspirational universities

1. The CAES Business Office should perform an annual salary survey for all employees with the assistance of UGA Human Resources.

Goal 6: Funding Strategies. CAES will maintain current funding, expand existing sources and search for a diversity of new funding resources.

A. Simplify and consolidate all information and instructions needed to write grants into one web-based user-friendly source and keep it updated

1. Create and maintain a central web portal that features necessary CAES Business Office and UGA Contracts and Grants forms and information, along with hyperlinks to other UGA grant-related resources available through OVPR and/or the Office of Sponsored Programs (OSP).

B. Establish a mentoring program for new faculty with emphasis on grantsmanship

1. Provide an individualized introduction of each new faculty hire to funding resources and personnel in the CAES Business Office, the Office of College Advancement, and OSP shortly after their arrival on campus.
2. Fund all new junior faculty hires to participate in a regional or national grantsmanship workshop during their first 2 years.
3. Establish a CAES Faculty Mentoring Award.
4. At the beginning of each Fall Semester, encourage Department Heads to nominate faculty members for the Study in a Second Discipline program.
5. Establish a 1-year, intensive Junior Faculty Research Fellows Program for which junior faculty members can apply and that are awarded competitively.
6. Establish competitively awarded Faculty Professional Development Awards for mid-career scientists to launch new research initiatives or collaborations, learn new techniques, travel to work in laboratories, etc.
7. Re-establish the CAES Seed Grants program as contingency funding becomes available.

C. Form an advisory group composed of successful grant writers who are willing to share their expertise

1. Support development of OVPR's centralized reviewer pool and ensure that the expertise to support proposals from CAES is well represented; if necessary, develop a college-specific pool of reviewers.
2. Allocate funds to provide honoraria to reviewers of CAES proposals to ensure the quality reviews and rapid turnaround needed to make this program a success.

D. Create an infrastructure for grant development and processing by establishing a CAES Office of Grant Attainment

1. Staff the office with multiple grant specialists, including one with expertise in each of the four research focus areas. Include additional specialists versed in grant opportunities in the other mission areas of the College.
2. Assist faculty in searching for, writing, and procuring grants. Grant specialists will help faculty members and principal investigators to prepare and submit research proposals to sponsoring agencies and organizations; identify and pursue major funding opportunities; create and maintain large databases of information sources; and assist in the researching, writing, editing, and preparing of proposals. The grant specialists will not only help with preparing grants but will also have the authority to approve budgets and do the final submission.
3. Serve as a focal point for encouraging integrated teams centered on the focus areas.
4. Develop and post a set of previously approved budget justifications that fit typical categories for federal and non-federal sponsors.
5. Make additional previously approved forms (e.g., facilities and other resources, equipment, collaborative arrangements, consulting agreements, scope of work, logic models) available to CAES investigators who are writing proposals.
6. Allocate capital and resources to keep these resources updated to reflect new proposal types and new forms required by federal sponsors.

E. Ensure management and support for interdisciplinary grantsmanship and research efforts

1. Faculty should be encouraged to populate and utilize all fields in the FAR, including the fields that are not directly related to annual performance evaluations.
2. Faculty members interested in pursuing additional research opportunities with partner institutions should take advantage of databases such as COS-Pivot.
3. CAES administration should continue supporting interdisciplinary research collaboration by funding faculty to attend intensive grantsmanship workshops focusing on interdisciplinary collaboration.
4. Support interdisciplinary teambuilding exercises and provide example team master agreements for use by faculty during the proposal development process.

F. Increase tools and resources to support successful fundraising efforts

1. Build trust throughout the College and engage all. People need to know that if they help the College bring in resources, the distribution of those resources will be mutually beneficial.

2. Establish an Internal College Campaign, and ensure as close to 100% participation as possible.
3. Host past examples of fundraising efforts, successful or not, on a website.
4. Provide guidance and examples of when to contact CAES Office of College of Advancement or UGA Office of Corporate and Foundation Relations.
5. Establish infrastructure to support applications for foundation funding for research, Extension, and teaching by CAES faculty.
6. Specify appropriate accounts available to receive revenue generated from fundraising.

G. Increase generated funds from sales, services, and facility rentals, and optimize the flexibility for efficient use of these funds

1. Put fact sheets, budget guidance, and other helpful documents concerning accounting aspects of Sales and Services accounts online where staff and faculty can consult them. Remove out-of-date or unclear documents.
2. Develop procedures and safeguards that will allow the acceptance of credit cards to pay for sales, services, and products provided.
3. Ensure that any cost recovery is delivered to the program or faculty members involved in the educational, teaching, or research effort.

H. Establish guidelines to calculate cost recovery

1. Create guidelines for faculty on cost recovery outlining appropriate direct and indirect costs to be recovered.
2. Create a generic fee schedule for educational, research, and teaching programs.

I. Invest in selected equipment and infrastructure that would make CAES more competitive in grant solicitation and fund development

1. Develop a transparent protocol with rubrics to prioritize the need for new equipment and infrastructure with a focus on how these resources will be used to increase extramural funding, starting at the faculty level.
2. Support implementation of the searchable equipment database being envisioned by OVPR to help avoid duplication.
3. Combine this information into a short-term (1- to 2-year) and longer-term (5- to 10-year) equipment and infrastructure needs list. Update these lists regularly and make them available to faculty as well as the Office of College Advancement.
4. As much as possible, equip the four research focus areas recommended in the CAES Strategic Plan as CAES-wide core facilities (e.g., growth funding of \$7.5 to 10 million total). Similarly, UGA Capital Campaign requests may be most appropriate for core facilities and for equipment needs in high-visibility and high-return programs.

J. Emphasize alternative funding

1. Approach commodity groups and other organizations for support of CAES programs.
 - a. For commodity groups, calculate ratio of annual contributions to annual farm gate value to determine relative levels of support; conduct an educational

- campaign with the goal of raising all commodity group support levels above the current median.
- b. Form better connections between stakeholder industry and commodity groups and applied research faculty through outreach and Extension personnel.
 - c. Define appropriate UGA/CAES liaisons for commodity groups, industry groups, and consumer groups, and urge their financial support.
2. Conduct a census of state, local, and government sources, private foundations and corporate funding sources that are currently giving to CAES; identify and target potential sources that are either not being utilized or are underutilized.
 3. Establish clear processes and procedures to identify, prioritize, and enhance various funding sources. Three offices within the college, External Affairs, Research, and Business, are fundamental to establishing these procedures.
 4. Develop transparent procedures for reporting gifts and donations for all funds contributed to the college.
 5. Use a percentage of overhead from Industry/Commodity Group Research projects and/or from Pay-for-Service work to support interdisciplinary programs.

K. Encourage collaboration and resource sharing between the Office of College Advancement and grant support personnel

1. Continue workshops to learn about obtaining funding from foundations with UGA Office of Corporate and Foundation Relations at least annually.
2. Establish quarterly meetings between CAES Business Office and Office of External Affairs staff; reciprocally share information on grants applied for and awarded.
3. Develop trainings and online resources that clearly outline the responsibilities of the various UGA/CAES offices involved in grants and fundraising, and how individual faculty members can best utilize them.

Goal 7: Internal and External Communication. CAES will ensure understanding and appreciation of the value of our programs both within our organization and by the public.

A. CAES faculty and staff will have knowledge of initiatives in various program areas and will collaborate with personnel across CAES disciplines

1. Review structure and function of current organizational communication processes.
 - a. Invite an external panel to review our communication processes, efficiency, function, and college brand awareness.
 - b. Recommended restructuring:

- i. OCTS will be restructured with a project manager who will traffic ALL incoming communication requests.
 - ii. Restructure OCTS to divide IT and communications personnel under an Associate Director of IT and Associate Director of Communications, both answering to the Director of OCTS.
 - iii. The project manager would be a part of the business services personnel who provide support to both the IT and communications groups. This would allow for one “go-to” for CAES clients when requesting OCTS services.
 - iv. Associate directors would be primarily responsible for managing their staff vs. managing staff AND project managing for clientele.
2. Identify barriers to and solutions for improvement of communication processes.
 - a. There should be a consistent, periodical, internal e-newsletter from the Dean with additional information from Extension, research, academics and support units, vs. the individual efforts currently in place. This would give one solid message that would give personnel insight into all aspects of CAES. This e-newsletter could give links to newsletters from individual groups, but would serve as one message from the administration.
 3. Increase interaction and information sharing among campuses, departments, and across all units.
 4. Start the communication process with new CAES hires. This would include an “Introduction to CAES” conference every 6 months. This 2-3 day orientation could include all new CAES hires and would be coordinated between UGA HR, CAES HR, Dean’s office, and Ag Leadership to accomplish goals.

B. UGA faculty, staff, and students will understand and value CAES programs

1. Increase the conspicuousness of CAES at university functions and in programs
 - a. Investigate the list of UGA events currently without CAES promotion and add to marketing efforts.
 - b. Develop a plan to promote CAES events within the UGA community.
 - c. The CAES communication office will interact with other communication offices on campus.
2. Increase the visibility of CAES in university press and media publications. This includes:
 - a. Printed publications such as UGA Columns, Georgia Magazine, and UGA Research Magazine.
 - b. Increase CAES promotion in digital signage across campus such as at the Tate Center and the Miller Learning Center.

C. Decision makers and the general public will recognize and understand the value and impact of CAES programs to the people, state, nation, and the world

1. Explore retaining an outside firm to develop and implement a public relations and marketing campaign for CAES.
2. Inform and reach out to groups unfamiliar with the depth and breadth of CAES (urban populations, underserved groups, etc.).
3. Develop an evaluation tool to identify audiences outside our current college “family.” Determine how we use known venues that reach non-traditional audiences to connect CAES to that audience. Identify other potential venues to reach the audience.
4. Focus on non-traditional events/audiences. Adequately fund, market, implement and evaluate these efforts to ensure success. Prioritize list of targeted audiences and opportunities to share CAES.
5. Create a departmental listing of efforts to reach non-traditional audiences. Include in the inventory international activities and support to developing countries.
6. Create and post 10 message points for faculty to use when talking to public groups. Supplement with other visual tools. Focus on the value of CAES to Georgia.
7. Focus on a campaign to create local advocates and to educate urban and newly elected legislators.
8. Share a list of Advisory Council presentations to local civic organizations so faculty can find opportunities that don’t overlap to make presentations to civic groups.
9. Find opportunities for identified 4-H’ers to speak to local groups and legislators. For example, State 4-H Project Winners could present at state meetings of ag-related trade organizations in Georgia (Ex: Entomology project winner at Georgia Pest Control Association annual meeting).
10. Distribute stories about 4-H’ers as leaders to a broader audience and in more public venues to get attention of non-traditional audiences.
11. Encourage faculty members to identify themselves in media, public address, etc., as being with the University of Georgia. (Often faculty will just say ‘Georgia’ and people assume the state not the university.)
12. Improve signage at R&E/branch stations. Make the signs bigger so people can see them from the road to better highlight the UGA connection with proper colors to match UGA identity.
13. Explore and encourage innovative tools and techniques to reach new audiences and age brackets (e.g, smart-tagging, QR Codes, YouTube, targeted newsletters (internal and external), social media).
14. Encourage department heads to support innovation and communication. Reward the faculty for innovation in communication efforts.
15. Create a catalog of good local tools that can be used or provide ideas to other faculty for tools they can create to communicate with non-traditional audiences.
16. Develop criteria for choosing winners and recognize college communication innovators at respective employee recognition programs.
17. Develop broader ways to identify and quantify impact beyond the direct recipient of a research, teaching or outreach program.
18. Deliver a consistent message.

19. Focus on follow through by teaching faculty how to use available tools and ideas to push that information out.
20. Provide more training and accountability that lessons learned are implemented.
21. Give faculty more time for training and exploration. More communication training is needed for all faculty, not just county agents and Extension specialists.
22. Reward the faculty for training and implementation activities.

D. Establish an inventory of the current people and skills available in the Communication staff

1. Examine what is needed and fair compensation for those positions to allow us to maintain critical people in those positions.
2. Make full use of the skills to broaden the abilities of all faculty and improve our total communication capacity.

Strategic Planning Committee

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Sammy Aggrey	<i>Professor, Poultry Science</i>
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Design

CAES Office of Communications and Technology Services

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