

**Strategies – Draft  
(Updated 3/06/13)  
UGA CAES Strategic Planning Action Team 1 - Academic Programs**

**A. Topic: Evaluate Curriculum - Evaluate curricula of each major**

Strategies:

- 1). Departments should provide summary of curriculum changes to the college every 3 years.  
Baseline: Most departments provide information about curricula changes in their annual assessment reports.  
Benchmark: Within 3 years, all departments provide reports of curriculum review.
- 2). Departments should conduct a stakeholder and alumni survey every 7 years.  
Baseline: Many departments conduct stakeholder and alumni surveys.  
Benchmark: Within seven years, all departments conduct stakeholder and alumni surveys and share the results with the College.

**B. Topic: Evaluate Curriculum-Evaluate college-wide requirements**

Strategies:

- 1). CAES Curriculum Committee should evaluate alternatives to current College-wide requirements  
Baseline: College core requirements have not been reviewed in over 10 years.  
Benchmark: Review college-wide core requirements within 2 years
- 2). Examine the possibility of the Agricultural Communication class (AGCM 1200) substituting for Speech Communications (COMM 1100) in World, Language, Culture, and History area  
Baseline: The Agricultural Communications class currently does not meet the WLCA requirement.  
Benchmark: Within 2 years, add AGCM 1200 as a WLCA approved class.
- 3). Teach a 3-credit-hr class in Agriculture and Society that could fit in the World, Language, Culture and History Area such as AESC 2050 (Effects of Global Agriculture on World Culture)  
Baseline: Currently no CAES classes are in this area (one has been approved)  
Benchmark: Within 1 year, gain approval for AESC 2050.
- 4). CAES departments need to provide courses that fit in the science core requirements (Examples: Horticultural Science, Food Science, Crop and Soil Science)

- Baseline: Currently, only CRSS 2010 meets the University science core requirement.
- Benchmark: Within 3 years, gain approval of additional CAES Science courses for the science core.
- 5). Examine validity of burdensome prerequisites to facilitate students taking higher level courses
- Baseline: Currently, many upper level classes have prerequisites that are not critical.
- Benchmark: Within 2 years, all departments review their upper level courses to reduce prerequisites.
- 6). Design classes to attract students with a greater diversity of interests
- Baseline: Currently, the image of the College among University students is not very favorable.
- Benchmark: Within 2 years, generate a list of courses for non-majors and vigorously promote these university-wide. The College should also consider changing the name of the degree to a Bachelor of Science degree.
- 7). Design an introductory class in Agricultural and Environmental Sciences that all students are required to take
- Baseline: Currently, no course exists to improve literacy of CAES graduates in the areas of agricultural and environmental science.
- Benchmark: Within 2 years, develop a 1-credit hr, team-taught course that is part of the College core requirements that will introduce students to contemporary CAES issues.

### **C. Topic: Evaluate Curriculum - Determine job market demands for majors**

#### Strategy:

- 1). CAES should consolidate information about starting salaries and job placement of graduates
- Baseline: Currently, the career center compiles information provided voluntarily by students.
- Benchmark: Within 1 year, the College Academic Affairs office will develop a survey that can be sent to graduating seniors.

### **D. Topic: Interdepartmental Curriculum-Undergraduate**

#### Strategies:

- 1). The Action Group felt strongly that the Dean's office should pursue mechanisms for departments to share contact-hour credit to facilitate formation of the

interdisciplinary majors

Baseline: No system exists for departments to share contact hour credit.

Benchmark: Within 2 years, approach university administration about the possibility of allowing sharing of contact hour credit.

- 2). Re-examine tenure-review process for rewarding collaboration for interdisciplinary majors

Baseline: Faculty members are not given credit for participating in interdisciplinary efforts.

Benchmark: Within 2 years, the College should consult with the Provost's Office and request that they examine the Promotion and Tenure guidelines to more favorably consider interdisciplinary activities

- 3). Departments examine class prerequisites to reduced limitations to taking useful courses

Baseline: Currently many upper level classes have prerequisites that are not critical.

Benchmark: Within 2 years, all departments review their upper level courses to reduce prerequisites.

#### **E. Topic: Interdepartmental Curriculum - Graduate**

Strategies:

- 1). The Action Group felt strongly that the Dean's office should pursue mechanisms for departments to share contact-hour credit to facilitate formation of the interdisciplinary majors at the graduate level

Baseline: No system exists for departments to share contact hour credit.

Benchmark: Within 2 years, approach university administration about the possibility of allowing sharing of contact hour credit at the Graduate level.

- 2). Re-examine tenure-review process for rewarding collaboration for interdisciplinary majors

Baseline: Faculty members are not given credit for participating in interdisciplinary efforts.

Benchmark: Within 2 years, the College should consult with the Provost's Office and request that they examine the Promotion and Tenure guidelines to more favorably consider interdisciplinary activities

#### **F. Topic: Evaluate Curriculum-Increase Globalization**

Strategies:

- 1). Evaluate programs for relevance and potentially promote longer stays in study

abroad

**Baseline:** While there are many study abroad programs at UGA, most are short duration and led by UGA faculty. There are also a number of exchange agreements between UGA and international institutions, but a limited number of students, particularly in CAES, participate in semester exchange programs.

**Benchmark:** The College needs to promote semester exchange options and departments need to consider ways to create flexibility in degree programs that encourage participation.

2). Include global applications in lectures

**Baseline:** Few courses include global applications

**Benchmark:** Within 2 years, 80% of CAES classes have some discussion of global issues.

3). Use foreign guest lecturers in classes

**Baseline:** Very few courses take incorporate foreign speakers, in their classes.

**Benchmark:** Within 2 years, increase the number of foreign speakers, either as visiting speakers or by video conferencing.

## **G. Topic: Distance Ed Training**

Strategies:

1). Faculty require technical assistance in developing courses

**Baseline:** (Academics) Some CAES faculty rely on UGA campus-wide services for distance and online learning support as provided by: EITS (technical support), CTL (pedagogy) and Office of Online Learning (OOL) (online learning). Others receive assistance from the CAES Office of Communications and Technology Services (OCTS) (technical support) and CAES faculty members (pedagogy) who already teach using distance technologies.

(Cooperative Extension) Dedicated Wimba support has been available through the Office of Communications and Technology Services (OCTS) for the past 6 years.

**Benchmark:** (Academics) Within 3 years, establish dedicated (pedagogical and technical) support within CAES to assist statewide faculty in converting face-to-face courses and programs to online environments.

(Cooperative Extension) Within 3 years, establish consistent means of evaluating Wimba (online training) sessions.

- 2). Faculty require financial assistance in developing courses
 

Baseline: (Academics) Limited funding and support for the development of distance education courses is available through grant dollars (when secured) or fellowship opportunities (when available through OOL).

Benchmark: (Academics) Within three years, 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.)

(Cooperative Extension) Include Extension faculty and trainers in same or similar offerings as Academic faculty as mentioned above and where Extension leadership deems appropriate.
  
- 3). Develop modular classrooms that are centrally wired
 

Baseline: Currently, there are no such classrooms in the College.

Benchmark: Develop at least one classroom to serve as a model for faculty.
  
- 4). Provide courses for professional development and Master's education
 

Baseline: (Academics) Some CAES academic courses are available online; for the following two masters programs, all courses are available online: Masters of Agricultural Leadership and Masters of Food Technology.

(Cooperative Extension) Hundreds of professional development courses and programs have been offered over the past 6 years via Wimba (online training), including several online statewide, multi-state and national conferences.

Benchmark: CAES should form an exploratory committee of individuals with experience in this area to determine the need and direction for future courses in this area.
  
- 5). Improve marketing of online courses
 

Baseline: (Academic) Information regarding existing online offerings are available via the CAES DE portal (under development).

Benchmark: (Academic) Marketing of online courses and programs must exist to ensure adequate enrollment and success. Within one year, ensure DE portal (under development) is completed and provides current listing of online course offerings for each semester.

## **H. Topic: Expand Graduate Student Enrollment in CAES**

### Strategies:

- 1) Provide additional support to maintain and expand graduate enrollment and training
 

Baseline: Support in the form of assistantships has declined.

Benchmark: 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). Assistantships in CAES need to be competitive with other UGA programs and with peer institutions.

Baseline: Current assistantship maximums in CAES are lower than those in Arts and Science.

Benchmark: Assistantship cap in CAES should be evaluated and increased to give faculty the opportunity to better compete for outstanding students.

- 3). The tuition waiver is critical to attracting students

Baseline: The number of waivers from the Graduate School is limited and students with extramural fellowships are often not given in-state waivers.

Benchmark: The College should work with the Graduate School to sustain tuition waivers and consider ways to be more flexible in these awards.

- 4). The requirement that graduate students pay fees makes UGA less competitive.

Baseline: Currently graduate students are assessed the same fees each semester as undergraduates. This fee must be paid by the student.

Benchmark: Work with the Graduate school and Administration to find alternatives to the fees.

- 5). Smaller departmental graduate programs should utilize Graduate School support programs

Baseline: Smaller CAES departments that lack a critical mass of graduate students have difficulty in providing full graduate experiences, particularly as they relate to gaining teaching experience.

Benchmark: Work with the Graduate School to identify opportunities to better train graduate students.

- 6). Provide incentives for faculty that develop large graduate programs

Baseline: Currently there are no incentives or rewards for faculty that train large numbers of graduate students.

Benchmark: Provide incentives such as assistantships, and release time from teaching to faculty who excel at graduate training.

- 7). Provide support for faculty to develop budgets and budget justifications for graduate students

Baseline: Currently there is no specific support for faculty

Benchmark: Assure that 1 person in the CAES Business Office is trained and

available to help faculty with budget development.

- 8). Provide incentives for new research faculty to advise more graduate students  
Baseline: Currently, there is little incentive for faculty to train graduate students.  
Benchmark: CAES should identify means to fund graduate student stipends as part of start-up packages.

## **I. Topic: Update and modernize facilities**

Strategies:

- 1). Provide dedicated classroom and support team for distance education  
Baseline: (Academics) Existing DE Labs, where available, are staffed by part-time or student workers (i.e. transitory staff).  
(Cooperative Extension) Dedicated support has been in place for 6 years.  
Benchmark: (Academics) Within three years, expand existing DE Lab facilities to include support for all campuses with dedicated staff experienced in distance and online learning, as well as emerging technologies.
- 2). Assure that wireless is available in all classrooms  
Baseline: (Academics) Tifton campus: there is no wireless in any classrooms. No authentication process exists (unlike Athens/Griffin); therefore no plans to upgrade to wireless at this time due to federal regulations CALEA. Athens/Griffin: fully wireless, all classrooms have PAWS and Secure PAWS access and are equipped with the 802.11g/802.11i standards which allows for 54 Mbps connectivity at enhanced WPA2 encryption. Future plans (18+ months out and depending on funding) includes upgrading all campus wireless points to 802.11n which will increase speed of access for wireless devices. Note: Classrooms within CAES are predominantly managed by individual departments, so upgrades are implemented at the department level.  
(Cooperative Extension) Some County Offices operate with low bandwidth and/or connectivity. Wireless may not be available at all training locations.  
Benchmark: (Academics) CAES Departments responsible for academic classrooms need to ensure upgrades continue to occur in a timely fashion. Departments should consult with CAES OCTS, which maintains communication with EITS regarding upgrades and problem resolution.  
(Cooperative Extension): Within three years, reevaluate existing infrastructure to determine if/when upgrades can occur at the County level; continue to consult with OCTS in this regard.

- 3). Update as many classrooms as possible to facilitate group learning situations (movable desks for flexible classroom setup)  
Baseline: Classrooms within CAES are predominantly owned by individual departments so upgrades are done at the department level.  
Benchmark: Within three years, provide departmental funding to implement flexible classroom environments, where possible.

## **J. Topic: Diversity - Increase and support**

### Strategy:

- 1). Provide extra academic assistance  
Baseline: Some students voluntarily seek assistance from the Assistant Dean of Diversity or from the CAES grad assistant that provides academic assistance  
Benchmark: All students from underrepresented groups should be invited to meet with the Assistant Dean at the start of their first semester. At this meeting, the Dean could inform the students about the assistance that is available. The College should also provide funding to support tutoring or training for these students.
- 2). Provide extra stipends for travel  
Baseline: Minimal funds are available for students to attend appropriate scientific and educational meetings.  
Benchmark: Sufficient funds should be provided for all worthy students to national meetings.
- 3). Provide programs via Academic Enhancement  
Baseline: The multi-cultural scholar students (USDA grant funded) attend organized help sessions for them.  
Benchmark: The Assistant Dean should organize help sessions for all students from underrepresented groups
- 4). Measure success rate in terms of numbers that are graduating  
Baseline: Success rates are measured in terms of students enrolled  
Benchmark: Success rates should be measured in terms of at-risk students that graduate.
- 5). Determine if staff member is more effective as a recruiter than an Assistant Dean of Diversity  
Baseline: Currently, the Assistant Dean does not have an assistant to assist in recruiting or advising.  
Benchmark: Hire a full-time assistant to recruit and advise.
- 6). Train faculty mentor in each department  
Baseline: No department has a mentor for students for underrepresented

groups

Benchmark: All departmental undergraduate coordinators should be trained to mentor students from underrepresented groups

- 7). Change the B.S.A. degree to a B.S. degree to attract a more diverse community of students
- 8). Market connections of agriculture to other professions (law, business, medicine) (

### **K. Topic: Increase undergraduate involvement in meaningful research experiences and internships**

Strategy:

Committee felt that no more effort is needed in this area as the College has a good record in these areas.

#### **Action items with no cost:**

- Departments should provide summary of curriculum changes to the college every 3 years
- Departments should conduct a stakeholder and alumni survey every 7 years
- Teach a 3-credit-hr class in Agriculture and Society that could fit in the World, Language, Culture and History Area such as AESC 2050 (Effects of Global Agriculture on World Culture)
- CAES departments need to provide courses that fit in the science core requirements (Examples: Horticultural Science, Food Science, Crop and Soil Science)
- Examine validity of burdensome prerequisites to facilitate students taking higher level courses
- Design classes to attract students with a greater diversity of interests
- Design an introductory class in Agricultural and Environmental Sciences that all students are required to take
- CAES should consolidate information about starting salaries and job placement of graduates
- The Action Group felt strongly that the Dean's office should pursue mechanisms for departments to share contact-hour credit to facilitate formation of the interdisciplinary undergraduate majors
- Re-examine tenure-review process for rewarding collaboration for interdisciplinary undergraduate majors
- Departments examine class prerequisites to reduced limitations to taking useful courses.
- The Action Group felt strongly that the Dean's office should pursue mechanisms for departments to share contact-hour credit to facilitate formation of the interdisciplinary majors at the graduate level

- Re-examine tenure-review process for rewarding collaboration for interdisciplinary graduate majors
- Evaluate programs for relevance and potentially promote longer stays in study abroad
- Include global applications in lectures
- Use foreign guest lecturers in classes
- Provide distance education courses for professional development and Master's education
- Improve marketing of online courses
- Smaller departmental graduate programs should utilize Graduate School support programs
- Provide extra academic assistance to students from under-represented groups
- Provide programs via Academic Enhancement for students from underrepresented groups
- Measure success rate in terms of numbers of underrepresented groups that are graduating
- Market connections of agriculture to other professions (law, business, medicine)
- Change the B.S.A. degree to a B.S. degree to attract a more diverse community of students

**Action items that entail costs:**

- Faculty require technical assistance in developing distance education courses
- Faculty require financial assistance in developing distance education courses
- Develop modular classrooms that are centrally wired for distance education
- Provide additional support to maintain and expand graduate enrollment and training Assistantships in CAES need to be competitive with other UGA programs and with peer institutions
- The tuition waiver is critical to attracting graduate students
- The requirement that graduate students pay fees makes UGA less competitive
- Provide incentives for faculty that develop large graduate programs
- Provide support for faculty to develop budgets and budget justifications for graduate students
- Provide incentives for new research faculty to advise more graduate students
- Provide dedicated classroom and support team for distance education
- Assure that wireless is available in all classrooms
- Update as many classrooms as possible to facilitate group learning situations (movable desks for flexible classroom setup)
- Provide extra stipends for travel to students from under-represented groups

**Completion of goals to date:**

- Hire staff member to assist the recruiting efforts of the Assistant Dean of Diversity