

University of Idaho

College of Agricultural *and* Life Sciences

STRATEGIC PLAN

CALS STRATEGIC PLAN

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MISSION STATEMENT

The College of Agricultural and Life Sciences fulfills the intent and purpose of the land-grant mission and serves the food-industry, people and communities of Idaho and our nation:

- through identification of critical needs and development of creative solutions,
- through the discovery, application, and dissemination of science-based knowledge,
- by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- by fostering the healthy populations as individuals and as a society,
- by supporting a vibrant economy, benefiting the individual, families and society as a whole.

VALUES STATEMENT

The College of Agricultural and Life Sciences values:

- excellence in creative discovery, instruction and outreach,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

VISION STATEMENT

We will be the recognized state-wide leader and innovator in meeting the state's current and future challenges to create healthy individuals, families and communities, and enhance sustainable food systems respected regionally and nationally through focused areas of excellence in teaching, research and outreach with extension serving as a critical knowledge bridge between the University of Idaho, College of Agricultural and Life Sciences, and the people of Idaho.

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Goal 1: Teaching and Learning

Enable student success in a rapidly changing world through transformed teaching and learning.

Objective A: Build adaptable, integrative curricula and pedagogies.

Strategies:

1. Streamline policies and practices to enable creative program revision and course scheduling.

Action Items:

- a. Develop a website for the CALS Academic Programs Advisor Committee (APAC) within CALS. Include policy documents related to curriculum revision, curriculum change forms, course scheduling policies, etc.
 - *Responsibility:* CALS Academic Programs and Educational Communications
 - *Performance measures:* CALS APAC website active, updated regularly, and site information disseminated to all CALS faculty and staff
 - *Benchmark:* 100% awareness by CALS faculty and staff
 - *Timeline:* July 2014
 - b. Expand function of APAC to include investigating innovative curricular enhancements
 - *Responsibility:* CALS Academic Programs
 - *Performance measures:* Monthly meetings beyond the time period required for curriculum changes
 - *Benchmark:* Innovative curricular enhancements considered and implemented on an annual basis
 - *Timeline:* Fall 2014
 - c. Collaborate with WSU and investigate creative joint programming on an annual basis
 - *Responsibility:* Department Heads and CALS Academic Programs
 - *Performance measures:* One meeting per year to discuss opportunities
 - *Benchmark:* Increased program collaboration
 - *Timeline:* Ongoing
2. Implement general education requirements that emphasize integrative learning throughout the undergraduate experience.

Action Items:

- a. Develop a number of Great Issues (ISEM 301) courses that incorporate social science, humanities, and scientific themes around food production
 - *Responsibility:* CALS Academic Programs and Department Heads
 - *Performance measures:* Approved ISEM 301 course listed in spring 2014 course catalog.
 - *Benchmark:* Offer the CALS designated number of seats in ISEM 301 courses per academic year to meet UI goals for offering these classes for the 2014-15 and subsequent academic years

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- *Timeline:* September 2014

3. Use external and internal assessments to keep teaching and learning vital.

Action Items:

- a. Develop a common evaluation instrument for assessing the quality of student advising by CALS faculty advisors.
 - *Responsibility:* CALS Academic Programs
 - *Performance measures:* Disseminate Advising Evaluation to all CALS faculty members
 - *Benchmark:* Utilized by 25% of CALS faculty advisors
 - *Timeline:* May 2015
- b. Improve and utilize Institutional Research & Assessment Office's on-line assessment tool
 - *Responsibility:* CALS Dean; CALS Academic Programs; Department Heads
 - *Performance measures:* Report meaningful, ongoing and completed activities; long term curriculum improvements resulting from annual assessments
 - *Benchmark:* 100% completion
 - *Timeline:* Ongoing

4. Build curricula to support timely degree completion.

Action Items:

- a. Investigate joining the Agriculture Interactive Distance Education Alliance (Ag*IDEA) on-line graduate programs through Great Plains IDEA or a similar consortium.
 - *Responsibility:* CALS Academic Programs and Department Heads
 - *Performance measures:* Determination from CALS regarding whether to participate in Ag*IDEA or a similar consortium
 - *Benchmark:* Formal Ag*IDEA (or a similar consortium) agreement in place between University of Idaho Registrar, CALS, and Ag*IDEA (or a similar consortium) if departments choose to participate
 - *Timeline:* May 2015
- b. Increase the number of course offerings via distance learning in CALS.
 - *Responsibility:* CALS Academic Programs and Department Heads
 - *Performance measures:* Exploration of additional course offerings to meet students' curricular needs to support timely degree completion for on-campus and off-campus programs.
 - *Benchmark:* 10% increase in distance course offerings from CALS
 - *Timeline:* May 2015

5. Expand opportunities for professional education.

Action Items:

- a. Encourage faculty and staff participation in professional development opportunities with travel incentives.

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- *Responsibility:* CALS Academic Programs and Department Heads
- *Performance Measures:* Increased participation
- *Benchmark:* Five faculty and/or staff participate per year
- *Timeline:* Ongoing

6. Apply emerging technologies to increase access and respond to the needs of local and global learners.

Action Items:

- a. Promote use of emerging technologies (e.g. *Second Life*, Skype, iPad apps, hybrid courses, on-line courses, etc.) that are appropriate to each program to increase student learning.
 - *Responsibility:* CALS Academic Programs, Department Heads and the faculty using the new technologies
 - *Performance Measures:* Faculty workshops to educate about new technologies
 - *Benchmark:* One workshop per year
 - *Timeline:* December 2014
- b. Explore the potential for establishing an Agricultural Science, Communication, and Leadership (ASCL) degree at the College of Western Idaho by combining this with offerings for the similar program at CSI.
 - *Responsibility:* AEE-4HYD and CALS Academic Programs
 - *Performance Measures:* Final plan for establishing an ASCL degree program at CWI
 - *Benchmark:* ASCL degree approved.
 - *Timeline:* December 2013

7. Develop increased learning opportunities for underserved or underrepresented communities.

Action Items:

- a. Work with UI Director of Minority Recruiting to establish relationships with minority populations, establish scholarships, and recruit minorities into CALS.
 - *Responsibility:* CALS Academic Programs
 - *Performance Measures:* Expand and re-allocate scholarship availability
 - *Benchmark:* Double minority representation among CALS students to 5% over 5 years
 - *Timeline:* Ongoing

8. Employ active learning pedagogies to enhance student learning.

Action Items:

- a. Increase the number of CALS courses which utilize Service Learning/Experiential Learning methodologies.
 - *Responsibility:* CALS Academic Programs; Department Heads, and Faculty
 - *Performance Measures:* Annual seminar by Service Learning Office

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- *Benchmark:* Increase Service Learning/Experiential designated courses within CALS by 25%
- *Timeline:* December 2015

- b. Expand opportunities for CALS students to complete planned internships and study-abroad learning experiences.
 - *Responsibility:* CALS Academic Programs; Department Heads and Faculty; International Programs
 - *Performance Measures:* Industry and study abroad contacts enhanced, and student input requested
 - *Benchmark:* Increase number of CALS students completing internships and study-abroad programs by 20% total (approximately 6% per year)
 - *Timeline:* December 2015

Objective B: Develop integrative learning activities that span students' entire university experience.

Strategies:

1. Engage alumni and stakeholders as partners in student mentoring.

Action Items:

- a. Utilize CALS alumni and stakeholders as advisory committee members, student mentors, internship providers, and guest lecturers.
 - *Responsibility:* Faculty, staff, and administrators in CALS
 - *Performance Measures:* Diverse, cross section of participation.
 - *Benchmark:* Highlight at least one success story per year in Programs and People and/or CALS website.
 - *Timeline:* May 2014

2. Increase student participation in co-curricular activities.

Action Items:

- a. Organize an annual CALS Leadership Seminar or UI effort to allow club officers and members to improve their leadership and efficiency of their organizations.
 - *Responsibility:* AgSAC; CALS Ambassadors, and CALS Academic Programs
 - *Performance Measures:* Work with CALS Academic Programs to plan leadership seminars
 - *Benchmark:* CALS, UI, or external leadership training opportunity provided at least 3 times per year
 - *Timeline:* May 2014

3. Integrate curricular and co-curricular activities.

Action Items:

- a. Participate in and support the UI College of Graduate Studies (COGS) Innovation Showcase and other professional society symposia.

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- *Responsibility:* Academic Programs; Department Heads; IAES Director
- *Performance Measures:* Number of CALS students involved in UI COGS Innovation Showcase or INBRE. Highlight one CALS graduate student per department participating in professional society symposia
- *Benchmark:* Highlight successful efforts of the CALS students who participate in such activities each year
- *Timeline:* May 2015

4. Improve Capacity and Enrollment Management System

Action Items:

- a. Institute Enrollment Management System: Determine capacity of existing undergraduate and graduate programs
 - *Responsibility:* CALS Academic Programs
 - *Performance Measures:* Available classroom and lab space; available faculty; current faculty/student ratios
 - *Benchmark:* Establish capacity targets; set criteria, align faculty/student ratios
 - *Timeline:* Fall 2014
- b. Meet Recruitment Goals for CALS and individual departments
 - *Responsibility:* CALS Academic Programs and Department Heads
 - *Performance Measures:* Historical enrollment; career availability/placement options; industry input
 - *Benchmark:* Approximately 220 undergraduate student increase; 40 graduate students
 - *Timeline:* Set goals by Fall 2014; meet goals by 2020
- c. Improve Student Retention
 - *Responsibility:* CALS Academic Programs
 - *Performance Measures:* Historical retention is 83%
 - *Benchmark:* Increase retention by 0.5% per year to reach an overall 85% retention rate
 - *Timeline:* 2015

Goal 2: Scholarly and Creative Activity

Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow

Objective A: Strengthen all scholarly and creative activities consistent with the University's strategic missions and signature areas.

Strategies:

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1. Identify, develop and promote at least one area of excellence within each academic department that is nationally and/or internationally recognized for its scholarship distinction in research, extension, and teaching (should include at least two of the three areas).

Action Items:

- a. Identify areas of excellence
 - *Responsibility:* Unit heads
 - *Performance Measures:*
 - Number of national faculty awards
 - Number of fellows in disciplinary associations
 - Elected leadership in professional organizations
 - Editorships of peer-reviewed journals
 - Invited presentations and scholarly output
 - Nationally competitive grant review panels
 - *Benchmark:* At least one established area of national and/or international recognition per department
 - *Timeline:* December 2015
 - b. Develop and begin redirecting resources as appropriate for each area of excellence on an ongoing basis.
 - *Responsibility:* Joint between faculty, Unit heads and CALS administration
 - *Performance Measures:* Number of identified areas of excellence
 - *Benchmark:* At least one established area of national and/or international recognition per department
 - *Timeline:* December 2015
2. Increase grant submissions and awards from agencies, commissions, foundations, and private industry by all tenure and non-tenure track faculty, staff, and administration for scholarship and creative activities in research, extension, and teaching.

Action Items:

- a. Increase emphasis on obtaining extramural funding in hiring, tenure and promotion, and faculty review decisions
 - *Responsibility:* Unit heads and CALS administration
 - *Performance Measures:*
 - Number of grant proposals submitted per year
 - Number of grant awards received per year
 - Amount of grant funding received per year
 - *Benchmark:* 5% increase per year in the number of grants submitted
 - *Timeline:* Continuously over five years
- b. Increase grants awarded to faculty by hiring grant specialists to assist in identifying funding opportunities and grant writers to assist in proposal development
 - *Responsibility:* College administration
 - *Performance Measures:*
 - Availability and use of grant specialists and grant writers

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- Number of grants identified by grant specialists
 - Number of grants submitted using the services of a grant writer
 - *Benchmark:* Attain an average of \$20 million in extramural funding across research, extension, and teaching scholarship during the 2015-2017 time period
 - *Timeline:* Continuously over five years
 - c. Provide increased mentoring for new faculty by having faculty who are successful in obtaining competitive grants serve on mentoring committees
 - *Responsibility:* Unit heads and faculty
 - *Performance Measures:*
 - Mentoring committees with faculty who are successful at obtaining grants
 - Number of grants submitted by new faculty within five years of the date of hire
 - Number and amount of grant awards received by new faculty within five years of hire
 - *Benchmark:* 5% increase per year in the number of grants submitted
 - *Timeline:* Continuously over five years
 - d. Increase collaborative research with private industry
 - *Responsibility:* Research faculty, Unit heads and CALS administration
 - *Performance Measures:* Dollar amount of grants and contracts awarded
 - *Benchmark:* Attain an average of \$20 million in extramural funding expenditures across research, extension, and teaching scholarship during the 2015-2017 time period.
 - *Timeline:* Continuously over five years
3. Improve the infrastructure, facilities and program support on campus and at the Research and Extension Centers through a portfolio of funding sources, including federal, state, local and private funding.

Action Items:

- a. Increase fund-raising from public and private sources to build research endowments, endowed professorships and chairs, and endowed funds for graduate fellowships; and increase private investments in capital infrastructure
 - *Responsibility:* Unit heads, CALS administration, Development staff
 - *Performance Measures:* Amount of funding raised
 - *Benchmark:* Raise \$10 million over five years
 - *Timeline:* Continuously over five years
- b. Allocate resources preferentially to defined college Programs of Distinction and departmental areas of excellence, and to emerging Programs of Distinction and areas of excellence
 - *Responsibility:* Primary responsibility will be with Unit heads and college administration with Development staff engaging key stakeholders, staff and faculty as needed.

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- *Performance Measures:* Funds or in-kind donations acquired through development, endowments, collaborations with public and private organizations
- *Benchmark:* Attain \$40 million by 2016 as aligned with UI and CALS campaigns
- *Timeline:* Continuously over five years

Objective B: Enable faculty, student, and staff engagement in interdisciplinary scholarship and creative activity.

Strategies:

1. Support and facilitate extramurally-funded interdisciplinary scholarship and creative activity in research, extension, and teaching that supports the mission of CALS in all its forms: 1) among the disciplines within CALS; 2) between CALS and other Colleges within the University of Idaho; 3) between CALS and other institutions; and 4) as partnerships with private enterprises.

Action Items:

- a. Facilitate the formation of Programs of Distinction teams and other interdisciplinary teams to identify and address key research problems and opportunities
 - *Responsibility:* Faculty, unit administrators, college administrators
 - *Performance Measures:* Number of interdisciplinary teams formed
 - *Benchmark:* Formation of four or more CALS-lead interdisciplinary teams that will develop Programs of Distinction by December 2014
 - *Timeline:* Continuously over five years
- b. Provide adequate administrative support and faculty training to efficiently prepare and administer large interdisciplinary CALS grant proposals.
 - *Responsibility:* College administration
 - *Performance Measures:* Number of faculty trained
 - *Benchmark:* 50% of faculty trained by December 2016
 - *Timeline:* Continuously over five years
- c. Provide competitive funding for planning and reward faculty participation in interdisciplinary programs by providing necessary incentives and training to improve competitiveness of center- or team-based grant proposals.
 - *Responsibility:* Unit and college administrators
 - *Performance Measures:* Number of competitive grant proposals submitted and awarded
 - *Benchmark:* Be awarded 4 to 5 large, longer term competitive grants that are led by CALS faculty by 2016
 - *Timeline:* Continuously over five years
- d. Lead college-wide effort to revise promotion and tenure guidelines to clarify role and value of interdisciplinary research, extension and teaching.
 - *Responsibility:* College-wide faculty committee
 - *Performance Measures:* Revision of guidelines
 - *Benchmark:* Complete revision of guidelines by Fall 2014

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- *Timeline:* Fall 2014

Goal 3: Outreach and Engagement

Meet society's critical needs by engaging in mutually beneficial partnerships.

Objective A: Develop processes, systems and rewards that foster faculty, staff and student outreach and engagement.

Strategies:

1. Contribute to interdisciplinary CALS Programs of Distinction and areas of excellence that are guided by prioritized stakeholder needs, reflective of Idaho's changing population, supported by relevant research, conducted with best instructional practices, have the ability to garner significant new funding, and are completed with measurable results.

Action Items:

- a. Actively participate in identifying, developing, and implementing CALS Programs of Distinction and areas of excellence
 - *Responsibility:* CALS administration and faculty
 - *Performance Measures:* Programs of Distinction identified, work plans created, and measures of effectiveness established for each Program of Distinction by 2014; measures assessed annually thereafter
 - *Benchmark:* 20% of CALS faculty working effectively in Programs of Distinction and engaged with clientele and stakeholders
 - *Timeline:* Fall 2016
- b. Appropriately and effectively integrate teaching, research and extension using interdisciplinary teams to solve economic, environmental and social problems identified through Programs of Distinction and areas of excellence.
 - *Responsibility:* CALS administration and faculty
 - *Performance Measures:* 2015 position descriptions include language on participation in Programs of Distinction and/or areas of excellence (where appropriate; not all faculty will participate in PODs)
 - *Benchmark:* 2015 position descriptions modified appropriately to include participation in Programs of Distinction and/or areas of excellence
 - *Timeline:* Complete by December 31, 2014
- c. Maintain a strong statewide presence by strategically locating personnel and resources
 - *Responsibility:* CALS administration
 - *Performance Measures:* CALS hiring plan updated annually with input from all units
 - *Benchmark:* Hiring plan with input from all Unit heads developed annually
 - *Timeline:* Spring 2013 and ongoing

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2. Expand CALS faculty and student engagement with constituents and communities that seek our support by securing external funding, developing new private-public partnerships, and redirecting internal resources into Programs of Distinction and areas of excellence.

Action Items:

- a. Redirect internal resources and recruit industry and agency funding for CALS student internships and student service learning projects that support CALS outreach and engagement in priority areas.
 - *Responsibility:* CALS administration, including Development, CALS Academic Programs, and faculty
 - *Performance Measures:* Amount of funding redirected and recruited annually; number of CALS students engaged in internships and in service learning projects during their undergraduate or graduate programs
 - *Benchmark:* Funding for internships and student projects doubled (2012 baseline); number of students involved in internships doubled (2012 baseline); and number of students involved in service learning projects doubled (2012 baseline)
 - *Timeline:* Benchmarks achieved by 2017; performance measures reported annually
 - b. Provide CALS faculty and staff training for developing/enhancing partnerships and securing internal and external funding to support student internships and service learning projects.
 - *Responsibility:* CALS administration, including Development
 - *Performance Measures:* Training opportunities for faculty and staff provided annually by UI or external groups
 - *Benchmark:* Funding for internships and student projects doubled by 2017 (2012 baseline)
 - *Timeline:* Training opportunities provided beginning Spring 2014 and ongoing thereafter; benchmark achieved by 2017
 - c. Redirect internal resources and secure industry and agency funding for CALS faculty efforts that support CALS outreach and engagement in priority areas
 - *Responsibility:* CALS administration, including Development, and faculty
 - *Performance Measures:* Amount of funding redirected and secured annually
 - *Benchmark:* Internal funds reallocated by 2014; external funding for outreach and engagement increased by 30% (2012 baseline) by 2017
 - *Timeline:* Begin redirection of allocated dollars and development of new funding in 2013 and review annually; achieve benchmark by 2017
3. Develop CALS recognition and reward system to incentivize strategies 1 & 2.

Action Items:

- a. Recognize faculty for outreach and engagement accomplishments as part of annual evaluation, promotion and tenure

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- *Responsibility:* CALS administration
 - *Performance Measures:* Unit administrators recognize, value, and reward significant outreach and engagement outcomes and impacts
 - *Benchmark:* Unit administrators can clearly communicate outcomes and impacts resulting from outreach and engagement accomplishments of their faculty
 - *Timeline:* Fall 2013 and on going
- b. Develop criteria and identify resources/sponsors for faculty, staff, and student outreach and engagement awards by Fall 2014.
- *Responsibility:* Associate Dean of Academic Programs, Director of Extension, and Development Office
 - *Performance Measures:* Donors identified and criteria established for student, staff, and faculty Outreach and Engagement Awards
 - *Benchmark:* Secure internal and external resources for Outreach and Engagement awards, including a \$500 annual award for students and a \$500 annual award for faculty and staff
 - *Timeline:* Begin award program Spring 2015
4. Utilize new technology to facilitate CALS faculty, staff and student involvement in outreach efforts that serve a broad clientele base in a cost efficient manner.
- a. Train CALS faculty, staff and students on technologies for distance learning and outreach delivery
- *Responsibility:* CALS administration, Educational Communications
 - *Performance Measures:* Training opportunities for faculty on use of technology for delivery of information and education provided annually by UI/CALS or external groups; increased use of technology for information and education delivery
 - *Benchmark:* Use of technology for delivery of information and education increased by 30% (2012 baseline)
 - *Timeline:* Achieve benchmark by Fall 2017
- b. Update and upgrade all College websites
- *Responsibility:* Educational Communications web staff and faculty
 - *Performance Measures:* Number of websites upgraded annually
 - *Benchmark:* All Extension and all departmental websites have upgraded format and content by Fall 2014
 - *Timeline:* Website upgrades are ongoing; benchmark achieved by December 31, 2014

Objective B: Strengthen and expand mutually beneficial partnerships with stakeholders in Idaho and beyond.

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Strategies:

1. Develop external partnerships that support outreach and engagement programming in CALS Programs of Distinction.

Action Items:

- a. Expand the role of all CALS advisory boards by utilizing the networking capabilities of advisory board members to enhance partnership development
 - *Responsibility:* CALS administration
 - *Performance Measures:* Partnerships developed through collaborative efforts with advisory board members, Development, and CALS administration
 - *Benchmark:* Outreach and engagement programming enhanced through partnerships with key agencies, organizations, and foundations
 - *Timeline:* Ongoing
- b. Train unit leaders and faculty on effective selection, development, and use of advisory boards, paying special attention to diversity.
 - *Responsibility:* CALS Administration, UI Administration, and faculty members who lead advisory boards
 - *Performance Measures:* Training opportunities provided annually
 - *Benchmark:* Advisory board membership reflects diversity of the target audience, and board members provide thoughtful guidance for program development, implementation, and improvement
 - *Timeline:* Ongoing
- c. Provide ongoing training for advisory board members on roles, responsibilities and advocacy.
 - *Responsibility:* CALS administration, UI administration, and faculty who lead advisory boards
 - *Performance Measures:* New advisory board members receive training on roles and responsibilities during their first year of service; all members are updated annually on advocacy role
 - *Benchmark:* Advisory board members clearly understand their roles and responsibilities
 - *Timeline:* Ongoing
- d. Identify untapped external partners to support CALS Programs of Distinction and areas of excellence
 - *Responsibility:* Development
 - *Performance Measures:* Communication by Development personnel on potential partnerships shared with CALS administration on a regular basis
 - *Benchmark:* New partnerships developed that significantly increase external (non allocated) funding for CALS Programs of Distinction and areas of excellence

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- *Timeline:* Beginning 2013 and ongoing
2. Develop effective program evaluation systems to determine outcomes of Programs of Distinction and areas of excellence.

Action Items:

- a. Conduct program evaluation training for CALS faculty and staff.
 - *Responsibility:* CALS administration
 - *Performance Measures:* Faculty participation in the western region evaluation training course supported by unit administrators; in addition, evaluation consultant(s) for CALS faculty identified by August, 2014
 - *Benchmark:* CALS administrators will insure that faculty have documented outcomes and impacts of their major programs
 - *Timeline:* Begin January 2014 and ongoing
- b. Provide resources to develop and implement program evaluation for CALS Programs of Distinction and areas of excellence.
 - *Responsibility:* CALS administration and faculty
 - *Performance Measures:* Funds available for program evaluation through redirection of allocated dollars and through grants awarded to faculty; Programs of Distinction and areas of excellence begin to have evaluation and outcome data collected and analyzed by 2015
 - *Benchmark:* CALS administrators will insure that faculty have documented outcome and impact information on Programs of Distinction and areas of excellence to share with stakeholders and decision makers
 - *Timeline:* Funding efforts begin Fall 2013 and are ongoing thereafter; benchmark beginning to be achieved by 2015 and ongoing thereafter
- c. Market outcomes of Programs of Distinction and areas of excellence through college publications, popular press articles, and presentations to decision makers and stakeholders.
 - *Responsibility:* Educational Communications and faculty
 - *Performance Measures:* Number of articles featuring outcomes and impacts of CALS Programs of Distinction and areas of excellence; number of major presentations featuring Programs of Distinction and areas of excellence outcomes and impacts
 - *Benchmark:* Outcomes of CALS Programs of Distinction and areas of excellence have been documented and reported to stakeholders and decision makers by 2017
 - *Timeline:* Begin 2015 and ongoing thereafter

Goal 4: Be a purposeful, ethical, vibrant and open community.

Objective A: Be a community committed to access and inclusion.

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Strategies:

1. Expand awareness of the value of a diverse faculty, staff, and student body in CALS.

Action Items:

- a. Include an emphasis on diversity in CALS by providing multi-cultural events and training opportunities or by participating in University sponsored activities.
 - *Responsibility:* CALS administration, Unit heads, and faculty
 - *Performance Measures:* Number of faculty and staff who complete a multi-cultural competency training in addition to increased faculty, staff, and student participation in multi-cultural events or UI sponsored activity.
 - *Benchmark:* Increased diversity awareness among CALS faculty, staff, and students.
 - *Timeline:* Begin 2013 and ongoing

2. Recruit and retain a diverse faculty, staff, and student body

Action Items - Recruitment:

- a. Seek private and public funding for scholarships to increase enrollment by underrepresented groups
 - *Responsibility:* CALS administration, Unit heads and Development staff
 - *Performance Measures:* Amount of funding raised
 - *Benchmark:* Double the scholarships over 5 years.
 - *Timeline:* 2013 and ongoing
- b. Follow established university processes for recruiting diverse faculty, staff, and students
 - *Responsibility:* Unit heads and faculty
 - *Performance Measures:* Processes followed for recruiting diverse faculty, staff, and students.
 - *Benchmark:* Increased diversity of faculty, staff, and students consistent with the diverse population base in the state and the University profile.
 - *Timeline:* 2013 and ongoing

Action Items – Retention:

- a) Participate in university programs to help students, faculty and staff transition into and become established in CALS.
 - *Responsibility:* Students, faculty and staff
 - *Performance Measures:* Number of university programs participated in by students, faculty and staff
 - *Benchmark:* Increase by 20% each year
 - *Timeline:* 2013 and ongoing
- b) Establish online exit interview for all employees leaving CALS.
 - *Responsibility:* Unit heads and Educational Communications web staff and faculty

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- *Performance Measures:* Exit interview is online
 - *Benchmark:* Online exit interview is offered to all employees leaving CALS
 - *Timeline:* 2013 and ongoing
- c) Promote completion of UI student retention survey by students leaving UI.
- *Responsibility:* Faculty
 - *Performance Measures:* Retention survey is completed by students leaving UI
 - *Benchmark:* Increased survey completion rate
 - *Timeline:* 2013 and ongoing

Objective B: Be a community committed to civility and respect.

Strategies:

1. Expect civil and respectful dialogue and debate among all CALS faculty and staff

Action Items:

- a. Encourage faculty and staff participation in conflict resolution and/or management training offered by UI Professional Development & Learning office.
 - *Responsibility:* Department and Unit Heads
 - *Performance Measures:* Number of participants completing conflict resolution and/or management training
 - *Benchmarks:* 100% participation
 - *Timeline:* Fall 2013 and ongoing
 - b. Promote and encourage CALS faculty and staff participation in leadership programs
 - *Responsibility:* Department and Unit Heads
 - *Performance Measures:* Number of participants completing leadership programs.
 - *Benchmarks:* Increase faculty and staff participation by 5% each year over the next five years
 - *Timeline:* Fall 2013 and ongoing
2. Increase systematic, consistent, and productive responses to behaviors that are destructive to the community

Action Items:

- a. Utilize established university policies and procedures to address problematic behaviors
 - *Responsible:* Dean and CALS administration
 - *Performance Measures:* Number of reported incidences and investigations
 - *Benchmark:* Reduce the number of reported incidences and investigations relative to the average of the previous five years
 - *Timeline:* Ongoing