

College of Agricultural & Life Sciences

CALS Mission, Core Values and Vision

Mission Statement:

The College of Agricultural and Life Sciences (CALs) administers the degree programs of the University of Florida's Institute of Food and Agricultural Sciences (UF/IFAS). IFAS is a federal-state-county partnership dedicated to developing knowledge in agriculture, human and natural resources, and the life sciences, and enhancing and sustaining the quality of human life by making that information accessible. Mission The mission of the College of Agricultural and Life Sciences is to deliver unsurpassed educational programs that prepare students to address the world's critical challenges related to agriculture, food systems, human wellbeing, natural resources and sustainable communities. Core Values Grounded in the land-grant ideals of access, innovation and relevance, CALs promotes these core values in pursuit of its mission: Integrity Diversity Collaboration Service Vision Be the premier land-grant college of agriculture and related sciences. We will be known for excellence and innovation in teaching and for the readiness of our graduates for leadership. We will be the destination of choice for students seeking academic programs in agriculture, natural resources and related sciences and the pre-eminent source of talent for employers, graduate programs and professional schools.

Start: 07/01/2021

End: 06/30/2022

Progress: Ongoing

Unit/College: College of Agricultural & Life Sciences

Responsible Roles: Joel Brendemuhl (brendj@ufl.edu)

Goal 1 Graduate Student Recruitment

Goal: Increase the quality of admitted graduate students through investment in recruiting

Action Items:

Action # 1. Work with the CALs Council of Graduate Advisors

Action # 2. Use national, statewide and local databases for identification of potential graduate students

Measures of Action Items:

Action # 1. Participation by graduate staff in CALs; Number of recruiting events attended; number of potential students reached

Action # 2. Number of databases searched; Number of leads provided to programs

Time Period of Action Items:

July 1, 2021 – June 30, 2022

Resources of Action Items:

Action # 1. CALs Graduate Staff

Action # 2. National Name Exchange; Florida Graduate Student Candidate Identification System; FAMU Feeder Scholars Directory; McNair Scholars Directory; Kishmar Best, Graduate School (recruiting best practices)

Results and Evaluation:

All results were reviewed by the CALs ADMIN Team.

Action # 1:

Mike Sisk, recruiting chair for CCOGA (College of Agricultural and Life Sciences Council of Graduate Advisors), attended virtual events but with limited success.

Dean Turner attended the National MANRRS conference in March 2021.

Dr. McAuslane left the CALS Dean's Office in August of 2021 and therefore recruiting efforts were hampered due to not having a point person. It's hopeful that the position will be filled in 2022-23.

Worked independently with members of CCOGA on specific recruiting activities and events both at and away from UF.

Action # 2:

CALS received 618 requests for information from prospective graduate students in the reporting period. All of those were automatically sent to the graduate staff of the program in which the student indicated interest, sometimes multiple programs

Followed up on six leads (and sent to the graduate staff) from the national MANRRS conference that Dr. Turner attended

Updated the CALS recruiting Canvas website to co-locate resources such as protected access to recruiting databases, dates and registration information for annual diversity/minority focused recruiting events, and sources of funding for minority graduate students.

The continuing influence of the pandemic severely hampered all recruiting venues because most remained virtual and there was limited involvement.

This goal will be rolled into a general recruitment goal for all students (Goal 1) (undergraduate and graduate) in 2022-2023.

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 1 The University of Florida offers an exceptional academic environment for all.

Goal:

An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty and staff who have diverse experiences and backgrounds

Objective:

Four objectives are associated with this goal.

- Objective 1. UF students, faculty and staff with increasingly diverse demographic and geographic characteristics.
- Objective 2. A university climate that is inclusive, supportive and respectful to all.
- Objective 3. Diverse, robust educational and interdisciplinary areas of excellence.
- Objective 4. Increased globalization to enhance our effectiveness as world citizens.

RELATED ITEM LEVEL 1

Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.

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- Objective 1. A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.
- Objective 2. Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.
- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

Goal 2 Undergraduate Student Recruitment

Goal: Enhance existing and develop new partnerships to broaden the recruiting base for undergraduate students

Action Items:

Action # 1. Continue public relations campaign for internal and external marketing of CALS programs

Action # 2. Enhance recruitment of undergraduate students in high impact areas through visits and other activities

Action # 3. Support professional development of academic advisors through the CALS Advising Council

Action # 4. Develop a pilot transfer pathway for unique CALS students with selected state/community colleges

Measures of Action Items:

Action # 1: Number of transfer student applications and acceptance rates; Number of freshmen entering CALS majors after Preview; Number of freshmen entering CALS majors from the PaCE program; Number of recruitment packets distributed; Number of Innovation Academy students; Enrollment data

Action # 2: Number of recruitment visits and number of students reached; Number of awards/scholarships awarded through science fair; Long-term measure of admission applications; Number of prospective students attending Gator Encounter, Gator Gatherings, and the Florida Youth Institute; Number of Freshmen Scholars attending UF/CALS

Action # 3: Number of advisors participating in training; Number of advisors participating in NACADA conferences

Action # 4: Agreement finalized; Distribution to state/community colleges

Time Period of Action Items:

July 1, 2021 – June 30, 2022

Resources of Action Items:

Action # 1: IFAS Communications; UF Online; UF Admissions

Action # 2: State and SHARE funds for program support; CALS Advising Council; CALS Ambassadors

Action # 3: CALS Advising Council; UF Undergraduate Advising Council (UAC); NACADA resources; IFAS Communications

Action # 4: CALS Dean's office; State/community colleges; UF Provost's office

Results and Evaluation:

All results were reviewed by the CALS ADMIN Team.

Action # 1:

4101 CALS Undergraduate students Fall 2021 which was a decrease of 2.40% over Fall 2020; 611 transfer students were admitted (Summer 2021- Spring 2022) of which 499 enrolled; Fall 2021 we enrolled 135 freshman PaCE students in 19 different CALS specializations; Spring 2022 we had 79 total Innovation Academy (IA) students and 27 new freshman IA representing 9 different specializations; 1748 freshmen were admitted to CALS majors and contacted (March 2021); 732 matriculated after Preview 2021 and were invited to the fall freshmen UF Convocation; Fifteen Freshman Scholars out of 18 awarded attended UF/CALS.

We had 25,193 unique visits to the undergraduate majors page on our website, which houses information about the majors and our majors quiz. There is no way to determine how many of these were current vs. prospective students (or parents and families for that matter), but this traffic accounts for 9.81% of our total web traffic for the year.

More than 2,000 prospective freshmen students were contacted via post card and more than 900 other prospective students via email/phone/zoom and face-to-face interactions and includes high school students, state and community college students and family members. Responded to more than 400 online requests for CALS information.

Action # 2:

CALS awarded two \$2,500 scholarships at the Florida Science and Engineering Fair to two exhibitors whose projects related to agriculture, natural resources or the environment. Prospective students attended the following (NaviGating CALS; One in-person Gator Gatherings was held – 5 individuals attended who were newly admitted freshman students and others were alumni, current students and family members, and the Florida Youth Institute (FYI), Prospective students visited various CALS venues; and our south Florida recruiter also contacted 800-850 students both current and prospective; Numerous social media campaigns were done to facilitate recruitment (see below)

Instagram: 19,568 engagements; 715 new follows for 15.84% annual growth in audience

Twitter: 227,048 impressions (this is significantly less than previous year, so I think something is wrong with the number); 468 new follows for 7.04% annual growth in audience

Facebook: 3397,529 impressions; 442 new page likes for 3.75% annual growth in audience

Action # 3:

CALS Advisors attended numerous trainings associated with working effectively and efficiently with students. Plans were made to participate in Safe-Zone training but that has been delayed due to loss of a facilitator until 2022-23. The majority of CALS advisors attended the UAC Professional Development Conference in 2022 and routinely attended the monthly UAC meetings; the CALS Advising Council met virtually 8 times during this reporting period with at least an 80% participation from the membership at each meeting; CAC advisors also attended the Regional and National NACADA Conferences in 2021-22. Advisors continued with remote advising for students but 2021-22 saw an uptick in in-person advising and less students requesting virtual appointments. Advisors continued to hone their skills in providing excellent advising and information remotely.

Action # 4:

This action is on-going as the CALS Dean's office works with the Associate Provost and the VP of Enrollment Management in developing the appropriate agreements while maintaining the appropriate Common Prerequisites across the various majors. The Common Prerequisite Manual has been updated with the appropriate changes for the various majors and has now been approved at the university and state level (BOG). Now that these approvals have occurred agreements will be developed and finalized in 2022-23.

Discussions of customized transfer pathways have been initiated with Daytona State College, Valencia College, Hillsborough Community College and Palm Beach State College. No agreements were finalized in 2021-2022.

ATTACHMENTS:

RELATED ITEM LEVEL 1

Goal 1 The University of Florida offers an exceptional academic environment for all.

Goal:

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Objective:

Four objectives are associated with this goal.

- Objective 1. UF students, faculty and staff with increasingly diverse demographic and geographic characteristics.
- Objective 2. A university climate that is inclusive, supportive and respectful to all.
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Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.

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Goal 3 College-Wide Lower Division Course

Goal: Develop a lower-division college-wide course on current issues in agriculture, natural resources and related sciences

Action Items:

Action # 1: Monitor the progress of the UF Quest program to determine course development opportunities for CALS

Measures of Action Items:

Action # 1: UF Quest; Number of Quest course proposals led by CALS faculty

Time Period of Action Items:

July 1, 2021 - June 30, 2022

Resources of Action Items:

Action # 1: Associate Provost's office; UF Quest Director Andy Wolpert; CALS Faculty

Results and Evaluation:

All results were reviewed by the CALS ADMIN Team.

Action # 1 -

CALS continues to teach and develop new courses for UF Quest 2.

Calls went out for new Quest 2 courses for Fall 2021, Spring 2022, and Summer 2022.

CALS taught 4 courses Fall 2021.

CALS taught 7 courses Spring 2022.

CALS taught 1 course Summer 2022.

CALS has developed 22 Quest 2 courses to date with several more submitted for the next reporting cycle and to be taught Fall 2022, Spring 2023, or Summer 2023. A new call was released for courses for Fall 2023.

With Quest 2 now a requirement for all in-coming freshman since summer B/Fall 2021 it will be necessary to have 35-40 different Quest 2 courses developed across CALS. The effort related to UF Quest will be the focus of this goal in the future and will become Goal 2 for 2022-23.

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Goal 4 Faculty Course Design

Goal: Invest in assistance for faculty in design/re-design of face-to-face courses to enhance student engagement and learning

Action Items:

Action # 1: Develop plans for course design assistance

Measures of Action Items:

Action # 1: Number of faculty that take advantage of instructional design help for face-to-face teaching

Time Period of Action Items:

July 1, 2021 – June 30, 2022

Resources of Action Items:

Action # 1: TRC (Teaching Resource Center); Roche Endowment; Other State and SHARE funds; COLT; UF FDLE

Results and Evaluation:

All results were reviewed by the CALS ADMIN Team.

Action # 1

The College of Agricultural and Life Sciences Teaching and Resource Center (TRC) met with 27 faculty to provide instructional design help for face-to-face courses. The College of Agricultural and Life Sciences Center for Online Learning and Technology (COLT) met with 125 faculty to provide instructional design help for face-to-face courses and Extension online programming.

Additionally, faculty met with instructional designers from UF's Center of Instructional Technology and Training (CITT), UF's Center of Teaching Excellence, and worked with UF's CTE in UF + Quality Matters. This goal will remain for 2022-23 but will become Goal 3 and will expand its focus to include all course delivery modalities.

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RELATED ITEM LEVEL 1**Goal 3 Faculty recognized as preeminent by their students and peers.****Goal:**

Faculty recognized as preeminent by their students and peers.

Objective:

Five objectives are associated with this goal.

- Objective 1. An increased number of faculty recognized by distinguished awards, fellowships, and memberships.
- Objective 2. An increased number of high-impact scholarly publications and creative works.
- Objective 3. An increased professional and public visibility of UF faculty.
- Objective 4. An increased faculty participation in professional service and leadership.
- Objective 5. A nurturing and invigorating academic and professional environment for all faculty across the research, teaching, and service missions of the university.

RELATED ITEM LEVEL 1**Goal 4 Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.****Goal:**

Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

Objective:

Four objectives are associated with this goal.

- Objective 1. Documented advances in productivity and recognition of UF research programs.
- Objective 2. Exceptional graduate and postdoctoral scholars who will contribute to influential research and scholarship.
- Objective 3. Increased extramural and intramural funding that enhance both basic and translational research.
- Objective 4. Processes and systems that facilitate excellence in research and scholarship.

Goal 5 Excellence in Teaching

Goal: Develop new mechanisms for recognizing excellence in teaching

Action Items:

Action # 1: Investigate additional formal/informal ways to recognize excellence in teaching

Action # 2: Creation of an awards pipeline that identifies potential award winners

Measures of Action Items:

Action # 1: New awards initiated; Faculty recognized by clubs/organizations

Action # 2: Number of award winners:

- APLU-APS Innovative Teaching
- CALS Excellence in Graduate Program Support Award

- CALS Graduate Teacher/Advisor of the Year
- CALS Early Career Excellence in Teaching
- CALS Innovation in Teaching
- CALS SoTL
- CALS and UF Teacher of the Year
- CALS and UF Undergraduate Faculty Advisor of the Year
- CALS and UF Undergraduate Professional Advisor of the Year
- IFAS and UF Doctoral Dissertation Advisor/Mentoring Award
- NACADA New Advisor Award
- NACTA: Educator, Excellence in Teaching & Learning with Technology, Teaching Scholar, Teaching Award of Excellence
- UF Academy of Distinguished Teaching Scholars
- UF Junior International Educator of the Year
- UF Senior International Educator of the Year
- UF Staff International Educator of the Year
- UF Teacher/Scholar
- USDA Early Career Teaching Award
- USDA Regional Teaching Award
- USDA Teaching and Student Engagement Award

Time Period of Action Items:

July 1, 2021 – June 30, 2022

Resources of Action Items:

Action # 1: CALS Council on Teaching Enhancement and Innovation; Roche Endowment; Dean’s Circle fund; AGR and Sigma Alpha members and Faculty Advisors; Alpha Zeta members and Faculty Advisors

Action # 2: CALS Staff

Results and Evaluation:

All results were reviewed by the CALS ADMIN Team.

Action # 1

No new awards were initiated in 2021-22.

Action # 2

Number of study abroad programs led by CALS faculty

17 faculty-led study abroad programs in 2021-2022. This is an increase over 2020-2021 that was anticipated as a result of coming out of Covid. We expect to have an average of 20 faculty-led programs going forward.

Number and percentage of CALS students participating in study abroad experiences

There were a total of 214 CALS students (184 undergraduate and 30 graduate students) who studied abroad in 2021-2022. This represents 4.0% (184/4517) of the undergraduate population and 1.2% (30/2414) of the graduate population.

Number of non-CALS students participating in CALS study abroad programs

A total of 78 non-CALS students participated in CALS faculty-led study abroad programs in 2021-2022.

Number of CALS Study Abroad Scholarships

A total of 28 CALS Study Abroad Scholarships were awarded in 2021-2022.

Action # 3

No faculty expressed interest in a domestic study tour in 2021-2022.

Since there was no faculty interest in a domestic study tour in 2021-2022, there was no model to develop. This will be developed in 2022-2023.

This is an important goal and will be continued in 2022-23 as Goal # 4. In addition, a new funding opportunity for students provided by the VP Promise Program will be more widely known to students.

Overall, this goal has been met and will no longer continue in 2022-23. The awards that CALS has added over the years are being considered as additional awards at the university level.

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Goal 6 Experiential Learning

Goal: Increase student participation in experiential learning opportunities

Action Items:

Action # 1: Conduct program evaluation of CALS Leadership Institute

Action # 2: Support development and growth of study abroad programs

Action # 3: Develop a model for domestic study tours

Measures of Action Items:

Action # 1: Results of formal Alumni survey; Mentor satisfaction survey with students and mentors; Revisions to course content; Implementation of formal exit survey with Cohort 9

Action # 2: Number of study abroad programs led by CALS faculty; Number and percentage of CALS students participating in study abroad experiences; Number of non-CALS students participating in CALS study abroad programs; Number of CALS Study Abroad Scholarships

Action # 3: Number of faculty engaged; Model developed

Time Period of Action Items:

July 1, 2021 - June 30, 2022

Resources of Action Items:

Action # 1: State and SHARE funds for program support

Action # 2: Study abroad fees collected by CALS

Action # 3: CALS Council for Teaching Enhancement and Innovation; SHARE funds; Industry Sponsors

Results and Evaluation:

All results were reviewed by the CALS ADMIN Team.

Action # 1

Data unavailable at the time of reporting.

Action # 2

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Goal 7 Stakeholder Engagement

Goal: Create new opportunities for alumni and professionals to connect to CALS students

Action Items:

Action # 1: Facilitate engagement between alumni/stakeholders and students

Action # 2: Revitalize CALS Alumni and Friends Board

Action # 3: Diversify funding streams through development

Measures of Action Items:

Action # 1: Number of industry information sessions; Participation of stakeholders and students in Gator Gatherings, TailGATOR, Career Expo, Coffee and Careers, Gator 100 and CALS LI Mentorship; Number of alumni engaged

Action # 2: Updated Constitution and Bylaws; New board members engaged

Action # 3: Number of new Dean's Circle members; Number of new Partnership Program members; Number of Student Philanthropy Council activities; Total funds collected

Time Period of Action Items:

July 1, 2021 - June 30, 2022

Resources of Action Items:

Action # 1: State and SHARE funds for program support

Action # 2: UF Alumni Association; IFAS Advancement office

Action # 3: IFAS Advancement office

Results and Evaluation:

All results were reviewed by the CALS ADMIN Team.

Action # 1

We put out two podcast episodes as a trial, both featuring alumni.

Gator Gatherings - Only one was held during this time period (April 2022). Five newly admitted freshman attended and in addition three current students, two alums, and 13 others.

TailGATOR (event cancelled in 2021, however, with alumni and stakeholder support the silent auction raised \$1,995 for student scholarships)

Career Expo (~300 students & 35 companies/departments)

Coffee and Careers (engaged 99 students & 3 employers)

Gator100 (19 alumni representing 16 companies were selected for the 2022 Gator100)

CALS LI Mentorship (16 members completed the program all with CALS Alumni and Friends

mentors.

Mentors were engaged with students in a variety of ways, face to face meetings, virtual meetings and served as a sounding board for career advice.

Action # 2

Updated Constitution and By-Laws were approved by the CALS Alumni and Friends Board May 2022.

Six new members joined the board in the 2021-2022 academic year, meeting once during this time period.

Action # 3

There were no new CALS Dean's Circle members, but existing members contributed cash gifts of \$17,570 (decrease of 30% from FY22)

There were no new CALS Partnership Program members, but existing members contributed cash gifts of \$30,000 (no change from FY22).

There were no Student Philanthropy Council activities in 2021-2022.

Total cash collected for FY22: \$129,758 (increase of 12% over FY21).

Total funds collected \$423,844.00 which is a slight decrease for the previous year (\$441,242.81).

Growth in Dean's Circle and Partnership Program members and Student Philanthropy Council activities were stalled in 2021-2022 due to changes in staff in UF/IFAS Advancement and loss of the development officer assigned to these programs.

This goal will remain a focus and will become Goal # 5 in 2022-23.

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 5 A strengthened public engagement of the university's programs with local, national, and international communities.

Goal:

A strengthened public engagement of the university's programs with local, national, and international communities.

Objective:

Three objectives are associated with this goal.

- Objective 1. Increased engagement and outreach of UF programs leading to positive impacts in such areas as health, the economy, environment and community.
- Objective 2. Improved communication leading to increased public awareness of and value placed on UF programs and their impact on society.
- Objective 3. Increased technology translation and entrepreneurial activities.

RELATED ITEM LEVEL 1

Goal 6 Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.

Goal:

Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.

Objective:

Two objectives are associate with this goal.

- Objective 1. Alumni who make significant contributions to their professions and society.
- Objective 2. Alumni who engage with and support the University's educational, research, and service missions.

CALS IE Detail

Providing Department: College of Agricultural & Life Sciences

Administrative Support Services:

Administrative support services provided by UF/IFAS include: IT, Facilities Operations and Management, Human Resources, Budgeting and Finance, Communication Services, Governmental Affairs, and Advancement (SHARE). These activities are conducted in coordination and cooperation with other central UF administrative support organizations but are financed and managed by UF/IFAS. The individuals responsible for these operations report to the Office of the Vice President for Agriculture and Natural Resources (VP).

In the spring of each year, each unit's Director submits a report of accomplishments for the year and a statement of goals for the future to the VP. Where quantitative data on level of service (such as construction contracts managed, energy savings, personnel or financial transactions processed) are accessible or pertinent, it is provided in the annual report of accomplishments. There are no specific standards utilized to evaluate the overall management of these units. However, the report of accomplishments can be compared with previous statements of goals. In addition, any input received by the VP's office from IFAS leadership and faculty regarding under-performance or exceptional service is also considered. Negative (or positive) input or information requiring immediate action is communicated when received. The VP's office also does periodic listening sessions with the unit heads on administrative support. Feedback is communicated to the service unit's Director and monitored. The overall quality of performance is communicated to the unit's Director in an annual letter of assessment, provided in March of each year.

A more comprehensive evaluation of the unit leader's performance is done every fifth year during the period from January to June. In preparation for the evaluation, the Director to be evaluated will prepare a summary of job duties, a statement of personal goals for the upcoming five-year period and a statement of accomplishments for the immediate past five-year period. This information, along with a statement of mission, will be provided to those from whom evaluative input is solicited.

For these evaluations, input will be solicited from the Chairs, Center Directors and other IFAS faculty and/or staff as determined by the VP's office. The completed evaluation forms are returned to the VP's office. The supervisor will meet with the individual being evaluated to discuss input received and overall performance and leadership of the individual. Following this meeting, the supervisor will provide a written summary to the individual. The deans and the VP are conducting program evaluations over a period of 3-5 years for each of its departments, to evaluate the progress of the departments and to give feedback to the departments.

Academic and Student Support Services:

Academic and student support services provided by the College of Agricultural and Life Sciences include student development programs, leadership opportunities, career services, general academic assistance, and support for academic advisors (faculty and professional staff) located in the academic units.

Effectiveness is monitored using a variety of strategies including an exit survey of graduating seniors, the Agricultural and Life Sciences College Council, evaluations conducted in conjunction with college events, input from faculty and staff advisors and regular meetings with undergraduate and graduate coordinators. Data collected are summarized for internal review by the Dean's administrative team and disseminated to the units as appropriate. For example, summaries of the CALS Exit Survey are provided to unit leaders and program coordinators.

Services may be modified in response to issues raised by any of these strategies. Modifications may be made to internal processes, programs offered, stakeholders contacted through discussion and implementation within the Dean's Office. Changes to academic policy are vetted through the CALS Advising Council and undergraduate coordinators. Decisions on policy changes are made by the CALS Curriculum Committee.

Research:

UF/IFAS faculty members who have teaching assignments in the College of Agricultural and Life Sciences are supported in their research activities by the Florida Agricultural Experiment Station. A description of the role of the Florida Agricultural Experiment Station in enabling faculty research is provided below and can also be found in the Institute of Food and Agricultural Sciences Effectiveness Process Documentation Report.

The research mission of UF/IFAS, conducted by the Florida Agricultural Experiment Station, is to discover new scientific knowledge, encourage innovative study, and create applications based on sound science – delivering solutions to the challenges facing agriculture, natural resources and life sciences in Florida, our county and the world.

The Florida Agricultural Experiment Station is focused on the following goals:

- Expand our global leadership in transformational basic and applied research for contemporary agriculture, natural resource and interrelated human systems (Research Programs)
- Objectives:
 - Promote the conduct of impactful research that enhances sustainability, competitiveness and profitability of food, agricultural and natural resource systems.
 - Build and maintain strong research programs that advance knowledge and practice on a global scale.
 - Identify new and emerging research topics and research gaps that are ripe for transformation.
 - Develop seed programs to support strategic transformational research initiatives with strong potential for external funding or with high likelihood of commercialization.
 - Maximize communication, information and data systems access.
 - Modernize and improve scientific equipment and infrastructure.
 - Increase extramural support and funding.
 - Increase the number of scholarly peer-reviewed publications with impact.
 - Promote national and international programs and awareness of research quality and impacts.
- Revolutionize the research culture to facilitate the transformation of agriculture, natural resource and interrelated human systems (Research Culture)
- Objectives:
 - Enhance the diversity of faculty, students and staff to strengthen innovation.
 - Recruit and retain diverse, top performing faculty and staff.
 - Develop and support new approaches to improve and expand graduate and undergraduate research experiences.
 - Facilitate the formation of multidisciplinary, intercollegiate teams that advance interdisciplinary and entrepreneurial thinking to address increasingly complex challenges.
 - Improve synergies between the land grant missions to foster communication, impacts and partnerships.
 - Foster effective research training that incorporates multinational engagement for faculty and students.

- Increase the ability and capacity of scientists across UF/IFAS to communicate their knowledge and technology to a wider audience.
- Reward distinction in disciplinary and interdisciplinary research programs.
- Build faculty and staff job satisfaction and quality of life on the job (Research People)
- Objectives:
 - Promote training and continuing education for faculty, staff and students.
 - Foster a mentoring and collegial environment.
 - Recognize faculty and staff at all career stages for leadership and excellence in individual and team achievements.
 - Promote faculty recognition on the state, national and international stage.

The Florida Agricultural Experiment Station (FAES) will achieve these goals by seeking ways to enable the success of individual faculty and empower multidisciplinary teams, and will strive to identify and meet future opportunities to further our research mission.

Discoveries in knowledge and practice are transferred from researchers to state extension specialists and county extension faculty who, in turn, deliver this information to Florida's businesses and workers, families, seniors and youth, government leaders, homeowners, small farmers, etc. through best practices and educational programs. This development and dissemination of knowledge for the benefit of the state and its people are directly aligned with the missions of both UF/IFAS and the University of Florida.

To ensure that UF/IFAS is conducting research that improves the quality of life, many needs assessment strategies and advisory groups are utilized. For example, the Florida Agricultural Council, Inc. (FAC) is a non-profit foundation consisting of five regional groups that meet at least every two years and provides a forum to discuss societal trends, educational and technological issues, and economic pressures that affect agricultural and natural resource entities in Florida. Department chairs and Research and Education Center (REC) directors have advisory councils representing various agricultural commodities, natural resource organizations, community leaders, etc. These advisory councils regularly provide input on current issues and potential needs for the future.

In conjunction with the university-wide goal setting process in 2015, IFAS Research revised their goals which were originally described in the 2013 Research Roadmap.

The FAES provides a number of support services to individual faculty, faculty research teams and units to enable the research process. These include annual training for faculty and graduate students in grantsmanship and statistics (including the design and analysis of experiments). Feedback from workshop participants is gathered and used to improve subsequent offerings. Regular alerts about research funding opportunities are targeted to individuals or teams of faculty. Funding for IFAS Early Career Grants, Research Equipment and Infrastructure Grants and periodic seed funding opportunities is available from the FAES to faculty on a competitive basis. Proposals from IFAS faculty for the UF Research Opportunity Seed Fund are reviewed and selected for submission to the UF Vice President for Research. Funds are also made available to faculty for sponsoring undergraduate research summer internships. Evaluation of current research programs and input for new programs is obtained through informal faculty discussions, quarterly breakfast workshops with faculty and quarterly meetings of the IFAS Faculty Research Advisory Group. Faculty also serve on program review panels and provide input on improvement of research services.

Research projects conducted by UF/IFAS faculty are reviewed at both the unit and federal level. New research project proposals are submitted to the USDA's Current Research Information System (CRIS) and peer reviewed, with final approval from the unit leader. Research projects align with the mission and specific goals of UF/IFAS and the National Institute of Food and Agriculture (NIFA). CRIS projects are approved for a five-year period. Faculty with CRIS projects submit an annual report to the USDA by September 30 of each year. This annual report includes the project's outcomes and impacts for the year, outputs (e.g., publications and presentations), participants in the project, target audiences and project modifications (if any). At the end of the five-year period, a final comprehensive report is submitted detailing overall outputs, outcomes and impacts of the project. All CRIS project proposals and reports are reviewed by a departmental review committee and the FAES CRIS Coordinator prior to submission to USDA.

Faculty progress in their research program is evaluated annually by the unit leader via the individual faculty's report of accomplishments. Evaluation criteria are determined at the unit level, and typically include the quality and quantity of peer-reviewed publications and grant funding received. Annual evaluations are submitted in the spring of each year with a written evaluation provided by the unit leader.

In addition, as a land-grant institution, the USDA requires us to demonstrate the measurable impact of the research and education conducted each year and to conduct internal and external reviews to ensure we are effectively meeting our most critical statewide needs. See the Community and Public Service (Extension) section below for more details.

Community and Public Service:

UF/IFAS faculty members who have teaching assignments in the College of Agricultural and Life Sciences are supported in their extension activities by UF/IFAS Extension and the Florida Cooperative Extension Service. A description of the role of UF/IFAS Extension in the community and public service mission of IFAS is provided below and in the Institute of Food and Agricultural Sciences Effectiveness Process Documentation Report.

The community and public service mission of UF/IFAS, conducted by UF/IFAS Extension as part of the Florida Cooperative Extension Service (along with Florida A&M University), is to develop educational programs targeting critical issues throughout Florida. With nearly 350 Extension faculty (including courtesy faculty paid by their county employer) located in Florida's 67 counties as well as 220 state specialists on the UF campus and at 12 research centers around the state, UF/IFAS is well-positioned to disseminate the agricultural, natural resources and human systems research discoveries that can provide solutions to challenges facing the state. This development and dissemination of knowledge for the benefit of the state and its people is directly aligned with the missions of both UF/IFAS and the University of Florida.

To ensure that UF/IFAS Extension is conducting educational programs that address critical state issues, needs assessments and advisory groups are heavily utilized. Each county Extension office has a county-wide advisory committee and each county faculty member is expected to have at least one program advisory committee. County Extension Directors (CED) and District Extension Directors (DED) review the membership of the committees as part of the faculty member's annual review, conducted in the spring of each year.

As a land grant institution, UF/IFAS submits an annual report to the USDA to demonstrate the impact of the research and education conducted each year. This report requires us to conduct both an internal and external assessment each year to make sure we are effectively meeting our most critical statewide needs. Externally, at a minimum, we conduct a needs assessment of the 67 county commissions in Florida. In 2011-2012, we conducted a more comprehensive needs assessment by holding listening sessions in every county, conducting ten regional meetings to discuss the findings of the listening sessions, completing a Delphi study of key stakeholders and opinion leaders and conducting an online survey of nearly 4,300 Floridians. During 2019-2020, UF/IFAS Extension began work on its next Roadmap for the organization's strategic planning for the next decade and this effort is continuing in 2020-21.

As a result of that effort, UF/IFAS Extension is now organized around seven key initiatives that will guide our work over the next decade (but reviewed each year as described above). These initiatives are:

- Increasing the sustainability, profitability and competitiveness of agricultural and horticultural enterprises
- Enhancing and protecting water quality, quantity and supply
- Enhancing and conserving Florida's natural resources and environmental quality
- Producing and conserving traditional and alternative forms of energy
- Empowering individuals and families to build healthy lives and achieve social and economic success
- Supporting urban and rural community resources and economic development
- Preparing youth to be responsible citizens and productive members of the workforce

Each initiative is further broken down into priority work groups, consisting of teams of county and state faculty working together to develop logic models that include situational statements, rationale, input, methodology, output and outcome/wider impact. Extension faculty use this structure to develop their own plans of work for the upcoming year that are reviewed by their CED and DED as part of their annual review.

Internally, state and county faculty reviewers assess the logic models, resource needs, and expected outcomes and impacts (i.e., measured change in knowledge, behavior, or condition) for these major statewide initiatives. Formal merit reviews are conducted annually by faculty not directly involved in a particular initiative but who are peers and understand both the logic model process and the outcomes. Extension faculty, as well as research faculty, are encouraged to use SMART objectives when determining the effectiveness of their projects. SMART objectives are Specific, Measurable, Achievable, Realistic, and Time-oriented. Reviewers rate the logic model, including SMART objectives, and provide feedback and recommendations for improvement to the initiative teams. Initiative teams then meet to make changes to the logic model. This merit review process is shared with Extension administration, including program leaders, and is part of the annual USDA report.

UF/IFAS Extension conducts county program reviews, five per year, to ensure the faculty's educational programming is effective and meets the needs of the county. Teams consisting of state specialists, county faculty (from other counties) and Extension administrators and/or unit heads visit a single county for 2-3 days. Presentations and meetings are held with county Extension staff and faculty as well as county administrators, stakeholders, and clientele. Each review team submits a written report (including SWOT analysis and recommendations for improvements) to Extension administration, program leaders, and the appropriate CED and DED. DEDs select up to three priority items from the report for CEDs to work on over the following year. CEDs are required to complete a one-year follow-up report demonstrating the improvements or changes made to these priority areas. Reports are sent to Extension administration, program leaders, and DEDs and shared with unit leaders as needed.

Each December/January, UF/IFAS faculty report the transfer of research-based information to the community (i.e., non-formal student population) in terms of clientele contacts. Faculty also report the level of knowledge/skill/behavior changes found among program participants and more significant impacts such as a decline in pollution or disease.

The individual level data are reviewed by all CEDs and DEDs, or unit leaders in the case of state specialists and are part of their annual report of accomplishments. The data are organized around the initiatives and priority work groups. The summarized data are provided each Spring semester to UF/IFAS Senior Vice President's office and the Director of Governmental Relations and used for Return on Investment publications available online to the public. Trends in clientele contacts are tracked and discussed among UF/IFAS administrators and UF/IFAS Program Development and Evaluation Center staff.

A Customer Satisfaction Survey is conducted annually in 12-14 counties on a five-year rotation. Questionnaires are mailed to Extension program participants, asking them to rate their experience and the information provided. The county-level data are provided to Extension administration, DEDs and CEDs for those counties, including information on positive or negative trends

and findings. CEDs are encouraged to share the data with their faculty and staff. The Florida Department of Education is also provided a copy of the report.

Through in-service trainings, Extension faculty are offered numerous opportunities to learn the latest research and discoveries from state specialists and researchers. They also receive training on SMART objectives, logic models, and evaluation methodologies and tools. These evaluation tools are tied directly to the SMART objectives within a logic model and provide measurable results that can be used for assessment.

Effectiveness Oversight:

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Institutional Effectiveness Report Complete: true

XResponsible Roles:

Actions for Improvement - CALS

Unit/College Actions for Improvement :

The CALS Admin Team is responsible for the CALS Institutional Effectiveness document and as such reviewed results from July 1st - June 30th, 2022, at a retreat on May 20th, 2022.

It was decided at that retreat that the following would be the goals for 2022-2023.

Goal 1 - Enhance existing and develop new partnerships to broaden the student recruitment base.

This new goal for 2022-23 will replace the previous goals 1 and 2 that were focused separately on graduate (Goal 1) and undergraduate (Goal 2) recruitment.

Work with the VP of Enrollment Management on expanded pathways for transfer admission to CALS along with further discussion with individual state/community colleges.

Work with UF Admissions Office to reach students in rural and suburban parts of the state to increase applications from those areas.

Goal 2 - Support the expansion of CALS-delivered Quest 2 courses

This goal is a slight variation on the previous Goal 3 which recently has been focused on the UF Quest program. CALS has a significant commitment to the Quest 2 program which must be met. CALS must develop 35-40 Quest 2 courses in the next few years, and this will be a major emphasis.

Goal 3 - Invest in assistance for faculty in course design/re-design to enhance student engagement and learning

This goal is also a slight variation of the previous Goal 4. The main difference will now be a general focus on assisting faculty with course design whether that be face-to-face, online or hybrid modalities.

Recent re-structuring in the Center for Online Learning and Technology in CALS will position the center to take on more instructional design support.

Goal 4 - Increase student participation in experiential learning opportunities

This is the previous Goal 6 and will remain a major focus. This is due to its importance in developing our students for careers after graduation. Being involved in out of class experiences are viewed as being highly valuable by our faculty and strongly supported by our alumni and stakeholders. It will also be critical to be focused on this goal as the UF Quest program expands and adds UF Quest 3 as a requirement for all undergraduate students. UF Quest 3 will focus on experiential learning. New funding provided through the VP Promise Program will help to facilitate student participation in these experiential learning opportunities.

Goal 5 - Create new opportunities for alumni and professionals to connect to CALS students

This is the previous Goal 7 and will remain a major focus.

A new Director of Development was hired by UF/IFAS Development to focus on the College of Agricultural and Life Sciences. This position is at a higher rank than previous development officers and was fully onboarded by the start of FY22. The Dean will regularly meet with the new Director of Development and have an integrated strategy for building financial support for the college.

NOTE:

The previous Goal 5 - Excellence in Teaching has been met. Numerous additional teaching awards have been added to our portfolio of awards and a well-developed pipeline to identify faculty for these awards has been developed. In addition, numerous venues have been established to celebrate our faculty, staff and students and these events will continue. Therefore, this goal has been removed from the 2022-23 CALS Institutional Effectiveness Plan.

XResponsible Roles: