

# Strategic Plan 2022-2027

## Department of Agricultural Sciences Education and Communication

### Purdue University

#### **MISSION**

*Engage diverse communities in the context of agriculture, food and natural resources to advance learning and communication capacities for local and global impact.*

#### **VISION**

*To be a leader of integrated scholarship of learning and communication in the context of agriculture, food and natural resources.*

#### **Who We Are**

In the Department of Agricultural Sciences Education and Communication, we are committed to the scholarship of learning and communication in the context of agriculture, food and natural resources to prepare stakeholders for careers and life in our changing world. The following key characteristics are reflected in the teaching, research, and outreach we do in the department.

- ASEC faculty develop and study science-based processes for engaging diverse audiences in AFNR
- Pragmatic- research, teaching and outreach are all conducted with an approach to what is needed in the communities we work with
- Train the trainer- preparing others to communicate and teach is a core value in ASEC
- Global- our community is a global community; both in the people we work with directly, and those who benefit from the outcomes of our research, teaching and outreach programs
- Collaborative- we work in collaborative teams, within the department, college and University, as well as with community-based stakeholders
- Interdisciplinary- our approach to addressing issues in AFNR require an interdisciplinary approach, where we can provide our expertise in learning and communication to increase the impact of research done by colleagues in technical science fields

#### **Diversity, Equity, and Inclusion (DEI) Priorities**

1. Build an inclusive and collaborative department across program areas.
  - a. Develop a shared collective vision for the department to help faculty and staff find common ground to work together.
  - b. Develop an action plan for respecting the value of staff.

- c. Lead efforts to advance new models of best practices for integrating DEI excellence into the living culture of the College of Agriculture.
  - d. Metrics for this initiative:
    - i. ASEC Departmental Vision Statement(s) includes language supporting commonality and collaborative efforts.
    - ii. By May 2023, the ASEC Department has an approved policy with action steps to accomplish: A positive work environment, staff involvement in Departmental priorities, and recognition of staff excellence.
    - iii. Include intercultural competencies (DEI) into the learning outcomes of ASEC undergraduate and graduate programs (using the [AAC&U Intercultural Competence Rubric](#)).
      - 1. Include selected intercultural competencies (cultural self-awareness, cultural worldview frameworks, empathy, verbal and nonverbal communication, curiosity and openness) into required courses in every plan of study.
      - 2. Intentionally assess the intercultural competencies of students with entrance and exit assessments to measure outcomes.
2. Improve the diversity, equity, and inclusion within the ASEC Department.
- a. Equip ASEC faculty and staff to promote a diverse and inclusive environment.
  - b. Metrics for this initiative:
    - i. 95% of all ASEC faculty and staff complete the IDI by fall of 2022.
    - ii. Expect annual Diversity, Equity, and Inclusion (DEI) professional development with reflections of all faculty and staff in annual performance reviews.
    - iii. All new faculty and staff receive a welcome orientation during their first month of employment.
    - iv. Purdue University and/or College of Agriculture climate surveys provide evidence the ASEC Department maintains a culture where BIPOC (Black, Indigenous, and People of Color), LGBTQ+, and other marginalized/minoritized populations feel included.
    - v. Purdue University and/or College of Agriculture climate surveys provide evidence the ASEC Department maintains a culture where life/work balance, mental health, and harmony are promoted/valued/supported.
3. Attract, recruit, retain, and promote success of a diverse group of undergraduate students.
- a. Develop an undergraduate student diversity recruiting plan for ASEC.
  - b. Maintain and expand relationships between ASEC and underrepresented minority serving institutions and organizations (ex: urban high schools, Felege Hiywot Center, Purdue Polytechnic High School, urban 4-H, Jr. MANRRS, PASA) to actively recruit applicants from underserved populations.
  - c. Matriculate and retain undergraduate students from underrepresented minority groups (as defined by Purdue University).
  - d. Metrics for this initiative:
    - i. Department has an approved Undergraduate Student Diversity Recruiting Plan by Fall semester, 2022.
    - ii. 5% increase of the number of undergraduate applicants from

- underrepresented minority groups (as defined by Purdue University) each year of the strategic plan. Baseline: For Fall 2021, there were 62 total applicants (28 Indiana, 32 non-resident, 2 international). There were 11 total number of applicants from these groups (17% URM). Metric: Fall 2027 would have 15 total number of applicants from these groups.
- iii. 5% increase of the number of undergraduate students at fall count date from underrepresented minority groups (as defined by Purdue University) each year of the strategic plan. Baseline: For Fall 2021, there were a total of 113 undergraduates in ASEC (AGCM+AGED). There were a total of 7 students from these groups (6% URM). Metric: Fall 2027 would have 10 undergraduate students at fall count date from underrepresented minority groups (as defined by Purdue University).
4. Attract, recruit, retain, and promote success of a diverse group of graduate students.
    - a. Develop a graduate student diversity recruiting plan for ASEC.
    - b. Maintain and expand relationships between ASEC and HBCUs to actively recruit applicants each year whose Bachelor's degree is from an HBCU.
    - c. Recruit, matriculate and retain domestic graduate students from underrepresented minority groups (as defined by Purdue University).
    - d. Metrics for this initiative:
      - i. Department has an approved Graduate Student Diversity Recruiting Plan by 2023.
      - ii. Each year have at least 3 URM applicants to the ASEC Graduate Program. For fall 2021 admission, ASEC had 9 total applicants.
      - iii. At fall count date 25% of the number of domestic graduate students are from underrepresented minority groups (as defined by Purdue University) each year of the strategic plan. Baseline: For Fall 2021, there were a total of 14 MS/PhD students in ASEC of which 3 students from these groups (21% URM).
  5. Improve the diversity, equity, and inclusion climate external to the department.
    - a. Obtain externally funded (engagement, teaching and discovery) projects to leverage the department's nationally-recognized expertise in DEI.
    - b. Lead efforts to advance new models of best practices for integrating DEI excellence into the living culture of the College of Agriculture.
    - c. Metrics for this initiative:
      - i. ASEC offers at least one DEI professional development opportunity annually to College of Agriculture faculty, staff, and/or students.
      - ii. ASEC offers at least one DEI professional development opportunity annually to a stakeholder group or other external to Purdue audience.

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## Discovery

ASEC faculty develop and study science-based processes for engaging diverse audiences in AFNR.

1. Prioritize Discovery in all scholarly efforts, when possible, to make it a priority in ASEC among faculty as it fits in their primary function areas.

- a. Create a culture of support to increase faculty research productivity. Focus on “what did you learn” rather than “what did you do?”
  - b. Build the department’s research capacity, especially with junior faculty in terms of grant/proposal writing and collaboration.
  - c. Implement a department rubric for performance reviews and merit increases that reflects contributions to the three mission areas and the integration of the three mission areas.
  - d. Develop a Strategic Research Initiative program that **identifies departmental priorities**, capitalizes on the collective expertise of ASEC faculty, builds an inclusive and collaborative department across program areas, and focuses on interdisciplinary teams.
  - e. Metrics for this initiative:
    - i. Address item d. by December 31, 2023.
    - ii. Increase the number of journal articles by 10% (total & per Faculty FTE); 5-year baseline from self-study (2014-2019, n = 70, 1.0 per Faculty FTE)
    - iii. Increase the number of books/book chapters by 10% per year (total & per FTE); 5-year baseline from self-study (2014-2019, n = 6, 0.09 per Faculty FTE)
    - iv. Increase the number of conference proceedings (abstracts, papers) by 10% per year (total & per FTE); 5-year baseline from self-study (2014-2019, n = 297, 4.24 per Faculty FTE)
    - v. Increase the number of Google citations by 10% per year (total & per FTE); 3-year baseline for 2019-21 = [not listed in the ASEC Self-Study Document]
    - vi. Increase the number of partnerships across the university and with external groups that support collaborative research projects by 10% per year; 3-year baseline for 2019-21 = [not listed in the ASEC Self-Study Document]
2. Define and embrace a holistic view of scholarship, faculty expectations regarding scholarly outputs, and how scholarship will be measured to move forward as an academic department.
- a. Integrate discovery (i.e., expanding the knowledge base through peer-reviewed journal publications) in learning and engagement activities.
  - b. Strategically align discovery agenda with new and emerging research at local, regional, national and international levels.
  - c. Develop scholarship and assess outcomes across all mission areas that generate scholarly outputs and external grant funding.
  - d. Metrics for this initiative:
    - i. Increase proposals submitted by 10% per year (total & per FTE); 5-year baseline from self-study (2014-2019, n = 124/year, 11.3 per Faculty FTE/year)
    - ii. Increase proposals led by ASEC faculty as PD by 10% per year (total & FTE). 3-year baseline for 2019-21 = [PD not listed in Self-Study Document]
    - iii. Increase integrated proposals by 10% per year (total & per FTE); 3-year

- baseline for 2019-21 = [Integrated proposals not listed in Self-Study Document]
- iv. Increase the number of projects aligned with ASEC Discovery priorities by 10% per year; 3-year baseline for 2019-21 = [Projects aligned with ASEC Discovery priorities not listed in Self-Study Document]
  - v. Increase proposals awarded by 10% per year (total & per FTE); (2014-2019, n = \$818,000/year, \$74,364 per Faculty FTE/year)
  - vi. Increase total extramural funding by 10% per year (total & per FTE); (2014-2019, n = \$829,104/year, \$75,373 per Faculty FTE/year)
3. Strengthen existing initiatives and promote new interdisciplinary research teams of junior and senior faculty to respond to and take advantage of extramural funding opportunities.
    - a. Build foundational understandings and skills among faculty and staff for interdisciplinary collaborations through effective team building strategies.
    - b. Leverage undergraduate programs as “ASEC Laboratories” for conducting integrated scholarship (i.e., discovery, learning, and engagement).
    - c. Seek opportunities for engaging undergraduates in ASEC research activities which could help entice undergraduates to enroll in ASEC’s graduate programs.
    - d. Metrics for this initiative:
      - i. 85% of ASEC faculty and staff participate in the Team Science workshop; Baseline = 2 faculty completed in 2021
      - ii. Conduct at least one SoTL research project per year that leverage undergraduate programs as “ASEC Laboratories”; Baseline for 2019-21 = 2 projects per year
      - iii. Increase the number of undergraduates engaged in ASEC research activities by 10% per year; 3-year baseline for 2019-21 = [not listed in the ASEC Self-Study Document]
  4. Identify ASEC’s discovery role and opportunities in the College of Agriculture.
    - a. Develop a decision-making criteria to help guide the process of when to strategically choose between existing and new projects or initiatives that would advance the scholarship and metrics of ASEC.
    - b. Identify strategies and resources to help support faculty and staff’s capacities to effectively lead and sustain large projects and initiatives for the college.
    - c. Incentivize through release time or student support for ASEC faculty and staff to lead large projects and College-wide initiatives.
    - d. Explore opportunities to work with Extension specialists and educators for possible collaboration on small grants.
    - e. Increase faculty collaboration and build of relationships across other academic departments to expand inter-/transdisciplinary research opportunities.
    - f. Diversity, equity and inclusion should be leveraged moving forward in advancing the College of Agriculture’s strategic goal on inclusive excellence--advance new models of best practices, attending to core values and culture, for integrating diversity, equity and inclusive excellence into the living culture of the College.
    - g. Leverage strengths and an interdisciplinary focus on diversity, equity and

- inclusion could serve as a multiplier for the department's courses, research studies, and outreach engagements.
- h. Promote and market ASEC's achievements in discovery by highlighting faculty and staff expertise and scholarship to counter the perception of being a service department.
  - i. Promote and market ASEC research (e.g., RFA announcements, open research seminars, "brown bag" lunch discussions, faculty members with current or forthcoming projects; market ASEC's "discovery and global footprints to stakeholders).
  - j. Metrics for this initiative:
    - i. Increase the amount and frequency of internal and external communication of ASEC achievements in discovery by 10% per year; 3-year baseline for 2019-21 = \_\_\_\_\_
    - ii. Increase the number of ASEC researchers receiving university, national, and international recognitions, honors, and awards (total & per FTE) by 10% over 5 years; 3-year baseline for 2019-21 = \_\_\_\_\_

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## Teaching

### Key Strategic Initiatives: Undergraduate Education

1. Attract, Recruit, Train Tomorrow's Professionals
  - a. 5% increase in undergraduate applications each year of Strategic Plan
    - i. (5 yr. ave. 2017-2021 for ASEC 69 / 5% = 3.45 more student apps)
  - b. 2.6% increase in annual yield rate - (actual accepted admissions)
  - c. Maintain minimum of 90% retention rate
    - i. 3% increase in graduation rate ( 3% of 38=1.14 more students)
  - d. 85% of students engaged University Transformational Learning experience (includes study abroad, Issues 360, student orgs. study abroad, undergrad research, internships, world food prize)
    - i. Need Metrics
  - e. 25% increase of CoA CATE experiences including a 'global' aspect by the end of 2023.
  - f. Metrics for this initiative
    - i. Collect metrics on University Transformational Experiences (In 2019, this number was 19 undergraduate students).
    - ii. Develop base metric for CATE involvement of ASEC undergrads-use to determine need for increased involvement. Ambassadors, Study Abroad, Issues 360, other ASEC CATE initiatives
    - iii. Document outcomes and impacts of undergraduate study abroad programs and publish the results in peer-reviewed journal
2. Prioritize resources for high quality learning experiences
  - a. Increase shared responsibility for undergraduate programming through shared responsibilities, increased resources. Ensure entire departmental staff are

- invested in enhancing the quality of the undergraduate programs.
  - b. Enhance student support for navigating course offerings
  - c. Metrics for this initiative
    - i. Develop metric of FTE involvement in undergrad teaching, develop a plan to balance undergraduate teaching load.
    - ii. Document funding stream for resources for undergrad teaching
    - iii. Review graduate curriculum.
    - iv. Document outside activities, time commitment, clarify ASEC priorities relative to CoA and resource allocation.
    - v. Develop a departmental rubric/ policy clarifying expectations for faculty and staff teaching expectations.
    - vi. Survey student issues with navigating course offerings, develop remediation plan
    - vii. Review and agree on prioritization responsibilities outside the department for the CoA.
3. Continue to build on recent changes in curriculum for the undergraduate programs through innovative curriculum in STEM Integration, Science Communication and International Engagement.
    - a. Develop programing that engages the department collaboratively in undergraduate education – (such as a minor in Issues Engagement)
    - b. Continue to develop the communication focus in Environmental Communication and persuasive communication.
    - c. Metrics for this initiative
      - i. Increase scholarship of undergraduate study abroad programming by X percent.
      - ii. Development of course in PR
      - iii. Update existing lab space to include state-of-the-art technologies for education and communications programs.
  4. Enhance efforts in recruiting and admitting a diverse pool of undergraduate students (see DEI section)
  5. Increase Collaboration and Diversity and leverage these to improve learning experiences for students
    - a. Strong relationships with the College of Education
    - b. Enhance existing relationships with Brian Lamb School
  6. Collaboration on SoTL research

### **Key Strategic Initiatives: Graduate Education**

1. Attract, Recruit, Train Tomorrow's Professionals
  - a. 30% increase online course offering
  - b. 30% increase in USDA-NIFA National Needs Fellowship Program, NSF Research Traineeship Program (NRT), SARE, FFAR
  - c. Maintain excellence in recruiting a diverse range of graduate students.

- d. Metrics for this initiative
    - i. Catalogue current online course offerings through ASEC
    - ii. Establish metric for participation in USDA-NIFA National Needs Fellowship Program, NSF Research Traineeship Program (NRT), SARE, FFA past 3 years?
    - iii. Expand graduate student enrollment
    - iv. Develop ASEC recruiting plan for graduate students
2. Enhanced Coordination of Graduate Offerings
    - a. Continued flexible criteria so students can tailor their programming
    - b. Develop an integrated approach to balance teaching, research, engagement, and service appointments among graduate faculty
    - c. Expanded offering for research competency (literature review course, others?)
    - d. Metrics for this initiative
      - i. Evaluate teaching/research/engagement load for faculty. Develop a coordinated plan to balance responsibilities, identify gaps in programs offered through the department
      - ii. Review and update graduate curriculum. Graduate committee will review graduate curriculum, address deficiencies in statistical course offerings, update courses
  3. Expanded Measurement of Graduate Student Learning
    - a. Develop evidence-based assessments of graduate student productivity to ensure learning objectives are being met
    - b. Metrics for this initiative
      - i. More focused collection of measurement of graduate student involvement
        - Recording grant writing, co-authorship, etc. in Individual Development Plans and for the department

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## Engagement

1. Create innovative, multidisciplinary education and communication programming relevant to Indiana and beyond
  - a. 10% increase in the number of learning events in key areas
    - i. Work on engagement in STEM education, current issues in ag and natural resources and in Big Data/digital agriculture.
  - b. 10 % increase collaborations with Indiana 4-H and PK-12 Engagement.
2. Raise awareness of ASEC Engagement/Extension programming impacts



- a. Work to improve and implement guidelines outlined in Purdue’s “*Guide to Documenting, Evaluating and Recognizing Engaged Scholarship*” to document outcomes of ASEC engagement programs.
    - i. Have guidelines in place within the first year of the strategic plan.
  - b. Share success stories from ASEC Extension and engagement programming with alumni, donors and through social media.
    - i. Increase promotion of engagement successes by five percent.
    - ii. Develop strategies for tracking media products (social, print, video, photo, websites). Including ASEC graduate, and undergraduate, student products by AY 2022-23
3. Improve the quality and quantity of ASEC engagement programs
- a. Clarify and quantify definitions of Extension, engagement and outreach in the department.
    - i. Determine and share definitions within the first year of the strategic plan.
  - b. Develop a collective engagement (Extension, PK-12 Engagement, MESA, outreach, etc.) and assessment plan. Identify some areas to focus on outcomes, assessing impact, and scholarship.
    - i. Develop and share the plan within the first two years of the strategic plan.
  - c. Provide workshops on program evaluation.
    - i. Offer a minimum of five workshops.
  - d. Prepare a diverse and inclusive Extension workforce.
    - i. Promote diversity and inclusion in all ASEC education and communication engagement curriculum.
4. Provide leadership in the college for public engagement and program evaluation.
- a. Supplement existing expertise with new faculty positions in public engagement and program evaluation.
  - b. Provide collegewide workshops in public engagement and program evaluation.
  - c. Expand use of contemporary communication technology that reaches new audiences.
    - i. Increase online programming by five percent.
  - d. Create opportunities for faculty and staff to advance their knowledge of subject matter and delivery skills.
    - i. Provide department-wide workshops on innovative engagement programming.
    - ii. Fund educational opportunities for innovative learning in engagement.
  - e. Encourage faculty and staff to engage in global engagement activities and leverage existing international relationships.
    - i. Increase global engagement by five percent.
5. Introduce Extension as a career option and identify new audiences and opportunities for people to try Extension as a career (e.g., internships).
- i. Increase enrollment in the ASEC online engagement curriculum by ten percent.

- ii. Promote ASEC engagement education to alumni, donors and through social media.
- 6. Engage with and cultivate donors for increasing private funding and program support
  - a. Create opportunities for faculty and staff to interact with donors and funders.
    - i. Increase donations for engagement programming by ten percent.