Department of Youth Development and Agricultural Education

2009-2015 Strategic Plan
May 22, 2009

“Empower, Educate, Enhance” are three powerful words that clearly and succinctly identify the key foci of the department.

In the department’s short six-year history, the faculty and staff have created a unit that is focused on teaching and learning in formal and non-formal/informal settings. The past six years have been truly a remarkable time as three distinct and separate units embarked on a journey to create a premier academic department focused on agricultural communication, agricultural education and extension education. Being a part of this incredible experience has been one of the most exciting times of my 24-year academic career. I have had the opportunity to experience, first-hand, the hard work, dedication and remarkable talents of a group of individuals who are determined to craft an academic department that will stand second to none in the country.

Two years ago, in 2007, the department embarked on a self-study that culminated in an outside group providing their analysis of the department. The combination of the department’s self-analysis, along with the outside group’s analysis, laid the foundation for the department’s creation of a thorough and comprehensive six-year plan. This plan was built on the cumulative experiences of the three original units coupled with the efforts and accomplishments of the past six years.

The plan was developed through the collaborative efforts of key stakeholders, university colleagues, students, alumni, faculty and staff. It is these dedicated individuals whose commitment helped the department create a truly diverse and comprehensive plan that will guide the department during the next stage of its development.

As the department embarks on its next six-year journey, this plan’s three key foci, Empowering individual and group leadership capacity and capability; Educating through agriculture and life science; and Enhancing quality of life for all citizens, will serve as a strong foundation from which the department can and will grow.

The next several years promise to be a tremendously exciting time for the Department of Youth Development and Agricultural Education. We invite you to join us on our journey!

Cordially,

Roger Tormoehlen, Ph.D., Professor and Head
Department of Youth Development and Agricultural Education
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Youth Development and Agricultural Education

Preamble

The Department of Youth Development and Agricultural Education was officially created by the Purdue University Board of Trustees on July 11, 2003. With the merging of three programs (Agricultural Communication, Agricultural Education, and 4-H Youth Development), the need to strategize on the direction of the department was seen as a priority.

Background

In April 2006 the Department of Youth Development and Agricultural Education (YDAE) began a comprehensive review of its academic programs and activities. YDAE faculty and staff recognized that the review offered the opportunity to refine departmental goals, identify ways to increase collaboration within and outside the university, and develop plans for the future.

The review came at a critical time in the department’s short history. As YDAE celebrated its five-year anniversary in 2008, it realized a number of significant accomplishments and milestones that signaled the professional and academic maturation of individual faculty and staff, as well as the growth and development of the department as a whole.

YDAE has emerged into an academic unit with a unified focus on learning, discovery and engagement that is framed and informed by a signature area approach described later in this document. YDAE faculty and staff believe this academic base will enable the department to grow and prosper into the next decade and beyond.

Prior to 2003, the 4-H Program Leader and Department Head positions were held by one person. As a result of the merger that created YDAE, these responsibilities were split into two separate positions. Today, overall department leadership is provided by YDAE Department Head, Dr. Roger Tormoehlen. Dr. Renee McKee, Assistant Director of Extension/4-H Youth Development Program Leader, guides the Indiana 4-H Youth Development Program on behalf of the Purdue University Cooperative Extension Service.

Beginning with the 2006-07 academic year, Dr. Tormoehlen created a departmental leadership team with representation from the various programs and position ranks. The goal in creating this leadership group was to bring together a set of individuals who could identify key issues facing the department as well as those critical issues that are just starting to garner attention or may need future attention.

YDAE has three academic programs. Dr. Allen Talbert has assumed a similar role for the Agricultural Communication Program. The department’s Graduate Program is guided by a committee under the direction of Dr. Colleen Brady.

Undergraduate and Graduate Education

Agricultural Communication

In 2003, the administrative home for the Agricultural Communication academic program was moved from the Department of Agricultural Communication Service (ACS) to the newly formed Department of Youth Development and Agricultural Education. The program’s transfer to an academic department mirrors the actions taken by a number of similar programs nationally. Following the program’s move to YDAE, the generic AGR “prefix” for Agricultural Communication courses was changed to “YDAE.” Also, as a part of the program’s transfer, a 0.75 FTE administrative/professional position was moved from ACS to YDAE to meet the program’s student advising and counseling needs. This person currently holds a 0.60 FTE in appointment in YDAE, 0.15 in Academic Programs (College of Agriculture) and a 0.25 FTE appointment in ACS.

In 2003, YDAE was given approval to hire a faculty member to coordinate the Agricultural Communication Program. Dr. Mark Tucker was hired in 2006 as associate professor and coordinator of Agricultural Communication. This is the first faculty position dedicated to Agricultural Communication instruction at Purdue University.

Currently, the Agricultural Communication academic program has 45-50 undergraduate students. Women comprise more than 80 percent of the undergraduate student body. As of Spring 2007, Purdue’s Agricultural Communication academic program had 152 alumni holding positions with such organizations as the National Cattlemen’s Beef Association, Washington, D.C.; Adayana, Indianapolis; Hallmark, Kansas City, Mo.; Eli Lilly and Co., Fishers, Ind.; Letizia Ad Team, Las Vegas; Dow AgroSciences, Indianapolis; and the Indiana Soybean Alliance, Shelbyville, Ind. Job titles of recent graduates include technical writer, broadcast account coordinator, writer of educational programs, and marketing/communications coordinator.

Agricultural Education

Formal instruction in agricultural education has existed at Purdue University since 1911. The academic program has taken on many different organizational structures since that time and currently resides in the Department of Youth Development and Agricultural Education in the College of Agriculture. Program faculty members hold a 0.75 FTE
appointment in YDAE and 0.25 FTE appointment in Curriculum and Instruction in the College of Education. A 1.0 FTE Administrative/Professional holds an appointment in YDAE to meet the program’s student advising and counseling needs, alumni relations, recruitment and retention, and development efforts.

Currently, the Agricultural Education (AGED) program has approximately 100 undergraduate students. Purdue University is home to the only Agricultural Education Teacher Licensure Program in the State of Indiana. The Agricultural Education program is a licensure-only program, meaning all graduates have completed student teaching.

Following the move into YDAE, the AGED courses which were previously known by an “EDCI” prefix, were changed to “YDAE”. Courses are taught at both the undergraduate and graduate levels.

Women comprise approximately 70 percent of the undergraduate student population. Following Spring 2007, there were approximately 1,500 living alumni in positions such as teachers, principals, superintendents, and guidance counselors. Graduates are also in positions with Dow AgroSciences, John Deere, Beck’s Hybrids, Farm Bureau Incorporated, Cooperative Extension, and other positions in agricultural finance and sales.

The Agricultural Education Program has been unable to meet the demand for Agricultural Science and Business teachers in the State of Indiana for several years. As a result, several high schools in the state hire teachers in Agricultural Science and Business from surrounding states, including Ohio, Michigan and Kentucky.

Graduate Program

Graduate study in the Department of Youth Development and Agricultural Education allows students to apply social science theories and methods to a particular aspect of youth development, extension education, agricultural education or communication. All students complete a core of foundation courses including statistics, research methods, and theory. In consultation with a major advisor and graduate committee, students select course work to build their expertise in an area of their choice. Approximately half of YDAE’s graduate students are in residence, and half are commuter students. Many students in the latter category hold full-time positions as Extension Educators or as Agricultural Science and Business (ASB) Teachers. The YDAE Graduate Program offers multiple options for its diverse student base.

Following the creation of YDAE in 2003, the Master of Science option in Agricultural and Extension Education was transferred from the College of Education into an existing program in the College of Agriculture. Graduate students are admitted into master’s and post-baccalaureate programs at the department level.

Students pursuing a doctoral degree option must currently receive their degree from the Department of Curriculum and Instruction (EDCI) in the College of Education with primary advisement from YDAE. A formal proposal to move the doctoral program from EDCI to YDAE has been submitted and is in the state approval process. Approval and implementation are anticipated in the Fall 2009.

Extension

The department’s youth-based Extension Education programs include those that are 4-H based and those that involve youth but are not directly associated with the 4-H Youth Development Program. YDAE collaborates with youth-serving partners such as FFA, The Children’s Museum of Indianapolis, Indiana Youth Institute, and Operation: Military Kids.

4-H Youth Development Program

Purdue University, through its 4-H Youth Development Program, annually reaches over 200,000 youth throughout Indiana. The mission of the program is to assist youth in their development by conducting hands-on educational programs utilizing the knowledge base of Purdue University, other land-grant universities and the United States Department of Agriculture. Since its beginning in 1904, Indiana 4-H has continued to evolve and focus on new audience development.

The club-based program is supplemented with delivery methods including special interest, school enrichment, school aged child care, and camping. These methods are utilized to meet youth needs and build youth competencies which will enable them to become successful adults. Much of the program’s success is due to the outreach completed county-by-county in collaboration with other organizations. 4-H Afterschool Clubs are being established by working with a variety of organizations that provide ongoing after-school child care.

Indiana’s community 4-H Club program is well established in each of its 92 counties. In addition to providing administrative support and technical subject matter expertise for the program, Purdue faculty and staff work with numerous specialized events, activities and curricula in support of 4-H members and volunteers throughout the state.
Research conducted by the Department of Youth Development and Agricultural Education supports the department’s over-arching mission of improving the quality of life for youth and adults in Indiana and throughout the world. YDAE embraces the criteria for scholarly activity as described by Diamond (2002) and referenced in later section of Strategic Plan.

Faculty and staff administer formal, informal, and nonformal education and communication programs and conduct research to measure impacts and make these programs more effective. Much of this work is multi-disciplinary and cuts across the range of social sciences and agricultural specialty areas represented in the department, college and university.

YDAE discovery and research efforts support the intent of the strategic plans approved at the college and university levels. The breadth of audiences reached includes youth, adolescents, and adults. Areas of discovery and research include communication, education, youth development, and community studies and involve quantitative and qualitative social science methodologies.

A particular departmental strength is in the delivery of university knowledge to Indiana citizens through a range of educational methods and programs. A primary goal of this work is building capacity to effectively teach lifelong learners across all social and economic settings. YDAE faculty and staff also have specialized expertise in engaging the state’s pre-college youth in creative educational and leadership experiences.

While YDAE faculty members do not have formal research appointments, it is fully expected that they will develop and carry out active research programs in their area(s) of expertise. On a faculty FTE basis, YDAE has been among the more productive grant dollar-generating units in the College of Agriculture. Over the past five years the department has expended approximately $2.5 million annually in support of funded research and engagement projects.

YDAE has a history of international involvement through the 4-H Youth Development program, engagement initiatives, and the undergraduate and graduate programs. Faculty and staff involvement in international activities, the department’s involvement with international visiting scholars, and the department’s youth-based international programming efforts are extensive.

Faculty and staff lead undergraduate and graduate study abroad programs, most of which are approximately three weeks in length. Within the past three years, YDAE faculty and students have traveled to Jamaica, Ecuador, Poland, and England for example. YDAE faculty and staff lend their expertise in education, communication, and development in other countries such as Afghanistan, Nigeria, and China.

The history of Indiana 4-H providing international opportunities preceded YDAE becoming a department and involved management by a 4-H program coordinator. The first 4-H youth traveled overseas with the International 4-H Youth Exchange (IFYE) program, sending Indiana youth to 69 countries. Three international programs – Meiji Gakuin High School (Japan), LABO (Japan), and Flex (Europe) – were initiated in the early 1980s.

Indiana 4-H’s last decade of international programming mirrors the overall level of high school international education in Indiana. This trend recognizes that Indiana 4-H excels (top 10 in the U.S.) in bringing international students to Indiana, but falls short relative to other states in sending Indiana high school students abroad. In this 10-year summation, 670 students have participated in international 4-H youth programs. 597 of those students were inbound to Indiana.

New methodologies continue to be used to globalize 4-H curriculum and offer new travel programs through teamwork among the department, County Extension Educators, and national and international partners. In recent years exchange programs with Poland, Australia, Costa Rica, and Finland have been added.
YDAE Strategic Planning Process

Following completion of its CSREES Review in November 2007, YDAE presented a response to the review team’s recommendation to the College of Agriculture Dean and Associate Deans. The response included a plan to form a department strategic planning committee, which was organized in Spring 2008.

The committee developed an electronic Zoomerang survey to which members of the department responded in December 2008. Data were reviewed and analyzed by the steering committee, looking for common themes and recommendations.

On January 7, 2009, the committee led a discussion during the department retreat regarding the strategic plan. In three groups, members of the department reviewed the summarized results of the internal data collection and answered the following questions:

- What major themes stand out to you?
- What are the major points that need to be addressed?
- What are the major themes of the data collected?

Groups were also asked to suggest revisions to the existing mission and vision statements to more accurately reflect the purpose and direction of the department.

During a large group discussion at the department retreat, the members of the department responded to the following questions:

- Philosophically, what does it mean to be in the upper echelon of our peer institutions?
- What metrics should we consider?
- As a department, how do you wish to remain informed of the Strategic Plan process?

The committee utilized the expertise of Dr. Rab Mukerjea, Purdue Director of Strategic Planning and Assessment, to provide further guidance regarding the process of data collection and analysis and development of the strategic plan. Professor Mukerjea consulted with the committee early in the strategic plan process and attended one of the committee’s meetings to provide feedback and make suggestions.

External stakeholders were identified by each of the YDAE program areas. In January 2009, these stakeholders participated in one of three Adobe Connect/telephone conference calls during which they commented on various aspects of YDAE. The calls were facilitated by Connie Reckowsky of Purdue’s Human Resources Department. An external service transcribed the data from each of the calls. Steering committee members then reviewed and analyzed these data and incorporated findings into the strategic plan.

The strategic planning committee met weekly through April 2009. Each week’s minutes and documents were placed in a shared file on the server, allowing members of the department to review the work of the committee, to ask questions and provide comment. Throughout the process, department members were encouraged to provide feedback to the committee via e-mail, personal contact, or during brown bag luncheons (held in February and April 2009).

The final version of the YDAE strategic plan was submitted to the Dean of the College of Agriculture in May 2009.

The committee acknowledges that the 2009-2015 YDAE Strategic Plan is a fluid document that must be flexible to accommodate changing needs and resources during the time period covered by the plan. Any proposed changes to the Strategic Plan will be brought to the department for consideration and discussion before they are implemented, according to the department’s governance procedures.
Youth Development and Agricultural Education

YDAE Mission and Vision

As a result of the strategic planning process, YDAE faculty and staff developed and approved new mission and vision statements, provided below.

**Mission Statement**

“Empower youth and adults through engaging education and effective communication to be contributing members in their communities and in agriculture and natural resources.”

- Serve youth, adults, and family audiences across the areas of agriculture, natural resources, food, and fiber.

- Conduct field-defining research that expands knowledge and positively influences youth and adults in diverse communities in Indiana, the nation and the world.

- Integrate theory, research findings and best practices to empower current and future practitioners to implement educational experiences for youth and adult audiences.

- Educate youth and adult audiences and encourage lifelong learning through course work, media, professional and volunteer development, programming and resource materials at the university and community levels.

- Produce high-quality graduates with the capacity to succeed in Agricultural Communication, Agricultural Education and Extension Education.

- Create and foster meaningful collaborations across all facets of YDAE through partnerships at the university, state, national and international levels.
“YDAE will achieve prominence by developing human capital and enhancing quality of life for Indiana residents through interdisciplinary research, educational initiatives, and acclaimed scholarship.”

- Provide science-based information and transformational education that enhance the capacity of Indiana residents and communities to make informed decisions, solve problems, and successfully face challenges.
- Be recognized as a national leader in life science education research and programming.
- Meet the needs of 21st century youth, adults, and families to improve the quality of life in a diverse society.
- Be recognized as a primary source for research-based information and best practices in all departmental content areas.
- Develop graduates who are positioned to be successful global citizens and leaders.
- Build and foster sustainable partnerships and collaborations that further strategic goals and position the department to become synergistic and globally engaged.
- Cultivate a cohesive, encouraging and energizing climate that enables faculty, staff and students to excel in their academic pursuits.
Departmental Goals

Through the 2009-2015 Strategic Plan, YDAE will enhance quality of life through education and development of leaders in agriculture and natural resources.

I. Empowering individual and community leadership capacity and capability

A. Expanded pathways to leadership capacity for youth, students, and residents

1. Deliver programs and services that share up-to-date basic and advanced knowledge and applicable leadership skills
   a) Provide conferences, workshops, camps, and other away-from-home experiences (e.g., State 4-H Junior Leader Conference, Indiana State Fair Youth Leadership Conference, Indiana State 4-H Youth Congress, Science Workshops, 4-H Round-Up, Career Development Events, Inbound and Outbound International Opportunities, Horse Judging Camp)
   (1) Increase self-reported leadership and other life skills gained as a result of participation
   (2) Application of leadership and other life skills gained
   b) Promote collaborations of experts across disciplines

2. Promote undergraduate and graduate student organizations affiliated with YDAE (e.g., Agricultural Communicators of Tomorrow, Indiana Association of Agricultural Educators- Purdue, Purdue Collegiate 4-H, Purdue Young Farmers, YDAE Graduate Student Association)
   a) Provide advisors for each organization who mentor officers and committee members
   b) Promote service learning
   c) Encourage member participation in leadership seminars
   d) Promote networking and leadership development through conferences
   e) Support a YDAE Graduate Student Association that is recognized as an official University student organization
      (1) For each academic year, one funded graduate student will act as a liaison between graduate students and the YDAE Graduate Committee
      (2) Annually nominate at least one graduate student to represent the College of Agriculture on a committee, such as Curriculum and Student Relations and Grade Appeals

3. Promote participation in College of Agriculture Leadership Development Certificate program
   a) YDAE Faculty and staff serve as leadership coaches
   b) YDAE undergraduate students participate in program

B. Excellence in teaching and support services for improved learning, engagement, and student, staff, and volunteer success

1. Offer pre-service and in-service opportunities for Agricultural Science and Business teachers
   a) Develop student leadership capacity through YDAE 240
   b) Expand student experiences with diverse groups (e.g., Jamaica Study Abroad, field trip to Chicago public schools)
   c) Implement training in Advanced Life Science curriculum for undergraduates and professional development for Agricultural Science and Business teachers
d) Support Indiana Association of Agricultural Educators through space for Executive Director, opportunities to
serve as guest lecturer in pre-service courses, and professional collaborations

e) Provide Agricultural Science and Business teachers with professional development such as New Teacher
Academy, Indiana High School Agriculture Teachers Workshop, and HASTI (Hoosier Association of Science
Teachers, Inc.)

(1) Teacher perceptions of quality of instruction

(2) Demonstrated knowledge gained/programs implemented as a result of instruction

2. Provide Extension Educators opportunities for professional development

a) Sample opportunities include New Educators, Policies and Procedures, Subject-Matter

(1) Educator perceptions of quality of instruction

(2) Demonstrated knowledge gained/programs implemented as a result of instruction

3. Provide Volunteers with experiences and opportunities for program improvement, youth success, and personal
development

a) Utilize multiple delivery methods to provide relevant information that volunteers need to succeed in their roles
(e.g., internet-based, face to face, print, video conferencing)

b) Base content on subject matter needs and components of the Volunteer Research Knowledge Competency
(VRKC) taxonomy

4. Broaden global awareness through International experiences

a) Student, faculty and staff participation in International activities

5. Evaluate instructional quality in YDAE courses

a) Purdue Instructional Course Evaluation System (PICES)

b) Small Group Instructional Diagnosis (SGID)

c) Student-Instructor ratio

II. Educating through life science

A. Increased PK-16 student knowledge of, preparation for, and involvement in STEM/STEAM/SET* postsecondary
education and careers

* STEM – Science, Technology, Engineering, and Math; STEAM – Science, Technology, Engineering, Agriculture, and
Math; SET – Science, Engineering, and Technology

1. Promote, facilitate, and expand opportunities for student preparation for postsecondary education and career
development.

a) Develop and deliver attractive and inspirational programs highlighting job opportunities in life science
(e.g., Indiana SET plan activities, Community Engagement Partnership, Spring Fest)

b) Provide experiential and service learning opportunities through such venues as museums, 4-H, and the State's
Largest Classroom

c) Provide teacher training for Advanced Life Science concurrent credits
2. Measure student interests in and intentions of pursuing STEM careers to track progress and improve future efforts.
   a) Research related to programs (e.g., Science Workshop Evaluation, CDE’s)
   b) Testimonials from scholarship applications

B. Growing opportunities for career development of secondary and postsecondary students
   1. Implement transformational learning opportunities in life science that actively engage students to discover, expand, and apply knowledge within their disciplines.
   2. Develop and deliver attractive and inspirational programs highlighting job opportunities in life science
   3. Collaborate with programs that provide career pathways such as Science Bound, Ag Discovery Camp, Hoosier Agribusiness and Science Academy
   4. Improved student preparation for admission, connection, and transition for continuing education
   5. Collaboration with Ivy Tech, Junior Colleges, and Purdue University regional campuses for seamless articulation

C. Well-prepared professionals who are able to educate and communicate about life sciences
   1. Utilize outcome-based program improvement for Agricultural Education, Agricultural Communication, and Graduate Program to address gaps in undergraduate and graduate preparation
      a) BALOTS reports
      b) Field-based experiences and occupational work experience for Agricultural Education students
   2. Offer and encourage professional and volunteer development opportunities
   3. Promote the development of educators for informal and non-formal learning settings
   4. Develop publications/resources/curriculum that address life sciences
   5. Deliver information via alternative means (e.g., podcasts, distance learning, social media)

D. Multidisciplinary collaboration that leads to growth of research funding and/or external support
   1. Communicate opportunities for multidisciplinary collaboration to current and potential partners
   2. Nurture discipline-based research, scholarship, and creative endeavors
      a) Increased submissions for funding
      b) Be engaged in multidisciplinary efforts
      c) Provide leadership for the development of a USDA multi-state research project
      d) Develop beneficial relationships with research funding agencies (e.g., NSF)
   3. Collaborate with Discovery Park and Discovery Learning Center
   4. Work closely with Development Office to find donors for innovative programs
   5. Explore and develop mutually beneficial cooperative agreements with partner organizations (e.g., Columbian Park Zoo)
III. Enhancing quality of life for all residents

Quality of life – the degree of well-being felt by an individual or group of people. Characteristics of healthy, contributing residents include: respect for differences, awareness, understanding, appreciation, sensitivity, global perspective, and workforce skills.

A. Inclusive opportunities for all youth and adult audiences

1. Reach underserved, underrepresented audiences
   a) Align YDAE participation with community demographics (e.g., race, ethnicity, economic status, geographic, gender, generational)
      (1) Establish baseline data for audiences served by YDAE program areas by 2010
      (2) 10% overall increase in underserved, underrepresented audiences served by YDAE program areas by 2015 (e.g., Hoosier Agribusiness and Science Academy [HASA], 4-H urban audiences)

   b) Faculty and staff will actively participate in graduate and undergraduate student recruitment efforts (such as MANRRS [Minorities in Agriculture, Natural Resources and Related Sciences], National FFA Convention, Science Workshops, hosting students)
      (1) 75% of faculty and staff will actively participate in student recruitment

   c) Increase graduate and undergraduate student participation in study abroad experiences (e.g., AGED Jamaica trip, AGCOM England trip, IPIA opportunities)

2. Provide programs of excellence through Extension
   a) Identify program needs of audiences
      (1) Contacts made with perceived community leaders
      (2) Review resources available from peer institutions
      (3) Develop or modify programs based on audience needs and YDAE goals

   b) Provide support for identified critical needs that are aligned with YDAE objectives, expertise, goals, and resources

   c) Audit and discontinue programs with low impact or those that do not support YDAE strategic goals

   d) Foster collaborations to meet identified goals and strategies
      (1) Review continuation of existing partnerships based on priorities identified
      (2) Partnerships developed and maintained for mutual benefit based on importance and sustainability

   e) Offer and implement programs

   f) Earn program recognition and awards
      (1) National and International awards and recognition received in program areas
B. Knowledge to make informed decisions and serve as functioning community members

1. Provide knowledge through Agricultural Communication
   a) Steady-state program
      (1) By 2015, undergraduate student enrollment of 45-50
      (2) Produce 10-12 graduates per year to meet industry needs
   b) Emphasis on quality instruction, student experiences, and student accomplishment
      (1) By 2015, revise and develop course work to build Agricultural Communication Program
      (i) Develop and submit for SCRC approval new course work in electronic publishing
      (ii) Evaluate and revise senior capstone course in accordance with college and industry guidelines
      (iii) Maintain favorable student-instructor ratios in all course work
      (iv) Encourage and measure student applications for competitive national scholarships, internship experiences and communication contests
   c) Instructional and program support to improve communication skills of all students in the College of Agriculture
      (1) Provide leadership for Townsend programs
      (2) Enhance College of Agriculture instruction by consulting with faculty and developing lesson plans and instructional materials

2. Provide knowledge through Agricultural Education
   a) Grow the number of graduates licensed to teach agricultural education
      (1) Undergraduate enrollment in Agricultural Education to 150 by 2015
      (2) By 2015, 30 licensed students per year to meet the needs of employers
      (3) Work with Internal CODO’s and change of options
      (4) Students who enter YDAE via CODO – coordinated effort between Purdue West Lafayette, regional campuses, Ivy Tech, and Vincennes University to provide routes to Purdue West Lafayette in Agricultural Education
      (5) Twenty per year participate in Future Teacher Academy
   b) Functioning Agricultural Education advisory committee
      (1) Support for development/formation of Indiana Agricultural Education Council
      (2) Provide space for Indiana Association of Agricultural Educators (IAAE) Executive Director
3. Provide knowledge through 4-H Youth Development and other Youth Development opportunities
   a) 4-H Youth Development and other Youth Development programs offered in multiple delivery formats by YDAE faculty and staff
      (1) Underserved, underrepresented segments of local communities will be more fully represented in 4-H programs administered by YDAE.
   b) Resource materials provided to 4-H participants
      (1) Curriculum, workshops, conferences, events, and Web sites are developed, maintained, and implemented for youth and adult audiences by YDAE faculty and staff.
   c) Personal growth and development opportunities
      (1) Members, volunteers, and alumni report growth in life skills.
      (2) Increased subject matter knowledge for youth and adult audiences.
   d) Connect various community groups and organizations to create healthy, functioning communities
      (1) Encourage healthy lifestyle (e.g., risk, informed choice, exercise, eating, habits) among residents
   e) Communicate strategies that improve environmental stewardship
      (1) Foster environmental stewardship and community improvement projects (e.g., JMG®, purple loosestrife, 4-H projects)

4. Provide knowledge through YDAE Graduate Program
   a) Graduate students recruited
      (1) Competitive GRE scores required of all applicants, as determined by the graduate committee and comparable to our peer institutions
      (2) 75% of graduate students interact with potential students at regional or national meetings
      (3) Recruit high-quality students from Indiana, out of state, and international, from diverse sources
   b) Graduate students admitted
      (1) Number of students admitted is adequate to achieve 3 graduate students assigned to each faculty member
         (i) By 2015: Unfunded = 20; Funded M.S. = 20; Funded PhD = 10
      (2) Balance of funded Master’s and Ph.D. level students is 2:1
      (3) 100% of YDAE graduate students will report to and be supervised by faculty/staff in the department.
c) Graduate students funded

(1) 100% of resident graduate students are funded via assistantships, cooperative agreements, or mutually beneficial collaborative partnerships.

(2) Assistantship and Fellowship stipend levels are competitive with peer institutions.

(3) By 2015 increase PhD students funded by 10%.

d) Graduate student outcomes achieved

(1) 3-5 new graduate level courses are available through YDAE to meet gaps in existing courses offered by 2015, including:

   (i) Foundation course dedicated to history and philosophy in YDAE disciplines (first year)

   (ii) Technology transfer course (first or second year).

   (iii) Social science theory course across the YDAE disciplines (second year).

(2) All funded students complete rigorous research leading to M.S. thesis or Ph.D. dissertation; non-thesis students must complete rigorous research leading to defensible M.S. project.

(3) Thesis/Dissertation Defense rubric utilized to provide feedback for department and to student; BALOTS is utilized.

(4) 100% of funded M.S. (thesis option) and Ph.D. graduates submit at least one article based on their research to a peer-reviewed publication.

(5) 50% of funded graduate students will prepare, assist in preparation, or apply for grants.

(6) YDAE will actively offer and suggest increased student development experiences (e.g., internships, scholarly presentations, and professional conferences).

e) International Graduate Student Opportunities supported

(1) Increase study abroad opportunities and educational experiences (e.g., Maymester courses, Extension exchange).

(2) Students will gain global competence through domestic, international or global experiences.

f) Presentations by graduate students

(1) 100% of graduate students present research at one or more regional, national, or international meetings.

(2) Travel for graduate students to present research is partially funded through department and grant resources.
g) YDAE Ph.D. program established

(1) Ph.D. program has been officially transferred to YDAE from the College of Education

(2) Charge YDAE Graduate Committee to draft admission criteria and submit for faculty approval in 2009-2010 academic year

(3) Periodically assess admission criteria to assure quality standards are maintained, are competitive and rigorous

(4) Establish recommendations by 2010 for time to candidacy, time to degree, and numbers of degrees produced
   
   (i) Suggested median time 5.25 years

(5) Department will have at least one 12 month departmentally funded PhD student per year

(6) YDAE will provide consistent, quality mentoring for graduate students which facilitates their professional and personal development, and maintains the highest standards of integrity and scholarship.
Strategies Common to All Goals

The strategies, metrics, and benchmarks included in this section were determined to be relevant to each of the goals described previously in the YDAE Strategic Plan.

1. Develop Signature Areas
   a) Outcomes expected from each Signature Area
      (1) Resulting research informs future programming and opportunities for engagement with targeted clientele
      (2) Expansion or enhancement of funding opportunities
      (3) Increased mobilization of resources (funding, space, personnel, time)
      (4) Enhanced partnerships and collaborations
      (5) Improved national recognition and reputation of YDAE
      (6) Increased and focused YDAE graduate research
      (7) Enhanced professional development of faculty and staff
   b) Characteristics of a functioning Signature Area
      (1) Has an identified leader and a critical mass of expertise
      (2) Addresses a major problem or has a strategic direction
      (3) Helps integrate YDAE faculty and staff expertise to address identified goals
      (4) Has documented impact
      (5) Is fluid (individuals may “flow” in and out; opportunities change, as do priorities, and the signature areas must change with them)
   c) Based on data collected in the YDAE strategic planning process, the committee has determined that Life Science Education meets the criteria to be a viable Signature Area in YDAE.
      (1) The committee determined that the Science of Engagement and Leadership signature areas identified by the 2004 YDAE strategic planning process were not currently viable.
      (2) As the opportunity arises, the outcomes and characteristics of Signature Areas as defined in I.A. and I.B. should be used by YDAE faculty and staff to create Signature Area proposals for departmental consideration.
   d) Life Science Education
      (1) Current Status
         i. Critical mass of expertise
            (a) Team of 7 faculty, with a team chair
            (b) Expertise in formal, informal, and non-formal education
ii. Addressing major problem
   (a) Life Science Education involves a topic of nationwide importance, especially related to emphasis on STEM, STEAM, and SET initiatives

iii. Integrating staff to identify goals
   (a) Staff from a wide variety of disciplines in YDAE are involved in the Life Science Education Signature Area

iv. Documenting impact
   (a) Impact of Life Science Education is documented via goals reached, grants submitted and funded, graduate student projects, presentations provided, and peer reviewed articles submitted and accepted.

2. Attain Acclaimed Scholarship
   a) Criteria for Scholarly Activity\(^1\)
      (1) It requires a high level of discipline-related expertise.
      (2) It is conducted in a scholarly manner with clear goals, adequate preparation, and appropriate methodology
      (3) The work and its results are appropriately and effectively documented and disseminated. This reporting should include a reflective critique that addresses the significance of the work, the process that was used, and what was learned.
      (4) It has significance beyond the individual context.
      (5) It breaks new ground or is innovative.
      (6) It can be replicated or elaborated on.
      (7) The work – both process and product or result – is reviewed and judged to be meritorious and significant by a panel of one's peers.
      (8) It will be the responsibility of the academic unit to determine if the activity or work itself falls within the priorities of the department, school or college, discipline, and institution.


b) Expectations of Acclaimed Scholarship
   (1) YDAE values sharing of research and scholarship through recognized peer-reviewed outlets and forums that disseminate results to relevant audiences, contribute to literature, and encourage open discussion and critique among practitioners and academicians in YDAE disciplines.
   (2) Other forms of YDAE scholarship include curricula, scholarly monographs, formal reports to funders, invited papers and productions.
   (3) National reputation of YDAE faculty and staff accomplishments (e.g., journal articles submitted/published and cited; competitive grants submitted/received; scholarly presentations submitted/accepted; curricula developed; awards and recognition)
3. **Cultivate Successful Graduates**

   a) Employment within related field upon graduation

   b) Starting compensation levels

   c) Acceptance into graduate schools

   d) Participation in humanitarian activities (e.g., Peace Corps, Heifer International)

4. **Achieve Department Success**

   a) **Department Climate**

      YDAE seeks to create a departmental atmosphere and ethic that nurtures civility, critical perspectives, free and open discussion on academic issues, and true diversity of thought and expression. We value and are committed to the creation and maintenance of such a climate that enables faculty, staff and students to flourish as scholars, professionals and productive members of society and the university community.

   (1) Resources — Limited federal, state, university, and departmental resources are a significant obstacle to accomplishing the proposed initiatives in YDAE at this time. YDAE strategic planning goals have identified the following areas of need:

      i. Supply & Expense (S&E) funds are adequate to cover faculty and staff annual operating expenses

      ii. Program area priorities are adequately staffed and financed

      iii. Two (2) faculty members are added to existing faculty CUL (FTEs), including at least one (1) with Agricultural Communication responsibilities

      iv. A campaign has been established and is underway to create one (1) endowed chair/faculty position

      v. Dedicated graduate teaching and research assistantships to allow for consistent recruitment and advancement of potential master’s and doctoral students

      vi. Technology upgrades for all personnel are completed on a systematic basis to avoid obsolescence (e.g., distance education alternatives, hardware, software)

      vii. By 2015, YDAE will consider the feasibility of a Development Officer dedicated to the department whose responsibilities may include alumni relations, student recruitment, and cultivation of funds

   (2) **Facilities**

      i. Policy and procedure for determining space needs and assignments within department are established by 2010

      ii. Private office space is provided for all faculty and staff

      iii. Classroom and laboratory space

         (a) By 2015, a classroom has been dedicated to YDAE for distance education

         (b) By 2015, a high-tech teaching laboratory has been established to meet YDAE needs
(3) Personnel

i. Roles and responsibilities
   (a) By 2015, each member of YDAE, in conjunction with the Department Head, has reviewed his or her job responsibilities as necessary to meet departmental needs and strategic goals.
   (b) We recommend that YDAE faculty members will be selectively considered for Hatch research appointments.

ii. Each YDAE staff member will take personal responsibility for the duties he or she has agreed to fulfill within the department.
   (a) Annual performance reviews highlighting accomplishments and goals will be prepared and presented to the YDAE Department Head.
   (b) Resources for FTEs no longer actively contributing to YDAE should be reallocated to strategic priority areas.
   (c) New faculty hires must be willing and able to work across program, research, and/or signature areas aligned with department goals and the strategic plan.

iii. Diverse personnel
   (a) Personnel representative of the demographics served by YDAE are in place.
   (b) Personnel of diverse backgrounds are actively recruited.

iv. Relationships
   (a) Opportunities to build professional working relationships will be provided through mutually beneficial committees, grants, presentations, etc.
   (b) Opportunities to build personal relationships will be provided via departmental social functions.

v. Professional Development
   (a) Funding is provided for each member of YDAE to participate in at least one professional development opportunity on an annual basis.
   (b) Faculty and staff are encouraged to participate in professional development opportunities (e.g., online webinars, regional/national professional association conferences).

vi. Promotion of Personnel
   (a) Junior faculty will be provided mentoring to assist in advancement through professional ranks.
   (b) All staff members classified as Administrative Professional will advance through the promotion process according to the suggested time frame.
b) Determining Departmental Program Priorities

(1) Based on strategic plan, implement system to establish program priorities

i. Continue programs that meet department’s mission and vision; produce high impact; are of high value to clientele; are well staffed and adequately funded; and are sustainable.

ii. Discontinue or reassign programs that are beyond the scope of the department’s mission and vision; are relatively weak; and/or do not have expertise or high level of impact.

iii. Critically evaluate pursuit of external funding sources that seek to implement new programming without adequate staffing or which do not align with the department’s mission/vision.

iv. Seek input from faculty and staff, stakeholders, and funding sources.

c) Departmental Leadership

(1) YDAE Department Head

i. Responsibilities

(a) Departmental administrative responsibilities are the primary focus of Department Head (e.g., personnel, budget, fundraising, visioning).

(b) Department Head’s 4-H Youth Development program area responsibilities have been reviewed and reassigned as needed within the department.

ii. Review

(a) In compliance with College of Agriculture guidelines, a review of the Department Head’s performance will be completed every five years.

iii. Departmental Advisory Committee is established and convened to provide support and guidance to meet the department’s mission/visions.

(a) Committee members include internal and external representatives, stakeholders, and alumni.

(b) Nominations for committee membership will be made to the Department Head.

(c) Meetings of the committee will be held at least annually.

(2) Program Leadership

i. Agricultural Communication

(a) One member of the Agricultural Communication program area is identified to serve as the program coordinator.

ii. Agricultural Education

(a) One member of the Agricultural Education program area is identified to serve as the program coordinator.
iii. Extension Education

(a) One member of the Extension Education program area is identified to serve as the program coordinator.

(b) The 4-H Youth Development Program is coordinated and administered through the office of the Director of Extension by the Assistant Director of Extension/4-H Youth Development Program Leader.

iii. YDAE Graduate Program

(a) One faculty member with 51% or greater FTE in YDAE will serve as the chairperson of the Graduate Committee.

(3) Committee Structure

i. Standing Committees

(a) Leadership Team

(b) Promotion and Tenure

(c) Graduate

(d) Technology

(e) Accountability

ii. Additional committees/work groups will be appointed to serve the department on an as-needed basis.

(4) Organizational Chart

i. We recommend that by January 1, 2010, the Dean of the College of Agriculture will clarify roles of the YDAE Department Head and the Assistant Director of Extension Director/4-H Youth Development Program Leader.

ii. We recommend clarification of the 4-H Youth Development program budget be provided.

iii. A department organizational chart will be updated annually.

d) Reporting

(1) Strategic Plan

i. Accountability to the benchmarks identified in this strategic plan is completed jointly by Department Head and the Accountability committee.

(a) The Accountability Committee is created to review progress toward benchmarks outlined in Strategic Plan at least annually.

(i) The Chair of the Accountability Committee will be a faculty member nominated and approved by the department faculty.

(b) A database for data related to accountability has been created and maintained.

(c) Committee responsibilities will include identification of hurdles and roadblocks that need to be addressed by department and/or College of Agriculture administration in order to successfully implement the YDAE Strategic Plan.

(d) Annual progress reports will be prepared and presented, including applicable comparison of YDAE accomplishments in relation to its identified peer institutions.
(2) Individual Reporting

i. Performance Review

(a) Each member of YDAE will complete an annual performance review and present it to the Department Head.

ii. Reports to granting agencies

(a) Each principal investigator listed on a grant will complete all required reports to granting agencies.

iii. College of Agriculture reporting system

(a) Each member of YDAE will annually complete required reporting in FAIR, SAM, or other reporting systems established by COA.

5. Enhance Departmental Communications

a) Overview

(1) Effective internal and external communication of the YDAE program of activities is crucial to the success of the department.

(2) Each member of the department should accept responsibility for helping to communicate his or her ideas, thoughts, needs, activities.

(3) No one communication method is sufficient for departmental communications; many methods will need to be employed.

b) External Communication Methods

(1) Departmental newsletter

i. “YDAE Connect” departmental newsletter

(a) Newsletter is prepared and electronically distributed quarterly.

(b) Current e-mail list is maintained of YDAE stakeholders, including, but not limited to, alumni, collaborators, donors, Agricultural Science and Business Teachers, and Extension Educators

(2) Web site

i. Program area information

(a) Each program area within the department is located in a prominent position on the YDAE Web site.

(b) 4-H Youth Development Web site is updated frequently and provides relevant up-to-date information in an interactive format.

ii. Maintenance and updates

(a) YDAE Web site includes frequently updated information for access by internal and external stakeholders.
(b) Each member of the department provides updates to Web site information respective to his or her areas of responsibilities.

(c) Web site main pages conform to college guidelines and are professionally designed.

c) Internal Communication Methods

(1) Departmental brown bag lunch programs
   i. Provide updates from members of the department on current research, projects, and programs.
      (a) Brown bag lunch programs are held monthly during the academic year.

(2) Department-wide calendar
   i. Alert members of the department to major events, deadlines, and other items of interest to the department as a whole.
      (a) Outlook (or similar) Calendar is updated on a weekly basis by each staff member or designee.
   ii. Meetings of departmental standing, program, signature area, and other committees will be posted to the department-wide calendar.

d) Meetings

(1) Departmental Meetings
   i. Face-to-face discussion and updates are given regarding issues of importance to all in the department.
      (a) Quarterly meetings are held with all members of the department.

(2) Faculty Meetings
   i. Discussion of issues relevant to faculty members
      (a) Monthly meetings are held with faculty members (A/P staff members and Ph.D. candidates are also invited to attend in a non-voting capacity).

(3) Program Area Meetings
   i. Additional program area/staff meetings are held as needed to address topics specific to each program/staff category.
      (a) Meetings are scheduled and advertised to respective department members as needed.

(4) Communication of Meeting Progress
   i. Meeting Minutes
      (a) Minutes of all meetings are recorded, shared, and stored electronically within one week after the meeting is held.
e) Departmental Faculty and Staff Handbook will be completed by 2010 and updated annually by Leadership Team

(1) Department members
(2) Phone and office numbers
(3) Current copy of Strategic Plan
(4) Committee purpose, structure, term, eligibility, and memberships
   i. YDAE
   ii. College of Agriculture
   iii. University
      (a) Senate – 1 department representative (faculty member)
      (b) Purdue University Cooperative Extension Specialists Association (PUCESA) — 2 department representatives (faculty or A/P members)

(5) Policies and Procedures
   i. Faculty Searches
   ii. Method and timeline to seek approval for new positions
   iii. Adjunct Faculty
   iv. Sabbaticals
   v. Timeline of Annual Performance Review
   vi. Promotion and Tenure
      (a) Faculty
      (b) Administrative Professional (A/P)
      (c) Clerical
   vii. Space and facilities

(6) Awards and Recognition
   i. YDAE
   ii. College of Agriculture
   iii. University

(7) Forms
   i. Travel
   ii. Graduate
   iii. Conflict of Interest
   iv. Institutional Review Board (IRB)
## List of Benchmarks

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>I. Leadership</th>
<th>II. Life Science</th>
<th>III. Quality of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase self-reported leadership and other life skills gained</td>
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<tr>
<td>Application of leadership and other life skills gained</td>
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<tr>
<td>Graduate student liaison and representatives appointed</td>
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<tr>
<td>Teacher perceptions of quality of instruction documented</td>
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<tr>
<td>Demonstrated knowledge gained</td>
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<td>Programs implemented</td>
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<td>Baseline audience data established</td>
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<td>Increase underserved, underrepresented audiences reached</td>
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<tr>
<td>Faculty, staff, and students participate in student recruitment</td>
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<td>Contacts established with community leaders</td>
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<td>Review resources available from peer institutions</td>
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<tr>
<td>Develop or modify programs based on audience needs and YDAE goals</td>
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<td>Partnerships developed and reviewed based on priorities identified</td>
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<tr>
<td>National and International awards and recognition received</td>
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<tr>
<td>Manage undergraduate student enrollment</td>
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<td>Produce graduates adequate to meet annual industry needs</td>
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<td>Revise and develop course work to build academic program</td>
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<tr>
<td>Enhance teaching and learning of communication skills across College of Agriculture</td>
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<td>Facilitate CODO’s and change of options</td>
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<tr>
<td>Participation in Future Teacher Academy</td>
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<tr>
<td>Coordinate and sustain relations among Agricultural Education partners</td>
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<td>Encourage healthy lifestyles</td>
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<tr>
<td>Foster environmental stewardship and community improvement</td>
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<tr>
<td>Benchmark</td>
<td>Goal</td>
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<tr>
<td>GRE scores required of all applicants</td>
<td>I. Leadership</td>
<td>II. Life Science</td>
<td>III. Quality of Life</td>
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<tr>
<td>Recruit high-quality students from diverse sources</td>
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<td>Manage graduate student admission and enrollments</td>
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<td>Manage and increase graduate student funding</td>
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<td>Competitive graduate stipend levels</td>
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<td>Enhance YDAE graduate program curriculum</td>
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<td>Implement and review standards for maintaining rigorous graduate research</td>
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<tr>
<td>Graduate student scholarly productivity documented and encouraged</td>
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<tr>
<td>Increase study abroad opportunities and educational experiences</td>
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<td>Ph.D. program transferred to YDAE</td>
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<tr>
<td>Establish and enforce Ph.D. quality guidelines</td>
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<tr>
<td>Quality student advising and mentoring provided</td>
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<tr>
<td>Student success ensured</td>
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<tr>
<td>Criteria for scholarly activity utilized</td>
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<td>Signature area(s) periodically reviewed</td>
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<tr>
<td>Department climate enhanced</td>
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<tr>
<td>Department leadership structure meets YDAE needs</td>
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<tr>
<td>Reporting protocols address accountability</td>
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<tr>
<td>Department communications strengthened</td>
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<tr>
<td>Faculty and staff handbook developed</td>
<td>x</td>
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YDAE Peer Institutions

Criteria for Selection of Peer Institutions

Peer Institutions were selected based on the following factors:

- Quality that is regarded as comparable to that of YDAE
- Have similar scope and purpose as YDAE in at least two program areas
- Are land-grant institutions

Big Ten Peers

- Michigan State University
- Ohio State University
- Penn State University
- University of Illinois
- University of Minnesota
- University of Wisconsin

Non-Big Ten Peers

- North Carolina State University
- University of Florida
- University of Missouri
- Kansas State University
- Iowa State
Members of the YDAE department will work together to implement the 2009-2015 Strategic Plan through the approaches outlined below:

- Define and build the base of scholarship that draws from the collective expertise and disciplines present in the department to meet the identified YDAE Strategic Plan goals.
- Form a YDAE Accountability Committee by the end of 2009 to establish timelines, document impacts, and hold faculty and staff accountable for contributions to YDAE.
  - The committee will meet at least quarterly to address department issues identified in the plan according to the established timeline for immediate and long-term goals.
  - Committee responsibilities will include the identification of hurdles and roadblocks that need to be addressed by department and/or College of Agriculture administration in order to successfully implement the YDAE Strategic Plan.
  - The committee will prepare and present an annual progress report to the department including applicable comparison of YDAE accomplishments in relation to its identified peer institutions.
- Develop a department database to allow members of YDAE to report successes and progress toward Strategic Plan metrics and benchmarks. This database will be designed to fulfill such department reporting requirements as departmental review, impact statements, administrative reports, national program and research reports, and sponsor reports.
- Focus and strive for balance among important activities such as research, program administration, and service. Leverage strengths though mutually beneficial collaborations across research, teaching and outreach. Strategically discontinue or de-emphasize non-essential programs and activities.
  - Continue programs that meet department's mission and vision; produce high impact; are of high value to clientele; are well staffed and adequately funded; and are sustainable.
  - Discontinue or reassign programs that are beyond the scope of the department's mission and vision; are relatively weak; and/or do not have expertise or high level of impact.
  - Critically evaluate pursuit of external funding sources that seek to implement new programming without adequate staffing or which do not align with the department's mission/vision.
  - Seek input from faculty and staff, stakeholders, and funding sources.
- The YDAE Strategic Plan, including Mission, Vision, and Goals will be shared and communicated in the following methods:
  - The full plan will be electronically distributed among all members of the department, College of Agriculture Administration, and clientele intimately involved with department functions. A limited number of paper copies will be distributed as requested.
  - An executive summary of the plan will be provided to other YDAE stakeholders.
  - The executive summary will be posted on the YDAE Web site for the general public to view.
- To fully implement the Strategic Plan, the following resources will be pursued:
  - Adequate Supply & Expense (S&E) funds to cover faculty and staff annual operating expenses
  - Sufficient staff and finance allocations for identified program area priorities
  - Addition of two (2) faculty members to existing faculty CUL (FTE's), including at least one (1) with Agricultural Communication responsibilities
  - Creation of a campaign to create one (1) endowed chair/faculty position
  - Dedicated graduate teaching and research assistantships to allow for consistent recruitment and advancement of potential master's and doctoral students
  - Completion of technology upgrades for all personnel on a systematic basis to avoid obsolescence (e.g., distance education alternatives, hardware, software)
  - Addition of a Development Officer dedicated to the department whose responsibilities may include alumni relations, student recruitment, and cultivation of funds
  - Alternate forms of revenue generation for staff and programming (e.g., 4-H program fees)
YDAE seeks to create a departmental atmosphere and ethic that nurtures civility, critical perspectives, free and open discussion on academic issues, and true diversity of thought and expression. We value and are committed to the creation and maintenance of such a climate that enables faculty, staff and students to flourish as scholars, professionals and productive members of society and the university community as we strive to...

Empower. Educate. Enhance.

Respectfully submitted by,

YDAE Strategic Planning Team

Steve McKinley, co-chair, administrative/professional representative
Kathryn Orvis, co-chair, faculty representative
Linda Hines, clerical representative
Ashley Mueller, graduate student representative
Allen Talbert, faculty representative
Mark Tucker, faculty representative

May 2009
Department of Youth Development and Agricultural Education