



**SOUTHERN UNIVERSITY**  
**AGRICULTURAL**  
**RESEARCH AND EXTENSION CENTER**  
and the College of

*Agricultural, Family and Consumer Sciences*

**STRATEGIC**  
2018-2024 **PLAN**



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## MESSAGE FROM THE **INTERIM** *Chancellor*

The Southern University Agricultural Research and Extension Center (SUAREC) linked with the College of Agricultural, Family and Consumer Sciences (CAFCS) on the Southern University Baton Rouge (SUBR) main campus is fully supportive and committed to carrying out our strategic plan. The strategic plan theme is entitled, “Fulfilling the Land-Grant Mission: Teaching, Research and Extension.” We are fully engaged in carrying out this tripartite land grant mission. Our agricultural land grant mission implies not only agriculture but family and consumer sciences (FCS), a vital and necessary component. Our teaching mission involves the CAFCS in preparing students for a multitude of careers and opportunities in our state, the nation, and the world. The research mission seeks to produce and add to the scholarly applied and basic research on pressing and emerging issues. The extension mission will continue to link citizens with opportunities for success and serve stakeholders (rural, urban, and suburban) with emphasis on limited resource families, farmers and communities across the state, nation and world.

Our strategic plan is a living and ongoing action plan. Gratitude goes to the faculty, staff, students, and administrators in the SUAREC and CAFCS for their herculean efforts in the development of our strategic plan. Special gratitude goes to Dr. Retia Walker in being at the vanguard in the development of our strategic plan. The Southern University System (SUS) President-Chancellor Dr. Ray L. Belton states that “Southern University will build upon its historical mission as an 1890 land grant institution.” Without the slightest hesitation, the SUAREC and CAFCS are active participants in helping to make his message a continuous reality.

*C. Reuben Walker*

Dr. C. Reuben Walker, Interim Chancellor-Dean



**Front Row:** Ms. Allison Johnson, Dr. Oscar Udoh **Second Row:** Dr. Retia S. Walker, Dr. Fatemeh Malekian, Dr. Renita W. Marshall  
**Third Row:** Dr. Andra Johnson, Dr. Dawn Mellion-Patin, Dr. C. Reuben Walker  
**Not Pictured:** Dr. Linda Batiste, Mrs. Linda Ealry-Brown

# **executive** **SUMMARY**

Higher education is being impacted by many societal changes such as demographics, new technologies and reduced campus budgets. At the same time, there is a need for a workforce that will enable America to regain its competitive edge on the world stage. Southern University Agricultural Research and Extension Center and the College of Agricultural, Family and Consumer Sciences are prepared to be among the game changers.

**The Campus/College 2018-2024 Strategic Plan is grounded in the following best practices principles:**

- 1. Identifying and implementing strategies that will move the units to a desired better future as an educational institution.**
- 2. Strategic planning is not a “once and done” event. It is a continuous process of planning, implementing and assessing outcomes; based on data-driven results and lessons learned for further planning and adjustments of strategies.**
- 3. Measurement and/or assessment are key to strategic planning. Therefore, responsible divisions or units must ensure effective monitoring and evaluation of outcomes.**
- 4. The implementing and assessing process must be participatory to ensure shared vision, ownership and commitment to the plan.**



## **STRATEGIC PLAN-Steering Committee**

**Front Row:** Dr. Kasundra Cyrus, Mrs. Jacqueline Dixon, Dr. Oscar Udoh

**Second Row:** Dr. Yadong Qi, Ms. Allison Johnson, Dr. Sami Benson

**Third Row:** Dr. Retia S. Walker, Dr. Sebhata Gebretul, Dr. Zhu H. Ning, Dr. Fatemeh Malekian, Dr. Renita W. Marshall

**Fourth Row:** Dr. Andra Johnson, Dr. Dawn Mellion-Patin, Dr. C. Reuben Walker

**Not Pictured:** Dr. Linda Batiste, Dr. Tiffany Franklin, Mrs. Linda-Early Brown, Dr. Bernestine McGee, Dr. Deviah Kambiranda, Dr. Veronique Manrique, Dr. Patricia Meyinsse

### **EXECUTIVE SUMMARY-ACADEMICS**

The College of Agricultural, Family and Consumer Sciences (CAFCS) has been an integral part of the Southern University System from its inception. The CAFCS fulfills the teaching component of the Southern University Land-Grant tripartite mission – teaching, research and extension. The CAFCS has three departments offering degrees that prepare students for a variety of cutting-edge careers. The Department of Agricultural Sciences offers a B.S. degree with concentrations in Agriculture Business, Agricultural Economics, Animal Science, Plant and Soil Sciences, and Pre-veterinary Medicine. The Department of Family and Consumer Sciences offers a B. S. degree with concentrations in Apparel, Merchandising and Textiles, Child Development, and Food and Human Nutrition. The Department of Urban Forestry and Natural Resources offers three degrees: B.S., M.S. and Ph.D. CAFCS' mission is to promote academic excellence and prepare students to become highly qualified professionals for careers in competitive and global markets. Our students study under highly qualified faculty who expose them to research and encourage involvement in public service. Many students take advantage of summer internships with businesses, state and federal government agencies as part of their educational preparation for productive careers. CAFCS students are also offered leadership and personal development opportunities through organizations related to their majors and are encouraged to consider study abroad programs.

### **EXECUTIVE SUMMARY-EXTENSION**

The Cooperative Extension Program helps the citizens of Louisiana improve their lives by delivering unbiased research-based information and educational programs directly to their communities in the following areas:

- Agriculture and Natural Resources
- Community and Economic Development
- Family and Human Development
- Nutrition, Health and Wellness
- Youth Development

Agents and specialists are currently housed in 24 parishes and serve an additional 10 parishes through the Sustainable Agricultural Research and Development Institute (SARDI), a satellite campus in St. Landry Parish. The Mobile Technology Education Center (M-TEC), is a state-of-the art classroom which allows specialists to offer Certification courses in Small Business Development, Sustainable Urban Agriculture, Food / Farm Safety and Small Ruminants in locations across the state. Cooperative Extension's signature programs are CHEF camps held across the state, the Procurement Conference, Small Farmers Conference, Leadership trainings, Annual Livestock Show and work with families, community gardeners and incarcerated females.

### **EXECUTIVE SUMMARY-RESEARCH**

The research arm of the Southern University Agricultural Research and Extension Center's (SUAREC) vision is to conduct world-class research which develops knowledge and contributes to the economic growth and social advancement of Louisiana's Small Farms and benefits humanity. This vision is being executed through the following program areas:

- Economic and Community Development
- Sustainable Agricultural Systems
- Youth Development
- Human Nutrition
- Family and Consumer Sciences
- Urban Forestry and Natural Resource Management

The following emerging institutes will help SUAREC reach its goals of new innovations and discoveries that will inform both classroom instruction and clientele programs as local and global beneficiaries.

- Southern Institute for Medicinal Plants (SIMP)
- Southern Institute for One Health, One Medicine (SIOHOM)
- Southern Institute for Food Science, Nutrition and Wellness (SIFNW)
- Air Nutrient, Soil and Water Management, Environment and Remote Sensing (ANSWERS)

# our MISSION

The Agricultural Research and Extension Center of the Southern University System is committed to carrying out its tripartite mission of teaching, research, and extension. The implementation of this mission involves the College of Agricultural, Family and Consumer Sciences preparing students for professional careers and to make major contributions in a competitive and global society. Research initiatives will produce new knowledge, improve the quality of life and offer opportunities for collaborations both within and external to the campus, and provide experiential learning for students. The extension programs will continue serving limited resource families, farmers and communities across the state and beyond.

# core VALUES

- **LIFE LONG LEARNING**  
support opportunities to learn and develop continuously in every aspect of life.
- **COMMUNITY ENGAGEMENT**  
promote strategic partnerships with local communities.
- **HIGH STANDARDS**  
honesty, integrity, fairness and trust in both personal and professional behavior.
- **DIVERSITY**  
promote diversity among faculty, staff and students.
- **EXCELLENCE**  
encourage, promote and model excellence in the classrooms, research labs, community outreach and among staff and administrators.
- **ACCOUNTABILITY**  
supports stakeholders and meet the mandates of all reporting and accreditation requirements.
- **STUDENT-CENTERED**  
Committed to providing students with a high-class educational experience at Southern University including opportunities for research, internships and other experiential learnings.
- **COLLABORATION AND TEAMWORK**  
pride professionalism and cooperation across the Agricultural Research and Extension Center and College of Agricultural, Family and Consumer Sciences.

# development TIMELINE

PHASE	PURPOSE
I Preliminary Phase (April, 2018)	<ul style="list-style-type: none"> <li>• Identified Strategic Planning Steering Committee members and met to discuss tasks and timelines.</li> <li>• Assembled reference documents for use and review by the Committee.</li> </ul>
II Assessment Phase (April, 2018)	<ul style="list-style-type: none"> <li>• Conducted Environmental Scans</li> <li>• Reviewed the Strengths, Weakness, Opportunities, Threats (S.W.O.T.) document.</li> <li>• Developed goals and sub-goals</li> </ul>
III Reporting (May, 2018 Retreat) <i>(Included all employees in the Ag Center and College)</i>	<ul style="list-style-type: none"> <li>• Reported recommended goals and sub-goals to employees.</li> <li>• Organized five working groups (one per goal).</li> <li>• Added strategies, accountability and performance indicators for each goal.</li> </ul>
IV Public Comment Phase (June-August, 2018)	<ul style="list-style-type: none"> <li>• Shared the first draft with stakeholders (faculty, staff, selected students and alumni) for comments.</li> <li>• Prepared the second draft and sought feedback.</li> <li>• The Steering committee and group leaders refined the document and the third draft was prepared.</li> </ul>
V SUS Presentation Phase (Sept., Oct., 2018)	<ul style="list-style-type: none"> <li>• Presented a draft of the plan at the Southern University System Retreat.</li> <li>• Align Ag Center/CAFCS Strategic Plan with the Southern University System's Strategic Plan.</li> <li>• The strategic planning team worked with group leaders to</li> </ul>
VI Final Phase (April-May, 2019)	<ul style="list-style-type: none"> <li>• Final review and edit prior to printing. Photo session with steering committee.</li> <li>• Worked with the communications team to prepare the document for printing.</li> <li>• Dissemination to employees, SUS Administrators and Board of Supervisors Members.</li> <li>• Post on SU Ag Center Website</li> <li>• Develop operational plan and identify key milestones.</li> <li>• Implement an annual strategic operational plan.</li> </ul>
VII Implement Phase (August, 2019-May, 2020)	
VIII Assessment Phase	<ul style="list-style-type: none"> <li>• Review divisional mid-year progress report.</li> </ul>
IX Revisions & Implement Phase (July, 2020-June, 2021)	<ul style="list-style-type: none"> <li>• Implement an adjusted annual operational plan.</li> </ul> <p><i>Note: this process continues annually</i></p>

# COMPREHENSIVE S.W.O.T. ANALYSIS

## Internal Strengths & Weaknesses

### Strengths

- Highly skilled faculty and staff
- State-wide reach
- Strong partnerships with community & government agencies
- Development of new/value added products in niche markets
- Graduate Program in Urban Forestry
- Motivated and engaged alumni

### Weaknesses

- Lack of faculty critical mass
- Faculty and staff work load (understaffed)
- Need for facilities maintenance, repairs
- Lack of physical resources (lab, equipment and experimental space)
- Lack of efficiency with equipment and space (to include sharing of resources and equipment)
- Lack of communication between all branches and program areas
- Low morale (lack of positive feedback from administration, promotion and salary increases)
- Lack of evaluations
- Poor record keeping (student records and other data)
- Outdated and underutilized policies and procedures
- Lack of political representation
- Lack of effective recruitment strategies
- Instability of resources
- Lack of aggressively seeking external funding opportunities; grant writing, alumni giving
- Lack of technology resources and utilization

## External Opportunities & Threats

### Opportunities

- Development of new research programs (such as medical marijuana, water quality)
- Increased collaborations with federal, state, and private entities
- Collaborations and resource sharing with SUS
- University linkages
- Local school partnership/pipeline
- Distance learning program
- New branding and marketing strategy to enhance recognition and community engagement
- Development of new institutes (SIMP, SIOHOM, SIFNW, and ANSWERS)
- New degree courses and graduate level degree programs

### Threats

- State and federal budget cuts
- Retirements in key positions without replacements
- Competition from nearby colleges with greater resources and more effective recruitment strategies

# environmentalSCAN

National, State and Local Environments (Committee Members: Ben Lukongo, James Henson, Erica Williams-Mitchell, Oscar Udoh)

## Economy

The Congressional Budget Office (CBO) [February, 2018]

Forecasts a **good economic outlook for the United States of America** based on the projected economic growth rate of 3.3 percent for 2018. Estimates suggest that the U.S. **economy will grow** at a slow pace, 2.4 and 1.8 percent between 2019 and 2020, respectively. Employment situation in the next three-year-horizon (from 2018 to 2020), the U.S. Bureau of Labor Statistics **notes a decline in unemployment** rate from 3.8 in 2018 to 3.3 in 2019. Unemployment rate will rise to 3.6 in 2020.

In **Louisiana**, the first quarter of 2018, unemployment rate was 4.5% (lowest since May 2008) but still above the national average. Job losses resulting from contractions of employment in both existing and closing establishments were noticed in mining and logging, trade, transportation, and utilities, and information industries. However, Louisiana was able to create new jobs from opening new establishments and expanding existing establishments in the following industries: Construction, Manufacturing, Professional and Business Services, Education and Health Services, Leisure and hospitality, and other services.

Regarding the deficit, the CBO anticipates an increase in the U.S. budget deficit from \$665 billion in 2017 to \$804 billion in 2018. (Due to a significant increase in mandatory spending for aging population for rising medical costs, the Social Security and Medicare programs and interest payment costs for mounting federal debts)

## Reduction in State Workforce

July 1 of Fiscal Year	Number of Employees
FY 2008	100,473
FY 2012	83,351
FY 2016	66,511
FY 2017	68,552
FY 2018 (through December)	66,099

(34,374  
or  
34.21%)

### “NOTES:

1. This includes all departments including higher education, even though higher education was exempt from hiring freezes and employee count totals under the now-expired Grad Act.
2. This is a “body count” that includes part-time employees, most of whom are in higher education. The full time equivalent count would be lower.”

Source: Presentation, Executive Budget Fiscal Year 2018-2019 -Joint Legislative Committee on the Budget January 22, 2018.

**Louisiana executive budget shows a \$648 million deficit for the FY 2018.** Higher education including Taylor Opportunity Program for Students saw its funds reduced by \$272.02 million. That is, state financial support is declining for public colleges and universities. The FY 2019 deficit was initially projected at \$1 billion but has since been reduced as a result of legislative actions during the 2018 Louisiana Regular and Special Sessions. Louisiana budget in FY 2017 ended with \$300 million surplus (thanks to sales tax passed in 2016 which helped to reduce the \$2 billion deficit – this tax is expiring June 2018).

State funding for higher education has been reduced by over 39% since 2008; the reduction for Southern University System (to include the SU Land Grant Campus) is about 45%. Only two states (Arizona -56%; Illinois -54%) cut higher education more than Louisiana. Others include: South Carolina 37%; Alabama 36%; Pennsylvania 33%; Kentucky 32%; Idaho 31%; New Hampshire 30%; New Mexico 30%.

[Source: Center on Budget and Policy Priorities]

### For FY 2018 (current fiscal year), some highlights:

- No one-time money for recurring expenses
- No fund sweeps
- No mid-year deficit/cuts
- Anticipated excess at year end



# ENROLLMENT

## Financial health of higher education institutions:

In FY 2016 the Louisiana Board of Regents staff examined the most recent state audits for 36 public institutions in Louisiana's four higher education systems. The scores ranged from 0 or "poor financial health" to 5, which is "excellent financial health."

### The four lowest-scoring schools were: (on a scale of 0 to 5)

**0: Southern University at New Orleans.**

1: Louisiana State University Health Sciences-Shreveport.

1.3: Grambling State University.

**1.4: Southern University at Shreveport.**

(SU Ag Center scored 2.50)

### The system averages ranked as follows:

**1.8: Southern University System.**

2.9: LSU System.

3.01: University of Louisiana System.

3.96: Louisiana Community and Technical College System

[Source: Daily Advertiser, September 7, 2016]

## Technology

The emergence of digital economy led by advancements in computing, artificial intelligence, social networks, and social media platforms has posed challenges and created opportunities to different industries, to current employees, and to future job seekers. Higher education landscape is changing. Distance education courses and numerous open resources built by users and like-minded individuals are on the rise. The 2017 U.S. Department of Education National Center for Education Statistics report indicates that about 4.9 million undergraduate students joined distance education with 2.1 million students taking undergraduate distance education courses nationwide. It should be noted that of 2.1 million students, 1.3 million were in-state and 767,000 were out-of-state. The online talent platforms have transformed the recruitment and the job market more than ever before. Higher education shall prepare job seekers to effectively compete, secure, and create jobs in this digital

### Some References:

<https://www.doa.la.gov/comm/Executive%20Budget%20to%20JLCB.pdf> Presentation, Executive Budget Fiscal Year 2018-2019 -Joint Legislative Committee on the Budget January 22, 2018

### Louisiana Board of Regents:

<https://regents.la.gov/data-publications/statewide-student-profile/>

<https://apps.regents.state.la.us/Reports/Report.aspx?reportPath=/SSPS/SSPSLOAD>

## SU Baton Rouge Enrollment comparison (Fall Semester Data Only):

Year	Total	Males	Females	Undergrads	Grads/Professional
2017	6,459	2,292	4,167	5,487	972
2016	6,357	2,165	4,192	5,332	1,025
2015	6,510	2,246	4,264	5,371	1,139
2014	6,408	2,196	4,212	5,292	1,116
2005	10,364	3,843	6,521	8,792	1,572

## Southern University System Enrollment comparison (Fall Semester Data Only):

Year	Total	Males	Females	Undergrads	Grads/Professional
2017	12,596	4,235	8,360	10,608	1,987
2016	12,661	4,228	8,433	10,622	2,039
2015	13,061	4,386	8,675	10,806	2,255
2014	12,741	4,095	8,646	10,534	2,207
2005	13,399	4,714	8,685	11,339	2,060

Note: Due to the effects of Hurricanes Katrina or Rita, the following institutions were either closed, relocated, or significantly curtailed their operations for the fall 2005 semester:

- Delgado Community College
- Louisiana Technical College – 5 campuses: Jefferson, Sidney Collier, Slidell, Sullivan, and West Jefferson
- Nunez Community College
- Southern University New Orleans
- SOWELA Technical Community College
- University of New Orleans

## Funding for Research and Extension:

Federal funding for most research and extension has remained flat for the last five years. State funding has been very unstable.

Year	McIntire-Stenni Forestry Research	Research Evans Allen	1890 Extension	SNAP-ED**
2018*	\$176,425	\$2,045,413	\$1,710,473	\$1,074,397
2017	\$176,425	\$2,045,413	\$1,710,473	\$1,074,397
2016	\$176,817	\$2,050,647	\$1,652,998	\$423,597
2015	\$173,768	\$2,034,206	\$1,693,156	\$368,545
2014	\$173,768	\$1,861,427	\$1,693,156	\$307,596

\*Continuing resolution

Note: Most federal funds in research and extension have been shifted from Capacity Grants (formerly formula grants) to competitive grants.

\*\*The CBO estimate of the House Agriculture Committee's Farm Bill reiterates that its SNAP benefit cuts would total more than \$17 billion over ten years (\$23 billion in cuts minus \$6 billion in modest benefit improvements. (CBPP)

# GOALS & THEMES

## in ALIGNMENT

with Southern University System and Baton Rouge Campus

The College of Agricultural, Family and Consumer Sciences (CAFCS) is located on the Baton Rouge Campus and is also under the administration of the Chancellor-Dean of the Southern University Agricultural Research and Extension Center.

### SUAREC/CAFCS Goals

### SUS Goals

1. Promote and build the spirit of service and teamwork among faculty and staff across the academic, research, and extension units.

1. Commitment to student access and affordability

2. Establish Centers of Excellence that fulfill the Land-Grant teaching, research, and extension mission.

2. Commitment to academic excellence and student success

3. Transform the Academic Model to better meet the needs of CAFCS students preparing for a highly competitive and global workforce.

3. Commitment to institutional effectiveness and accountability

4. Build partnerships and improve SUAREC/CAFCS relations with stakeholders including alumni, business enterprises and corporations, foundations, public and private agencies, other institutions and the community.

4. Commitment to scholarly research, discovery and entrepreneurship

5. Manage existing resources effectively and efficiently; seek private and public resources to support the Land-Grant Mission.

5. Commitment to fundraising and philanthropic support

6. Commitment to improve campus life through infrastructural development outreach and global engagement



## GOAL 1

Promote and build the spirit of service and teamwork among faculty and staff across the academic, research and extension units.

# GOAL

**Sub-Goal 1.1** Excellence in Employee Relations and Customer Service.

### Objective

- 1.1 Update Employee Handbook and Campus policies and procedures in alignment with those of the Baton Rouge Campus and SUS by 2019.
- 1.2 Develop and implement workplace branding standards with an expected 90% compliance by 2021.

### Strategy

- 1.1.1: Develop and implement policies and procedures that focus on consistent delivery of quality services campus-wide.
- 1.1.2: Survey employees on relationships, support, mentoring, and professional development.
- 1.1.3: Establish an “Employee Support” Committee to use survey results for planning ways to improve employee’s relations.
- 1.1.4: Define quality service standards based on core values.
- 1.1.5: Develop and implement workplace branding standards such as cultural brand, uniform communications, and visual presence – lapel pins, pride Friday and Image Monday.

### Accountability

- Administrative leadership across all divisions, departments, and program areas.
- SUBR/SUS Offices of Human Resources.

### Performance Indicators Output (Efficiency)

#### Output: (Efficiency)

- Updated Employee Handbook and Campus Policies/Procedures on file.
- Employees Support Committee established.

#### Outcome: (Effectiveness)

- An environment of higher morale and employee participation that ultimately impacts the quality of service for stakeholders.

#### Output: (Efficiency)

- Branding standards on file.
- Results of survey.

#### Outcome: (Effectiveness)

- Improvement in workforce branding.

**Sub-Goal 1.2** Recruitment and Retention of quality employees.

### Objective

- 1.2.1 Increase employee morale and higher level of performance by fifty percent (50%) using feedback, recognitions, and career progression opportunities.

### Strategy

- 1.2.1: A fair and transparent hiring process that includes ample time to search for the most qualified candidates, impartial review committees representing all divisions and standardized salary ranges for those in positions with similar duties and qualifications.
- 1.2.2: Develop guidelines for career advancement in the organization.
- 1.2.3: Encourage and support employee training and professional engagement.
- 1.2.4: Promote on-going performance management for accountability and annual evaluation of employee performance.

### Accountability

- Administrative leadership responsible for hiring and supervising.
- Office of Human Resources
- Office of Finance

### Performance Indicators Output (Efficiency)

#### Output: (Efficiency)

- Number of employee surveys to obtain feedback.
- Number of employees recognized each year.
- Number and types of career advancement opportunities offered.
- Guidelines for career advancement on file.

#### Outcome: (Effectiveness)

- Percentage increase of employees indicating higher levels of morale and performance.
- Increased return on investment and support provided to the employees as seen in the continuously improving highly productive workforce.

**Sub-Goal 1.3** Improve collaboration among the three divisions: Academics, Research, and Extension.

**Objective**

**1.3.1:** Increase collaboration among the three divisions through team-building programs and events held annually.

**Strategy**

**1.3.1:** Establish recognition committee for the following: birthdays, marriages, births, bereavement, promotion and retirement.

**1.3.2:** Establish a communications committee to handle professional awards and recognition events and prepare a master calendar of those activities to include all units.

**1.3.3:** Find ways to share/pool resources, transition paper processer to electronic format, and utilize communications technology to reduce the cost of operations across all divisions.

**Accountability**

- Office of Chancellor-Dean
- Vice Chancellor for Academic, Extension, and Research
- Office of Communications and IT Services
- Office of Finance

**Performance Indicators Output (Efficiency)**

**Output:(Efficiency)**

- Number of team-building programs and events.
- Number and types of activities that resulted in savings. How much?
- Estimated savings of funds due to shared resources to reduce cost.

**Outcome:(Effectiveness)**

- Inclusive campus-wide culture and collaborative work environment.
- Increased ability to accomplish the mission through the optimal use of resources.

**GOAL 2**

**Establish Centers of Excellence that fulfill the Land-Grant teaching, research, and extension**

*Note: Aligns with SUS Goal #4: Commitment to Scholarly Research, Discovery and Entrepreneurship*



**Sub-Goal 2.1** Increase collaborative partnerships among the three divisions: academics, research and extension.

**Objective**

**2.1:** Increase collaboration in grant writing, teaching courses, and extension activities by 3% annually.

**2.2:** Increase student experiential learning opportunities, research projects, and participation in extension outreach events by 3% annually.

**2.3:** Improve biannual symposiums to reflect collaboration among the divisions of academics, research, and extension.

**Strategy**

**2.1.1:** Staff each division with individuals who have knowledge and expertise in the subject areas and experience in academics, research, and extension.

**2.1.2:** Promote collaboration in grant writing and publishing among divisions.

**2.1.3:** Develop a plan of work for the Institute to reflect collaboration among the three divisions.

**2.1.4:** Provide experiential learning opportunities for students in the divisions.

**2.1.5:** Sponsor annual symposiums that reflect joint planning and implementation among the three divisions, including students and community stakeholders.

**2.1.6:** Enhance existing successful research initiatives with the goal of becoming recognized Centers of Excellence.

**Accountability**

- Vice Chancellors for Research, Extension, and Academic (CAFCS) – Administrators, Faculty and Staff.
- Symposium Committee consisting of faculty and staff from Research, Extension, and CAFCS.

**Performance Indicators Output (Efficiency)**

**Output:(Efficiently)**

- Number of collaborative grant proposals, scientific publications and Extension Reports. Number of students involved in internships, research activities, and extension

outreach events increases each year.

**Outcome:(Effectiveness)**

- Evidence of team effort among faculty, staff and graduate students in writing interdisciplinary proposals; team teaching; and joint outreach efforts.
- Annual increase in the availability of internships and funding to support student research; selected extension outreach events; and student clubs activities.

**Output:(Efficiency)**

- Each biannual symposium reflects collaborative efforts and increased representation from each division.

**Outcome:(Effectiveness)**

- Increased numbers of students who participate in poster and oral presentations at the biannual symposiums in preparation for their careers and graduate school.

**Sub-Goal 2.2** (con't) Prepare faculty for a futuristic model of operation in the CAFCS.

**Objective**

**2.2.1:** Motivate and energize faculty and staff to increase research and extension activities by 3% annually.

**2.2.2:** Increase efficiency in processing paperwork that requires approval by 50% annually.

**Strategy**

**2.2.1:** Provide professional development opportunities for academics, research, and extension interactions.

**2.2.2:** Promote and offer two and three-way joint appointments to include academics, research, and extension.

**2.2.3:** Share relevant research data with students in the classroom and extension staff in the community.

**2.2.4:** Develop electronic submission for all paperwork such as purchase orders, other travel requests, leave forms, etc.)

**2.2.5:** Initiate incentives for faculty/researchers, extension staff accomplishments beyond daily assignments to boost morale and encourage excellence in the workplace.

**Accountability**

- Chancellor-Dean
- Vice Chancellors
- Department Chairs
- Program Leaders
- Faculty and Staff
- Others responsible for processing paperwork

**Performance Indicators Output (Efficiency)**

**Output:(Efficiency)**

- Number of new collaborative projects each year.

**Outcome:(Effectiveness)**

- Faculty and staff experience higher motivation and commitment to their work; more interactions and collaborations with colleagues; and opportunities for professional development.

**Output:(Efficiency)**

- Faster and timely, approval process and less wait time.

**Outcome:(Effectiveness)**

- A decrease in the percentage of paperwork delayed or lost.
- More efficient process.

**Sub-Goal 2.3** Establish state-of-the-art facilities that are safe and meet national standards such as required by OSHA, HACCP, GLP, and others.

**Objective**

**2.3.1:** Identify the need for new and upgraded facilities and develop a plan of work by 2020.

**2.3.2:** Re-establish safety committee to ensure that standard procedures and protocols are in place and followed.

**Strategy**

**2.3.1:** Upgrade and renovate existing labs and build new ones that meet national safety standards.

**2.3.2:** Invest and provide access to the technology needed in laboratories and statistical software such as SAS, SPSS and related packages.

**2.3.3:** Collaborate with private sectors, other universities, federal and state agencies to support research and experiential learning for students.

**2.3.4:** Provide opportunities for faculty/staff and graduate students to learn laboratory procedures and implementation of protocols in existing facilities.

**2.3.5:** Increase personnel in the labs where needed and promote sharing of laboratory spaces and equipment.

**2.3.6:** Update and implement safety standards for employees and have emergency preparedness protocols in place.

**2.3.7:** Develop and implement approved laboratory safety standards and procedures for clothing, chemicals, signage, and proper disposal of chemical waste.

**2.3.8:** Post updated safety information on the website, blogs, alerts, and other communication links on a regular basis.

**Accountability**

- Chancellor-Dean
- Faculty & Staff.
- Vice Chancellors for Research, Extension, and Academics.

**Performance Indicators Output (efficiency)**

**Output:(efficiency)**

- Plan of work for upgrading labs on file.
- Number of projects completed.

**Outcome:(effectiveness)**

- Labs meet national safety standards.
- Increase in faculty sharing labs.

**Sub-Goal 2.4** Expand Scholarly Research, Discovery, and Entrepreneurship.

**Objective**

**2.4:** Increase and diversify external research funding by 10% annually.

**Strategy**

**2.4.1:** Increase and diversify the number of proposals submitted to state and federal agencies, foundations and business.

**2.4.2:** Encourage scholarly productivity, such as the publication of books, peer-reviewed articles, etc.

**2.4.3:** Incentivize faculty and staff research productivity by increasing the threshold in the extra compensations policy from 20 – 25%, reward academic units for research productivity via a portion of the indirect cost generated by the principal investigators (PIs).

**2.4.4:** Encourage the creation of new start-up companies through business incubators to generate revenue for the campus.

**2.4.5:** Secure funding for endowed chairs, professorship and scholarships.

#### Accountability

- Chancellor-Dean
- Vice Chancellors for Research, and Extension
- Department chairs
- Faculty

#### Performance Indicators Output (Efficiency)

##### Output:(Efficiency)

- The number of research and other proposals submitted; number of research proposals funded, and the dollar value.
- Amount of revenue generated from patents.
- The number of publications submitted and the number accepted.
- The number of service and community projects initiated.
- Amount of funds for scholarships, endowed chairs and professorships.

##### Outcome:(Effectiveness)

- Faculty incentivized to be more productive due to an increase in extra compensation and sharing of indirect cost with the PIs academic units.
- Extension services and projects positively impact communities based on feedback and evaluation of those activities.
- SU Ag Center and CAFCS recognitions for research and extension.

## GOAL 3

# Transform the Academic Model to better meet the needs of CAFCS students preparing for a highly competitive and global workforce.

*Note: Aligns with SUBR Priority 1: Increase opportunities for student access and success.*

*Note: Aligns with SUS Goal 1: Commitment to Student Access and Affordability.*

*Note: Aligns with SUS Goal 2: Commitment to Academic Excellence and Student Success.*



**Sub-Goal 3.1** Increase student enrollments, retention, and graduation rates.

#### Objectives

- To increase enrollment by at least 5% annually over the next five year.
- To retain and graduate at least 75% of the students majoring in CAFCS in four years.
- Establish at least one 2 + 2 program with community colleges in each academic department

#### Strategy

- 3.1.1:** Hire a full-time recruiter for the college; use student ambassadors to assist with recruitment and retention, and encourage college alums and extension agents to assist with recruitment.
- 3.1.2:** Establish formal relationships with middle and high schools for dual enrollment, mentoring, and parental involvement programs.
- 3.1.3:** Establish formal relationships with community colleges for 2 + 2 programs in the various majors.
- 3.1.4:** Create a friendly faculty/student environment and encourage faculty participation in freshman orientation to discuss students' expectations.
- 3.1.5:** Improve faculty involvement with students including informal chat sessions outside the classroom, students serving on departmental/college committees, and attendance at departmental functions sponsored by student clubs.
- 3.1.6:** Adopt policy on the minimum number of weekly office hours that faculty are expected to be available to students.
- 3.1.7:** Improve advising through training and oversight.
- 3.1.8:** Increase scholarships and other financial support; apprenticeship opportunities.
- 3.1.9:** Provide tutoring and shadowing involving upperclassmen with skills and expertise.
- 3.1.10:** Provide more opportunities for students to attend professional meetings, events, and seminars.

**3.1.11:** Encourage students to actively participate in clubs in their majors, college organizations, and informal chat sessions.

#### Accountability

- Dean's Office
- Student Affairs
- Academic Affairs
- Recruiter
- CAFCS Departments
- Extension/Outreach
- Departments (Chairs and Faculty)
- CAFCS Alumni
- SU Foundation
- SU Campus

#### Performance Indicators Output (efficiency)

**Output:** Number of students enrolled at Southern University's College of Agricultural, Family and Consumer Sciences (CAFCS).

**Outcome:** Percent change in the number of students enrolled in CAFCS and graduate in four years; six years.

**Output:** Number of 2 + 2 programs established.

**Outcome:** Percent increase in the number of students enrolled in the 2 + 2 programs with community colleges.

**Sub-Goal 3.2** Prepare students for a highly competitive global workforce.

#### Objectives

- To increase the number of CAFCS students that engage in global education; and research experiences focusing on problem-solving, critical thinking, interpersonal, and language skills by 2% over the next 5 years.
- To require all faculty to attend at least one professional development activity (webinars, workshops, conferences, professional meetings) during each academic year and present a seminar or training on knowledge gained.

#### Strategy

**3.2.1:** Develop a program that prepares students with soft skills while in college

and after graduation: responsibility and accountability; health and nutrition; professionalism and employability; depression and grief management; safety and self-defense.

**3.2.2:** Assist students with developing a career plan using the expertise of advisors in their majors.

**3.2.3:** Promote study abroad programs and the importance of foreign languages.

**3.2.4:** Establish opportunities for community engagement, internships, and experiential learning.

**3.2.5:** Encourage graduate education and entrepreneurship.

#### Accountability

- Office of Research and Technology Development
- CAFCS Departments
- Extension/Outreach
- Office of International Studies
- Chancellor-Dean
- Departments (Chairs and Faculty)

#### Performance Indicators Output (Efficiency)

##### Output:

- The number of students who engage in global education each year, summer internships, and faculty-directed research projects.
- The number of professional development trainings faculty participate in annually.

##### Outcome:

- Percentage of students who enhance their educational experiences through global education; research; and soft skills.
- Increase in the percentage of faculty that engaged in professional development.

**Sub-Goal 3.3** Expand partnerships and collaborations to promote career opportunities for students.

#### Objectives

- To increase the number of company/government agency/graduate school representative's visits to our campus over the next 5 years by developing an annual ag career fair day.
- Increase student participation in

internships by 5%.

#### Strategy

**3.3.1:** Establish collaborations with communities and government agencies, private industries, and businesses for internships and other pathways to career opportunities.

#### Accountability

- CAFCS Departments
- Extension/Outreach
- Recruiter
- Chancellor-Dean
- Vice Chancellors
- Ag Center
- External Engagements Faculty

#### Performance Indicators Output (Efficiency)

**Output:** The number of community, state, national, and international partnerships participating in career day.

**Outcome:** Percent change in the number of new partnerships and stronger collaborations. Increase in the number of students gaining employment due to partnerships.

**Sub-Goal 3.4** Revitalize and enhance the curriculum to reflect the needs of the global marketplace.

#### Objective

- Offer at least one online course in each department annually and modify at least one existing course to incorporate research and extension.
- To determine whether the new curricular offerings and teaching techniques resulted in a 10-20% increase in employment opportunities in graduates' fields of study, in related fields, or in admissions to graduate or professional schools. Review each academic program every 5 years for improvements.

#### Strategy

**3.4.1:** Develop and offer online courses in each major; and online degree in each department.

**3.4.2:** Update the curriculum to include current content in each major.

**3.4.3:** Explore adding majors that meet the demands of the workforce.

**3.4.4:** Conduct ongoing assessments of programs and departments.

#### Accountability

- Academic Affairs
- Curriculum Committee
- Chancellor-Dean
- Department Heads and Chairs
- Faculty

#### Performance Indicators Output (Efficiency)

##### Output:

- The number of online courses offered annually in each department and number of courses modified.
- The number of courses that included research, outreach, and extension offered.
- The number of 3 grand proposals in teaching submitted and funded.

**Outcome:** Faculty and staff experienced higher levels of motivation and commitment to their work; more collaboration with colleagues and opportunities or professional developments.

##### Output:(Efficiency)

- Number of new opportunities for students **Outcome:**

- The percentage point change of students obtaining jobs in their fields or admitted to graduate schools.

##### Output:(Efficiency)

- Program review on file.

##### Outcome:

- Program review generates change that leads to improvements.

## GOAL 4

# Build partnerships and improve the SU Ag Center's and CAFCS's relations with stakeholders including alumni, business enterprises and corporations, foundations, public and private

*Note: Aligns with SUS Goal 7: Commitment to Promote the Southern University Brand through Outreach and Global Engagement*

# GOAL

**Sub-Goal 4.1** Address and affirm existing partnerships.

#### Objective

Develop a directory (contact info- telephone numbers, addresses, and email addresses) of existing partners and stakeholders and make contact by June, 2019.

#### Strategy

**4.1.1:** Establish a campus Stakeholder/ Partnership Engagement Committee to identify and build relations with CAFCS alumni and other stakeholders. The committee will consist of representatives for the Academics, Extension, and Research divisions.

**4.1.2:** Develop and use a database to survey partners to assure existing relationships.

#### Accountability

- Communications Unit
- Engagement Committee to represent Academics, Extension, and Research and delegate this goal as a task.
  - a. Stakeholders/ Partnerships Engagement Committee
  - b. Communications Unit
- Chancellor-Dean
- Data Evaluation Team

#### Performance Indicators Output (efficiency)

##### Output:

- Directory of Partners and Stakeholders
- Number of Partners and Stakeholders

##### Outcome:

- Percentage of partners and stakeholders who responded positively to the survey.

##### Output(efficiency):

- Percentage of existing partners indicating satisfaction with the SU Ag Center and the CAFCS' relationship.



**Sub-Goal 4.2** Establish and build relations with new partners.

**Objective**

Develop and host five or more signature engagement events to establish and build new partnerships.

**Strategy**

**4.2.1:** Identify new partners (local, state, national, international) and strategically plan ways to build fruitful relationships.

**4.2.2:** Arrange to visit and plan collaborations with partners at their various locations such as at “Listening Sessions.” Post collaborative projects on the website.

**4.2.3:** Provide updated information to partners about the SU Ag Center and CAFCS on a regular basis and extend an invitation to visit the campus for various events.

**Accountability**

- Chancellor-Dean
- Ag Center Administrators and staff
- CAFCS Faculty
- Communications Unit
- Vice Chancellors
- CAFCS Administrators
- Stakeholder/ Partnership Engagement Committee

**Performance Indicators Output (Efficiency)**

**Output:**

- The number of listening sessions and related events to connect with stakeholders and partners.
- An assortment of social media activities that targeted new partners and stakeholders.

**Outcome:**

- Percentage increase in new partners and other stakeholders.

**Sub-Goal 4.3** Develop effective follow-up methods for engaging CAFCS graduates (alums).

**Objective**

• To identify and contact at least 80% of the CAFCS Alumni and encourage them to become involved with the college by sharing their accomplishments, giving financially, and participating in a variety of services in the college.

• Sponsor fundraising events annually to raise funds for student scholarships with a goal of increasing by 10% each year.

• Increase alumni participation in campus events by 5% annually.

**Strategy**

**4.3.1:** Develop a database of CAFCS graduates to establish contacts and invite them to campus for specific events.

**4.3.2:** Create an online publication or newsletter to highlight the accomplishments of alums on a quarterly basis. Post information on the SU Ag Center/SU Baton Rouge Campus websites.

**4.3.3:** Encourage alums to establish personal scholarships for CAFCS and/or contribute to the existing college scholarships. Recognize alums who give back financially in a quarterly newsletter, a weekly blog, and a monthly report. Reward alums at the annual gala/banquet. Develop a protocol for students to call alums and solicit donations/encourage alums to establish scholarships. Host annual college fund raising events and invite alums and stakeholders.

**4.3.4:** Promote the importance of giving back through services: recruiting students, visiting campus to speak to classes or at special programs, and volunteering at various events. Begin discussing the importance of alumni contributions to students in undergrad.

**4.3.5:** Provide current information about the SU Ag Center and CAFCS on a regular base and extend invitations to visit the campus and participate in various events. Post alumni achievements and

recognitions on the campus website.

**Accountability**

- Chancellor-Dean’s office
- Alumni Affairs Office
- Departments
- Engagement Committee
- SUS Foundation
- SU Ag Center and CAFCS Administrators, Staff, Faculty and the Communications Unit

**Performance Indicators Output (Efficiency)**

**Output:**

- The number of new scholarships established for CAFCS students; donations added to existing scholarships; special gifts; and corporate donations.
- The number of alums who return to campus to speak to classes and volunteer for events.
- The number of alums who provide feedback to the college on their professional accomplishments.

**Outcome:**

- Increase in financial giving and services by CAFCS alums. Increased information on careers and accomplishments of CAFCS alums. Increase in the percentage of recent graduates who give financially by 2023.

**Output:(Efficiency)**

- Number of fundraising events
- Amount of dollars raised for scholarships

**Outcome:**

- The creation of an environment of giving that makes a difference in students lives.

**Output:(Efficiency)**

- The number of alumni participating in sponsored events. The number of partners and shareholders events held.

**Outcome: (Effectiveness)**

- Impact of social media on attracting new partners and CAFCS alumni to the Center and College.

## GOAL 5

# Manage existing resources effectively and efficiently; seek private and public resources to support the Land-Grant Mission.

Note: Aligns with SUS Goal 3: Commitment to Institutional Effectiveness and Accountability.

Note: Aligns with SUS Goal 6: Commitment to Improve Campus Life through Infrastructural Development

# GOAL

**Sub-Goal 5.1** Improve teaching, extension and research facilities and equipment.

### Objectives

- Refine the SU Ag Center and CAFCS master plan by 2020 to improve teaching, research, and extension facilities.

### Strategy

- 5.1.1:** Assess and enhance the conditions of the SU Ag Center and CAFCS research labs, classrooms, and extension facilities.
- 5.1.2:** Enhance the SU Ag Center and CAFCS event facilities, roads, bridges, and walkways through beautification.
- 5.1.3:** Improve the SU Ag Center and CAFCS deferred maintenance projects such as electrical, plumbing, drainage, event facilities, roads, bridges, and walkways through beautification.
- 5.1.4:** Improve the SU Ag Center and CAFCS IT and security systems.

### Accountability

- Chancellor-Dean
- Vice Chancellors
- Department Chairs
- Program Leaders
- Faculty Staff

### Performance Indicators Output (Efficiency)

#### Output: (Efficiency)

- Refined SU Ag Center and CAFCS Master Plan on file.
- The number of new constructions initiated.
- The number of new and old deferred maintenance projects initiated and completed.
- The number of IT and security system initiated and completed.

#### Outcome: (Effectiveness)

- Percentage of new constructions initiated and upgraded facilities with improved research and delivery of instruction.
- Improvement in the percentage of IT and security systems positively impacting communications in offices, classrooms and research labs.

**Sub-Goal 5.2** Increase external funding to support the land-grant mission.

### Strategy

- 5.2.1:** Encourage all faculty, researchers and staff to seek external funding to support research, teaching, and extension activities.
- 5.2.2:** Schedule annual grant writing workshops.
- 5.2.3:** Provide support for those who write proposals to include statisticians and peer reviewers.
- 5.2.4:** Establish baseline numbers of proposals and amounts of dollars received in order to provide incentives to those who exceed the baselines.

### Accountability

- Chancellor-Dean
- Vice Chancellors
- Department Chairs
- Program Leaders
- Faculty

### Performance Indicators Output (Efficiency)

#### Output: (Efficiency)

- The number of externally funded proposals and dollar value, dollar amount allocated to reward faculty, researchers and staff for obtaining external funding that exceeds the baseline established.
- The number of grant writing workshops held annually.

#### Outcome: (Effectiveness)

- Percentage of faculty, researchers, and staff rewarded for obtaining external funding beyond the baseline.
- Percentage of proposal writers recognized for their role in obtaining external funding for the SU Ag Center and CAFCS.
- Impact of grant writing workshops and other support on the success of proposals funded.

**Sub-Goal 5.3** Enhance the management of resources for efficiency and effectiveness.

### Strategy

**5.3.1:** Develop and implement a SU Ag Center and CAFCS improvement austerity and information technology plan.

**5.3.2:** Conduct a comprehensive review of the SU Ag Center and the CAFCS in accordance with Southern University System policies.

### Accountability

- Chancellor-Dean
- Vice Chancellors
- Department Chairs

### Performance Indicators Output (Efficiency)

#### Output: (Efficiency)

- Annual Comprehensive review of the SU Ag Center and CAFCS on file.
- Number of information technology (IT) upgrades from the baseline year of 2018

#### Outcome: (Effectiveness)

- Percentage point change in the management of resources.
- Annual percentage of deficit to total revenue.



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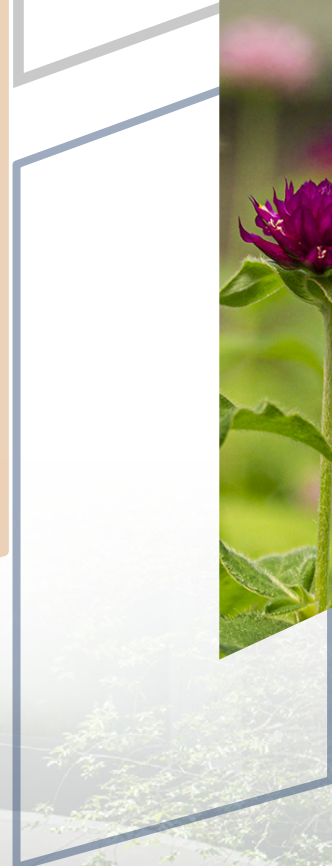
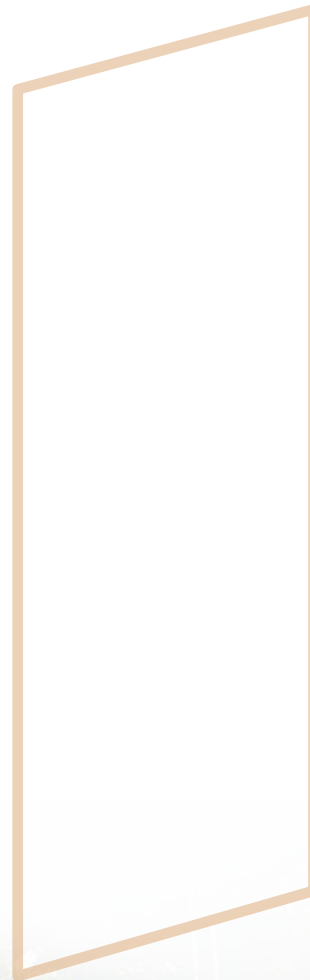
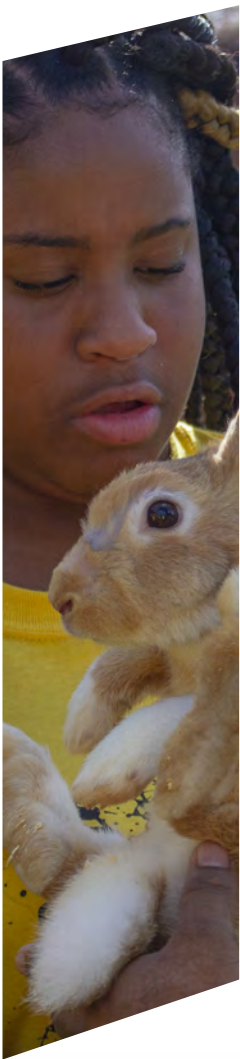
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