Introduction

Agriculture and agribusiness have guided the economy of North Carolina since its beginnings. Even our state seal, which features the horn of plenty, recognizes the importance of agriculture to our state. Agriculture and agribusiness remain the leading industries in North Carolina, contributing $62.6 billion to the state’s economy. To help put this in perspective, this means that agriculture/agribusiness represent 22% of the state’s gross product, five times greater than the second largest industry in the state, which is tourism at $13 billion. In addition, agriculture and agribusiness employ 20% of the state’s workforce, and account for 75% of the state’s exports.

As a state land-grant university, North Carolina A&T has an inherent responsibility to offer broad curricula with a blend of liberal and practical education, to conduct basic and applied research for the public interest, and to discover scientific and practical knowledge through cooperative extension and other outreach. When North Carolina A&T first opened its doors in 1891, the academic roots of what would later become the School of Agriculture and Environmental Sciences (SAES) were already forming. Today, more than 11 decades later, we are adhering to our land-grant roots of teaching, research and Extension while concurrently transforming SAES into an interdisciplinary unit that is attracting a larger and more diverse student body. SAES’s portfolio is strengthened through partnerships and collaborations with other schools/colleges on campus as well as with other stakeholder organizations throughout the state, nation and world.

Our programs in the food, agricultural and environmental sciences have continued to grow in the breadth of curriculum and number of students since the first baccalaureate program was offered in 1918, and the first master’s program in agricultural education in 1940. Throughout the years, we have been guided by several principles—the desire to instill a sense of value, purpose, develops skills and seeks solutions.

SAES will use this strategic plan to advance the land-grant mission to be a catalyst for positive change and for improving the quality of life of North Carolinians. SAES faculty, staff and students share a common bond through their sincere desire to learn and serve others. We desire each person to experience SAES as a place to excel, think critically, communicate effectively and put knowledge to work. SAES will forever be a place that inspires the spirit of scholarship, collaboration and excellence.
Organization

The SAES Strategic Plan was written in response to opportunities and challenges facing the School and the food, agricultural and environmental system. Eleven themes were captured from faculty summits and from information gathering sessions held around the state involving many external and internal stakeholders and subsequent discussions, as well as from reviews of the national goals of the United States Department of Agriculture, and assessing the needs of the State. These issues were also selected for their significant potential for reciprocating alliances with communities, businesses, foundations, and governmental agencies.

The strategic plan is organized around 11 themes: maintaining a responsive learning environment; attracting and graduating students; improving minority and environmental health; ensuring a nutritious, safe and secure food supply; promoting international trade and economic development; advancing biotechnology and biodiversity; empowering individuals, families and communities; protecting the environmental and natural resources; ensuring the viability of small scale agriculture; expanding the SAES resource base and maximizing relationships, and using innovative technologies. Nine of these themes may be categorized as content (for example, maintaining a responsive learning environment and advancing biotechnology and biodiversity), and two themes are categorized as process (using information technologies and maximizing partnerships).

Each theme begins with a brief statement, followed by goals, strategies and success indicators. The strategies guide how each goal will be achieved. Success indicators provide ways of measuring progress on how well the SAES is meeting its strategies and goals.

The SAES must strive for excellence is all its programs. It is particularly important that the SAES maintain its collaborative culture of partnerships among academic, research and Extension programs, across disciplines, across the University and with communities, businesses and governmental agencies. This strategic plan includes the full spectrum of the SAES programs that is needed to address these issues. Because of the complex nature and magnitude of these issues facing the food, agricultural and environmental sciences, interdisciplinary approaches also must be an important part of SAES’s learning, discovery and engagement portfolios. As reflected in this plan, an integral part of the land grant mission is to achieve excellence in research as the underpinning to education and extension.

SAES faculty and staff are committed to carrying out this plan and are committed to the University’s vision of preeminence in its missions of learning, discovery and engagement. SAES faculty and staff have, and will continue to, prepare, find and implement solutions.

Mission (Existing):

The SAES will provide opportunities for individuals from diverse backgrounds to achieve excellence, through intellectual and technological advancements, in the food, agricultural and environmental sciences that will cultivate and enhance their potential for global leadership, productivity and competitiveness.
Mission (Proposed)

(1) The SAES provides opportunities for individuals from diverse backgrounds to achieve excellence in the food, agricultural and environmental sciences through exemplary instruction, scholarly and creative research and effective extension programs.

(2) The SAES provides opportunities for individuals from diverse backgrounds to achieve excellence in the food, agricultural and environmental sciences through exemplary instruction, scholarly and creative research and the dissemination of research-based information.

(3) The SAES provides opportunities for individuals from diverse backgrounds to achieve excellence in the food, agricultural and environmental sciences through preparing, finding, and implementing solutions.

(4) The SAES provides opportunities for individuals from diverse backgrounds to achieve excellence in the food, agricultural, environmental, and family and consumer sciences through preparing, finding, and implementing solutions.

Vision (Existing):
The SAES will help foster the emergence of NCA&TSU into a leading comprehensive university through development and expansion of premiere teaching, research, and extension programs in food, agricultural, environmental and life sciences.

Vision (Proposed)
(1) The SAES will help foster the emergence of NCA&TSU into a learner-centered community that develops and preserves intellectual capital in the food, agricultural, environmental and life sciences through learning, discovery, engagement and operational excellence.

(2) The SAES will help foster the emergence of NCA&TSU into a learner-centered community that develops and preserves intellectual capital in the food, agricultural, environmental, and family and consumer sciences through learning, discovery, engagement and operational excellence.
Advancing Biotechnology and Biodiversity

Issue: North Carolina’s roadmap for biotechnology and biodiversity - “New Jobs Across North Carolina: A Strategic Plan for Growing the Economy Statewide Through Biotechnology” - shows that the state’s biotechnology industry is among the nation’s five largest with more than 150 companies employing 18,500 people and generating $3 billion in annual revenues. SAES has unique resources and expertise to provide education, to address basic scientific research issues and can help position the state to gain the economic and social benefits from biotechnology and biodiversity.

Goal 1. Strengthen research competitiveness in biotechnology and biodiversity

Action Strategies

- Aggressively seek external funding and collaboration
- Develop collaborative partnerships with state and federal laboratories and educational institutions
- Stimulate research and development in biotechnology and biodiversity techniques
- Review and implement selected strategies identified in North Carolina’s biotechnology roadmap
- Upgrade and expand biotechnology laboratories
- Develop SAES centers of excellence – edible and medicinal mushrooms, genomic diversity, biotechnology and biodiversity
- Promote development and commercialization of intellectual property

Results

- Increase the number of externally funded projects and total amount of funds (what percentage)
- Increase the number of and caliber of partnerships (what percentage)
- Increase the number of papers published, presentations made, and professional activities involved (what percentage)
- Increase the number of filings for intellectual property and patents (what percentage)
- Centers of excellence established
- Number of biotechnology laboratories established or upgraded
- Number of strategies in the North Carolina Biotechnology Roadmap reviewed and implemented

Goal 2. Provide new educational experiences in biotechnology and biodiversity

Action Strategies

- Develop new courses and a graduate certificate program
- Enhance existing courses and undergraduate certificate program
- Conduct symposia, workshops, and seminars;
- Seek faculty and student internship opportunities, and funding for scholarships, instrumentation and assistantships.

Results

- Increase the number of new courses developed and existing courses enhanced, and number of students enrolled and certificate program established (what percentage)
- Increase the number of symposia, workshops and seminars conducted (what percentage)
- Increase the number of faculty and students participating in biotechnology activities (what percentage)
- Increase the number of internship and scholarships (what percentage)
Goal 3. Enhance outreach activity in biotechnology and biodiversity

**Action Strategies**
- Develop programs to educate state’s citizens
- Conduct community-based educational programs and activities
- Provide expertise to the community and stakeholders about biotechnology and biodiversity related concerns.

**Results**
- The extent to which educational materials developed and distributed
- Increase the number of seminars, workshops, open houses and field days conducted (what percentage)
- The extent to which stakeholders use of SAES biotechnology/biodiversity experts
Empowering Individuals, Families and Communities

**Issue**: Empowering individuals, families and communities involves increasing the knowledge and the skill base, and developing behaviors to address these daily quality of life issues. These issues relate to financial management, parenting and child development, aging, health, adequate nutrition, leadership development, personal safety, and changing employment prospects. It also involves the strengthening of the community infrastructure including housing and effective leadership.

**Goal 1: Strengthen the economic, social and physical well-being of individuals and families through educational programs.**

**Action Strategies**
- Promote research in individual and family issues
- Design and develop sound educational programs to increase knowledge transfer to families

**Results**
- Type and quality of research that addresses individual and family issues.
- Increase the number of programs developed and implemented that address family issues
- Marked increase in external funding that addresses research related to individual and family issues.
- The number and quality of educational programs related to family issues

**Goal 2: Improve the capacity of communities to address critical issues through programs in leadership development and civic engagement**

**Action Strategies**
- Develop and strengthen partnerships with community-based organizations
- Expand community-based leadership and volunteer development training

**Results**
- Number and quality of partnerships formed with community-based organizations
- Type and quality of community-based leadership and volunteer development training

**Goal 3: Stimulate entrepreneurship and economic development in rural communities.**

**Action Strategies**
- Promote business development assistance to rural communities
- Engage communities in identifying community infrastructure needs that stimulate community development
- Enhance family and rural policy issue research

**Results**
- Increase the number of workshops developed and number of people attending sessions on entrepreneurship and business development (what percentage)
- Increase the number of people engaged in activities to improve community infrastructure (what percentage)
- Increased funding for rural policy research (what percentage)
Promoting international trade and economic development

Issue: International trade is increasingly important for the agricultural and food sectors. In recent years, agricultural exports and imports have each represented about 12 percent of our national income or gross national product. The inherent opportunities provided by the recent wave of globalization present major opportunities to harness the collective skills of SAES faculty in mitigating international development challenges in agriculture and related disciplines such as forestry, engineering, veterinary medicine, health and applied education.

Goal 1: Prepare faculty and students for life in a global society
Action Strategies

- Incorporate a global perspective into our teaching, research and Extension programs
- Educate students – particularly minorities - in international trade/international markets
- Collaborate with Office of International Programs
- Encourage students to earn a certificate in Global Studies
- Educate, prepare and mentor faculty, students to participate in international opportunities

Results Indicators

- The extent to which faculty and students participate in international opportunities
- Increase the number of students graduated with a concentration certificate in International Trade or Global Studies or Master’s International Program (what percentage)
- The extent to which faculty incorporate a global perspective in their courses, research projects, and extension programs
- Increased funding for students/faculty international experiences
- The extent to which faculty and students participate in the programs and activities sponsored by the Office of International Programs

Goal 2: Conduct research and develop solutions to international issues and problems.
Action Strategies

- Seek funding to support research in international trade and development
- Collaborate with international partners to identify food and agricultural research issues
- Design and implement research to find solutions to issues that affect economic growth and development

Results

- Increase the number of proposals developed and funded (what percentage)
- Develop international collaborations and partnerships

Goal 3: Assist small businesses and farmers in developing international markets
Action Strategies

- Identify and create business opportunities for small businesses and farmers
- Collaborate with USDA/FAS and other international partners in implementation of technical assistance projects
- Seek funds to maintain and develop relationships with donor agencies
- Build capacity of faculty/staff to work in international markets
Improving Minority and Environmental Health

Issue: Disparities in health status and access to health care among minority populations are a continuing public health concern. Nationally, minority populations, particularly African Americans, suffer higher rates of morbidity and mortality. Changes in medical technology, lifestyle adjustments and environmental protections have not produced equal benefit in racial and ethnic populations. Differences among socioeconomic classes in environmental and occupational exposures are thought to play a key role in health disparities. There is also a disproportionate placement of pollution-intensive industries and hazardous waste sites in low-income and minority communities.

Goal 1. Enhance the health and well-being of people – particularly minorities- and the environment in they live

Action Strategies
- Foster inter- and multidisciplinary faculty teams and secure resources within SAES, across the University and with other universities and external organizations
- Pursue increased resources and funding for high quality research, instructional and outreach programs
- Create sound educational programs and initiatives that promote the health and safety of underserved populations
- Engage underserved communities in identifying research and Extension priorities in health and the environment

Results
- The number and caliber of interdisciplinary collaborations
- Marked increase in external funding
- Amount of research and Extension outputs in the area of minority and environmental health
- Community involvement in identifying research and outreach priorities

Goal 2. Establish partnerships to promote minority health

Action Strategies
- Initiate and lead an 1890 land-grant Agromedicine Alliance
- Increase SAES involvement and participation in the North Carolina Agromedicine Institute
- Strengthen and expand existing partnerships with state, regional and national minority health organizations
- Promote linkages and collaboration between SAES and the University's Institute of Public Health

Results
- The extent to which strategic partnerships are developed
- Increase the number of North Carolina Agromedicine Institute events, and activities and increased funding
- Increase the number of research, education and outreach activities
- Organization of 1890 Agromedicine Alliance
- The extent to which SAES faculty participate in projects, activities and programs associated with the University's Institute of Public Health

Goal 3. Provide educational opportunities in minority health and environmental health
Action Strategies
- Develop new courses, enhance existing courses and undergraduate certificate program
- Conduct symposia, workshops, and seminars;
- Secure additional support for scholarships, assistantships and internships

Results
- Certificate and courses approved
- Increase the number of scholarships, assistantships and internships
Ensuring A Nutritious, Safe and Secure Food Supply

Issue: Nutrition-related health problems (e.g., obesity, diabetes, cardiovascular diseases, and nutritional deficiencies) are major public health concerns at the local, state and national levels. Obesity has reached epidemic proportions and remains the leading cause of preventable diseases including diet-related diabetes, heart disease, osteoarthritis, cancer, and hypertension. In addition, foodborne illnesses affect thousands of consumers annually and represent a significant public health problem. SAES must help the state's residents produce and consume safe and nutritious foods, adopt healthy eating habits, and safeguard the food supply.

Goal 1. Enhance educational opportunities in nutrition-related health issues
Action Strategies:
- Review and modify undergraduate and graduate programs in food and nutritional sciences
- Develop a Registered Dietitians certification program
- Incorporate nutrition into University's general education core (here can we have any input on what students on campus eat?)
- Effectively use industry/agency partnerships to enhance learning opportunities

Results:
- Curriculum audit and upgrade completed
- Registered dietitians certificate established and approved
- Nutrition courses added to general education core
- Increase number of scholarships by 10 percent, and increase assistantships and internships
- Student participation in local and national meetings
- Evidence of industry involvement in educational opportunity development

Goal 2. Expand research and strengthen Extension programs in nutrition-related health issues
Action Strategies:
- Development of interdisciplinary proposals in nutrition, and nutraceuticals and functional foods
- Establish a Food Products and Technology Center
- Promote interdisciplinary faculty collaboration, particularly with the University's Institute of Public Health
- Develop collaborative research partners with business and industry

Results:
- Increase the number of interdisciplinary proposals developed and funded (what percentage)
- Food Products and Technology Center established
- Extent of interdisciplinary collaboration

Goal 3: Expand innovative research, education and outreach efforts in food safety and security
Action Strategies:
- Seek additional funding in food safety and security
- Establish interdisciplinary collaboration with the nation's leading universities working to protect the food supply
- Develop collaborative research partnerships with business and industry

Results
• Increase the number of interdisciplinary proposals developed and funded (what percentage)
• Increase funding for research by 10 percent
• Amount of and extent of collaboration with nation’s leading food safety universities
• Amount and extent of collaboration with business and industry
Expand resource base and maximize relationships

Issue: As the priorities of traditional funding sources shift, it’s critical that SAES seek new sources of funding to accommodate growth in critical programs and to recruit and retain top-quality employees and students. Tapping into these new funding streams requires targeted and effective marketing of SAES programs and accomplishments. Thus expanding the resource base, creating an aggressive marketing campaign, and strengthening stakeholder relationships are necessary for SAES’s survival.

Goal 1: Strengthen and enhance SAES funding sources
Action Strategies:
- Develop comprehensive solicitation strategies to attract contributions from alumni and other potential donors
- Develop an SAES list of fundraising priorities
- Develop targeted strategies to increase extramural research funding from all sources, with particular emphasis on federal competitive programs

Results:
- Increase the number of new SAES donors and funded grants
- Attainment of SAES fundraising goals
- Identify and support targets of opportunity in research areas consistent with SAES major program initiatives

Goal 2: Promote SAES with key policy makers
Action Strategies:
- Communicate impacts and economic benefits of SAES research and Extension programs
- Develop a comprehensive legislative strategy to ensure continued and additional funding for the Cooperative Extension and the Agricultural Research programs
- Engage key constituencies – particularly alumni – to help the SAES achieve its objectives

Results:
- Additional funding for SAES programs and activities
- Develop impact statements and products
- Meeting federal match requirements for Cooperative Extension and Agricultural Research programs
- Number of new state and national contacts made that lead to partnerships, collaborative efforts or increased external funding

Goal 3: Increase SAES’s exposure and value by marketing to the general public
Action Strategies:
- Develop a long-term aggressive marketing plan that promotes SAES
- Create media opportunities to highlight SAES accomplishments
- Seek and commit resources for marketing

Results:
- Creation and implementation of SAES marketing/communications plan
- National recognition of SAES and its varied people, programs and activities
- Development of SAES marketing budget

Goal 4: Develop partnerships and collaborations that promote the mission, vision, goals and objectives of SAES
Action Strategies:
- Develop local, state, national and international partnerships to foster research, learning and outreach
- Through partnerships, apply SAES knowledge and expertise to address and solve local, state, national and international problems and issues
- Build and strengthen relationships with key constituency groups, including alumni, and advisory boards
- Develop inter- and multidisciplinary teams (teaching, research and Extension) within SAES, across the University, and with other universities and agencies

**Results:**
- Increase the number of and caliber of new partnerships developed and maintained
- Impacts garnered from new partnerships
- Type, number and caliber of interdisciplinary/multidisciplinary teams developed
- Type, number and extent to which problems and issues are identified and solved
- Participation and involvement of advisory board members
Attract and Graduate Outstanding Students

**Issue:** Educating students was the earliest mission of the SAES and remains the most important way that we enhance the future of this state. Instruction is fully integrated with our other missions – research and Extension. SAES expects its graduates to become leaders in their professions and their communities. To this end, SAES must attract and graduate outstanding students with diverse backgrounds and the skills to meet the challenges of the future.

**Goal 1: Develop and implement innovative strategies to recruit outstanding students**

**Action Strategies:**
- Strengthen and enhance a learning environment that supports student success
- Secure additional support for scholarships and recruitment programs
- Develop an SAES recruitment marketing strategy
- Develop an alumni base to assist in student recruitment

**Results:**
- Seven percent annual increase in number of students, undergraduate and graduate
- Increase scholarship funding awarded by 20 percent
- Implementation of SAES recruitment marketing plan
- Increase (what percentage) in the number of alumni volunteers working on recruitment

**Goal 2: Retain and increase graduation rates**

**Action Strategies:**
- Provide the best possible curriculum opportunities supported by a faculty of dedicated and skilled instructors and advisors
- Foster student participation in personal and professional development opportunities beyond the classroom, including student research and professional organization memberships and internships
- Monitor the success of graduates and use those findings as a part of the process driving curriculum changes
- Monitor curriculum offerings for contemporary relevance, ensuring that students are both fully engaged and performing at optimal levels
- Offer a full scope of learning opportunities for all disciplines in SAES with access to graduate studies, distance learning and continuing education
- Establish a network of partnerships with community colleges for the recruitment of students

**Results:**
- Annual increase (what percentage) in retention rates
- Annual increase (what percentage) in graduation rates
- Increase the number of students with community college degrees who enroll in SAES by seven percent
- Review and review bi-annually curriculum to reflect student, alumni, contemporary relevance
- Annual increase (what percentage) in students participating in personal and professional development opportunities
- Demonstrated improvement on indicators of quality education and success of graduates
- Increase opportunities for graduate studies, distance learning and continuing education
Protecting the Environment and Natural Resources

Issues: Agriculture, beyond growing crops and producing food, also means conserving scarce natural resources and preserving the environment. Farmers and citizens of North Carolina are faced with issues like ground- and surface-water contamination, soil erosion, declining soil quality, and environmental degradation. SAES must respond to the need to develop profitable agricultural systems that protect the environment, conserve the state’s natural resources, develop new ways to harness the state’s renewable resources and enhance our rural communities.

Goal 1: Expand soil and water quality research and outreach

Action Strategies:
- Increase funded research on water quality, conservation tillage, soil parameters and investigate waste management systems for small-scale livestock operations
- Actively seek grant funding to identify Best Management Practices (BMP’s) that mitigate environmental degradation
- Develop collaborative research partners with federal laboratories and agencies
- Develop an outreach plan for disseminating the results of research and reporting impacts

Results:
- Increase the number of externally funded projects and total amount of funds
- Publications of results in refereed professional journals
- The extent to which BMPs are developed and adopted
- Amount and extent of collaboration with federal laboratories and agencies

Goal 2: Enhance SAES’s instructional, research and Extension program embrace the new partnership with NRCS.

Action Strategies:
- Work in collaboration with NCRS to develop a comprehensive working plan
- Foster the exchange of SAES faculty and students and NRCS specialists to facilitate the interchange of ideas and scientific approaches
- Collaborative creatively to cultivate innovative approaches to natural resource issues and transferring conservation technologies to a wide variety of producer groups
- Align SAES resources and seek additional resources to support NRCS working plan

Results:
- Develop and implement comprehensive working plan
- The extent to which SAES faculty and students and NRCS specialists exchange ideas and scientific approaches
- The extent to which SAES faculty and NRCS specialists develop innovative approaches and transfer conservation technologies to producers
- Review, evaluate and optimize resources to support the NRCS working plan

Goal 3: Develop a renewable energy and bioproducts center

Action Strategies:
- Seek funding for renewable energy and bioproducts research and outreach
- Identify and build collaborations with industry partners
- Build infrastructure to support renewable energy and bioproducts center

Results:
- Increase funding for research and outreach in renewable energy and bioproducts (what percentage)
• Increase the number of new partnerships with industry partners (what percentage)
• Development of renewable energy and bioproducts center
Ensuring the viability of small scale agriculture

**Issues:** Over 90% of the farms in North Carolina are small (grossing less than $250,000). Surviving as a small farmer comes with many perils. These include marketing, risk management, profitability, technical knowledge, changes in public policy, technology advances, and accessing resources. Also adversely affecting small farm viability is the length and segmentation of the production processes and the forces of nature that affect short-term supply in the face of relatively constant demand. In North Carolina, for example, there have been 26 weather disasters in the last seven years resulting in more than one million dollars in farm losses, making it nearly impossible to see farming as a profitable way of living.

**Goal 1: Enhance opportunities for profitable small scale agriculture production and marketing for farmers**

**Action Strategies:**
- Assist farmers in developing management and business practices to ensure farm survival
- Develop and promote techniques that add value to agriculture products
- Identify and promote alternative enterprises
- Use University farm effectively to promote research and outreach activities

**Results:**
- The extent to which farmers use best management and business practices
- The extent to which value added products are explored and developed
- The extent to which farmers are engaged in alternative enterprises
- Increase use of farm for research and outreach activities

**Goal 2: Develop alternative marketing channels for small-scale producers**

**Action Strategies**
- Identify market outlets
- Engage farmers in identifying relevant marketing issues
- Involve farmers in the marketing process

**Results:**
- Type and number of market outlets identified
- Type and number of marketing issues identified
- The extent to which farmers participate in marketing programs and activities

**Goal 3: Assist farmers in managing risk**

**Action Strategies**
- Develop risk management program
- Secure funding to support risk management efforts
- Promote linkages and collaboration between SAES and the USDA Risk Management Agency and the North Carolina Department of Agriculture and Consumer Services

**Results:**
- Implement risk management plan
- Amount of funding for risk management
- Type and quality of linkages and collaboration developed
Using innovative technologies

ISSUE: The Internet, informational, instructional, spatial, environmental, and biomedical technologies are essential to the advancement of science in the food, agricultural and environmental disciplines. Further, these technologies expand learning choices and methodologies in support of just-in-time learning and lifelong learning. SAES must fully embrace these innovative technologies, and assure that the use of these new technologies is relevant, appropriate and accessible.

Goal 1. Position SAES to embrace relevant and appropriate technology

Action Strategies

- Develop an innovative technologies plan
- Coordinate efforts with the Division of Information Technology and Telecommunications, and with the Academy of Teaching and Learning
- Develop capacity of faculty and staff to use innovative technologies
- Develop partnerships with private sector organizations
- Commit resources for the purchase, use and maintenance of state-of-the-art technology

Results

- Development and implementation of innovative technologies plan
- Degree of coordination with ITT and ATC
- Extent of faculty and staff use of technology
- Number and caliber of partnerships developed
- Development of technology budget

Goal 2: Integrate technology in the transfer of knowledge in teaching, research, outreach and Extension

Action Strategies

- Build staff capacity to participate in the national e-Extension initiative
- Use technology to integrate program delivery from campus, to field to clients
- Provide 24-hour instruction to statewide clients
- Coordinate SAES efforts with internal and external clients

Results

- Number of faculty and staff participating in electronic program delivery training
- Creation of on-line courses, 24-hour access
- Increase the number of faculty and staff incorporating technologies in their work
- The extent to which SAES faculty and staff use technologies to assist clients with their problems
Maintaining a Responsive Learning Environment

**Issue:** Learning is what the University is all about. Consistent and effective learning takes place only in a nurturing, supportive and responsive environment. SAES must take those necessary steps to build a foundation for learning so that teaching, research, Extension, creative activity and service will flourish. The SAES must provide interdisciplinary, learning experiences to our students by offering high quality programs to make them competitive in the global job market and to instill good citizenship that embodies work ethic and perseverance.

**Goal 1:** Produce graduates who are competent, prepared to perform in the workplace and prepared to become outstanding leaders in an increasingly diverse society

**Action Strategies:**
- Provide support for faculty to develop innovative instructional methods
- Programs and activities to meet state and national accreditation
- Promote student participation in value-added certificate programs and other activities
- Provide more interactive and experiential learning opportunities
- Encourage and motivate students to continue with lifelong learning
- Prepare students with opportunities to apply knowledge to the solution of real-world problems and be a service to their communities
- Strengthen student support services

**Results:**
- Maintain accreditation
- Increase in number of faculty (what percentage) enrolled in Academy of Teaching and Learning (ATL) teaching enhance workshops and programs
- Improvement in the UNC systemwide student evaluations, i.e. sophomore, seniors (what percentage)
- Increase in referred publications and participation in symposia, lecture series and national and international meetings
- Increase in the number of students maintaining an electronic portfolio and participating in experiential learning opportunities (what percentage)
- Increase in the number of students with interdisciplinary certificates, and participation in lectures, seminars and other programs (what percentage)

**Goal 2:** Enhance an academic culture that is challenging, supportive and fosters achievement and intellectual interaction.

**Action Strategies:**
- Recruit and retain a high quality faculty and staff
- Improve and implement an SAES performance evaluations system
- Develop a reward and recognition system
- Routinely review all policies and procedures
- Communicate adequately with faculty, staff and students
- Promote academic and social interaction among faculty, staff and students

**Results:**
- Continue to review and improve evaluation and coaching procedures, with appropriate rewards that match performance expectations for all employees
- Performance and evaluation system implemented
- Continue to review and improve strategies for professional development and mentoring of new and junior faculty and staff
• Policies and procedures updated
• Improved personnel performance
• Number, type and medium of communication directed toward students
• Availability of joint activities attended by faculty, staff and students
• Results of SAES senior exit interviews
• Recognize and reward superior achievement and scholarship by faculty, staff, and students