

Vision

The College of Agriculture, Food and Environmental Sciences (CAFES) is globally recognized as a center of excellence and innovation in applied sciences through teaching, scholarship, leadership, and service.

Mission

The College of Agriculture, Food and Environmental Sciences uses a "Learn by Doing" approach to prepare leaders in agriculture, food systems, and environmental and life sciences who are equipped to contribute to the diverse needs of society.

Core Value Statements

<i>Excellence</i>	We are committed to excellence in teaching, learning and research in a polytechnic environment based on a "learn by doing" philosophy.
<i>Stewardship</i>	We value stewardship of our communities and environment.
<i>Accountability</i>	We are accountable for behaviors that are ethical, professional, honest, and convey mutual respect.
<i>Collaboration</i>	We promote interdisciplinary efforts and collaborative partnerships within the public and private sectors.
<i>Diversity</i>	We embrace diversity of ideas, perspectives, and cultures.
<i>Life-long learning</i>	We are dedicated to professional development, lifelong-learning, and service to society, which are hallmarks of the College.
<i>Innovation</i>	We value an environment that fosters innovation and responsiveness to emerging domestic and global issues.
<i>Leadership</i>	We develop student leaders with management skills, particularly as they relate to communication, cooperation and teamwork.

**College of Agriculture, Food and Environmental Sciences
Cal Poly, San Luis Obispo**

Strategic Vision Themes

THEME #1

CAFES produces students valued for critical thinking, problem solving, and leadership skills developed through learn-by-doing experiences.

Goals and Tasks:

1. CAFES will identify learn-by-doing activities that are occurring in the department. These experiences will be evaluated for the inclusion of critical thinking, problem solving, and/or leadership skills.
2. Evaluation of the level of learning for critical thinking, problem solving, and/or leadership skills will be determined based on introductory, development, and/or mastery for each skill trait.
3. Conduct a college-wide employer survey through Career Services to assess if Cal Poly graduates are valued for these skill traits (critical thinking, problem solving, and leadership skills).
4. Based on assessment outcomes of successful learn-by-doing activities, the components that have demonstrated the most valued skills and improved learning will be documented as best practices (efficient and effective) and shared throughout the college.

THEME #2

CAFES prepares leaders in sustainability through education, research, outreach, and through modeling sustainability in its operations. Sustainability is commonly understood to encompass and balance environmental, economic, and social components.

Goals and Tasks:

1. CAFES will promote sustainability within college and university curricula.
 - a. Departments, with the assistance of the Center for Sustainability (CFS), identify existing classes with sustainability components and, ideally, identify how components relate to sustainability. This could involve the development of curricular theme lines (e.g., energy, water, land use, mixed farming) that focus applications of sustainability.
 - b. Faculty incorporate sustainability topics into capstone classes.
 - c. The college curriculum committee develops recommendations for inclusion of sustainability components into new and existing classes.
 - d. Faculty, with the assistance of the CFS, will take advantage of grant programs to create cross-departmental collaborations in sustainability.
 - e. Faculty, guided by the initiative currently led by the university's sustainability faculty book club, participates in a university effort to create a class for sustainability.
2. CAFES will support its Center for Sustainability to further college-wide goals.
 - a. Inventory of initiatives: Assist faculty and staff in identifying and evaluating current CAFES activities pertaining to sustainability.
 - b. Outreach: Compile/showcase successes (including seminars highlighting practices on CAFES land, and development of virtual resources); help build collaborations on and off campus; solicit support of alumni; help develop recognition and incentive programs.
 - c. Funding: Provide grant facilitation where possible; assist in private fundraising for sustainability initiatives.
 - d. Program Development: Develop education and extension-style offerings around select themes, including seminars, conferences, and professional development programs.
 - e. Work with CAFES to develop a timeline for sustainability initiatives.

3. CAFES will design, implement, and assess sustainable land and resource (including human resources) management.
 - a. Department, programs, and the land use committee will assess CAFES land and resource use to develop objective, minimum, “base line” criteria for sustainability for areas under management; evaluate management of land and resource use in the specific areas; and provide a “road map” for assessment and improvement.
 - b. Faculty and staff will participate in, develop, and/or implement third-party certification models.
 - c. Faculty and staff participating on university-wide committees will work with the university to make sure CAFES’ management is consistent with university goals (and vice versa).

THEME #3

CAFES supports quality teaching (including up-to-date content, new instructional approaches, equipment, and technology) to enhance student learning.

Goals and Tasks:

1. CAFES enhances faculty teaching and learning.
 - a. Encourage participation in professional development and associations related to teaching and learning.
 - b. Encourage development of master teacher models for newer faculty through involvement with the Center for Teaching and Learning.
 - c. Investigate subject-specific new development as related to faculty teaching or research interests.
 - d. Provide support for seminars, presentations, and workshops that enhance faculty understanding of contemporary students.
 - e. Encourage and recognize active participation in CAFES’ mentoring program.
 - f. Support the development of an innovative system of teacher-student feedback.
2. CAFES strives to make educational technology available.
 - a. Fund release time and professional development for faculty to incorporate novel educational technology.
 - b. Increase mini-grants to faculty within CAFES to research, recommend, and implement new teaching technologies.
 - c. Provide support to upgrade CAFES classrooms with the latest technology.

THEME #4

Interdisciplinary collaboration within CAFES, between colleges, and with industry partners strengthens programs and maximizes student learning.

Goals and Tasks:

1. Further strengthen interdisciplinary collaboration within CAFES.
 - a. Develop a small working group (one representative from each department) that could hold schedule meetings to improve communication. This would provide opportunities for faculty and staff in CAFES to get to know one another better, share information, and build relationships that could lead to more collaboration.
 - b. Develop a “trade show” for programs, faculty, and staff to share information about their program. Group projects or senior project posters could be displayed or discussed, allowing faculty opportunities to understand the breadth of work being done in CAFES.
 - c. Promote the use of “digital commons” so faculty members within CAFES can identify other members with similar and/or complementary research interests. Provide periodic training from university staff on how to utilize web-based technologies.

2. Interdisciplinary collaboration between colleges.
 - a. Develop a seminar program or an “open house” held by one department each quarter to encourage better interaction and communication.
 - b. Evaluate what “joint appointment” opportunities might be possible between CAFES and other colleges.
 - c. Evaluate team-teaching opportunities to teach a class related to a current agriculture issue (animal welfare, water, food safety, regulatory issues).
3. Interdisciplinary collaboration with Industry partners.
 - a. Develop formalized key contacts within CAFES for industry partners to contact when desiring to establish a new working relationship with CAFES. This group could act as a clearing house/communicator/facilitator to get people together.
 - b. Organize a student internship panel so students can provide information about their internship experiences to other students.
 - c. Provide more encouragement to faculty and department heads to use the executive-in-residence program. Create web-based information about the program and some information about previous executives-in-residence.

THEME #5

The CAFES environment welcomes, supports, and celebrates its cultural diversity of students, faculty, and staff.

Goals and Tasks:

1. Increase the awareness and education of faculty, staff, and students in support of cultural diversity and inclusive excellence.
 - a. Provide appropriate educational workshops for faculty and staff on a yearly basis.
 - b. Develop diversity/civility/community education modules that could be used in preexisting courses (orientation, introductory courses) for student education.
2. Foster a campus community of learning where there is a commitment to value, respect, and appreciate one another.
 - a. Establish discussion groups for faculty/staff/students around an appropriate book that addresses “inclusive excellence.”
 - b. Develop a student “pledge” to support “inclusive excellence” to bring more awareness and support to the issues.
 - c. Develop and expand MAP Student Center to enhance knowledge of culture and diversity; identify an area in which the center can take a leadership role.
3. Recognize in class contributions made by individuals from diverse or under-represented groups of local, national, and global communities.
 - a. Sponsor speaker forums representing programs in CAFES that highlight contributions made by individuals from diverse or underrepresented groups.
 - b. Encourage faculty to emphasize contributions made by individuals from diverse or underrepresented groups in their courses.
4. Expand and facilitate recruitment and outreach efforts to enhance diversity in the applicant pool for the college.
 - a. Develop follow-up with Pre-Collegiate Program participants – expand outreach efforts.
 - b. Partner with athletics in their recruitment efforts.
 - c. Identify partner-school applicants with scholarship needs and provide department scholarship awards.
 - d. Find match/match scholarship funds via various businesses in agriculture.
 - e. Foster collaboration and communication of recruitment efforts within and between departments; review and share recruitment materials developed by each department.

- f. Involve student clubs through the Ag Student Council
5. Expand and facilitate recruitment and outreach efforts to enhance diversity in faculty and staff.

THEME #6

CAFES promotes global awareness and practices international collaboration and education that prepares students to contribute at the international level.

Goals and Tasks:

1. Encourage each CAFES student to have at least one international experience (i.e., volunteer work in another country, study abroad, internships in foreign countries).
 - a. CAFES to develop an endowment or fundraising effort to fund scholarships for CAFES students to encourage participation in international exchange programs.
 - b. Identify existing foreign universities that can provide parallel coursework in each department major area of study.
 - i. To facilitate student exchange in “major-specific” courses, each department will identify course curriculum from at least one foreign university that will meet Cal Poly major-specific curriculum criteria for Cal Poly credit for the courses (taking the equivalent course at foreign university).
 - ii. Develop template and model process with timelines for course approval.
 - iii. CAFES to support faculty release time to identify, develop, and implement the process.
 - c. Heighten student and faculty awareness of existing exchange programs by significantly increasing participation in the study abroad fairs held on campus.
2. Encourage faculty to integrate lecture/discussion/activity on an international topic related to the course content.
 - a. Each department will encourage faculty to consider use of a sabbatical leave at a foreign university to enhance course curricula with international-related experience.
 - i. CAFES to offer an extra stipend to faculty working at a foreign institution.
 - ii. Increase support for Fulbright participation.
 - b. Departments to develop and expand an ongoing international speakers’ program by identifying faculty and students with international experience to speaker to clubs and classes.
3. Each CAFES department will identify a “similar” department at a foreign university and develop curriculum, student exchange, and research collaboration.
 - a. Each department will develop at least one “shared” course in which students from both universities can participate through teleconference lectures/discussion, internet-based work groups, and student-to-student linkages on course projects.
 - i. Develop template and model process with timelines for course approval.
 - ii. CAFES will support faculty release time to develop the program.
 - b. Each department will host a foreign visiting professor for at least one quarter every year.
 - c. Each department will arrange for an international faculty exchange once every three years, ideally with the “similar” department identified above.
 - d. CAFES to support an endowment for foreign faculty to teach our students.
4. Increase the recruitment of non-US students accepted annually in CAFES departments for exchange programs.

THEME #7

CAFES recognizes, expects, and supports the faculty's sustained success in research and the professional development of faculty and staff, and has committed resources toward these goals.

Goals and Tasks:

1. Establish a culture within CAFES that supports, expects, promotes, protects, rewards, and celebrates faculty scholarship excellence as a core value.
 - a. Dean's office to produce two high-quality communications which recognize CAFES faculty and student scholarly accomplishments for broad circulation annually beginning AY 2009-10.
 - b. By fall 2010, fund and provide a leader to organize and host research gatherings, an annual agricultural research colloquium, monthly research seminar series, and quarterly faculty research socials.
 - c. By fall 2010, reinstitute a CAFES program to support travel for presentations by faculty at professional meetings.
 - d. Provide and administer at least one annual faculty award to recognize a sustained career of research and professional development beginning fall 2010.
 - e. Beginning fall 2010, fund faculty research presentation speaker expenses (~\$10,000/year) to present at least one university-wide research seminar per year, hosted by CAFES and appropriate academic dept(s).
2. Plan for and provide greater research laboratory, faculty office, and graduate student office space compatible with the scholarship expectations of the teacher/scholar model and with the hands-on education of students in a research setting.
 - a. By winter 2010, conduct a thorough survey and inventory of departments and individual faculty engaged in or planning research regarding their current and anticipated laboratory and other research space needs.
 - b. Consistent with unmet space needs identified, increase needed research space by 20,000 square feet by fall 2014.
 - c. Within the physical facility of each department, provide office space for full-time on-campus graduate students by winter 2010.
3. Increase recruitment of highly capable graduate students and facilitate the completion of their degrees and dissemination of their research results.
 - a. Increase monetary support for graduate students (tuition waivers, graduate stipends, teaching, assistantships) by ten percent annually each of the next four years.
 - b. Make physical resource improvements to support research by providing \$10,000 annually each of next five years to support research (e.g. computers, printing, copying access, etc.).
 - c. Expect and encourage a ten percent increase in graduate course offerings by 2011 (compared to 2008-09).
 - d. Increase graduate student enrollment by ten percent per year each of the next four years.
4. Create clear and consistent expectations and measures of scholarly achievement that are recognized in processes such as RPT; provide mechanisms and sufficient resources (including assigned time) for sustained scholarship.
 - a. By winter 2010, develop a definition for scholarly achievement that is measurable.
 - b. By June, 2010, define guidelines for including scholarly achievement into the RPT process.
 - c. By winter 2010, ensure faculty time to teach and advise graduate students is included in faculty workload analyses and assignments.
 - d. By fall 2010, ensure CAFES advancement efforts specifically address research and graduate program needs and opportunities.

5. Provide and support essential technical, clerical, and administrative staff to successfully grow and sustain faculty driven scholarship activities.
 - a. By fall 2010, internally fund and establish a college-level statistician to facilitate graduate student and faculty research activities.
 - b. Expect CAFES departments to revise department administrative and technical support staff job descriptions for new hires to include support of faculty research as part of their normal job duties as opportunities arise.
 - c. By winter 2010, establish a committee to review existing CAFES research support activities and recommend a prioritized list of five new ways to improve; implement best recommendations by fall 2010.

THEME #8

Due to successful implementation of its branding and marketing plan, CAFES is well known throughout the United States as the premier institution of higher education in agriculture.