

**Department of Community and Leadership Development (CLD)
2015-16 Implementation Plan Report**

Preface: Dr. R. Wes Harrison joined CLD as the new Department Chair in August of 2016. This report reflects his observations regarding the department's progress toward initiatives outlined in CLD's implementation plan.

Recommendations:

1. Plan externally facilitated conflict resolution activities to address historical concerns, reduce interpersonal conflicts and create a culture of collegiality and respect.

Assessment method: The completion of departmental conflict resolution activities.

Results: The Department contracted with Dr. Janelle McNeal to work with the Department's faculty and staff during the 2014/15 academic year. The Chair was provided a PowerPoint presentation and a set of notes regarding Dr. McNeal's recommendations. The notes provide suggestions to help mitigate both personal and professional conflicts within the department. The following are selected recommendations from Dr. McNeal's notes: 1) Work to respect boundaries and differences, and find ways to "agree to disagree"; 2) Learn how to have dialogues/debates and respect different communication styles; 3) Design departmental meetings that provides a structure with protocols and procedures to conduct departmental business, and provides staff opportunities to attend and participate on issues pertinent to them.

Analysis of results and reflection: The culture of collegiality in the department has made progress. Dr. Jones (Interim Chair) made great strides in creating a culture of transparency, and utilized the Departmental Executive Committee to help build consensus in addressing departmental problem. Addressing this issue will be an ongoing process, and the new Chair will seek to build on this recent progress.

Ongoing Improvement actions: The Chair has initiated, and will revise as needed, a departmental meeting structure that provides an effective venue for faculty and staff to participate in shared governance, and departmental transparency. Both chair and faculty will continually reassess the interpersonal dynamics and working relationships within the department.

2. Balance the benefits of a unifying departmental identity with the professional development needs of individual faculty members, particularly junior faculty.

Assessment method: The creation of a plan for a unified department identity combined with specific professional development activities for individual faculty.

Results: Last spring the department held its first joint celebration of Agricultural Education and CLD student success. This effort to improve unification continued this fall with a joint Agricultural Education and CLD alumni reunion.

Analysis of the results and reflection: Achieving a balance between a unified department identity and the professional development needs of faculty is an issue in every department. Perhaps more so in the CLD because we are a multidisciplinary department, and that comes with unique challenges - such as different sets of alumni, different disciplinary histories, and different professional associations. Resolving these problems requires setting priorities and finding ways to combine alumni events and identifying professional associations that foster multidisciplinary programs.

Ongoing improvement actions: A monthly faculty discussion series entitled, "CLD Unexpected" is ongoing, with the goal of providing a venue for the various departmental programs to identify and discuss common interests. The Department's Executive Committee, consisting of the Directors of Undergraduate Studies, Director of Graduate Studies, Center Director and an extension representative, is being utilized to advise the chair on major policy issues before they go to the faculty, when appropriate, for discussion and action.

A departmental planning retreat is scheduled during the next reporting cycle to further address this issue.

3. Work with the College Administration to secure resources commensurate with instructional revenue under the University's upcoming financial budget model.

Assessment method: The anticipated change in how central campus provides state funds to the various colleges changed with the naming of a new Provost. Consequently, the department's plans for more heavy reliance on student contact hours as an increasing source of revenue is no longer valid.

Results: There has been no change in the results related to this item this reporting cycle. The department sought, and the Dean of the CAFE approved, retention of salary savings in the Department to be used for departmental programs. While this is a satisfactory short term solution, the department needs to reconsider resource allocation given that a new university financial budget model will not be implemented at this time.

Analysis of the results and reflection: It was anticipated that a budget model would be implemented in 2015 with a heavier reliance on student contact hours. Many of the department's plans for undergraduate and graduate instruction were based on this assumed budget change. The chair will continue to make the college administration aware of departmental resource priorities including the possible addition of new faculty. The department continues looking for creative means for working with other programs to possibly create joint appointments.

Ongoing improvement actions: The departmental committees for undergraduate and graduate programs will consider curricula changes given that the proposed new budget model will not be occurring. Committees will consider the appropriate number of courses, course rotation and the use of other teaching resources such as teaching assistants and part time instructors. The undergraduate committee for the CLD curriculum has formulated a preliminary proposal, and the faculty will begin discussions of that proposal this fall.

4. Pursue external funding for extension and research to recruit graduate students and to release funds for new teaching resources.

Assessment method: An increase in the three-year running average of total external funding (grants and contracts), including primary and collaborative projects.

Results: The three year running average of external departmental grants were \$952,285 in FY 15 compared to \$1,260,122 in FY 14. Those values should show an increase in FY 16, due to two large grants recently being awarded to CLD faculty.

Analysis of results and reflection: The chair will continue to encourage faculty to secure external funding consistent with their teaching, research and extension programs. Their success will directly impact the department's ability to grow our graduate programs. Larger grants are being secured by a few faculty, but all faculty are being encouraged to examine how external grants might fit into their overall program. Existing grants are increasingly being used to fund graduate research assistantships.

Ongoing improvement actions: Continue to encourage faculty to seek grants consistent with their academic programs so additional funds can be made available to support graduate students. Review teaching commitments, with the goal of aligning selected faculty with a 2 plus 2 teaching schedule to allow time to pursue additional grant funds. Encourage faculty (particularly junior faculty) to participate in grant writing workshops and to form grant writing teams.

5. To reduce teaching loads, use a balanced variety of alternatives that includes using salary savings from grants to fund Type 1, Type 2, and Type 3 TA's, acquiring institutional TA funds under the University's new financial mode, recruiting practitioner instructors, streamlining course offerings, and implementing new initiatives judiciously.

Assessment method: Account for the number of teaching assistants and part time instructors available to provide additional teaching resources. Compare the number of core and elective courses being taught currently with numbers in the coming years.

Results: Given that the new budget model is not forthcoming, some results at this time are unknown. However, for this fiscal year two additional part time instructors have been hired along with two teaching assistants for assisting course offerings at the undergraduate level. We have also begun a curriculum streamlining process.

Analysis of results and reflection: Balancing teaching loads with research and Extension needs are essential for faculty to develop the expertise necessary to pursue grants. Strong research and Extension programs also provides scholarship and outreach expertise that strengthen teaching content. The use of TA's and PTI's must be examined in the context of number of courses offered within the curriculum. The use of TA's and PTI's will depend on funding provided through salary savings generated from external grants.

Ongoing improvement actions: The undergraduate and graduate committees are reviewing curricula changes related to the number of courses offered by CLD faculty, course rotation and courses that students might take from other departments to fulfill degree requirements. A preliminary proposal regarding the CLD undergraduate program is currently under discussion, and the graduate committee is working on a similar proposal for the graduate curriculum.

6. Hire a full-time academic coordinator who can focus on strategic recruitment, employer relations, advising and a limited amount of teaching.

Assessment method: Hiring of an Academic Coordinator.

Results: An Academic Coordinator was hired in the 2015/16 academic year, which was a tremendous success, but unfortunately the individual recently left UK for another post. The department decided to replace the full-time position with two part-time positions, and hired two part-time academic coordinators for the 2016/17 academic year - they are also pursuing doctorates in programs that are complementary to their teaching and advising duties.

Analysis of results and reflection: The Academic Coordinators have been a tremendous aid to the department's teaching program. Turnover is a concern with hiring part-time coordinators, but thus far this model has been successful.

Ongoing improvement actions: The chair, with the advice of the Directors of Undergraduate Studies, will continually monitor the activities and performance of the Academic Coordinator.

7. Respond to graduate students' need for more formal orientation and guidance, strategically serve the need for MS-level community and leadership training of extension agents, and consider launching a new Ph.D. program only after a program assessment of the recently revised MS program indicates success and sustainability.

Assessment method: Create a more complete orientation for new graduate students at the beginning of the academic year. Create a graduate student handbook for both graduate student and faculty use.

Results: A revised graduate student handbook has been developed. The department implemented a revised graduate student orientation, which utilized faculty panels to provide advice and answer new graduate student questions. Informal workshops have been organized by the DGS to make Faculty more aware of the Graduate School rules and regulations. The graduate students formed a professional departmental council to assist incoming graduate students.

Analysis of results and reflection: The graduate program is somewhat unique in this department because of the large numbers of part-time students that frequently require more years to complete their MS degree compared to full-time research and teaching assistants. Consequently, the DGS and Graduate Committee continues to monitor and review student progress toward completion of their degrees.

Ongoing improvement actions: Schedule periodic meetings for departmental faculty to become aware of the various Graduate School regulations. The Chair has asked the graduate committee to review departmental policies regarding the assignment of major professors, and graduate student advising.

8. Following Gary Hansen's tenure, retain an internal or external Interim Department Chair until the new instructional programs and the university's financial model stabilize. When sufficient unity exists to attract a strong candidate pool, conduct an external Chair search.

Assessment method: Hiring an interim department chair. Development of a position announcement for a permanent department chair and the appointment of a chair search committee.

Results: A national search was conducted and an external hire was completed. Dr. R. Wes Harrison joined CAFE and CLD in August 2016.

Analysis of results and reflection: Dr. Harrison and Interim Chair Dr. Jones have collaborated to provide a smooth transition, and to provide continuity in executing the implementation plan.

Ongoing improvement actions: The new Chair will continue with the implementation plan.

9. Create an additional faculty position in agricultural education to be filled by the beginning of the 2015/16 academic year.

Assessment Method: Creating and hiring of a new faculty position in agricultural education

Results: Dr. Harrison has been in discussions with the Dean's office about a joint appointment between CLD and BAE.

Analysis of results and reflection: The agricultural education program is one of two major undergraduate degree programs in the department. This program at UK will be celebrating 100 years of history in FY 15/16. Historically this program has had three full time faculty. Currently the program is being supported primarily by two FTE's. Other benchmark institutions with agricultural education programs have at least three FTE's and often more. This program is growing in numbers and has the enviable undergraduate placement record of 100% over the past four years. This program is labor intensive, in part, because of the required state certification process. One option for consideration is the acquisition of additional resources, such as part-time instructors. Given growing enrollments and strong demand for our graduates, this program should continue to be a growth area for the department's undergraduate program. The previous report's analysis remains in effect, with the following addendum. The CLD faculty now support moving forward on this recommendation, and progress has been made as described above under results.

Ongoing improvement actions: Once discussions with the Dean's office and the BAE Chair are complete, and CLD receives final approval for the position, the Chair will appoint a search committee.

10. The CAFE should “buy out” the portion of CLD sociologist salaries currently funded by the College of Arts and Sciences in order to resolve an increasingly problematic situation before a new chair is selected.

Assessment Method: All Community and Leadership Department faculty will be funded by the College of Agriculture, Food and Environment.

Results: No action has been taken at this time, but discussions with the College of Arts and Sciences continue.

Analysis of results and reflection: To move forward on this recommendation, the CAFE would be required to fund approximately \$80,000 of salaries for faculty who have small appointments funded in the Department of Sociology. There are some mutual benefits for both Sociology and Community and Leadership Development for this relationship if it were to continue, including the possibility of continued joint funding arrangements. In the coming year, further evaluation by the Department and the CAFE of the joint funding relationship should continue.

Ongoing improvement actions: Continue discussions of the desirability of this “buy out” and if the decision is that the “buy out” would be in the best interest of the Department, the Chair will work closely with the Dean of the CAFE to secure the required funding. Dr. Harrison has plans to meet and discuss this issue with the Dean.