

**Department of Community and Leadership Development
2014-15 Implementation Plan Report**

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. She met one-on-one with every faculty and staff member during which both qualitative and quantitative data were collected. She led a one day departmental retreat to share the results of her findings. She has attended the last three faculty meetings to observe and offer suggestions. Her final written report will be made available to the department later in calendar year 2015.

Analysis of results and reflection: Once Dr. McNeal's final report is available any analysis will be more complete regarding improvements in effective communication, morale, and satisfaction in the work place.

Ongoing Improvement actions: The chair and faculty will continually reassess the interpersonal dynamics and working relationships within the department. Enhanced communication among the various faculty programs is essential.

- 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: The department has nearly completed the facilitation process discussed above. One sign of departmental unification is that the first joint celebration of Agricultural Education and CLD student success was held in May. Plans are to make this an annual affair.

Analysis of the results and reflection: Achieving a balance between a unified department identity and the professional development needs of individual faculty is a continuing issue in every department, but perhaps more so in the Community and Leadership Development Department because faculty come from very diverse training backgrounds including Sociology, Rural Sociology, Agricultural Education, Community Development, Communications and Leadership. One key

is enhanced communications within the department and the equitable allocation of resources for the various sub-disciplines in the unit. Additional support funds are being made available for junior faculty to assist in program development.

Ongoing improvement actions: A monthly faculty discussion series entitled, "CLD Unexpected" has been initiated to communicate the various programs and initiatives that are occurring within the department. The Department's Executive Committee, consisting of the Directors of Undergraduate Studies, Director of Graduate Studies, Center Director and an extension representative, has been revitalized to advise the chair on major policy issues before they go to the faculty, when appropriate, for discussion and action. This committee also provides a communication conduit between the Chair and the entire department.

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: 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 interim chair will continue to make the college administration aware of departmental resource priorities including the possible addition of new faculty. The department is 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.

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 was \$952,285 in FY 15 compared to \$1,260,122 in FY 14.

Analysis of results and reflection: The interim chair has strongly encouraged faculty at the most recent performance evaluation meetings to secure external funding consistent with their teaching, research and extension 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. The interim chair made the decision this year to add an additional research assistant line to the department. However, funds from additional grants are essential to help meet the long term resource needs of the department's graduate program and to provide additional teaching resources.

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. And, create funding opportunities to provide additional teaching resources through the use of teaching assistants and part time instructors.

- 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.

Analysis of results and reflection: The acquisition of additional teaching resources such as TA's and PTI's increased this year. The continued or perhaps increased use of TA's and PTI's must be tempered by two things. First, the department needs to examine the curriculum as described in these recommendations, particularly the number of courses offered. Simply hiring more PTI's and/or TA's is not a substitute for a review of the curriculum. Second, the

future use of TA's and PTI's will require additional funding that will most likely need to come from salary savings generated from external grants.

Ongoing improvement actions: The undergraduate and graduate committees will consider curricula changes relating to the number of courses offered by CLD faculty, course rotation and courses that students might take from other departments to fulfill degree requirements. Consideration should be given to the possibility of hiring a permanent GEN 100 instructor who might also teach several CLD courses?

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 this past year and he has also been appointed as a part time instructor to teach two courses/sections per year. The Academic Coordinator has various duties beyond teaching such as advising, recruitment, serving as a communications link to alumni and prospective students, helping provide access to University-level resources, and encouraging various academic enrichment experiences.

Analysis of results and reflection: The Academic Coordinator position has been a tremendous aid to the department's teaching program. The various duties performed by this position have helped free-up faculty resources for other program endeavors.

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 draft graduate student handbook has been developed and is under review. The annual start of the academic year graduate student orientation has been strengthened to include part-time graduate students, as well as full-time

students. Informal workshops have been organized by the DGS to make Faculty more aware of the Graduate School rules and regulations.

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 Graduate Committee is implementing a more detailed review of student progress toward completion along with making faculty more aware of Graduate School rules.

Ongoing improvement actions: Schedule periodic meetings for departmental faculty to become aware of the various Graduate School regulations.

- 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: An interim external to the department chair was hired. The Dean of the CAFE has approved in principle the department chair position announcement. The department anticipates a search committee will be appointed in FY 15/16.

Analysis of results and reflection: The department's interests were best served by having some reasonable time pass between the previous chair (Dr. Gary Hansen) and an incoming permanent department chair. The interim chair will likely remain through the remainder of FY 15/16 until a new chair is hired.

Ongoing improvement actions: It is anticipated that in the coming year Dean Nancy Cox of the CAFE will identify a search and screening committee to formally initiate the department chair search process. Dean Cox is committed to a national search, but internal candidates to the University of Kentucky will be invited to apply as well.

- 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: This position was not created, approved or hired.

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. It is not clear at this time whether a third faculty member for this program would be supported by the faculty as their top faculty hiring priority.

Ongoing improvement actions: The department in the short run will investigate the possibility of securing additional resources for this program that could involve additional TA's and/or hiring part time instructors or perhaps other personnel that could assist with assessing student teaching which occurs at secondary schools throughout the state and region. The department will consider the options of joint appointments with a link to the Biosystems and Agricultural Engineering department being one possibility under review.

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.

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.