

Department of Community and Leadership Development
2013-2014 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 has contracted with Dr. Janelle McNeal to work with the Department during the 2014-2015 academic year. She will be available to meet one-on-one with all department members during which both qualitative and quantitative data on morale, satisfaction, etc. will be gathered. She will also provide training on effective communication, facilitate group sessions to discuss findings, arrange one-on-one small group sessions for relevant individuals, monitor progress during a maintenance phase, and provide a final report to the Department. Dr. McNeal, who is now in private practice, had significant experience working with University units/departments during previous employment with the University.

Analysis of results and reflection: Because the consultant will perform these activities throughout the 2014-2015 academic year, analysis is not possible at this time.

Ongoing improvement actions: Upon completion of the departmental conflict resolution activities, the chair and faculty will reassess 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 departmental identity combined with specific professional development activities for individual faculty members

Results: The department has initiated the facilitation process discussed above.

Analysis of results and reflection: Achieving a balance between a unified department identity and the professional development needs of individual faculty members will be a major focus. The discussions and decisions from the process should both help guide the Department as a whole and provide perspective for the incoming interim chair and, eventually, permanent chair.

Ongoing improvement actions: Following the creation of the plan for a unified departmental identity combined with specific professional development activities for individual faculty members, the interim chair and, ultimately, the permanent chair will continue to assess and monitor this recommendation.

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

Assessment method: Implementation of the new budget model

Results: Department faculty discussed the need to pursue this recommendation during a meeting with College administration during June 2014.

Analysis of results and reflection: The implementation of the new budget model will be an on-going process with the chair or interim chair working closely with College administration to implement the new budget model. While discussions were begun in June 2014, the budget implementation process will not be complete until July 1, 2015.

Ongoing improvement actions: The chair or interim chair will continue to work closely with College administration over the coming year to facilitate the University transition to the new budget model.

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 (Primary and Collaborative).

Results: The three-year running average of external departmental awards was \$1,820,185 in FY 14 compared to \$1,941,767 in FY 13.

Analysis of results and reflection: Department faculty continue to seek external funding and to explore options for both funding a portion of their salaries and to support graduate students as part of their grant/funding proposals. Since this is a long-term effort, it is not a quick-fix to current strains on teaching resources.

Ongoing improvement actions: The Department will continue to monitor progress over the coming years.

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 TAs, acquiring institutional TA funds under the University's new financial model,

recruiting practitioner instructors, streamlining course offerings, and implementing new initiatives judiciously.

Assessment method: The funding of additional TA positions, the utilization of practitioner instructors, streamlining of departmental course offerings, and judiciously implementing new initiatives

Results: The CTE Undergraduate Committee and the Community and Leadership Development Undergraduate Committee have been asked to explore options for implementing this recommendation as they work to develop course schedules for upcoming semesters.

Analysis of results and reflection: Alternatives for reducing teaching loads are beginning to be considered both by relevant committees and the Department as a whole. Since none of the recommended alternatives are quick fixes, progress is not immediate. Progress is anticipated over the coming one to two years, however.

Ongoing improvement actions: The department will continue to implement the recommendations and monitor progress in reducing teaching loads.

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

Assessment method: The hiring of a full-time Academic Coordinator

Results: An academic coordinator position has been approved and advertised. The application period has closed and four finalists have been interviewed.

Analysis of results and reflection: The position should be filled by the end of October 2014. Complete analysis and reflection of the hiring of a new full-time Academic Coordinator will not be possible until 2014-2015.

Ongoing improvement actions: The chair will monitor the activities of the new full-time Academic Coordinator to insure a focus on strategic recruitment, employer relations, and advising with an additional limited amount of teaching.

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: Creation of a more thorough orientation for graduate students, initiation of MS-level community and leadership training for extension agents, review of

the recently revised MS program for success and sustainability, and, based upon that evaluation, consideration of launching a new Ph.D. program

Results: A new, more in-depth orientation and information session was held in August 2014 for both new and returning CLD graduate students.

Analysis of results and reflection: The new orientation and information session was well received by students. The Graduate Committee will continue to explore options for balancing and meeting the needs of both traditional full-time graduate students who are on-campus and the graduate training needs of extension agents who pursue the degree on a part-time basis and are located throughout the state.

Ongoing improvement actions: The Graduate Committee will evaluate this year's session to determine if further refinement is required.

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: The appointment of a new Chair of the Community and Leadership Development Department

Results: CAFE dean Nancy Cox has accepted this recommendation, solicited nominations, and contacted individuals about becoming interim chair.

Analysis of results and reflection: The goal is to name an interim chair as soon as possible, probably by November 1, 2014.

Ongoing improvement actions: Following the appointment of an interim chair, the department will continue to build cohesiveness within the department and, ultimately, begin the search process for a new Chair.

9. Create an additional faculty position in agricultural education to be filled by the beginning of the 2015-2016 academic year.

Assessment method: The creation and hiring of a new faculty position in agricultural education

Results: Department faculty met with College administration to discuss the Department's External Review and the Department's response.

Analysis of results and reflection: The rationale for this internal recommendation was presented, but College administrative has not supported moving forward with this recommendation.

Ongoing improvement actions: Therefore, this recommendation will not be implemented by the target date (beginning of 2015-2016 academic year).

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

Assessment method: All faculty within the CLD Department be funded by the College of Agriculture, Food and Environment.

Results: Department faculty met with College administration to discuss the Department’s External Review and the Department’s response.

Analysis of results and reflection: The rationale for this chair-initiated recommendation was presented but moving forward requires substantial funding from CAFE which has not been forthcoming up until now.

Ongoing improvement actions: Discussion of “buying out” time from Arts & Sciences needs to continue as the University implements its new budget model.