

Summary of progress on prior review committee recommendations, provided to 2019 -2020 program review committee

The Department's last review was conducted in the Spring of 2014. A summary of the review team's ten recommendations and subsequent departmental actions are described below:

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 McNeal Psychological Services to conduct a conflict resolution retreat in 2015. The outcomes from this retreat were mixed. Approximately 20% of the faculty felt the retreat was useful, but the majority felt the retreat fell short in providing long-term actions.

After hiring a new chair in 2016, the department had a second retreat in January 2017, which was followed by the new chair conducting a seminar to address faculty and staff concerns regarding conflicts, and establishing a plan to foster an improved culture of trust, civility, and collegiality.

Analysis of results and reflection: Outcomes from the 2017 retreat included agreement that the department needs to focus on relationship-building and improving our understanding of what it means to be a multidisciplinary unit, and a consensus on the importance of focusing on the quality of our work through a more unified vision and mission. The department has revised its vision, mission, and core-values statements to improve a sense of community.

Ongoing Improvement actions: Another important outcome of the 2017 retreat was a departmental commitment to improve departmental culture through greater transparency and accountability. Both chair and faculty continually reassess the interpersonal dynamics and working relationships within the department. We believe we have made positive and significant progress in addressing civility within the department, at least in a general sense. Department meetings generally follow Robert's rules of order. Meetings have been amenable, and we have deliberative and productive discussions, which in most cases lead to civil decision-making. In some cases, faculty have resolved past disagreements.

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: As previously noted, the department has developed a new mission statement to provide a better sense of unity.

Analysis of the results and reflection: Achieving a balance between a unified department identity within a multidisciplinary department is challenging. We must be more than just "multidisciplinary", but rather "multidisciplinary with a purpose." Our new mission statement reads: *As scholars, teachers, and practitioners in a multidisciplinary social sciences department, we create new knowledge through research, Extension and outreach. We develop and empower our students, organizations and communities to envision and achieve sustainable and equitable futures.*

Ongoing improvement actions: A monthly faculty discussion series entitled, “CLD Unexpected” continues to provide a forum for sharing and discussing how programs in the department achieve this goal. We have also launched a “research seminar series” to provide another venue for professional development and discussion regarding different disciplinary approaches to accomplishing our mission.

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 in 2016. Consequently, the department’s plan for more heavy reliance on student contact hours as an increasing source of revenue is no longer valid. No Update regarding this item. We await a new funding plan from central administration.

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 allocations given that the 2015 university financial budget model was not implemented. Since 2016, yet another Provost was appointed with a new funding model, which is being finalized and expected to roll out in FY 2020-21.

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. Given that another funding model is forthcoming, 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 curricular 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 direct and collaborative projects. Table 1 shows direct and collaborative external funding awards since our last review.

Results:

<b>Table 1. Direct and Collaborative Awards, FY 2014–15 to 2018–19.</b>					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Direct	\$385,004	\$53,000	\$884,102	\$351,521	\$424,472
Collaborative	\$4,552,148	\$1,657,987	\$13,672,320	\$13,097,025	\$1,448,399

Our direct grant productivity this past fiscal year was \$424,472, up from last year but 23 percent below a three-year moving average. The five-year direct average is \$419,620, so in a longer-term context we had an average year. Collaborative grant dollars (\$1,448,399) are less this year relative to past years, which is due to the completion of a large collaborative grant related to Supplemental Nutrition Assistance Program Education (SNAP-Ed). We do not perceive a reason for concern here, other than to note that much of our direct grant support is linked to collaborative ventures with other units in CAFE and the broader UK community.

Analysis of results and reflection: The chair will continue to encourage faculty to secure external funding consistent with teaching, research, and extension programs. Success will directly contribute to the department's capacity to grow our graduate programs since 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 specific 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: The department has begun to implement a curriculum revision that is expected to utilize instructional DOE's more efficiently by reducing the number of required CLD courses within the major, and reducing some course offerings from twice-a-year offerings, to once an academic year. The department is also utilizing additional teaching assistants and PTI's to meet course load demands.

Analysis of results and reflection: The department has hired one FTE to contribute to teaching needs regarding the Ag. Education program and is currently searching for another FTE to contribute to the CLD program.

Ongoing improvement actions: The undergraduate and graduate committees will continue to consider curricular changes relating to the number of courses offered, selected course rotations, as well as courses that students might take from other departments to fulfill degree requirements.

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 for the 2014–15 fiscal year, but resigned to take another position. 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 was a significant contribution to the department's teaching program. During the 2015–16 fiscal year, the decision was made to split the full-time position into two part-time positions – one for the CTE program and the other for the CLD program. These two positions were filled by Ph.D. teaching assistants. The results have been mixed from the current chair's perspective. The ACs have done an excellent job given their part-time status. However, serving as an academic coordinator is a demanding task and fulfilling all AC responsibilities while pursuing a Ph.D. is challenging with recently increased student enrollment. Can our successes this past year be sustained is a critical question particularly in light of all other college ACs are full-time? A part-time model will result in high turnover rates, which will create challenges in training new ACs every few years. This may make sustained performance over the long run difficult to achieve.

Ongoing improvement actions: The chair, with the advice of the Directors of Undergraduate Studies, will continually monitor the activities and performance of the Academic Coordinators. We are pursuing plans to convert the two part-time AC's into two full time positions.

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 graduate school rules and regulations.

Analysis of results and reflection: The graduate program is somewhat unique compared to others in the college 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 degree completion.

Ongoing improvement actions: Schedule periodic meetings for departmental faculty to become aware of the various Graduate School regulations. No further changes needed.

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. The permanent chair joined CAFE and CLD in August 2016.

Analysis of results and reflection: The chair has implemented a transition strategy with the following priorities: improving civility and collegiality of the department's culture through leadership from senior faculty and the executive committee. Improve trust through greater transparency and revisions to the rules of procedure for the department. Revise the department's vision, mission, and value statements. Fully utilize faculty expertise across both undergraduate programs and manage teaching assignments to maximize opportunities for faculty to conduct research.

Ongoing improvement actions: The new chair will continue with implementation of this plan along with results of this periodic review unless there is a desire to do something different.

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: The current chair completed discussions with the Dean's office about a joint appointment between CLD and BAE. The position was created and approved. We filled this position, but the incumbent resigned this past fall to rejoin her former department.

Analysis of results and reflection: The resignation of a relatively new Agricultural Education faculty is a concern. The Ag. Education program is growing, and there is a strong tight-knit chemistry between our Ag. Ed. Faculty and students. Multiple factors led to the resignation, and as we seek to fill the vacancy, finding the "right" fit for that position is important.

Ongoing improvement actions: At the time of this report, we are actively searching for a replacement with on-campus interviews scheduled.

10. The CAFE should "buyout" 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: The chair met with the Dean and a proposal to complete the buyout was approved, and all budgetary links regarding CLD/Sociology joint appointments have ended, with the exception of one faculty position, which was created as part of a dual career partner hire.

Analysis of results and reflection: The chair is optimistic that full integration of sociology appointments into CLD teaching programs will improve departmental unity.

Ongoing improvement actions: No further action needed.