

**Refocused Seven-Year Implementation Plan Leadership Studies Addendum**  
April 12, 2022

*In response to the feedback provided at the March 17, 2022 Program Review meeting, the following Implementation Plan has been refocused in consultation with Dr. David Colnic, POPALS Chair, to support program development of the new major and minor in Leadership Studies. The original Implementation Plan was submitted with the APR in March 2020.*

**Operational Plan and Resource Allocations**

1. Proactively invest in **program growth** activities in the following ways:
  - a. Prioritize resources that support recruitment, networking, and internal and external outreach to increase the number of students majoring or minoring in Leadership Studies. These activities include networking with relevant stakeholders at local community colleges (Modesto Junior College, San Joaquin Delta College and/or Merced College), student clubs/societies, and community partners.
  - b. Deepen and broaden efforts to provide field-based experiences and experiential learning opportunities for undergraduate majors that span the range of settings in the region and optimize student time to degree.
  - c. Develop the capacity and infrastructure to bring classes and programs to build a thriving major for students on our Stockton campus using advanced technologies and multiple delivery formats (face-to-face, hybrid and online) where appropriate. Reward innovation in programming.
  
2. Effectively develop and implement **program assessment** practices in some of the following ways:
  - a. Develop and disseminate clear assessment procedures and outcome indicators for the program, revisiting as appropriate updated program learning outcomes and program curriculum map.
  - b. Ensure that assessment procedures are aligned with and furthering department and college expectations (where relevant) and that all data aggregated for outcome indicators are analyzed to inform continuous program improvement and/or shared in annual reports.
  - c. Resource the incorporation of alumni and employer feedback into continuous improvement processes to inform the stateside Leadership Studies program.

**Resource allocation for program growth and assessment:**

- Provide an additional three wtus annually for three years, with a reexamination of resourcing to areas most responsive or needed to support the above activities.
- Provide an additional six wtus annually of instructional courses to support the major and minor infrastructure for a Stockton-based stateside Leadership Studies program. This is in addition to the current instructional support of planned six to nine wtus of LEAD course offerings for the Turlock student community with additional courses offerings based on program growth and enrollment needs.
- Fund outreach and recruitment activities at a level sufficient to foster success in these areas.

3. Prioritize support for **program management** for new and continued program delivery activities in the following ways:
  - a. Recognize that high-quality advising and mentoring are key to undergraduate success. Clarify and align roles and responsibilities to promote clear communication and efficiency to foster student success. Additional duties may include participation in information sessions, new student orientation sessions and/or program showcases.
  - b. Support faculty director involvement across standing departments, college(s), and university and community meetings, such as CAHSS and Provost Chair/Directors monthly meetings, major department meetings, and meetings of other related campus divisions (Student Affairs Leadership and honors programs).
  - c. Pursue policies, systems and scheduling practices that promote both multi-departmental and interdisciplinary collaborations to ensure that undergraduate majors and minors have meaningful opportunities for academic work.
  - d. Continually revisit our academic and systematic practices in developing reports, recertifications and curriculum planning that allow for timely access to reliable and understandable data to inform decision-making.
  - e. Implement practices that foster a healthy work-life environment that encourages a balance of responsibilities of the faculty director in alignment with resource allocation.

**Resource allocation for program management:**

- Continue to provide three wtus annually to support maintenance activities to sustain the program through various academic year activities, with possible additional resources for off-contract and red/white calendar time periods.

4. Initiate **program succession planning** in the following ways:
  - a. Attract, retain, develop and promote a diverse, engaged and productive permanent full-time tenure-track/tenured Leadership Studies faculty in collaboration with a related major discipline(s) within the CAHSS that also supports the interdisciplinary nature of the program and program courses.
  - b. Develop with and Faculty Affairs a recruitment advertisement for an open pool of part-time LEAD faculty for term appointments, as needed.
  - c. Encourage and support professional development of program faculty seeking leadership positions in campus, community and professional associations, as well as transparent consultation with program faculty, program director and department chair for succession of the founding director when the need arises.
  - d. Invest in the development of knowledge, capacity and skills across program faculty and staff to ensure the successful implementation of the program's priorities, websites, and other promotion efforts with the Communications Office.

**Resource allocation for program succession planning:**

Request for resources is predicated on program growth of majors and minors to support course offerings, leadership development and program continuation.