

**Attachment 2**  
**Academic Affairs**  
**Discussion Agenda Information**

**Interdisciplinary: PhD in Leadership Communication**

**NEW PROGRAM PROPOSAL**

**Basic Program Information**

- (1) Proposing institution;** Kansas State University
- (2) Title of proposed program;** Leadership Communication
- (3) Degree(s) to be offered;** Ph.D.
- (4) Anticipated date of implementation;** Spring 2017
- (5) Responsible department(s) or unit(s);** Communication Studies, Staley School of Leadership Studies, Communications and Agricultural Education
- (6) Center for Education Statistics (CIP) code associated with the program;** 44.0201

**Program Proposal Narrative**

**Program Justification**

**Is the program central to the mission of the institution? What are the locational and comparative advantages of the program?**

The proposed Ph.D. in *Leadership Communication* recognizes the need for interdisciplinary approaches to solving complex challenges. This research degree focuses on the discursive theories and practices to lead change on the world's most difficult problems. The curriculum will integrate experiential, theoretical, and applied approaches to understand leadership communication. Graduates will use community-engaged research to transform the academic, nonprofit, government, private, and civic sectors in which they live and work.

The land-grant mission of Kansas State University drives the commitment to more effectively engage publics locally, nationally, and internationally. Engaging publics to lead change on our increasingly diverse society and rapidly changing world requires communication knowledge and skills. This doctoral program in Leadership Communication directly responds to this need by providing opportunities for the discovery of knowledge and the education of graduate students to conduct research alongside communities through engaged scholarship. Through this research program Kansas State University will contribute to the highly skilled and educated citizenry needed to address the complex challenges of our society.

This national research program will advance the goals of K-State 2025 by creating a new interdisciplinary doctoral program. With this program we will increase the number of doctoral degrees and advance high impact research and community-engagement at K-State. The program creates and offers opportunities for K-State research faculty to partner with communities to conduct research and disseminate ideas. This one-of-a-kind research program will recruit and retain high quality researchers and graduates, contributing to the university's 2025 goal of becoming a top 50 public research university.

This new interdisciplinary research program is a collaborative effort with the Department of Communication Studies, the Staley School of Leadership Studies, the Department of Communications and Agricultural Education, and the Institute for Civic Discourse and Democracy (ICDD). These units operate within the College of Arts and Sciences, College of Education, College of Agriculture, and Office of the Provost. This unique collaboration allows students to engage in research on the discursive theories and practices of leading change on complex issues to contribute to the public good.

In addition to the faculty of the involved academic departments, ICDD has a central role to play in this program. ICDD has a strong record and national reputation for research and teaching regarding the discursive practices of public education, outreach, and community engagement. Its current role of facilitating public dialogue will serve as a vital connection for doctoral students to apply theory and conduct field research. The increasingly prominent requirement of community engagement in national and international grants and agencies, such as NSF, USDA, and USAID, means that ICDD is now well-positioned to provide an essential service for university grant teams, the funding from which can support assistantships for doctoral students in this program.

There are no other programs or institutions with similar research programs – those that focus primarily on the discursive aspects of leading change - in the Kansas Regents system or in the region. Small pieces of this program are represented in traditional disciplinary units such as the expertise in communication studies. However, the unique combination of these three disciplines working together with the outreach arm of ICDD is unprecedented. Additionally, the Staley School of Leadership Studies is on the forefront of civic leadership education and is one of the largest academic programs for leadership studies in the nation.

### **What is the student demand for the program and what are the characteristics of the students who will participate in the program?**

The projected enrollment for this program is three full-time, funded, students each year for the first three years; five students each year following. The students entering this program will represent a variety of academic backgrounds and sectors due to the interdisciplinary and applied nature of the program. The characteristics of students targeted for this program include:

- Students preparing for jobs with nongovernmental organizations (NGOs), foundations, and government who need to conduct original research and engage communities/publics
- Students interested in the communication aspects of leading social change
- Truman and Udall Scholars who have a demonstrated commitment to public service leadership and seek an applied terminal degree (These students bring funding through their educational awards.)
- Students who will become research faculty in Agricultural Communication, Communication Studies, or Leadership Studies

In order to determine student demand for the program, a needs assessment was conducted with current Kansas State University students in the graduate programs of communication studies and communication and agricultural education, and undergraduate students in the leadership studies minor with a nonprofit focus. One hundred and fifteen students are currently enrolled in these three programs, and 55 responded to an online survey about the proposed PhD program. Of these, 44 indicated they had at some point considered seeking a PhD. Of these 44, 72.8% (n = 32) indicated they were either somewhat interested, interested, or very interested in entering into this interdisciplinary PhD program. When asked about the Program's learning outcomes, 90.9% (n = 40) indicated SLO1 was either somewhat important, important, or extremely important, while 95.5% (n = 42) indicated SLO2 was

either somewhat important, important, or extremely important, 88.7% (n = 39) thought SLO3 was either somewhat important, important, or extremely important, and 86.4% (n = 38) indicated SLO4 was either somewhat important, important, or extremely important to their PhD program learning goals. These results indicate a perhaps strong student demand for this interdisciplinary PhD among current students at Kansas State University, with likely demand from students at similar programs across the United States.

These students were also asked when they would be prepared to enter a PhD program. The following data signify demand high enough to meet our minimum enrollment for the first three years.

<b>Projected Enrollment Semester Reported by Students</b>		
	Frequency	Percent
Fall 2016 or sooner	8	18.2
Summer 2017	3	6.8
Fall 2017	8	18.2
Summer 2018	2	4.5
Fall 2018	8	18.2
Spring 2019	6	13.6
Other After 2020	9	20.5

In addition to the survey data gathered, a series of conversations were held with administrators of the Truman Scholarship Foundation and the Clinton School of Public Service during proposal development. The Executive Secretary of the Truman Scholarship Foundation reported that Truman Scholars elected in the last 7 years are now seeking PhDs in higher numbers than masters or law degrees, a steadily growing trend that represents Truman Scholars' desire for applied terminal degrees. Significant student demand was reported also by the Clinton School among graduates achieving the Masters of Public Service.

Admission requirements for this program include 30 hours of a master's degree or other post-secondary work, a personal statement demonstrating interest in community-engaged scholarship, a statement of research interests, and three letters of recommendation. Applications will be due Dec. 1 for the following fall semester.

**What is the demand for graduates of the program?**

This program responds to a need for highly trained people who can conduct original research and convene publics to address complex problems. To determine need for and key elements of this program, a two-round Delphi study collected data from a purposive sample of experts identified by the three units that are collaborating on this initiative. Predominantly, demand for graduates exists within the areas academia, non-profits, and consultancy. Other demand fields are in specific subject areas (e.g., health or science) and government.

There has been steady growth since the 1970s for students with communication degrees, this program would incorporate elements of communication and leadership which is in high demand. In 2014, 752 academic positions in communication were available compared to 351 positions in 2009. That number of positions is greater than the number of doctoral degrees granted. As further evidence that this area of the discipline is growing, the National Communication Association in 2014 established the division of dialogue and deliberation. Agricultural communications programs have grown from less than ten 20

years ago to more than 45, with additional programs currently coming on line. Currently only three institutions grant doctorates in the field and fail to produce enough graduates to meet the demand.

### **Curriculum of the Proposed Program**

**Describe the more important academic objectives of the proposed program, including the range of skills and knowledge future graduates will possess.**

The academic objectives of this program are to:

- Convene diverse publics
- Discern and apply ethical frameworks of public engagement, democracy, deliberation, and dialogue
- Critically evaluate key concepts and theories of deliberative democracy and public engagement
- Design and implement community-engaged scholarship
- Advance the interdisciplinary scholarship of public engagement
- Enhance communication, leadership, and collaboration

**The course work required of all students who major in this program shall be described.**

This interdisciplinary program includes a combination of newly co-created courses among the three proposing departments and leverages existing courses offered within academic departments already established at the university. Courses with cross listed prefixes such as COMM/LEAD/AGCOM 814 will be taught by faculty in all three departments on a rotation. The curriculum was designed with faculty from all three departments. This curriculum will continue to be developed and updated through the associated program faculty.

The curriculum includes five unique courses COMM/LEAD/AGCOM 814- Graduate Studies in Leadership Communication, COMM/LEAD/AGCOM 815- Seminar in Leadership Communication, COMM/LEAD/AGCOM 845- Approaches to Public/Community Engagement, COMM/LEAD/AGCOM 945- Public Problem-Solving, COMM/AGCOM 916- Communication Theories and Engagement. Additionally, LEAD 801- Foundations of Leadership will be a required course in addition to the five listed above.

Students will also complete 12-credit hours of research methodologies. These courses already exist at the university and students will choose from a list of courses. Beyond the core and methods courses, students must complete an additional 30 credit hours. A minimum of 15 credit hours must be from dissertation research hours. The remaining 15 credit hours may come from either elective coursework or more dissertation research hours.

Students will work with their committees to choose 1-15 credit hours of elective courses. These electives should be used to move deeper in one or two areas associated with the program. Students will be encouraged to consider the work required with their unique community-engaged scholarship (CES). The circumstances of each plan of study and CES project will guide the types of courses students would be advised to take. Two examples of this include the Certificate in Dialogue, Deliberation, and Public Engagement and the Certificate in Social Justice Education.

This program is rooted in the values of community-engaged scholarship and students must demonstrate the ability to produce new knowledge in ways that are consistent in both the form and content of deliberation and public engagement. Instead of devising a research project in isolation and then implementing the study on community, CES requires students to co-create an inquiry strategy with community. Students would be required to integrate values and process of democratic civic

engagement and public engagement into their CES project. The course work of the program is designed to give students opportunities to work with community in structured learning spaces. Their individual plan of study would prepare them to execute large portions of the CES project in their third year of study.

The required courses associated with the program are designed and sequenced to introduce students to key CES and public engagement concepts as they would appear in the CES process. Students will learn about leadership and communication theories in relation to public engagement in 801 and 916. Additionally, they will understand the values and process and theoretical frameworks of CES in 845. Students will begin partnership building and identifying research opportunities in 945. Third year students will implement their CES drawing from existing community partnerships from previous class work.

**Internships and practica required of students in this program shall be described.**

No internships or practica required

**If clinical are required, are sufficient sites available?**

No clinical required

**Program Faculty**

**Faculty Qualifications**

The core faculty listed below have participated in the program development and will provide instruction and advising/committee service. Courses will rotate between the three departments and so will the load for each faculty. For example, a faculty member who is teaching in the program might have a 25% assignment including advising/committee service for one year. They may then have a 5% assignment in the following two years as they continue to have advising/committee services as teaching responsibilities rotate to another faculty member/department.

CORE FACULTY					
NAME	TITLE	DEPT.	HIGHEST DEGREE	TENURE STATUS	INSTRUCTIONAL EXPECTATION & ACADEMIC SPECIALIZATION
David Procter	Professor, Director of Institute for Civic Discourse and Democracy	COMM	Ph.D.	Tenured	Director of Program Specialization: Community development, civic engagement
Timothy Steffensmeier	Associate Professor, Department Head	COMM	Ph.D.	Tenured	Interdisciplinary Advisory Committee Specialization: Public Deliberation, Argumentation
Mary Tolar	Associate Professor, Director	LEAD	Ed.D.	Tenured	Interdisciplinary Advisory Committee

					Specialization: Social Movements, Civic Leadership
Kris Boone	Professor, Department Head	AGCOM	Ph.D.	Tenured	Interdisciplinary Advisory Committee Specialization: Crisis and Strategic Communication, Issues Management
Soumia Bardhan	Assistant Professor	COMM	Ph.D.	Tenure-Track	Instructional Expectation: COMM 814 Specialization: Intercultural Communication, Rhetoric
Soo-Hye Han	Assistant Professor	COMM	Ph.D.	Tenure-Track	Instructional Expectation: COMM 916 Specialization: Political Communication, Citizen Engagement
Colene Lind	Assistant Professor, Graduate Program Coordinator	COMM	Ph.D.	Tenure-Track	Instructional Expectation: COMM 814 Specialization: Political Communication, Rhetoric
Greg Paul	Assistant Professor	COMM	Ph.D.	Tenure-Track	Instructional Expectation: COMM 916 Specialization: Restorative Justice, Conflict resolution
Natalie Pennington	Assistant Professor	COMM	Ph.D.	Tenure-Track	Instructional Expectation: COMM 916 Specialization: Communication and Technology, Relational Communication
Sarah Riforgiate	Assistant Professor	COMM	Ph.D.	Tenure-Track	Instructional Expectation: COMM 815 Specialization: Conflict resolution, Organizational Communication

Timothy Shaffer	Assistant Professor	COMM	Ph.D.	Tenure-Track	Instructional Expectation: COMM 845 Specialization: Civic Education, Public Deliberation
Eric Hartman	Assistant Professor	LEAD	Ph.D.	Tenure-Track	Instructional Expectation: LEAD 945 Specialization: Global Development and Engagement
Brandon Kliewer	Assistant Professor	LEAD	Ph.D.	Tenure-Track	Instructional Expectation: LEAD 845 Specialization: Civic Leadership, Public Engagement
Kerry Priest	Assistant Professor	LEAD	Ph.D.	Tenure-Track	Instructional Expectation: LEAD 814 Specialization: Leadership Education, Leader Identity Development
Andrew Wefald	Associate Professor	LEAD	Ph.D.	Tenured	Instructional Expectation: LEAD 815 Specialization: Organizational Leadership, Leadership Theory
Lauri Baker	Associate Professor, Graduate Coordinator	AGCOM	Ph.D.	Tenured	Instructional Expectation: AGCOM 916 Specialization: New-Media Marketing Research
Jason Ellis	Associate Professor	AGCOM	Ph.D.	Tenured	Instructional Expectation: AGCOM 916 Specialization: Risk Crisis and Scientific Communication

**SUPPORTING FACULTY**

NAME	TITLE	DEPT.	HIGHEST DEGREE	TENURE STATUS	INSTRUCTIONAL EXPECTATION & ACADEMIC SPECIALIZATION
------	-------	-------	----------------	---------------	---

Leigh Fine	Assistant Professor	LEAD	Ph.D.	Non-Tenure-Track	Instructional Expectation: LEAD 801 Specialization: Social Construction, Queer Leadership, Social Movements
Irma O'Dell	Associate Professor	LEAD	Ph.D.	Non-Tenure Track	Specialization: Group and Team Leadership Development, Learning Assessment

This program will leverage the resources that already exist in Communication Studies, the Staley School of Leadership Studies, and Communications and Agricultural Education. As part of their 2025 strategic plan, the Staley School outlined goals for two tenure-track lines to support the development of new programs. Both of these lines were secured and filled in 2014. In the past three years, Communication Studies advanced their 2025 plan by hiring five tenure-track faculty members with expertise related to this proposed program. Communications and Agricultural Education has existing faculty expertise to support this program. To strengthen Communications and Agricultural Education's support of this program, they will work through their Dean's Office to request 1 FTE Instructor or Assistant Professor in Communications and Agricultural Education (estimated \$79,200-\$118,800 includes salary and benefits). Although the program does not hinge on this new faculty position, it would enhance the program. Additional administrative support in the form of .5 FTE that could be absorbed by the A&S College's shared services model that is under development. Funding for graduate assistantships is also considered and outlines in more detail below.

**How many graduate assistants will serve the program?**

10 graduate assistantships will support the program

- 5 graduate teaching assistantships from Communication Studies that will primarily teach COMM 105/106. Two new GTA positions are budgeted for FY 2017 from engineering initiative funds. The remaining three positions would come from continued enrollment growth. (Total =\$108,080; \$7,616 tuition + 14k stipend).
- 3 graduate research assistantships from Communications and Agricultural Education funded through extramural awards (USAID Feed the Future Lab for the Reduction of Post-Harvest Loss -- in year 2 of a five year period and renewable USDA Southern Plains Regional Climate Hub -- two years, started January. Center for Rural Enterprise Engagement also is applying for an AFRI and a second USDA Ag Marketing Service Federal-State Marketing Improvement Program grant (already secured one) USDA Coordinated Agricultural Project on Shiga-toxin producing E. Coli -- five year grant in year 4.USDA-National Institute for Food and Agriculture Citrus Greening, five year grant at end of year 1.)
- 2 additional GTA/GRA lines will be developed through external funding. This is currently in the development goals for the Staley School of Leadership Studies.

**Academic Support**

**What are the academic support services for this program?**



Advising services will be provided by the core faculty members with the governance of the Interdisciplinary Advisory Committee. The library, audio-visual, and academic computing resources already exist within the three departments to support the volume and quality of the program.

**What new library materials and other forms of academic support are required beyond normal additions?**

The academic support and library resources are sufficient in supporting this program. No additional support or acquisitions are needed. The library currently has access to books and journals needed to support student and faculty research such as: Journal of Higher Education Outreach and Engagement, Journal of Leadership Studies, The Leadership Quarterly, Leadership and the Humanities, The Journal of Interactive Marketing, Journal of Advertising Research, and International Marketing Review.

**What new supporting staff will be required beyond normal additions?**

To adequately support the program in this structure, this interdisciplinary program leverages existing resources from three departments and requests few new resources.

**Current Resources**

- 10% of ICDD Director's time to serve as director of the Ph.D. in Leadership Communication (assigned from Office of the Provost)
- Support from graduate directors in Communication Studies and Communications and Agricultural Education
- 3 GRA lines from Communications and Agricultural Education funded through extramural awards (provides funding for doctoral students in the program)
- 19 current graduate faculty from Communication Studies, Staley School of Leadership Studies, and Communications and Agricultural Education are available to serve on committees and direct dissertations

**Additional Resources Needed**

- 5 graduate teaching assistantships are being requested by Communication Studies. Two new GTA positions are budgeted for FY 2017 from engineering initiative funds. The remaining three positions would come from continued enrollment growth. (Total = \$108,080; \$7,616 tuition + 14k stipend).
- .5 FTE administrative support staff to work with graduate coordinators to manage prospective student visits, facilitate application system, communicate with students, defense scheduling, etc. (estimated \$22,960 includes salary and benefits only for .5 FTE). Note: Administrative support could be absorbed by the A&S College's shared services model that is under development.
- 1 FTE Instructor or Assistant Professor in Communications and Agricultural Education (estimated \$79,200-\$118,800 includes salary and benefits). (Requesting through Dean of College of Agriculture)

**(5) Facilities and Equipment**

**What are the anticipated facilities requirements (existing, renovated or new)?**

There are no anticipated facilities needs. The three departments have existing work space for graduate students and sufficient classroom space.

**What new equipment will be required beyond normal additions?**

There are no equipment needs for this program.

## **Program Review, Assessment and Accreditation**

### **What program review process or evaluation methods will be used to review the program?**

This program will be reviewed on an 8-year cycle by the Kansas Board of Regents and on a 4-year cycle by the graduate school. This program will be reviewed according to the timeline for Department of Communication Studies program review. Additionally, the Interdisciplinary Advisory Board will review the program continually to make assessments and adjustments as needed.

### **What student learning outcomes measures will be used to assess the program's effectiveness?**

SLO1: Understand theories of public/community engagement, communication, and leadership

SLO2: Integrate communication processes and public/community engagement

SLO3: Critically examine public/community engagement theories, methods, and outcomes

SLO4: Students will work with communities to establish objectives related to community needs and make measurable progress on said objectives through community-engaged scholarship

### **What are the institution's plans regarding program accreditation?**

There is no professional organization for accreditation.

**New Degree Request – Kansas State University**

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Doctorate of Philosophy in Leadership Communication, CIP 44.0201
2. Academic Unit	Communication Studies, Staley School of Leadership Studies, and Communications and Agricultural Education.
3. Program Description	<p>The proposed Ph.D. in <i>Leadership Communication</i> recognizes the need for interdisciplinary approaches to solving complex challenges. This research degree focuses on the discursive theories and practices to lead change on the world’s most difficult problems. The curriculum will integrate experiential, theoretical, and applied approaches to understand leadership communication. Graduates will use community-engaged research to transform the academic, nonprofit, government, private, and civic sectors in which they live and work.</p>
4. Demand/Need for the Program	<p>This program responds to a need for highly trained people who can conduct original research and convene publics to address complex problems. To determine need for and key elements of this program, a two-round Delphi study collected data from a purposive sample of experts identified by the three units that are collaborating on this initiative. Predominantly, demand for graduates exists within the areas of academia, non-profits, and consultancy. Other demand fields are in specific subject areas (e.g., health or science) and government.</p> <p>There has been steady growth since the 1970s for students with communication degrees; this program would incorporate elements of communication and leadership, a subfield of which is in high demand. In 2014, 752 academic positions in communication were available compared to 351 positions in 2009. That number of positions is greater than the number of doctoral degrees granted. As further evidence that this area of the discipline is growing, the National Communication Association in 2014 established the division of dialogue and deliberation. Agricultural communications programs have grown from less than ten 20 years ago to more than 45, with additional programs currently coming on line. Currently only three institutions grant doctorates in the field and fail to produce enough graduates to meet the demand.</p>

<p>5. Comparative /Locational Advantage</p>	<p>There are no other programs or institutions with similar programs in the Kansas Regents system or beyond that focus on the discursive theories and practices to lead change on the world’s most difficult problems. Discrete components of this program are represented in traditional disciplinary models such as expertise in communication studies, agricultural communication, and leadership studies. However, the unique combination of these three disciplines working together with the outreach arm of the Institute for Civic Discourse and Democracy is unprecedented. Additionally, the Staley School is one of the largest academic programs for leadership studies in the nation, and its focus on civic leadership education is distinctive.</p>
<p>6. Curriculum</p>	<p>The degree is 90 hours</p> <ul style="list-style-type: none"> <li>• 30 hours from Master’s or other post-secondary work</li> <li>• 18 hours of core course work</li> <li>• 12 hours of research methodologies</li> <li>• 15 hours of electives</li> <li>• 15 hours of dissertation research</li> </ul> <p>This program is rooted in the values of community-engaged scholarship (CES) and students must demonstrate the ability to produce new knowledge in ways that are consistent in both the form and content of deliberation and public engagement. Instead of devising a research project in isolation and then implementing the study on community, CES requires students to co-create an inquiry strategy with community. Students would be required to integrate values and process of democratic civic engagement and public engagement into their CES project. The course work of the program is designed to give students opportunities to work with community in structured learning spaces. Their individual plan of study would prepare them to execute large portions of the CES project in their third year of study.</p> <p>Key skills and knowledge future graduates will possess include:</p> <ul style="list-style-type: none"> <li>• Convene diverse publics</li> <li>• Discern and apply frameworks of public engagement, democracy, deliberation, and dialogue</li> <li>• Critically evaluate key concepts and theories of deliberative democracy and public engagement</li> <li>• Design and implement community-engaged scholarship</li> <li>• Advance the interdisciplinary scholarship of public engagement</li> <li>• Enhance communication, leadership, and collaboration</li> <li>• Discern, analyze, and practice ethical dimensions of leadership and public engagement.</li> </ul>

7. Faculty Profile	The interdisciplinary faculty include members of Communication Studies, the Staley School of Leadership Studies, and Communications and Agricultural Education.
8. Student Profile	<p>The students entering this program will represent a variety of academic backgrounds and sectors due to the interdisciplinary and applied nature of the program. The characteristics of students targeted for this program include:</p> <ul style="list-style-type: none"> <li>• Students preparing for jobs with non-governmental organizations, foundations, and government who need to conduct original research and engage communities/publics</li> <li>• Students interested in the communication and leadership aspects of leading social change</li> <li>• Truman and Udall Scholars who have a demonstrated commitment to public service leadership and seek an applied terminal degree. (These students bring funding through their educational awards.)</li> <li>• Students who will become research faculty in Agricultural Communication, Communication Studies, Leadership Studies, Civic Engagement, and Public Service programs</li> </ul>
9. Academic Support	No new academic support services are needed for the program.
10. Facilities and Equipment	No new facilities or equipment are needed for the program.
11. Program Review, Assessment, Accreditation	This program will be reviewed on an 8 year cycle by the Kansas Board of Regents and on a 4 year cycle by the graduate school. This program will be reviewed alongside Communication Studies. Additionally, the Interdisciplinary Advisory Board will review the program continually to make adjustments and additions as needed.
12. Costs, Financing	Resources will be leveraged from the three proposing departments. Departmental strategic plans have guided recent faculty hires, staffing, and programmatic efforts to support the development and implementation of this graduate program. The only additional resources need will be a .5 FTE administrative support and 1 FTE Instructor or Assistant Professor in Communications and Agricultural Education.

**CURRICULUM OUTLINE**  
**NEW DEGREE PROPOSALS**  
**Kansas Board of Regents**

**I. Identify the new degree:**

Ph.D. in Leadership Communication

**II. Provide courses required for each student in the major:**

<b>Course Name &amp; Number</b>	<b>Credit Hours</b>
<b>Core (18 credit hours)</b>	
LEAD 801- Foundations of Leadership	<b>Credits: (3)</b>
LEAD/COMM/AGCOM 814- Graduate Studies in Leadership Communication	<b>Credits: (3)</b>
LEAD/COMM/AGCOM 815- Seminar in Leadership Communication	<b>Credits: (1)</b>
^This seminar is offered each semester. Students must enroll for a minimum of 3 credit hours over 3 semesters.	
LEAD/COMM/AGCOM 845- Approaches to Public/Community Engagement	<b>Credits: (3)</b>
COMM/AGCOM 916- Communication Theories and Engagement	<b>Credits: (3)</b>
LEAD/COMM/AGCOM 945- Social Science Research for Public Problem-Solving	<b>Credits: (3)</b>
<b>Research Methodologies (12 credit hours)</b>	
Choose 12 credit hours from the following list. This should be done in consultation with your committee.	
COMM 821- Experimental Research in Communication Studies	<b>Credits: (3)</b>
COMM 822- Field Research in Communication Studies	<b>Credits: (3)</b>
EDCEP 817- Statistical Methods in Education	<b>Credits: (3)</b>
EDCEP 917- Experimental Design in Educational Research	<b>Credits: (3)</b>
EDLEA 838- Qualitative Research in Education	<b>Credits: (3)</b>
EDLEA 938- Advanced Data Analysis in Qualitative Methods	<b>Credits: (3)</b>
EDLEA 948- Data Representation and Writing in Qualitative Methods	<b>Credits: (3)</b>
EDLEA 848- Philosophies of Inquiry	<b>Credits: (3)</b>
EDLEA 928- Narrative and Arts-Based Inquiry	<b>Credits: (3)</b>
EDLEA 958- Case Study in Qualitative Research	<b>Credits: (3)</b>
EDLEA 968- Discourse Analysis	<b>Credits: (3)</b>
EDLEA 978- Qualitative Data Management	<b>Credits: (3)</b>
EDLEA 988- Differentiated Research	<b>Credits: (3)</b>

GEOG 801- Qualitative and Mixed Methods	<b>Credits:</b> (3)
PLAN 803- Community Research Methods	<b>Credits:</b> (3)
POLSC 900- Advanced Research Methods I	<b>Credits:</b> (3)
POLSC 901- Advanced Research Methods II	<b>Credits:</b> (3)
PSYCH 802- Psychological Research Design and Analysis I	<b>Credits:</b> (3)
PSYCH 805- Psychological Research Design and Analysis II	<b>Credits:</b> (3)
SOCIO 824- Qualitative Methodology	<b>Credits:</b> (3)
SOCIO 825- Quantitative Methodology	<b>Credits:</b> (3)
SOCIO 822- Introduction Methods of Social Analysis	<b>Credits:</b> (3)

*Beyond the core and methods courses, students must complete an additional 30 credit hours. A minimum of 15 credit hours must be from dissertation research hours. The remaining 15 credit hours may come from either elective coursework or more dissertation research hours.*

#### **Electives (0-15 credit hours)**

Students will work with their committees to select 15 credit hours of elective courses appropriate for their programs of study. Students will be directed in a particular sequence to enhance student knowledge and practice in a concentrated area. Possible areas of concentration include:

##### Certificate in Dialogue, Deliberation and Public Engagement

COMM 790- Dialogue, Deliberation and Public Engagement: Theoretical Models	<b>Credits:</b> (4)
COMM 791- Dialogue, Deliberation and Public Engagement: Practice Models Face-to-Face Workshop	<b>Credits:</b> (3)
COMM 792- Dialogue, Deliberation and Public Engagement: Core Skills and Strategies	<b>Credits:</b> (4)
COMM 793- Dialogue, Deliberation and Public Engagement: Capstone Symposium	<b>Credits:</b> (1)

##### Certificate in Social Justice Education

DED 820- Foundations of Social Justice Education: Research, Theory, and Practice	<b>Credits:</b> (3)
DED 880- Reflective Practice in Social Justice Education	<b>Credits:</b> (3)

(6-9 additional credit hours in certificate electives)

#### **Dissertation research (15-30 credit hours)**

Completion of a dissertation which examines a topic congruent with the program of study using a systematic methodology consistent with accepted research paradigms; the dissertation must be successfully defended in a public, oral defense.

LEAD/COMM/AGCOM 999- Research in Leadership Communication	<b>Credits:</b> (1-30)
---	------------------------

IMPLEMENTATION YEAR FY 2017

Fiscal Summary for Proposed Academic Programs

Institution: Kansas State University

Proposed Program: Ph.D. in Leadership Communication

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	3		6		9	
B. Total SCH taken by all students in program	54		108		162	
<b>Part II. Program Cost Projection</b>						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>						
Salaries	\$79,200-\$118,800		0		0	
GTA Stipends/Tuition	\$43,232		\$43,232		\$21,616	
OOE	0		0		0	
Total	\$122,432-\$162,032		\$43,232		\$21,616	

Indicate source and amount of funds if other than internal reallocation: SEE BUDGET NARRATIVE ON NEXT PAGE

Revised: September, 2003

Approved: \_\_\_\_\_



## Ph.D. in Leadership Communication

### Budget Narrative

The four contributing units (Communication Studies, Staley School of Leadership Studies, Communications and Agricultural Education, and the Institute for Civic Discourse and Democracy (ICDD)) understand the current budget climate in Kansas. The intentional alignment of our K-State 2025 strategic plans to support the development of this program has created the capacity for these units to support this new Ph.D. program. For example, the three most recent hires in Communication Studies have included faculty with specialties in the areas that would support this program. Similarly, the Staley School hired its most recent tenure-track faculty with skills and research specialties that align with the vision of this program. This Ph.D. program aligns with the K-State 2025 goal and benchmark metric to increase the number of doctoral degrees awarded, and it aligns with the goals of each contributing unit.

In March 2016, the Communication Studies Department moved to a shared services model through the College of Arts and Sciences. In this support services model, there is capacity for the accounting and human resources needs of the doctoral program to be processed by the shared services unit. Communication Studies and Communications and Agricultural Education also have graduate coordinators who can provide sufficient support for the admissions process. Additionally, David Procter, Director of the Center for Engagement and Community Development, will serve as the first director of the doctoral program. The Provost has agreed to reassign 10% of his time to this effort. ICDD is a community engagement mechanism that will provide opportunities for graduate students to work with publics. David Procter oversees ICDD, and a faculty member from Communication Studies serves as the assistant director.

This program can attract extramural funding from agencies and foundations such as NSF, NIH and USAID because of its focus on engaging publics. Many grants programs require a public engagement/outreach component, and ICDD with the support of this doctoral program would become an active partner with grant writing teams. Already faculty in Communications and Agricultural Education are working on such teams as the principal investigator related to engagement.

The proposing units have been in careful consideration of attracting competitive applicants. One way to do this is to provide funding through graduate teaching or research assistantships. These assistantships are not required to support the doctoral program, but they would enhance the ability to recruit talented students. Therefore, Communications and Agricultural Education has identified three graduate research assistantships through extramural awards. One of those is through the USAID Feed the Future Lab for the Reduction of Post-Harvest Loss. It is in year two of a five year period and is renewable. The other is a USDA Southern Plains Regional Climate Hub. It is a renewable fund that started in January 2016. The Center for Rural Enterprise Engagement is also applying for an Agriculture and Food Research Initiative grant and a second USDA Agriculture Marketing Service Federal-State Marketing Improvement grant (one has already been secured). In addition, faculty have funding through a USDA Coordinated Agricultural Project on Shiga-toxin producing E. coli which is a five-year grant in year four. The USDA National Institute for Food and Agriculture Citrus Greening is a five-year grant currently at the end of year one.

Communication Studies has already identified funding for two graduate teaching assistantships (\$43,232; one graduate assistantship requires \$7,616 tuition +\$14,000 stipend) through the engineering growth initiative funds that begins in FY 2017. These GTAs will teach COMM 105/106 – a course that supports many majors across campus, including engineering. As engineering enrollment increases due to the engineering initiative, they anticipate funding up to three additional GTAs in a similar way. The budget reflects two more in year two (\$43,232) and one more in year three (\$21,616). In addition, currently Communication Studies funds annually 18 GTAs who are enrolled in their M.A. program. A portion of these lines could be reassigned to the doctoral program.

Lastly, the Staley School of Leadership Studies has two additional GTA/GRA lines currently in its development goals. Again, these resources are not needed to make the program successful, but would increase the quality of students, continue the work of ICDD, and support the university in seeking extramural funding. The proposing units are working intentionally through their own avenues to identify funding to support assistantships.

The three academic units currently have 19 graduate faculty who are available to serve on committees and direct dissertations. Communications and Agricultural Education plans to hire an instructor or assistant professor with specialties in this area (estimated \$79,200-\$118,800 includes salary and benefits). This additional line is not needed to launch the program. However, this additional faculty member could provide additional support. This resource is being requested through the Dean of the College of Agriculture.

**Graduate School**  
**Proposed Degree Program or Certificate:**  
**College:**  
**Assessment of Student Learning Plan**

**A. College, Department, and Date**

College: Arts and Sciences, Education, Agriculture

Department: Communication Studies, Staley School of Leadership Studies, and Communications and Agricultural Education

Date: September 17, 2015

**B. Contact Person(s) for the Assessment Plan**

David Procter, Ph.D., Director, Ph.D. in Leadership Communication

**C. Name of Proposed Degree Program or Certificate**

Ph.D. in Leadership Communication

**D. Assessment of Student Learning Three-Year Plan**

**1. Student Learning Outcome(s)**

- a. Upon completion of the Ph.D. in Leadership Communication, students will:

SLO1: Understand theories of public/community engagement, communication, and leadership

SLO2: Integrate communication processes and public/community engagement

SLO3: Critically examine public/community engagement theories, methods, and outcomes

SLO4: Students will work with communities to establish objectives related to community needs and make measurable progress on said objectives through community-engaged scholarship.

- b. Indicate at least three outcomes on the above list that will be assessed by the first mid-cycle review.

SLO1: Understand theories of public/community engagement, communication, and leadership

SLO2: Integrate communication processes and public/community engagement

SLO3: Critically examine public/community engagement theories, methods, and outcomes

These student learning outcomes were chosen to assess at the first mid-cycle review because they include knowledge and skills students would learn and demonstrate early in the program. The last SLO deals with actionable progress on public/community issues that will be implemented and assessed toward the end of the students' time in the program (i.e. year 4).

**Relationship to K-State Graduate Student Outcomes:**

x = courses or experiences in which students have the opportunity to learn the outcome. Additionally, SLO will be partially assessed in course(s)/project

A = courses or experiences in which student performance is used for program level assessment of outcome. Additionally, SLO will be fully assessed in course(s)/project

**2. Assessment Strategies**

*How will each of the learning outcomes be assessed?*

<b>SLO/Required Courses/experiences</b>	<b>Course Number(s)</b>	<b>Course Number(s)</b>	<b>Course Number(s)</b>	<b>Methods Courses</b>	<b>Community-Engaged Scholarship</b>	<b>Dissertation</b>
<b>Degree program SLOs</b>	814 815	845 945	801 916			
Understand theories of public/community engagement, communication, and leadership	x	x	x		A	A
Integrate communication processes and public/community engagement		x		x	A	A
Critically examine public/community engagement theories, methods, and outcomes			x	x	A	A
Students will work with communities to establish objectives related to community needs and make measurable progress on said objectives through community-engaged scholarship.		x			A	A
<b>University SLOs (Graduate Programs)</b>						
Knowledge	x	x	x	x	A	A
Skills	x	x		x	A	A
Attitudes and Professional Conduct	x	x			A	A

**Direct Measures:**

Direct assessment uses student work as the primary and sole source material in determining if learning outcomes are being met. The program will conduct partial direct assessment of SLOs through post-course direct assessment, as well as complete direct assessment through the community-engaged research and dissertation experiences.

*Partial direct assessment: post-course forms.* Following each core course of the Ph.D. program, the instructor(s) will complete an Excel spreadsheet of post-course direct assessment forms. The spreadsheet contains a separate worksheet for each learning outcome of the program. For each SLO that is a primary focus of the course (see table above), the instructor will complete a table that asks for both quantitative and qualitative data regarding students' final artifacts, projects, or papers. The instructor will then collaborate with at least two (2) colleagues from the program to come to an agreement as to how closely the students' work meet the corresponding SLOs. These data represent direct assessment, as they include a) student's raw scores on the final project/artifact/paper; and b) represent a panel's collaborative effort in interpreting the project's/paper's/artifact's ability to represent the SLOs, thus enhancing validity and avoiding relying solely on the instructor's assessment of student learning.

A final worksheet in the Excel file will ask the instructor(s) to provide discursive data reflecting on their students' ability to meet the SLOs of the course and of the Ph.D. program. This direct assessment will provide instructor measures of how s/he feels the student best met the SLOs of the course through their summative assignment for the course. As an example, please consult the provided spreadsheets for GRAD (LEAD) 801: Foundations of Leadership from the spring 2015 semester. (See attachment 1. Note that although program SLOs 2 and 4 are not a primary focus of this class, some cells are still filled in to provide an example.) Note that these spreadsheets provide raw scores as well as a list of pertinent theories / approaches used.

These measures are considered partial because no course in its totality will perfectly meet the program SLOs. Fortunately, two components of the program, the dissertation and the community-engaged scholarship project, will provide the opportunity for complete direct assessment of all SLOs.

*Complete direct assessment: Community-engaged scholarship and dissertations.* The proposed program has two universal experiences that provide an opportunity for direct assessment of all program SLOs: the community-engaged scholarship project and the dissertation. Community-engaged scholarship is a required component of the LEAD/COMM/AGCOM 845: Approaches to Public/Community Engagement course. This project asks students to identify a public with which they can make reasonable leadership progress in the course of the semester, then to report on the totality of that progress while using applicable theory, experience, and paradigms gained through the program of study, making it an excellent source for complete direct assessment of course SLOs. Likewise, the dissertation, as a culminating document representing students' learning through the program, can be used to determine to what extent program SLOs were met.

We have developed proposed rubrics to be used by faculty in directly assessing how these requirements represent students' ability to meet the program SLOs. Assessment rubrics of students' community-engaged scholarship project will be completed by the course instructor(s) plus no fewer than two (2) faculty from the program, and rubrics reporting students' ability to meet program SLOs will be completed by the dissertation committee. Rubrics will be collected by the end of the semester in which the project was completed.

(See attachments 2 and 3 for example rubrics the faculty will use to directly assess SLOs for community-engaged scholarship projects and dissertations.)

## Indirect Measures:

*Longitudinal.* As opposed to direct measures, indirect assessment tools use self-reported perceptions (students', faculty members', or community partners'), meta-data, or summaries of student work to assess learning outcomes. The first component of the longitudinal indirect assessment plan for the Ph.D. program is a global program survey with quantitative and discursive elements. Within the first three weeks of their first term, within the first three weeks of their first term after having completed 12 hours in the program, and upon defense of their dissertation, students will take a largely-identical survey via Qualtrics. This survey will measure constructs of interest related to the SLOs identified for the program:

1. Understand theories of public / community engagement, communication, and leadership.
  - a. Measures: Discursive: for each wave, compare answers between waves:
    - i. Name one theory or approach related to public / community engagement and describe it in as much detail as possible.
    - ii. Name one theory or approach related to communication and describe it in as much detail as possible.
    - iii. Name one theory or approach related to leadership and describe it in as much detail as possible.
2. Integrate communication processes and public / community engagement.
  - a. Measures: Quantitative: for each wave, compare answers between waves:
    - i. IUPUI Civic Engagement survey. Measures students' participation in and perceived importance of various citizenship behaviors. Demonstrates whether course experiences have an effect on outside-of-class community engagement.
    - ii. Communication Efficacy scale: Measures students' self-reported confidence and skills in engaging in proven communication practices, as determined by the National Communication Association.
3. Critically examine public / community engagement theories, methods, and outcomes.
  - a. Measures: Quantitative: for each wave, compare answers between waves:
    - i. Kane's Leadership Efficacy scale: measures students' self-reported perceived leadership development.
    - ii. Attitudinal questions: faculty-developed scale of likert scale questions that measure student attitudes toward various communication and civic behaviors, including putting various communication / leadership theories into practice.
4. Make progress on public / community issues through community-engaged scholarship.
  - a. Measures: discursive: for each wave, students will be asked to:
    - i. Define community-engaged scholarship
    - ii. Identify how they have helped a community make progress – if at all – in the last six months.

(Please see attachment 4 for a copy of the longitudinal indirect assessment survey.)

*Mid- and Post-Core Courses.* To obtain indirect assessment data, in addition to the global survey, each core course will develop its own survey instruments to determine the course's efficacy in meeting various program SLOs. These course-level surveys will use a pre-test / post-test format to demonstrate what learning, if any, occurred over the time span of the course. Surveys may include quantitative or qualitative / discursive items. Individual faculty members who are part of the Ph.D. program will be responsible for developing these instruments and submitting them to the program coordinator. As with the three-wave global survey, student

identifying information will be linked to surveys to track students' progress longitudinally throughout the program.

Post-course, the instructor will also provide indirect survey data. The Excel sheet on which core course instructors will be asked to report progress on SLOs will also have some overall questions regarding the instructors' perceptions of student learning. This will be the last worksheet of the Excel spreadsheet.

*Community Partners.* Because this program relies on close collaboration with diverse publics, including NGOs, political stakeholders, businesses, and citizen groups, it is important to obtain these parties' perspectives on the program's students' academic progress. At the same time, the program does not wish to place more of an imposition on those outside of Kansas State who are willing to work with our students to make progress on pertinent issues. Therefore, a short survey instrument will be distributed to any community partners who work with our students. Questions will be both quantitative and discursive, asking community partners to evaluate their perceptions of student learning and report on the value of the collaboration with program students. A sample survey is included.

(Please see attachment 5 for an example of the community partner assessment.)

#### **Number of students included in the assessment**

All students in the program will participate in assessment.

#### **Timetable**

Annual timetable for collection every academic year:

Fall semester, beginning of term:

- Distribute global program survey to all incoming first-year program students.
- Distribute global program survey to all current program students who have completed at least 12 credit hours.
- Distribute course-specific pre-test assessment tools.

Fall semester, middle of term:

- Distribute questionnaire to community partners.
- Distribute global program survey to all students expected to complete their dissertation defense during the term.

Fall semester, end of term:

- Distribute course-specific post-test assessment tools.
- Have core course instructors complete direct assessment Excel sheet questionnaire, exploring both SLOs and providing discursive overall assessment of student learning. Form will be completed in concert with at least two (2) colleagues from the program to ensure validity.

- Direct assessment of any applicable Community Engaged Scholarship and dissertations completed in the past semester. Assessment will be completed by instructor and at least (2) colleagues from the program for CES, and by the committee for the dissertation.

Spring semester, beginning of term:

- Distribute global program survey to all current program students who have completed at least 12 credit hours.
- Distribute course-specific pre-test assessment tools.
- Program coordinator will collect assessment data from previous calendar year to start authoring – or commission a committee of faculty to author – an annual assessment report.

Spring semester, middle of term:

- Distribute questionnaire to community partners.
- Distribute global program survey to all students expected to complete their dissertation defense during the term.
- Program coordinator or committee composes annual assessment report.

Spring semester, end of term:

- Distribute course-specific post-test assessment tools.
- Have core course instructors complete direct assessment Excel sheet questionnaire, exploring both SLOs and providing discursive overall assessment of student learning.
- Presentation of annual assessment report of assessment data from prior calendar year to all program faculty.
- Annual discussion of assessment data and SLOs amongst program faculty. Revisions and retooling of courses to better meet SLOs and promote student success to be developed.
- Have core course instructors complete direct assessment Excel sheet questionnaire, exploring both SLOs and providing discursive overall assessment of student learning. Form will be completed in concert with at least two (2) colleagues from the program to ensure validity.
- Direct assessment of any applicable Community Engaged Scholarship and dissertations completed in the past semester. Assessment will be completed by instructor and at least (2) colleagues from the program for CES, and by the committee for the dissertation.

### **3. Results and Review of Student Learning Outcomes and Assessment Strategies**

The director of the program will be responsible for authoring, or commissioning a committee of core or affiliate faculty to author, an executive summary and overview of all assessment data collected for the year across the program and within each core course of the Ph.D. program. This document will also include directions for improvement, revision, or progress in the program, both for the short-term and long-term. A meeting convened of all core and affiliate faculty of the program will meet to discuss future steps to further the meeting of learning objectives based on the findings of all assessment data collected.

**For assessment tools, please see additional documents.**



## **Doctorate of Philosophy in Leadership Communication Agreement of Support**

The doctoral program in Leadership Communication is an interdisciplinary program proposed by Communication Studies, the Staley School of Leadership Studies, and Communications and Agricultural Education, which are in the Colleges of Arts and Sciences, Education/Office of the Provost, and Agriculture respectively.

The agreement of support is required as part of the interdisciplinary graduate program approval process. This document outlines the intention to commit resources to support the implementation of this program if it is approved.

The intention of this program is to build upon existing resources and courses offered across the university. Only six new courses are proposed for students in this program, each to be taught a minimum of once every other year. Those courses include:

- LEAD/COMM/AGCOM 814- Graduate Studies in Leadership Communication
- LEAD/COMM/AGCOM 815- Seminar in Leadership Communication
- LEAD/COMM/AGCOM 845- Approaches to Public/Community Engagement
- COMM/AGCOM 916- Communication Theories and Engagement
- LEAD/COMM/AGCOM 945- Social Science Research for Public Problem-Solving

The program will be administered similarly to the interdepartmental Genetics model where the program home will follow the program director. An Interdisciplinary Advisory Committee will be formed to provide governance for the program. The minimum of 5 members will be filled by representatives from the three proposing departments, but faculty teaching elective courses in the program may also serve on the advisory committee. This committee will meet at least two times per year or when requested by the Program Director. The Program Director in collaboration with the Interdisciplinary Advisory Committee is responsible for admissions requirements, course and curriculum changes, student learning outcomes, and program review. This program anticipates welcoming affiliate faculty (including those who teach elective courses) to serve on the Interdisciplinary Advisory Committee and on graduate student committees.

Communication Studies will:

1. Serve as the first home for the Ph.D. program, with David Procter to be the first director with a 10% appointment (assigned from the Office of the Provost)
2. List COMM 814, 815, 845, 916, and 945 and dedicate teaching resources to these courses in rotation with other contributing departments
3. Commit faculty resources to serve on and/or direct dissertation committees
4. Have a minimum of one member serving on the Interdisciplinary Advisory Committee
5. Support the program through existing graduate director
6. Support 5 graduate teaching assistantships from Communication Studies that will primarily teach COMM 105/106. Two new GTA positions are budgeted for FY 2017 from engineering initiative funds. The remaining three positions would come from continued enrollment growth.

The Staley School of Leadership Studies will:

1. List LEAD 801, 814, 815, 845, and 945 and dedicate teaching resources to these courses in rotation with other contributing departments

2. Commit faculty resources to serve on and/or direct dissertation committees
3. Have a minimum of one member serving on the Interdisciplinary Advisory Committee
4. Work to develop 2 GTA/GRA lines through external funding as part of its development goals.

Communications and Agricultural Education will:

1. List AGCOM 814, 815, 845, 916, and 945 and dedicate teaching resources to these courses in rotation with other contributing departments
2. Commit faculty resources to serve on and/or direct dissertation committees
3. Have a minimum of one member serving on the Interdisciplinary Advisory Committee
4. Support the program through existing graduate director
5. Support 3 graduate research assistantships from Communications and Agricultural Education funded through extramural awards (USAID Feed the Future Lab for the Reduction of Post-Harvest Loss -- in year 2 of a five year period and renewable USDA Southern Plains Regional Climate Hub -- two years, started January. Center for Rural Enterprise Engagement also is applying for an AFRI and a second USDA Ag Marketing Service Federal-State Marketing Improvement Program grant (already secured one) USDA Coordinated Agricultural Project on Shiga-toxin producing E. Coli -- five year grant in year 4. USDA-National Institute for Food and Agriculture Citrus Greening, five year grant at end of year 1.)

Signatures:

Approval Date:

\_\_\_\_\_

*Department Head, Communication Studies*

\_\_\_\_\_

\_\_\_\_\_

*Dean, College of Arts and Sciences*

\_\_\_\_\_

\_\_\_\_\_

*Director, Staley School of Leadership Studies*

\_\_\_\_\_

\_\_\_\_\_

*Dean, College of Education*

\_\_\_\_\_

\_\_\_\_\_

*Department Head, Communications and Agricultural Education*

\_\_\_\_\_

\_\_\_\_\_

*Dean, College of Agriculture*

\_\_\_\_\_

\_\_\_\_\_

*Provost and Senior Vice President*

\_\_\_\_\_