University Senate Agendas, 2012-2013

All meetings are from 3:00 - 5:00 pm in the Auditorium of W. T. Young Library
unless otherwise noted.

Monday, November 12, 2012

1. Minutes and Announcements

    a. Minutes from October 8, 2012   p. 2-9

    b. Minutes from October 22, 2012 Special Meeting   p. 10-19

2. Officer and Other Reports

    a. Chair (5 minutes)

    b. Vice Chair (5 minutes)

    c. Trustee (5 minutes)

3. Committee Reports

    a. Senate's Academic Organization and Structure Committee (SAOSC) - Herman Farrell, Chair

        i. Proposed Name Change of the College of Agriculture   p. 20-32

    b. Senate's Academic Programs Committee (SAPC) - Andrew Hippisley, Chair

        i. Proposed New BA in Environmental and Sustainability Studies   p. 33-86

4. Proposed Changes to Governing Regulations VIII ("University Appointments")   p. 87-91

5. Proposed Changes to Governing Regulations II (Athletic Committee   p. 92-93

6. Proposed Changes to Governing Regulations II (Committee Structure)   p. 94-106

7. Informational Presentation on April 2014 National Conference on Undergraduate Research and

    Motions (5 - 10 minutes)   p. 107-109

8. Interim Provost Tim Tracy

9. Open Discussion on Budget Issues and Process

Next Meeting: December 10, 2012

University Senate
October 8, 2012

The University Senate met in regular session at 3 pm on Monday, October 8, 2012 in the Auditorium of the W. T. Young Library. Below is a record of what transpired. All votes were taken via a show of hands unless indicated otherwise.

Senate Council Chair Lee X. Blonder called the University Senate (Senate) meeting to order at 3:02 pm. The Chair reminded senators to:

- Sign in upon arrival;
- Give name and affiliation when speaking;
- Communicate with constituency;
- Attend meetings;
- Respond to emails and web postings as appropriate;
- Acknowledge and respect others; and
- Silence all electronic devices.

1. Minutes from September 10, 2012 and Announcements
The Chair said that there were a few changes to the minutes, shown in track changes. There were no further corrections. Therefore, the minutes from September 10, 2012 were **approved** as amended **by unanimous consent**.

The Chair offered a series of announcements.

- Please respond to emails requesting nominees for various committees, particularly academic area advisory committees. Area committees make promotion and tenure recommendations and are a very important faculty governance exercise.
  .
- The Senate Council (SC) will ask the Senate's Admissions and Academic Standards Committee (SAASC) to review a variety of definitions (e.g. major, service learning courses, master's degree, etc.). The Council on Postsecondary Education (CPE) requires that the definitions must be in effect as of fall 2013.

- The SC recommended to Interim Provost Tracy that the chair of the Health Care Colleges Council (HCCC) be appointed from the associate deans for instruction in the health care colleges. The SC further recommended that the HCCC position serve for three years and rotate among health care colleges (alphabetically by name of college). The Provost was amenable to the suggestion and is currently working on implementation.

- The SC approved a change to the College of Medicine calendar, which moved the start date for third- and fourth-year medical students forward one month, from starting in July to starting in June, to accommodate deadlines involved in application to residency programs.

- Senator Alison Davis (Agriculture) resigned from the SC. The Chair offered her thanks to Davis for all her hard work. Davis' term will be filled by David Pienkowski (Engineering).

- The SC approved a waiver of *Senate Rules 5.2.4.8.1* ("Common Examinations") for Professor Robert Grossman. He needed to change the assigned room for a final exam, but no room with necessary facilities was available during the scheduled time.

- Ben Withers (Fine Arts), director of the Honors Program, is also serving as Interim Associate Provost for Undergraduate Education.

- The SC asked the Undergraduate Council, Graduate Council and Health Care Colleges Council to publish by the end of December a specific list of review requirements used during the new program review process. Said criteria will be reviewed by the Senate's Academic Programs Committee (SAPC) for additions, amendments and clarification before consideration by the Senate Council. The SC is planning for possible rewrite of SAPC charge.

The Chair reminded senators on the voting membership of the Senate for 2012-13:

- Ninety-four elected faculty senators representing 18 colleges;
- One emeritus professor;
- Two faculty trustees;
- Eighteen elected student members (includes student trustee/Student Government Association president)
- Provost, Associate Provost for Undergraduate Education, Deans of Libraries, Communication and Information, Dentistry, Design, Education, Engineering, Health Sciences, Law, and Social Work.

The Chair drew senators' attention to the recent passing of Professor Emeritus Robert N. Bostrom (Department of Communication). Professor Bostrom served as University Senate Council Chair from June 1984 through May 1985. She said he had a distinguished career at UK and was internationally recognized in his field. She said the Senate will offer a memorial resolution in November, but asked those present to acknowledge his passing with a moment of silence. Senators shared a moment of silence for former Senate Council Chair Robert N. Bostrom.

3. Officer and Other Reports
a. Chair Report – Lee X. Blonder (Medicine)
The Chair explained that the Senate will still hold a discussion on the SC's memo to President Capilouto on the results from SC's budget forums later in the meeting. President Capilouto talked to the Chair on Sunday to reinforce his commitment to faculty governance. He asked that his Chief of Staff Bill Swinford be allowed to provide the President's perspective during the Senate meeting. The Chair invited Guest Swinford to speak to senators.

President's Chief of Staff Bill Swinford
Swinford offered his appreciation for the opportunity to address senators. He recalled that he has attended Senate meetings on a regular basis since President Capilouto arrived at UK. He said that during his conversation with the Chair Sunday, she urged him to spend a little time talking about the current budget process, how UK got to where it is and where UK is going.

To the degree that the President's Office has not communicated well or not often enough, Swinford took responsibility. He outlined the various meetings and ways in which President Capilouto has met

with faculty to seek input on the budget. The President is committed to seek the Senate's advice and counsel on how to communicate. Swinford commented that he meets regularly with colleagues in the Staff Senate, through their Executive Committee and their Presidential Advisory Committee; he and the President appreciate the open and frank exchanges, which can result in accepting suggestions from the Staff Senate for change.

The President engaged in several months of listening across campus in small meetings with faculty when he first arrived, arranged by Past Chair Hollie I. Swanson. The President and Swinford participated in many other additional meetings with faculty, staff, students, and other constituents. Swinford said the President heard some recurring themes from multiple constituencies. He explained how the appropriation from the state has decreased and how that affected UK's financial planning. The President recognized that UK needed to begin working on how to develop a better way to budget. As a result, President Capilouto decided to in April 2012 to begin discussions about the budget for 2013-14 to give units additional planning time. UK is currently in the middle of those discussions right now. The President has established a set of tentative budget markers; these are used for discussions that Interim Provost Tracy has with deans, and for discussions the President and Treasurer Angie Martin have with administrative units. The proposed cuts disproportionately affect administrative units, although talks are ongoing. The Provost has met with all deans to discuss preliminary plans based on the established markers. They are being asked to detail how they can absorb cuts of that magnitude and what the implications may be. The Provost will continue discussions into October; no final decisions have been made. Discussions with colleges, administrative units and shared governance groups are ongoing.

Swinford said that they were committed to communicating reasonably, honestly and fairly. The President reviewed the memo from the SC and looks forward to opportunities to continue discussions with the Senate and with colleges. He said he was happy to take questions.

Swanson asked for additional information about how the budget cuts are impacting the academic portion of the University. Swinford replied that the President reviews notes from all meetings with faculty; information regarding impact of the budget cuts on professional, graduate and undergraduate education, engagement, etc. will be shared with the Senate on a regular basis.

Edwards referred to degrees of variation between colleges on what information is presented. He commented that his dean was pretty transparent but it was not the same in other colleges. He asked if there was another way to find out information. Swinford said that the amount of information being shared with college leadership was remarkable in comparison with previous years, although he agreed that the dissemination of information could be uneven. He said he will encourage Provost Tracy to talk with deans to ensure that appropriate information filters down.

Wasilkowski asked a question regarding funds used for facilities and loans. It was clarified that the question pertained to budgeted $20 million for debt service and the $87 million loan to the medical center and the interest rate charged to the hospital. Swinford apologized that he did not know the exact interest rate charged, although he knew it was higher than the rate UK would have received if those monies were invested in overnight investments. He added that Treasurer Martin would likely be happy to attend a future Senate meeting to explain the loan, including pace of payback, interest, etc.

Regardless of anyone's wishes, there was a locked in schedule for the budgeting process for fiscal year (FY) 2012-13. The President shared planning numbers related to the debt service pool and discussions continue. Swinford explained that the traditional path for most universities is to have a good idea for a

good academic building and send the request to the state's capital for funding. Frankfort has been unable to offer any capital investment during this and the previous biennium and the earliest possible moment the state can commit to any capital is July 1, 2014. He said that the President and others were not terribly optimistic that there will be future investments in capital. The investment in debt for 2013-14 has not been finalized.

Christ said that she was bothered by the lack of input from faculty below the level of department chair. She encouraged Swinford and the President to more fully utilize the Senate as a university-wide communication point. Swinford said it was a good suggestion. He replied he was somewhat puzzled that when the President attended the September Senate meeting, there were not many questions communicated to the President about the budget. He wondered if there was a joint faculty-staff budget committee that could be reconstituted, which could be a regular participant in budget discussions. He said that he and President Capilouto were willing to attend Senate and committee meetings whenever invited to share in a dialogue that includes reasonable mechanisms to increase and strengthen dialogue.

Wilson expressed his appreciation for many members of higher administrations' commitment to flexibility in meeting budget guidelines. He asked if there was any data yet available to illustrate that flexibility in the cuts ultimately given to units in the first year. Swinford replied that it was not until mid-April 2012 that the state confirmed that its appropriations to UK would decrease by $13 million. Therefore, the budget process was necessarily truncated. The very last thing the President is interested in is across-the-board cuts to UK, primarily because it is not very strategic. President Capilouto decided that the best approach was to begin discussions on the FY 2013-14 budget at the same time. Swinford said he sympathized with the desire to see data regarding the 2012-13 budget cuts. He added that there is some confusion regarding the transfer to a different budget model, which is much more decentralized that the current system. It is very important for the Senate to discuss those details when they are available.

Berry stated that many saw the administration's comments on budget cuts from the state as being misleading – the state cut UK's budget by $19 million, but Swinford and President Capilouto have referred to $50 million in cuts since 2007. He asked if it was safe to presume that the large portion of that cut was taken in other budgets. Swinford replied that in December 2007, state appropriations were at $336 million; today state appropriations are at $284 million. Although the state reduced its appropriations by bits and chunks, the largest portion was the $19 million cut for 2012-13. The $40 million cut is not being absorbed during this year. He shared that he was present during discussions about decisions made in previous administrations; when the economy worsened so drastically a few years ago, people at UK had a false hope that the economy would rebound in two or three years. There are a lot of growing challenges for Frankfort and other state governments, particularly funding Medicaid, pensions, etc. Many other universities assumed the economy and state appropriations would rebound. The ARRA (American Recovery and Reinvestment Act) funding UK received was intended to prop up the state's unfulfilled portion of funding for higher education until the economy picked up, but that pick up did not happen. Many of the fixes were short-term fixes and can no longer be sustained.

The Chair thanked Swinford for his comments. He said he appreciate the time to speak and the dialogue. He said he and the President were committed to continuing conversation on the budget. It does not serve UK well if the discussions are had through the newspaper. Swinford said he appreciated that friends and colleagues can have disagreements during discussions.

The Chair noted that there was no Vice-Chair report.

c. <u>Report from Faculty Trustee John Wilson (Medicine)</u>
Wilson said he intended to be brief. He offered thanks from himself and Trustee Irina Voro for the tremendous level of input received by the faculty trustees. He thanked faculty for caring about the ability to complete the shared missions of teaching, research and service. Faculty will need to continue talking about how much they care about what they are able to do and how the budget cuts will affect the tri-fold mission. He encouraged senators and faculty at large to continue to contact him and Voro via the phone or email.

3. <u>Committee Reports</u>
a. <u>Senate's Academic Programs Committee (SAPC) - Andrew Hippisley, Chair</u>
i. <u>Proposed New Master of Arts in Arts Administration</u>
The Chair explained that the proposal for a new Master of Arts in Arts Administration came to the Senate with a positive recommendation from the SAPC in April 2012. There were some questions at that time about the graduate faculty body and home academic unit. The proposal was revised over the past few months and is now ready for consideration by the Senate. Hippisley suggested that senators treat the proposal as a brand new proposal before the Senate. He said that the **motion** from the SAPC was that the Senate approve, for submission to the Board of Trustees, the establishment of a new Master of Arts in Arts Administration degree program, within the College of Fine Arts. Because the motion **came from committee**, no **second** was required. Hippisley described the proposal to senators. There were no questions from senators. A **vote** was taken and the motion **passed** with none opposed.

The Chair suggested that the Senate move to agenda item number seven, to accommodate individual's schedules. There were no objections.

7. <u>Ombud's Report for 2011 - 2012 - Ombud Sonja Feist-Price</u>
The Chair invited Feist-Price to offer her Ombud's report for 2011 – 2012 and Feist-Price did so. There were a couple of questions and comments. Grossman asked that the next year's report also include a description of whether students came with appeals of guilt or appeals of punishment meted out. Feist-Price said that was feasible.

3. <u>Committee Reports</u>
b. <u>Senate's Academic Organization and Structure Committee (SAOSC) – Herman Farrell, Chair</u>
i. <u>Proposed Name Change of Department of Merchandising, Apparel and Textiles (to the Department of Retailing and Tourism Management) and Transfer of BS in Hospitality and Management Program from the Department of Dietetics and Human Nutrition to the Proposed New Department of Retailing and Tourism Management</u>
Farrell explained the proposal to senators. He referred senators to the motion on the screen, that said the **motion** from the SAOSC was that the Senate (1) endorse the proposed name change of the Department of Merchandising, Apparel and Textiles to the Department of Retailing and Tourism Management; and (2) endorse the transfer of the BS in Hospitality and Management program from the Department of Dietetics and Human Nutrition to the proposed New Department of Retailing and Tourism. Butler asked if the word "Management" was missing from the end of the motion – it was. He suggested that the word "Management" be added to the end of the motion by **unanimous consent**. There were **no objections** so the motion was revised so that the SAOSC was that the Senate (1) endorse the proposed name change of the Department of Merchandising, Apparel and Textiles to the Department of Retailing and Tourism Management; and (2) endorse the transfer of the BS in Hospitality and Management program from the Department of Dietetics and Human Nutrition to the proposed New

Department of Retailing and Tourism Management. There were no additional comments, or questions. A **vote** was taken and the motion **passed** with none opposed.

4. <u>Associate Provost for Faculty Advancement G. T. Lineberry</u>
The Chair invited Associate Provost for Faculty Advancement G. T. Lineberry to offer a brief report to senators. Guest Lineberry explained his lengthy employment at UK and his vision for the Office of the Associate Provost for Faculty Advancement. He said he intended to concentrate on being the interface between faculty and educational units and administrative officers. The overarching responsibility is to support the full range of faculty career progression at UK. Lineberry plans to meet with relevant offices – Human Resources, Legal Counsel, etc. When there were no further questions, the Chair thanked Lineberry.

Because agenda item number five involved the position of Senate Council Chair, the Chair asked Vice Chair Robert Grossman to preside over the meeting.

5. <u>Proposed Changes to *Senate Rules 1.3.1.2* and *Senate Rules 1.3.1.3* (Pertains to Election of Senate Council Officers)</u>
Vice Chair Grossman explained the proposal and some background information. The SC was concerned that there were insufficient opportunities for senators to offer input into officer elections. Although the President is the Chair of the Senate, the Senate Council Chair is the acting Chair of the Senate when the President is not present to carry out those duties. The sense of the SC was that there should be more than eight or nine faculty members involved in the election of a SC chair. The proposed revisions to *Senate Rules 1.3.1.2* and *Senate Rules 1.3.1.3* seek more input from faculty senators on their opinion of who would be a good SC chair. Another change involves a new requirement that candidates tell senators what they plan to do as SC chair. If the SC cannot come to a decision on who should be the next SC chair, the Senate will resolve it. The Vice Chair asked for questions.

Referring to *Senate Rules 1.3.1.3.C.*, the last (proposed) sentence, E. Bailey asked why the chair-elect was identified as a non-voting member of the SC, since language earlier in the section identified the chair-elect as a voting member. Jones, chair of the Senate's Rules and Elections Committee (SREC), clarified that if the chair-elect's term on the SC has not ended, that person is still a voting member of the SC. It is possible, however, that a member of the SC could be elected to the position of chair at the end of their three-year term. In that instance, there is a five month gap between the end of their SC term and the start of their term as SC chair and the person in that situation is non-voting during that five-month gap. The Vice Chair wondered if the language correctly captured D. Jones' explanation. After additional discussion, Bailey **moved** to delete the last line of *SR 1.3.1.3.C*. Wood **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

The **motion** from the SC was that the University Senate approve the proposed changes (including the deletion of the last (proposed) sentence of *Senate Rules 1.3.1.3.C*) to *Senate Rules 1.3.1.2.A*, *Senate Rules 1.3.1.3.A*, and *Senate Rules 1.3.1.3.C*, effective immediately. Because the motion came from committee, no **second** was required. There were no further questions from senators. A **vote** was taken and the motion **passed** with none opposed.

The Chair again presided over the meeting.

6. <u>Proposed Change to Name of UK Core Committee (to UK Core Education Committee)</u>

The Chair explained in May 2012, the Senate approved establishment of a new standing committee, known as the UK Core Committee (UKCC). Concerns were raised over the summer that the acronym is too easily confused with the acronym for the UK Computing Center (UKCC). Therefore, there was a **motion** from the Senate Council that the Senate change the name of the UK Core Committee to the UK Core Education Committee. Because the motion came from committee, no **second** was required. There were no questions from senators. A **vote** was taken and the motion **passed** with none opposed.

8. Discussion on Faculty Response to UK's Financial Situation and Anticipated Budget Cuts
The Chair explained that she and other SC members were approached by faculty, department chairs and other administrators expressing alarm about the proposed budget cuts. As a response, the SC scheduled forums for a campuswide discourse, as opposed to inviting various individuals to SC meetings, which occurred on Tuesday, September 25 and on Friday, September 28, 2012. Comments were collected via an anonymous comment box on the Senate's website; the comments are visible to everyone and no log in is required. The forums focused on the impact (on the University's academic mission) of the first and anticipated second round of budget cuts, including but not limited to UK Core; undergraduate and graduate education; and the ability of faculty to fulfill research, teaching, clinical and/or service missions. The comments and opinions from the forums were summarized in a memo from the SC to President Capilouto and Interim Provost Tracy; senators also received a copy. The memo also identified themes and made several recommendations:

- Halt the second round of budget cuts to academic units.

- Consult with an Advisory Committee selected by the Senate Council to provide viable, informed, and mutually acceptable budgetary guidelines for future decisions as they impact the teaching, research and service missions of this University.

- Promote the values espoused in our Governing Regulations – particularly "mutual respect and human dignity" and "diversity and inclusion" in all future personnel actions.

- Direct that, in the spirit of shared sacrifice, the highest paid administrators take salary cuts. For example, top administrators at UC Riverside sustained voluntary 5% salary cuts during the budget crisis of 2009.

- Eliminate the current practice in which UK contributes the entire 15% of the annual retirement benefit for select "executives," the discretionary authority of which is granted in AR 3:1, IV.C. Instead, require these administrators to contribute 5% of annual salary to their retirement plan out of pocket.

- Provide a point-by-point response to faculty, staff, and students regarding the concerns expressed in the memo.

Wood **moved** that the University Senate endorse the recommendations contained in the Senate Council's letter of October 4, 2012 to President Capilouto, request that the President take action on each recommendation, and ask that the President report to the University Senate on the actions taken to implement the recommendations. Brion **seconded**.

There was extensive discussion among senators. Grossman **moved to amend the motion** to add at the end of the second phrase, "…or explain his rationale for not approving any recommendations." Wasilkowski **seconded**. There being no discussion on the amendment, a **vote** was taken and the motion to amend the main motion **passed** with none opposed.

Brion **moved to amend the motion** to add "in the spirit of shared governance" after the first instance of "President." Christ **seconded**. There being no discussion on the amendment, a **vote** was taken and the motion to amend the main motion **passed** with none opposed.

Dietz **moved to amend the motion** to divide the sentence into two sentences, after the first instance of, "recommendation." C. Fox **seconded**. There being no discussion on the amendment, a **vote** was taken and the motion to amend the main motion **passed** with none opposed.

Grossman suggested that the words, "his rationale" be added prior to "…not implementing…." That change was approved by **unanimous consent**.

Durham wondered if the resolution was necessary – the President had not yet had time to respond to the memo. There was some discussion about adding a timeline to the resolution, but it was generally agreed that the SC was responsible for ensuring a timely response. When there was no further discussion, a **vote** was taken on the following resolution: "The University Senate endorses the recommendations contained in the Senate Council's memo of October 4, 2012 to President Capilouto and requests that the President, in the spirit of shared governance, respond to each recommendation. Further, the University Senate asks that the President report to it on the actions taken to implement, or his rationale for not implementing, each of the recommendations." The motion **passed** with three opposed.

A **motion** and **second** was made to adjourn. The meeting **adjourned** at 4:50 pm.

Respectfully submitted by Robert Grossman,
University Senate Secretary

Attendance: Adams, I., Adams, M., Allison, Anderson, H. [*], Anstead, Atwood*, Bailey, Ballard, Bathon, Bayliff*, Bilas, Blackwell, D., Bland, Brennen, Bruzina, Capilouto, Childs, Crampton*, Davis, Dawson*, de Beer, Deep, Eckman, Effgen*, Ferrier*, Finkel*, Geddes, Goldstein, Hazard*, Jackson, Kaplan, Kilgore, Kirschling, Kornbluh, Kraemer, Latham, Leahy*, Martin, McGill*, McNamara, Mock, O'Hair, MJ, Osborn, Rabel, Richey, Rieske-Kinney*, Smith, Speaks*, Stanley*, Thyne, Tracy ,J., Tracy, T., Truszczynski, Turner, Walz, Wells, Wiseman, Withers, Witt,

Invited guests present: Michael Braun, G. T. Lineberry and Bill Swinford.

Prepared by Sheila Brothers on Friday, November 2, 2012.

[*] Denotes an absence explained prior to the meeting.

University Senate Special Meeting
October 22, 2012

The University met in special session at 3 pm on Monday, October 22, 2012 in Center Theater of the Student Center. Below is a record of what transpired. All votes were taken via a show of hands, unless indicated otherwise.

Senate Council Chair Lee X. Blonder called the University Senate (Senate) meeting to order at 3:00 pm. The Chair welcomed senators and guests to the special meeting called by University Senate Chair (and President) Eli Capilouto. The Senate Council Chair reminded those present that Senate meetings are conducted in accordance with Kentucky's Open Meetings Law and follow parliamentary procedures. She noted that Sheila Brothers was taking minutes; Michelle Sohner was serving as Sargent-at-Arms; and J. S. Butler was Parliamentarian. She further explained the agenda for the day: President Capilouto called the special meeting to address the Senate Council's (SC) memo of October 4, 2012 and the Senate's resolution supporting that memo on October 8, 2012. The memo described the feedback received on the effect of the first and anticipated second round of budget cuts.

The Chair said President Capilouto would give a presentation and then answer questions from the floor. Senators would be given preference but the President hoped to answer all questions as time permits. She reminded senators and guests to state their name and academic affiliation before speaking. Students were providing microphones and paper for those who wanted to ask questions anonymously. The President would also be taking questions via email and Twitter. The meeting was live-streamed to UKNow and recorded for future viewing. The Chair then turned the meeting over to President Capilouto.

President Capilouto thanked senators and guests for attending. Prior to beginning his presentation, he said he stood with everyone else regarding the current budget situation. He said that he did not have all the answers, or even know all the questions. The budget process for the year included inviting input and feedback. President Capilouto acknowledged that many people were in attendance because they think the biggest problem is the President. He then offered a presentation to senators and others in attendance; it was approximately 35 minutes long. When he was finished, he said he was happy to answer questions. Those present offered him a round of applause. The President regularly thanked those present for asking their questions. Many of those asking questions thanked the President for attending and interacting with those present.

Guest David Berry, a faculty member from the Department of Psychology, asked how the University could have a good outcome with such large cuts in graduate fellowships. President Capilouto asked how Berry was informed of the cuts. Berry replied that he received a memo from the Graduate School that laid out the various funding levels for academic year (AY) 2013-14. The President said that he hoped to grow revenues in smart ways to support graduate education. No final decisions have been made in those areas and he was happy to look at that issue again.

Edwards said that while the President did not make individual decisions regarding colleges' budget choices, there were colleges where academic advising has been drastically cut. Edwards asked how the cuts were in line with the University's efforts to increase retention. He asked further if there were any University-wide plans to ensure academic advising will continue in the future. The President said that more information needs to be gathered about advising across colleges, including the graduating senior survey and trends in terms of satisfaction in advising. The President was committed to strengthening

advising, but currently UK did not have the full complement of technology to support advising; efforts toward easier course planning and degree auditing software used by advisor and student were ongoing.

DeSantis expressed concerns about the salaries of ex-deans – previously they were paid through the Office of the Provost, but they are being transferred to the home colleges for fiscal year (FY) 2013-14. He said that in his department, the Department of Communication, they will be paying the salaries of two ex-deans. The current college dean is also homed in the Department of Communication, so the department will be paying almost 50% of its budget in salaries for three individuals. The President suggested that Interim Provost Tracy offer an answer. Provost Tracy said that his office was working with the Office of the President so that salary support would be phased in over three years; affected departments will be responsible for funding one-third of salary in the first year, two-thirds of salary in the second year, and the entire amount in the third year. The transition plan includes offering colleges some nonrecurring funds for salary support.

Larson said that graduate programs were already strained; the budget cuts to graduate school fellowships would have an immediate impact on quality of undergraduate instruction, as early as next fall. She thought the President's presentation implied that graduate education was a drain on UK's budget. She asked the President to clarify his position. President Capilouto thanked Larson for sharing her impression; he thought he had acknowledged what he thought was a fair assessment in differences in costs of funding graduate education. He also acknowledged that there is teaching by graduate students that is not entirely factored in. He said he recognized that graduate school assistantships help students grow into future opportunities. UK is low in stipend levels for a broad array of programs; a bigger question is how to generate funds to grow graduate programs in UK's current circumstances. The decline in federal funding for graduate students is also a problem. If UK smartly grows undergraduate education, UK can fund graduate education at increased levels. An undergraduate enrollment increase of five percent will bring in $10 million in recurring monies annually.

Brion referred to the RCM (responsibility-centered management) budgeting process and said she was concerned that UK's new budget model will have a negative impact on the collaborative process. She was told faculty should stop cross-listing courses because they will be viewed as an inefficient use of resources in the new budget model. The President expressed clear support for collaboration and said the need to protect that came up in every discussion regarding the new budget model. He said the principles for the new budget model will include continued support for collaboration.

Guest Vershawn Young, a faculty member from the Department of English, wondered how the President could object to asking select senior administrators to endure a five percent reduction while employees are being fired. President Capilouto said that anytime someone loses a job at UK it pains him; it also pains him to think that UK is not properly preparing itself for the future and for future jobs. He said he would not rescind any commitments the University has made to any individual, which is also fair.

The Chair said that she had a question from the audience. The President was asked to speak to his commitment to hiring women and individuals of color; recent hiring decisions were made in favor of white males when women and individuals of color were represented. President Capilouto replied that every search committee is composed to support the values of diversity. Great efforts are made to find a diverse pool of candidate and the best person they can find is hired. He said decisions are made with a perspective towards diversity and gender, which is a continuation of what he found when he arrived on campus.

M. Wright noted that the north campus parking lot [across the street from Blazer Hall] was permanently closed that morning in preparation of construction for the new dorms in the area. She asked him to comment on why the closure had to occur in the middle of the semester after students had already purchased parking permits and the short notice of only one week. The President asked Vice President for Facilities Management Bob Wiseman to answer. Guest Wiseman said that the construction period for the new residence halls was constrained by the expected opening date of August 2014. After backing up 18 to 20 months for a construction schedule, it brings it to October 2012.He said that the loss of parking spots was anticipated and there are a few back-up plans in place. He added that the master campus plan will include consideration of parking.

O'Connor said that UK needs a top-notch distance education program like those in the Department of Communication. She commented that UK's distance education technologies, such as Blackboard, are suboptimal. The President replied that he agreed with her. He would not tell people what to do exactly, though, but would encourage people to continue to move forward. UK needs a more efficient technological infrastructure to excel. He commented that he was dazzled by the online programs offered by the College of Communication and Information which were offered through less than optimal circumstances.

Wasilkowski said he could understand that the President did not or could not reduce the salaries of former deans and current administrators. It would be fair, though, if former administrators returning to the faculty ranks could be required to have a DOE (Distribution of Effort) that includes teaching, research and service, not just nice offices. President Capilouto said he understood sensitivity to those matters. While he does not have much to do with those discussions, he will take such concerns seriously.

Prats said he accepted the economic reality as explained by the President but that UK fails if it does not somehow include dreams of higher education while discussing the budget. He asked President Capilouto what President Capilouto and his office can do to allow the dream of education turn into reality. The President asked Prats about his ideas and Prats said he would get in touch with the President's office.

Guest Heather Davis, president of the graduate student conference, asked President Capilouto to explain his vision for the role of the Graduate School. The President suggested that Provost Tracy could best answer her question. Provost Tracy said that the Graduate School is an academic unit like any other and is proposing reductions and then walking through those cuts with the Provost. No final decisions have been made regarding graduate students – the FY 2013-14 budget is still under discussion.

Grossman thanked the President for responding to questions and said it would be helpful for it to happen more often. He said the numbers that seemed to upset people more than any other are the $20 million being put aside for debt service on buildings; setting that money aside is seen as generating a false crisis since the legislature still has not given UK bonding authority. Grossman questioned why the entire amount has to be allocated immediately. The President said that he would not repeat the dire statistics on UK's infrastructure. UK is throwing good money after bad by spending money to patch problems and retrofit small labs and outdated buildings, which is wholly inefficient. UK could continue to limp along, spending $2 - 3 million to cobble things together. UK asked the legislature last year to consider a flexible list of projects so UK can combine philanthropy with debt service; this was included in the Governor's budget, but not in the final budget from the legislature. When President Capilouto spoke with legislators, they repeatedly asked how UK would designate monies to pay for service on debt. One way to get building authority from the legislature is to demonstrate that UK has explicit monies in the

budget for debt service. The monies set aside for debt service will not be used as a piggy bank; faculty will be consulted on how the monies are spent.

Wood asked a follow-up question – has the President done a cost-benefit analysis to see what the impact of the budget cuts on the educational mission? The President replied that in addition to needing to create a building fund, UK also needs to address uncompetitive salaries. He referred to a staff member who told him that their salary has not improved significantly in five years; new hires are paid more than existing employees. The President said he was trying to balance a variety of concerns. He said he understood Wood's comments and those concerns are why Provost Tracy is working so closely with units to understand the impact of the budget targets UK is aiming for. He said he remained encouraged by UK's enrollment and what it means for revenues. The Provost has flexibility to look at the entire academic mission and address pressure points.

Farrell said that his concern as a senator pertained to what he has heard has been the reception of the Senate's voice at the level of the Board of Trustees (Board). Last spring, the Board approved the contested Gatton College of Business and Economics restructuring, which the Senate voted against but the Board approved. Farrell saw a quote from the Kentucky Kernel where the Vice Chair of the Board seemingly questioned whether the SC represents UK's 2000+ faculty. He said that he hoped, going forward, that when the Senate speaks everyone recognizes that the Senate speaks on behalf of all faculty. President Capilouto said that he worked closely with the Senate and the Board during the last year and a half; when the President and his administration share the challenges that are expressed by senators they are heard and internalized by Board members. The Board has the highest respect for what the Senate upholds. He said the Board also wants to be strong advocates for UK; they are UK's strongest advocates at the governmental level.

Farrell asked a second question. The financial model that started in the 1960s seems to be moving towards this value-based financial model, a place where individual units are now required to be entrepreneurs, however not all units have a focus on selling tickets – they are selling education. Farrell thought that the University is starting to ask individual units and employees to raise money, which are responsibilities for the President and his staff. President Capilouto said that UK's employees are the ones that make things happen at UK – the President should not make all the decisions on a $2.7 billion budget on his own. He said the financial model is now far more complex than what was present in 1960. He also said he remembered when he visited the College of Fine Arts and someone told him that they felt "put upon." President Capilouto said that comment has stuck with him. He sees a values-based budget as a way to empower employees. For example, he said that when he visited the College of Communication and Information, he was amazed at what they had done in their fully online degree program, which includes Google Labs. He said the program recruits nearly half of its students online through Google ads through which it also receives additional income. The President said that although some may not like it, developing recruitment strategies is something to consider when creating a program. The income that program receives has increased tuition by about $800,000 and is used to fund their vast array of people, talent and depth of teaching. The administration cannot make micro-decisions for every program; the President wants to empower individuals to make decisions for their own programs in a fair way that respects interdisciplinary activities and creates opportunities for individuals to thrive.

Hippisley referred to the President's comments earlier on about research and wonderful faculty. Hippisley said that those points are not disconnected – faculty are wonderful because UK is such a strong research institution. Faculty see undergraduate programs and graduate programs not as

disjointed, but part of a seamless web. Research done by faculty leads to strong graduate programs, which lead to great undergraduates. Paul Lawrence Dunbar High School [Lexington, KY] has a program where students have internships with research faculty and many students involved in that program come to UK for undergraduate work because they had such a wonderful time with their research activities. Any threat to a graduate program is a threat to an undergraduate program. President Capilouto said that all the things that have been talked about during the meeting thus far come back to education and putting students first, which the President agrees with. The Office of the Provost was reorganized to do just that, and also support student success, both undergraduate and graduate students. Support is not divided between the two. The President said he wanted UK to grow its way to the top rather than cut and hunker down for the future. Strong undergraduate education provides an opportunity to grow. That cannot be done without an outstanding faculty, and cannot be done by unfairly compensating faculty and staff. President Capilouto agreed with Hippisley's characterization of undergraduate and graduate education.

Heath Martin referred to the periodicals that the President mentioned in his presentation. He said there were concerns about the book budget, the number of faculty and staff needed, and the modern facilities to appropriately support the Libraries. He asked about representation from the Libraries on the Provost's Search Committee. President Capilouto replied that it was not possible to represent every unit and/or college on every search committee. The President expressed support for the Libraries and the incredible resources Libraries is for the University. He referred to the work Libraries has done with other educational units, about best uses for space, to meet the educational needs of students. He said that the values-based budget model will help maintain accountability for necessary units, which includes Libraries.

Guest Brea Perry, from the Department of Sociology, said she had one specific request from the SC's memo was to have a faculty body to advise the President on budgetary issues. The President's response was to appoint people to existing committees – how does the President plan to prevent faculty from being overlooked in such discussion in the future? The President said that the committees already had faculty on them; he was adding more. He deeply appreciates others' perspectives. President Capilouto is still looking for budget planning ideas, from which the committees will make recommendations. He said he expected to receive additional input from the Senate again.

Guest Ashley, a graduate student from the College of Arts and Sciences, said it seemed that the President was emphasizing undergraduate education at the expense of other programs. She expressed concern that he was not fully addressing some issues in graduate programs and in research programs. UK is a research institution and needs to be able to address such issues. She referred to the construction projects for undergraduate residence hall and the anticipated 2,000 additional beds. She wondered if UK will be able to fill those halls, which will be in addition to existing residence halls. She also wondered if increasing faculty loads, due to loss of teaching assistant (TA) positions, will be offset by increasing numbers of faculty. President Capilouto replied that UK turns away hundreds of students every year who want to live in a residence hall, but for whom there are insufficient numbers of beds. Approximately, only 600 of UK's 6,000 beds are in modern facilities, yet 85% of students requesting housing want to live in the modern housing. The new residence halls will improve the campus' physical condition and is being done without any debt on UK's part. He said there are people who are looking at the issue of fair teaching loads and how decreases in the number of TAs affects faculty teaching loads, particularly since faculty teaching loads vary widely across campus. He said he wants to work with deans to be sure resources are assigned appropriately.

Guest Carlos de la Torre, a faculty member from the Department of Sociology, said he was disappointed that the President was not addressing issues the way Torres would like. UK's Athletics program is growing but he is not convinced there is a crisis and subsequent need for all the painful budget cuts. The cuts will results in lost jobs and increased teachings loads, which will transform a top research university into a mediocre teaching university. President Capilouto replied that the things people talk about often cost money; how best to allocate resources and empower faculty to shape their destinies is what he is most committed to. The President said he had been very open and transparent regarding the budget, avoiding a rush in the late spring. He added that course section sizes were important to him – they affect the quality of learning and he is deeply committed to improvements.

Truszczynski said that academia was being put under pressure. Until today, there have been no discussions on campus to close the gap between faculty and administrators. Faculty have thought and spoken at length, but it seems that the administration sees things differently. Truszczynski asked the President to pledge to close the gap and create meaningful opportunities for staff, faculty and students to express their opinions, perhaps every semester. The President said he was happy to attend Senate meetings, although he has a conflict for the November Senate meeting. He said that during his nine years as provost and attending senate meetings, he only missed a handful of meetings. He is comfortable sharing information and welcomes the idea of forums. Meeting with small groups has also been helpful to him – he appreciates questions that challenge.

D. Anderson asked the President to share his philosophy on shared governance. The President noted his reflections on his past activities as a faculty administrator. He sees the people attending the meeting as the people who make things happen. President Capilouto said he wants to further empower units to have levers to pull to make things happen. It is not just responsibility from administration – the art of shared governance is further empowering individual colleges to control and have responsibility for making decisions.

The Chair said that she had several questions for the President. She said one question pertained to the 4%, $26 million cut for the College of Arts and Sciences. If just half of that is absorbed by cutting TA positions, approximately 100 courses per semester will go untaught – how does that advance undergraduate education? President Capilouto replied that he was positively encouraged by trends in revenue and areas set as targets. He is working with units to honestly discuss the budget cuts and their effects. He said he could not comment on specifics, but will continue to address concerns moving forward.

The Chair offered another comment from the audience. In 2010, UK created a five-year vesting period for retirement benefits. The upcoming budget cuts will likely result in UK taking back pension benefits from those who are asked to leave. It seems like UK will make money from firing people. President Capilouto said he did not know the details of the vesting plan and apologized for being unable to answer the question.

The Chair read another question. Can the President give a best- and worst-case scenario for cooperative extension? The President asked for a show of hands of those who know about cooperative extension. About half those present raised their hands, so the President prefaced his response with a brief description. He said that cooperative extension offices are both service units and academic units; if the six percent state cut was passed on to these offices it could result in some very stark situations. Therefore, after a lot of conversations, the cuts to cooperative extension for all 120 counties were mitigated by tuition revenues.

Guest Eir-Anne Edgar, a student on the executive board of the graduate student congress, said that after two hours she was still waiting for specifics on the effect of budget cuts on graduate education. The President replied that he and others were still in the process of open exchanges prior to making decisions. He said he could not provide specific answers at the current time. Grossman asked the President if he could say when he would be able to report on final decisions and if there will be opportunities for further input prior to final decisions being made. President Capilouto said that discussions with units across campus are ongoing – those are very good opportunities to offer feedback. Once the next round of discussions and tentative decisions occurs in November, he will come back for more Senate feedback.

Debski said she was having trouble with the idea that faculty and others were told they needed to have plans in to the deans by October 1, for further assessment in October by the Provost and President to determine the impact of the cuts. Now, at the end of October, the President still does not have any sense of the immensity of the cuts. At the same time, the President has said several times that nothing has been implemented. That is difficult to believe since fellowships have been cut and staff advising in the College of Arts and Sciences was extraordinarily disrupted and essentially dismantled; faculty are now doing advising in the Department of Biology, for one. She asked about a cost-benefit assessment of such deep cuts and requested the President moderate the $20 million set aside for debt capacity. President Capilouto said he needed to correct the figure he quoted – it is $15 million, not $20 million. He continued that he was giving his commitment to listen and gather information, such as is occurring during the day's special meeting. He said he has an obligation to look across units on distributing resources and addressing the issues Debski raised.

Debski offered a follow-up request. She said that it seems the President has been a little inflexible regarding his budget plan, which is exactly the same plan as presented last year, for FY 2012-13.She asked the President to give concrete examples of how input has changed any parts of the budget plan. The President said he would prefer to wait to offer such examples until after decisions have been made. The budgets have been put out there as targets to generate discussions that continue to take place. There are trade-offs and forces at UK that require decisions to be well informed and as good as they can possibly be. Debski wondered if that was the answer the President would give to employees who were recently given 90 days' notice. The President said that Debski should speak with her dean or with the Provost about personnel matters.

Gross said his question pertained to budgetary transparency; he thought that to some extent, President Capilouto was suffering the sins of past administrations. UK has never been good at budgetary openness. Employees are told not to listen to rumors but then employees hear about alternatives that are being considered. He said that for budgetary openness, employees need to know what the alternatives are. Employees cannot comment on how alternatives will affect programs unless employees know what the alternatives are. The President thanked Gross and said it was a fair statement.

Christ expressed agreement with Gross's comment and said that maybe the most important point in the SC memo is a request for a committee of faculty that has de facto responsibilities regarding policy issues, including budget cuts. She said that there was a problem with a model that demands cuts of small, low-level units which are informed by faculty discussion, but any discussion about what cuts will be alleviated go from the top down. There also needs to be better plans for incorporating consensus-building mechanisms into policy decisions. President Capilouto said that he hoped that as UK moves forward that many decisions will start resting with the college and will not involve central administrative

oversight of every decision. In the meantime, he and others are really trying to engage as many people as possible on all issues.

Guest Michael Cavagnero, a faculty member from the Department of Physics and Astronomy, said that other universities are going through budget changes, which brings about potential for change and problems, particularly with respect to chasing credit hours. He said the troublesome part of the change in budget models is taking place at a time of budget cuts and no permanent provost. A new provost will come in right after a lot of changes to rules in a short period of time and UK will have to accept those changes. Cavagnero questioned the wisdom of all those things occurring at the same time. The President said that introducing any budget model involves potential problems. He does not want to introduce volatility by introduction of any new budget model. The intent is to attempt a step forward in transparency. President Capilouto said he wants units to have time to adjust to a new budget model, in addition to offering an enduring mechanism to allow units to look five years forward when planning and addressing issues. The other universities with new budget models also tweaked the model along the way; such tweaks are inevitable and will be done after great consultation with stakeholders.

Guest Frank Richardson, a graduate student from the College of Engineering, said he was particularly concerned with the disjoint between undergraduate education and graduate education. He said he has spent two-thirds of his time at UK serving as both a TA and residence hall advisor (RA) and has heard a lot of feedback from students. That feedback indicates that TAs serve in a unique position, improving communication with students who are closer in age to TAs than the average faculty member. The student said that he hears over and over again how instrumental TAs are to student success. He was disturbed by the President's unwillingness to look at the previous contracts made with non-senior administrators, such as graduate students, about the environment in which graduate students will be working. The President thanked him for his comments.

Guest Daniel Fonfría Perera, a graduate student in the Department of Hispanic Studies, spoke about rumors in the Department of Hispanic Studies about pushing online courses in all departments – teaching foreign language is one area in which online learning is not pedagogically sound. The President replied that he did not intend to force any unit to do anything. Faculty have control of the curriculum and that is how it will remain. The faculty have the responsibility to know how to teach and oversee how learning takes place. He said he shared with those present the forces facing UK. UK needs to empower colleges to set up systems to introduce and integrate appropriate technology into appropriate areas.

The Chair asked additional questions from the audience. Why does the President cut teaching positions but create position that take up money. The President replied that his office and the office of the Provost were restructured, with a number of position eliminations. He said he would let Provost Tracy speak for his area, but noted that assessing people in terms of revenue production could be taken to a place that is not helpful. Provost Tracy said that during the reorganization of the Provost's area, four associate provost positions were eliminated and one was created. The new position was created to better align with the goals of student success. The number of direct reports to the Provost decreased from 34 to 26, with some positions being kept but changing the reporting structure. The overall intent is to improve student retention.

Pienkowski said it would be helpful if faculty could have a formal, written business plan that details the alternative courses of action that were considered and rejected. President Capilouto said that many trustees expressed an interest in having unit plans at every level. He said it was fair to look at business approaches to how UK functions, because while UK is business-like, it is not a business and not

everything can be measured in dollars and cents. He proposed the overall budget in general terms and is currently weighing alternatives. The President said he was happy to return to the Senate and discuss alternatives in the future.

The time was shortly after 5 pm. The President said he would stay to answer questions as long as folks wanted him to stay.

The Chair asked another question from the audience. The Provost was asked to comment on cutting back on student services, the Diversity Center, the Writing Center, etc. Provost Tracy said that all those areas and other areas of student affairs are going through a methodical process to determine what negative impact would occur if they were gone, as well as how to mitigate cuts. There were going to be some direct impacts on UK Core originally and the Provost and his staff did their best to understand the direct impact on faculty and how to make the best decisions.

Guest Janet Eldred, a faculty member from the Department of English, said that while the President has used the term "power" and "empowered," she commented that she did not feel empowered and thought others felt the same. She saw a crisis of confidence and she knew one thing with certainty – she has no confidence in the plan or the process and is no longer confident in the future of UK. President Capilouto said that he was present out of a deep respect and with a willingness to listen to what people have to say. He said he hoped that at the end of the process people will be able to say that the President listened. The President said that he thought the future was bright. Although the state is offering flat or declining budgets, UK is in the same ballpark as similar universities and can still make improvements. He said that similar universities are improving their graduation rates and UK can, too. It takes difficult conversations and challenging ideas and the President believes that UK can smartly grow its way to a point where UK is empowered to do lots of things that UK wants and needs to do. President Capilouto said he would work hard to help others feel that way, too.

A guest from the College of Arts and Sciences asked how to best offer input into the budget process. President Capilouto suggested that employees contact their department chair or dean or provost.

Guest Jenny Rice, a faculty member from the Department of English, explained that she taught rhetoric to first-year students and that part of the class is teaching students to not just hear words, but to actively listen and be flexible about changing one's mind. She asked the President to say if any of the comments during the meeting had changed his mind about budgetary matters. The President replied that the effort to engage campus in a dialogue was not a hollow gesture. The Provost is working with all units on their budgets. President Capilouto reiterated that he did not have all the answers or all the questions regarding UK's budget. He heard a lot during the meeting and will incorporate it into the information received in other forums.

Guest Jason Grant, a graduate student in French social theory, shared some of his academic background and the other educational opportunities he turned down to attend UK. He said that the teaching load for him and fellow TAs had grown to a size that was not pedagogically sound, according to current research. Grant commented that although President Capilouto was unwilling to change the contracts of high earners to reduce salaries or benefits, Grant's contract with the University and his understanding of the environment in which he was expected to work is no less important than anyone else's contract. President Capilouto expressed appreciation for Grant's comments and noted that cutting administrative pay would not solve problems of the magnitude that UK faces. Grant wondered if the issue was that the President simply refuses to amend others' contracts, or if the President thinks the verbal contracts are

"different." President Capilouto said he would work to keep the promises made to Grant (and others) under different circumstances. He said it was important to have the necessary resources to make sure UK can excel.

Guest Lazarus Eze, a graduate student from the College of Public Health, expressed deep concern about the future of public health at UK and asked the President if he could offer any assurances about the importance of the College of Public Health and its buildings. The President replied that UK needs to seriously consider the effect of debt when evaluating whether or not to build new buildings. He recognized that public health is a challenging academic area – there are typically low student enrollments, but there are also very high levels of research.

A guest from the Graduate School thanked the President for answering questions and giving out details of the budget and budget cuts.

Guest Matthew Giancarlo, a faculty member from the Department of English, said he was interested in a specific piece of data – costs of administrative overhead. He said he was at a recent session at Western Michigan University (WMU) where that institutions' provost boasted that WMU's overhead costs were the lowest in MI and among the lowest in the nation. Giancarlo asked how much administrative costs drain from the University. The President commented that a report from the Goldwater Institute indicated that UK had managed overhead expenses well. He added that it was difficult to compare WMU to UK, since UK also has 120 extension offices and a hospital on site.

Due to the time and another reservation in the room at 6 pm, Brion **moved** to adjourn and D. Anderson **seconded**. A **vote** was taken and the motion **passed** with none opposed. The meeting was adjourned at 5:40 pm.

> Respectfully submitted by Robert Grossman,
> University Senate Secretary

Absences: Allison; Andrade; Anstead; Atwood[*]; Bailey, E.; Bailey, P., Ballard; Bensadoun; Bilas; Blackwell, D., Blackwell, J.; Bland; Branham; Brennen; Bruzina; Conners; Coyne; Davis; Dawson; de Beer; Deep; Dietz; Dupont-Versteegden; Durham; Eckman; Effgen; Feist-Price; Ferrier; Fox; Geddes; Graf; Hardin-Pierce;; Hazard; Hong-McAfee; Jackson; Jong; Kaplan, Karan; Kovash; Latham, Leahy; McNamara; Michelman; Mock; Osborn; Payne; Peffer*; Plamp; Rabel; Richey; Rieske-Kinney; Sexton; Smith; Speaks; Stanley; Stewart; Tick; Tracy, J.; Tracy, T.; Walker; Walz; Watt; Wells; Wiseman; Witt; Wyatt; Yelowitz.

Prepared by Sheila Brothers on Monday, November 5, 2012.

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[*] Denotes an absence explained prior to the meeting.

Brothers, Sheila C

From:	Farrell III, Herman D
Sent:	Wednesday, October 31, 2012 9:03 AM
To:	Brothers, Sheila C
Cc:	Bailey, Ernest; Debski, Elizabeth A; Effgen, Susan K; Gross, Don; Jasper, Samuel J; Kilgore, Michael W; Lee, Brian D; Underwood, Emily; Wasilkowski, Greg; Smith, M S
Subject:	RE: New Cmte Item (SAOSC)_Proposal to Change Name of the College of Agriculture

Dear Sheila,

The Senate Academic Organization and Structure Committee has voted (7 in favor, 2 abstaining) to endorse the proposal to change the name of the College of Agriculture to the College of Agriculture, Food and Environment. 2 members of the committee abstained because they are faculty members of the College of Agriculture.

Sincerely,

Herman Farrell, SAOSC Chair

Herman Daniel Farrell III
Associate Professor - Playwriting
University of Kentucky
Department of Theatre
138 Fine Arts Building
Lexington, Kentucky 40506

From: Brothers, Sheila C
Sent: Friday, October 05, 2012 4:59 PM
To: Farrell III, Herman D
Cc: Bailey, Ernest; Debski, Elizabeth A; Effgen, Susan K; Gross, Don; Jasper, Samuel J; Kilgore, Michael W; Lee, Brian D; Underwood, Emily; Wasilkowski, Greg; Smith, M S
Subject: New Cmte Item (SAOSC)_Proposal to Change Name of the College of Agriculture

Good afternoon, Herman. There is a new item ready for review by the Senate's Academic Organization and Structure Committee (SAOSC) – a proposed name change for the College of Agriculture, to the College of Agriculture, Food and Environment. The proposal is attached here and can also be found at
http://www.uky.edu/Faculty/Senate/committees_councils/standing_committees/academic_organization_structure.htm
.

Dean M. Scott Smith is your contact for this proposal.

This is tentatively scheduled to be reviewed by the Senate Council on Monday, October 29, and by the Senate on Monday, November 12. Therefore, I'll need the determination of your committee no later than Tuesday, October 23. If this proposal requires a longer review period, please let me know and I will adjust the agenda scheduling.

If you have any questions or requests, please don't hesitate to let me know.
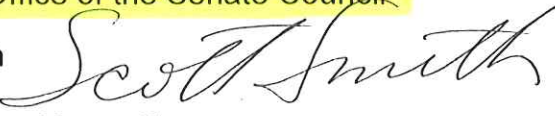
Thank you,
Sheila

Sheila Brothers
Staff Representative to the Board of Trustees
Office of the Senate Council

UK

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College of Agriculture

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MEMORANDUM

TO: Lee Blonder, Sanders-Brown Center on Aging
Hollie Swanson, Molecular and Biomedical Pharmacology
Herman Farrell III, Theatre

CC: Sheila Brothers, Office of the Senate Council

FROM: Scott Smith, Dean

RE: Request for College Name Change

DATE: May 15, 2012

The attached proposed name change for the UK College of Agriculture (COA) is the culmination of a long-standing discussion that has included faculty, staff, and administrators. Because of the college's statewide extension mission, in addition to research and instruction, the implications of a name change are not taken lightly.

The appropriate name for our College has been debated intermittently since the merger of the College of Agriculture and the College of Human Environmental Sciences in 2004. A faculty-led committee, after several months of consultation and deliberation, recommended that the name be changed to College of Agriculture, Food and Environment. After that action was endorsed by faculty vote, the proposal was forwarded to the Board of Trustees for consideration in 2005. At that point, the proposal was withdrawn (by me, then Interim Provost) in response to concerns expressed in committee by some BOT members. The concerns can be paraphrased as "letting the dust settle" following soon after a contentious reorganization of two colleges. (See Attachment A.)

In 2012, a name change to the College of Agriculture, Food and Environment is overdue. With 14 academic departments that include Community & Leadership Development, Merchandising, Apparel & Textiles, Family Sciences, Landscape Architecture, Forestry, and Nutrition & Food Science, this college should have a name that reflects the breadth of its mission. While much of the college's focus

remains in the more traditional agriculture disciplines such as Animal & Food Sciences, Plant & Soil Sciences, and Horticulture, and these disciplines continue to be crucial to the state, in the 21st century, the UK College of Agriculture needs to reflect a connection to all citizens of the commonwealth and beyond, whether they are farm families from Davies County, prospective students from inner-city Louisville, or internationally renowned biochemists.

At the 2011 COA fall faculty meeting, I discussed the proposed name change. I emphasized the importance of this question to establishing and communicating our identity, as I believe this identity is an important priority, now and in the coming years. Later in the fall, I continued discussions with chairs, directors, and deans, and conducted an informal poll, the results of which showed an overwhelming response in favor of action. I then proceeded with a formal survey of all faculty (including faculty stationed around the state) and staff (including staff from all 120 counties). This concluded on January 31, 2012 and indicated 64.5 percent of the respondents favor the proposed name change. In February 2012, I met with the Ag Faculty Council, who agreed this proposal should move forward to the Senate Council. (See Attachment B.) During this spring semester, this proposal was shared with Provost Subbaswamy and all college deans, and their comments invited. No objections from this group were received.

At this point, I believe the College of Agriculture has concluded all required and expected steps to move this proposal forward. We respectfully request review of our proposal by the Faculty Senate.

- What is the impetus for the proposed change?

  In the wake of the merger with Human Environmental Sciences, the evolving scope and identity of the College of Agriculture is no longer reflected in its name. A change in name is instrumental in establishing and communicating the college's identity and differentiating it from other colleges. A change in name would more accurately reflect the interdisciplinary focus of the college, which includes teaching, research, and extension programs in not only agricultural sciences, but also in food and human environmental sciences. **Therefore, the proposed name change is the College of Agriculture, Food, and Environment**.

- What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?

  Benefits:
    1) A change in name will better represent the many programs within the college and dispel the perception that "agriculture" means only production agriculture;
    2) A name change will facilitate the recruitment of students from a broader spectrum of disciplines; a majority of our current students are not recruited from traditional agriculture backgrounds, nor do they seek careers in production agriculture;
    3) Changing the name will better communicate the diverse programs within the college and better identify the scope of the college's work to academic peers;
    4) Since an increasing portion of the college's extension and outreach partners seek services and expertise beyond agriculture, e.g. community/economic development, health, natural and human resources, the name change will better reflect the broad scope of the college;
    5) The new name will not displace the common use of widely known and successfully marketed brands and logos, e.g.: the 4-H clover, the interlocking HES circles, the Ag&HES alumni logo, and the popular UKAg logo. The new name will, however, be used on letterhead, business cards, and other applications where the full name is required or helpful;
    6) The general population is more likely to identify "agriculture" with farming, whereas most of the faculty, students, and staff within the college now identify more with comprehensive food, fiber, and fuel systems.

Weaknesses:
1) The "College of Agriculture"[24] is well-known and positively received by traditional stakeholders;
2) The present name is short, simple, and familiar;
3) In response to the dissent about the proposed change (102 voters favored adding the word "human"), there is no name of reasonable length that can include and identify everything within such a large and diverse college and "human" is implied in all the college's disciplines, and especially in the words "agriculture," "food," and "environment."

- Describe the organization of the current structure and how the proposed structure will be different and better. Current and proposed organizational charts are often helpful in illustrating reporting lines.

  The college's organizational structure will remain unchanged.

- How does the change fit with department, college, and/or university objectives and priorities?

  A change in name to the College of Agriculture, Food, and Environment will:
  1) More accurately reflect the nature of the education, research, and extension activities conducted within the College of Agriculture;
  2) Enhance recruitment and retention of high ability students by more suitably reflecting the education, research, and extension activities of the college;
  3) Improve the recruitment of faculty and professional staff with high potential for success at a Top 20-level research university by more effectively communicating the true focus and scope of the college;
  4) Better represent the programs within the college and dispel the perception that "agriculture" means only production agriculture;
  5) Better reflect the collaborative nature of many of the college's programs and enhance campus/community collaborations in areas where opportunities exist to build diversity and increase inclusion.

- How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? How does the change help UK meet the Top 20 Goal?

  Over the past three decades, most agricultural colleges throughout the country have changed their names to better reflect their programs, student career interests, and research and extension efforts. Only nine other 1862 land-grant institutions retain "College of Agriculture" or "College of Agricultural Sciences" as their complete name. However, almost all still retain the words "Agriculture" or "Agricultural" within the new name, but

have added "Life Sciences," "Natural Resources," "Environment," or "Food" (from most to least common additions). Among those institutions that have undergone a name change of their agricultural colleges are Cornell, Wisconsin, Texas A&M, Iowa State, and North Carolina State.

- Who are the key personnel associated with the proposed unit? Provide qualifications of these personnel in a brief form. A complete curriculum vitae for each person is not needed, although pertinent information in tabular format is helpful.

  Key personnel associated with the College of Agriculture will remain unchanged.

- Will the proposed change involve multiple schools or colleges?

  No.

- Discuss any implications of the proposal for accreditation by SACS and/or other organizations.

  The change in name to the College of Agriculture, Food, and Environment will improve the ability of the college to meet the needs of students and society by more clearly articulating the breadth and scope of the college's programs and departments. No implications for SACS or any other accrediting bodies have been identified.

- How will the proposed change enhance students' education and make them more competitive?

  The change in name to the College of Agriculture, Food, and Environment will clarify the activities and curriculum of the college students, future employers, and statewide clientele.

- Discuss impact on current and future students. State assumptions underlying student enrollment growth.

  By more clearly articulating the scope and breadth of the college through the new name, more prospective students will be knowledgeable about the programs offered within the college. It is important for the name change to reflect the curriculum and programs within the college, as well as what current and future students hope to learn from the college in the 21st century.

- What are the plans for student recruitment?

  The College of Agriculture's Office of Student Relations will publicize and communicate the new name to potential students during the recruitment process. The new name will also be unveiled to potential students and the public through a state-wide media campaign conducted by the COA Department of Agricultural Communications and UK Public Relations.

- The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions. The committee will want to see evidence of academic merit and support from key parties. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)

In the fall of 2011, chairs, directors, and deans were polled on this issue (Attachment C). The key questions and results are as follows:

1. Should the college name continue to be reviewed in an effort to settle this issue?
    a. Yes: 26   (86.7%)
    b. No: 2   (6.7%)
    c. No opinion or neutral: 2   (6.7%)

2. Should the name "College of Agriculture" be changed to recognize and identify the broadening scope of our programs and mission?
    a. Yes: 21   (70.0%)
    b. No: 6   (20.0%)
    c. No opinion or neutral: 3   (10.0%)

3. If the name is changed, which of the following names do you prefer:
    a. College of Agriculture, Food and Environment: 18
        (60.0%)
    b. College of Agriculture, Food and Human Environment: 9
        (30.0%)
    c. Other: 3
        (10.0%)

In January of 2012, the faculty and administration (285), and staff (1,485) were polled on this issue (Attachment D). The on-line vote was announced to all COA faculty and staff and the survey was open from January 6-31, 2012. The key questions and results are as follows:

1. Do you believe the name of the College of Agriculture should be updated to reflect the broader scope of our teaching, research, and extension mission?

    Faculty and Administration
    a. "Yes":   100   (76.9%)
    b. "No":   29   (22.3%)
    c. No answer: 1   (.8%)

Bi-Weekly and Monthly Staff
a. "Yes":   156   (57.1%)
b. "No":   115   (42.1%)
c. No answer: 2   (.1%)

Totals
a. Yes: 256   (63.5%)
b. No: 144   (35.7%)
c. No answer: 3   (.74%)

2. If the College name is changed, which of the following do you prefer: The College of Agriculture, Food and Environment or The College of Agriculture, Food and Human Environment?

Faculty and Administration
a. The College of Agriculture, Food and Environment: 96
   (73.9%)
b. The College of Agriculture, Food and Human Environment: 23
   (17.7%)
c. No answer: 11
   (8.5%)

Bi-Weekly and Monthly Staff
a. The College of Agriculture, Food and Environment: 164
   (60.1%)
b. The College of Agriculture, Food and Human Environment: 79
   (28.9%)
c. No answer: 30
   (11.0%)

Totals
a. The College of Agriculture, Food and Environment: 260
   (64.5%)
b. The College of Agriculture, Food and Human Environment: 102
   (25.3%)
c. No answer: 41
   (10.2%)

The survey contained the following distribution of respondents:
      130 Faculty and Administrators
       88 Bi-weekly Staff
      184 Monthly Staff
        1 Bi-weekly and Monthly Staff had no response
      403 Total respondents
The results of this vote and that the proposal will move forward have been announced to all personnel.
NOTE: Items not applicable to this proposal (e.g.: personnel changes, degree changes, new structure) have been excluded from this document.

Attachment A
(Correspondence Related to 2005 Proposal)

To: All College Personnel

From: Scott Smith

Subject: Dean's Update: January, 2005

With this correspondence, I am putting the Ag Futures series to rest. My expectation is that future updates will focus more on progress and accomplishments, a little less on plans.

College Name
I recently consulted with the Vision/Mission Committee of the Strategic Planning Task Force about resolution of the College name. The recommendations arising from that discussion are:

1) The name should be changed to better reflect the broad and changing scope of College programs.
2) This is an appropriate time to again move the decision-making process forward.
3) That College personnel and stakeholders be provided an additional opportunity for comment on the surviving name options.
4) That the options remaining under considerations are:
  • College of Agriculture, Food and the Environment
  • College of Agriculture and Human Ecology.

Most of those I have consulted believe that the first choice has the advantage of employing three clearly defined words that will be meaningful to everyone and are reasonably descriptive of our College's current core mission. Many see the second option as more inclusive and providing explicit recognition of the merger with Human Environmental Sciences. "Human Ecology" is used at several institutions as the title for units similar to HES. The term also appears increasingly in both academic and popular literature referring to the interaction of people with their environments, natural and social.

A web survey has been posted to collect your comments and to provide an opportunity to indicate your preference between these two options. Please respond by Feb. 21.
http://www.ca.uky.edu/agc/Strategic_Website/surveys.htm
In addition, I will be corresponding with College advisory groups externally.

**UNIVERSITY
OF KENTUCKY**

College of Agriculture

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12 March 2012

Dean M. Scott Smith
College of Agriculture University of Kentucky
S123 Agriculture Science-North
1100 Nicholasville Road
Lexington, Kentucky 40546-0091

Dear Dean Smith:

I am writing on behalf of the Agriculture Faculty Council as chair of this elected body representing the faculty in our college. We are in support of the name change of the College of Agriculture to the College of Agriculture, Food, and Environment.

This name change proposal comes after open discussion and voting by the college faculty. We appreciate you discussing the idea of name change at the Fall Faculty Meeting and then proceeded at the beginning of this year with a tiered vote as described in this package. We also appreciate you meeting with the AFC in February for final discussion to hear any concerns that may have come to the AFC. We agree that this new name better reflects the breadth and depth of what our college is and does.

Sincerely,

Brian D. Lee

TO: College Administrators
FROM: Scott Smith
SUBJECT: College Name
DATE: October 26, 2012

Questions about the college name have remained in a pending status since 2005. At that time, a proposed name change received negative reaction from some members of the Board of Trustees, leading to our withdrawal of the proposal. This proposal was to change the name to College of Agriculture, Food and Environment. Extensive discussions, committee work, and faculty votes documented a reasonably strong consensus to change the name, but it would be a stretch to claim that the faculty vote on the specific name choice approached a consensus.

As recently discussed at our administrative meetings, this survey is likely to be only one step toward resolving the question of the name for our college. After your responses to these questions are received and evaluated, I will probably prepare and distribute a summary of the case with the pros and cons, and provide much opportunity for comment. I want to reduce the exhaustive communications and committee operations that took place prior to the 2005 action. But ultimately a vote, at least including the faculty, will be required before any proposal could move on for university approval. I do not think anonymity is needed in this preliminary survey of college administrators, but the final college votes would be anonymous.

Please respond briefly to each of the following questions and email the responses directly to me. If you think it is important that your responses be anonymous, you can mail a paper copy to my office. <u>Please respond by Nov. 4.</u>

1) Do you agree that questions related to the college name should be actively resolved?
2) Do you think the college name should be changed?
3) If the name were to change, and only the following two options are feasible, which option would you prefer?
   a. College of Agriculture, Food and Environment
   b. College of Agriculture and the Human Environment or Agriculture, Food and the Human Environment
4) Of the 3 choices above, or any other choice, what is your favored name for the college?
5) University rules only require a faculty vote for this action, but would you favor including a staff poll or other forms of consultation with staff on this matter?
6) Other comments?

TO: All College Faculty and Staff
FROM: Scott Smith
SUBJECT: Survey on College Name
DATE: January 6, 2012

At the fall semester faculty meeting, I discussed the long-standing issue of the name of our college. I emphasized the importance of this question to establishing and communicating our identity, and differentiating us from other colleges. I believe that defining our identity is an important priority, now and in the coming years. Later in the fall, I continued discussions with the chairs, directors, and deans and then conducted an informal poll of their opinions. Thirty of them responded to the poll, with the key results as follows:

4. Should the college name continue to be reviewed in an effort to settle this issue?
   a. Yes: 26
   b. No: 2
   c. No opinion or neutral: 2
5. Should our name "College of Agriculture" be changed to recognize and identify the broadening scope of our programs and mission?
   a. Yes: 21
   b. No: 6
   c. No opinion or neutral: 3
6. If the name is to be changed, which of the following names do you prefer:
   a. College of Agriculture, Food and Environment: 18
   b. College of Agriculture, Food and Human Environment: 9
   c. Other: 3

Considering this outcome and my own opinion on this issue (which I will summarize below), I am proceeding with a more formal survey of all college faculty and staff. Please complete this survey at the following link: http://warehouse.ca.uky.edu/Survey/namechange/login.asp, no later than January 31. If a name change is not supported by a majority of faculty and a majority of staff, we will not pursue a change any further. If both faculty and staff favor a name change, we will proceed to seek formal university approval of the new name receiving the most votes.

Background and Analysis: Only 9 other land-grant colleges like ours retain "College of Agriculture" or "…Agricultural Sciences" as their complete name. However, almost all still retain the words "Agriculture" or "Agricultural," but have added "Life Sciences", "Natural Resources", "Environment" or "Food" (from most to less common additions). Recognizing the evolving scope and identity of our college, and in the wake of the merger with HES, we initiated a proposal in 2003 to change our name to the College of Agriculture, Food and Environment. This reached the final step of approval, the Board of Trustees, late in 2005 when I withdrew the proposal. Some of those who reviewed the proposal were concerned that it did not fully reflect the inclusion of HES in our reorganized college.

In my opinion there are valid arguments both for and against changing the college name.

Against a change:
- The "College of Agriculture" is well-known and positively received by our traditional stakeholders.
- It is short, simple and familiar.
- There is no name of reasonable length that will include and identify everything within such a large and diverse college.

For a change:
- The general population is more likely to identify "Agriculture" with farming, whereas most of us now identify it with comprehensive food, fiber and fuel systems.
- A large majority of our current students are not recruited from traditional agricultural backgrounds, nor do they seek careers in production agriculture.
- "College of Agriculture" does not adequately identify the scope of our work to our academic peers.
- An increasing fraction of our extension and outreach partners seek expertise and services beyond agriculture, e.g., health, community/economic development, natural and human resources.

"…and Environment" vs. "…and Human Environment": Although many different names have been suggested during the long course of this debate, most of the debates have converged upon "College of Agriculture, Food…" and one of these two endings. Most who prefer the former ending argue that is shorter, has a more specific meaning for the general population, and accurately reflects an increasing emphasis on natural resource and environmental issues in our college. Those who prefer to add "Human" may argue that this better represents HES in the reorganized college, that it reflects the increasing presence and relevance of Human Sciences in the College, and that the human environment also includes farms and forests.

Proposed Implementation: If either of the proposed new names above is approved, this should not displace the common use of our widely known and successfully marketed brands and logos, e.g., the 4H clover, the interlocking HES circles, the Ag&HES alumni, and the multiple applications of UKAg. In fact, for some target audiences, we are likely to emphasize these logos and brands even more than in the past. The full, new name, if approved, would be used on letterhead, business cards and other applications where the full name is either required or helpful.

ENVIRONMENTAL & SUSTAINABILITY STUDIES

New Bachelor of Arts Degree

College of Arts & Sciences

Professor David Atwood
Director of Environmental & Sustainability Studies
College of Arts & Sciences
University of Kentucky
Email: datwood@uky.edu
Tel: 859-257-7304

Mrs. Kari Burchfield
Interdisciplinary Programs Coordinator
College of Arts & Sciences
University of Kentucky
Email: klburc2@uky.edu
Tel: 859-257-1994

TABLE OF CONTENTS

        3. ENG 205, Intermediate Writing

        4. ENS 300, Special Topics in Environmental & Sustainability Studies

        5. PHI 336, Environmental Ethics

        6. ENS 400, Capstone Course in Environmental & Sustainability Studies

        7. ENS 395, Independent Study (Optional Elective)

E. Major Requirements

        1. Economics Area of Expertise (List of Courses)

        2. Environment Area of Expertise (List of Courses)

        3. Society Area of Expertise (List of Courses)

F. Course Listings for Examples of Thematic Concentrations

        1. Environmental Justice (within Society Area of Expertise)

        2. The Built Environment (within Society Area of Expertise)

        3. Other Potential Thematic Concentrations

G. Measures of Student Success

        1. Student Learning Outcomes

            i) Curriculum Map

            ii) Annual Student Learning Outcomes

        2. Student Retention and Success Rate for Completion of Degree

H. Program Assessment

        1. Oversight by ENS Advisory Board

        2. Periodic Assessments

III. Resources

A. Commitment from the Dean of the College of Arts & Sciences (Support Letter attached as Appendix I)

B. Existing Courses

        1. ENG 205 - Intermediate Writing (Support Letter attached as Appendix III)

        2. PHI 336 - Environmental Ethics (Support Letter attached as Appendix IV)

C. New Courses

D. Potential New Courses

        1. BIO 3XX: Ecosystems

        2. ANT 3XX: Environmental Archeology

        3. HIS 3XX: Environmental History of "Region"

        4. Energy Courses

        5. Theme-Specific Courses

        6. Research Methods Course(s)

        7. TOX 3XX

Other Documents in the Proposal

New Undergraduate Program Form

Four Year Graduation Plans

New Course Form: ENS 201

ENS 201 Syllabus

New Course Form: ENS 202

ENS 202 Syllabus

Appendices:

 I.   Letter of Support: Mark Kornbluh, Dean of the College of Arts & Sciences

II.   Letter of Support: Mark Meier, Chair of the Chemistry Department

III.   Permission to include ENG 205 in ENS B.A.: Roxanne Mountford, Chair of the Writing,

Rhetoric, and Digital Media Department (WRD).

IV.   Permission to include PHI 336 in ENS B.A.: David Bradshaw, Chair of the Philosophy

Department

V.   Letter of Support: Scott Smith, Dean of the College of Agriculture

VI.   Dean Smith Confirmation of Support

VII.   Letter of Support: Mary Arthur, Director of the Natural Resources and Environmental

Sciences B.S. Program.

VIII. Signature Routing Log

REQUEST TO CLASSIFY PROPOSED PROGRAM

Section I (REQUIRED)

1.	The proposed new degree program will be (please check one): ☒ Undergraduate* ☐ Masters* ☐ Doctoral* ☐ Professional*	
2.	Have you contacted the Associate Provost for Academic Administration (APAA)?	
	YES ☒ Date of contact: Sept. 20, 2010	
	NO ☐ (Contact the APAA prior to filling out the remainder of this form.)	
3.	Degree Title: Bachelor of Arts	
4.	Major Title: Environmental & Sustainability Studies	
5.	Option: Areas of Expertise: 1) Economics, 2) Environment, 3) Society	
6.	Primary College: Arts & Sciences	
7.	Primary Department: College of Arts & Sciences (Interdisciplinary Programs)	
8.	CIP Code (supplied by APAA) 03.0103	
9.	Accrediting Agency (if applicable): CPE	
10.	Who should be contacted for further information about the proposed new degree program:	
	Name: Prof. David Atwood	Email: datwood@uky.edu	Phone: 257-7304
	Mrs. Kari Burchfield	klburc2@uky.edu	257-1994
11.	Has the APAA determined that the proposed new degree program is outside UK's band?	
	☐ YES (Continue with the Section II* on a separate sheet.)	
	☒ NO (This form is complete. Print PAGE ONE & submit with appropriate form for new program.)	

Section II (Attach separate pages.)

I. Submit a one- to two- page abstract narrative of the program proposal summarizing: how this program will prepare Kentuckians for life and work; any plans for collaboration with other institutions; and any plans for participation in the Kentucky Virtual University.

II. Provide a comprehensive program description and complete curriculum. For undergraduate programs include: courses/hours; college-required courses; University Studies Program; pre-major courses; major courses; option courses; electives; any other requirement. Include how program will be evaluated and how student success will be measured. Evaluative items may include, but are not limited to retention in the major from semester to semester; success rate of completion for core courses; and academic performance in suggested program electives.

III. Explain resources (finances, facilities, faculty, etc.) that are needed and available for program implementation and support.

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* After filling out this form, you must also submit a form for New Undergraduate Program, New Master's Program, or New Doctoral Program. There is no form for new professional programs.

REQUEST TO CLASSIFY PROPOSED PROGRAM

(Answers to questions on this page only necessary for programs outside of UK's band; ENS is within UK's band)

Answers to the questions below are also required by Kentucky's Council on Postsecondary Education for proposed new programs outside of UK's band. Please visit their website (http://cpe.ky.gov/planning/keyindicators/) for more information about the questions.

IV. Academic Program Approval Checklist

1. **Are more Kentuckians prepared for postsecondary education?**
    A. Entrance requirements:
        1. Test scores (GRE, GMAT, LSAT, MCAT, ACT, SAT, etc.).
        2. High school/college GPA.
        3. Other required discipline knowledge unique to the proposed program.

    B. Transfer requirements:
        1. College transfer GPA.
        2. Recommended/required preparatory courses (prerequisite courses).

    C. Recruitment plans
        1. Plans to ensure success of students coming from "feeder institutions" (either colleges or high schools).
        2. Recruitment and marketing strategies to enroll a diverse student population.

2. **Are more students enrolling?**
    A. Explain the demand for the program by providing the following information:
        1. Anticipated number of students from other majors (including undeclared).
        2. New students entering the programming (including transfers).

    B. Detail recruitment plans (include specific plans to attract non-traditional students, including minorities, and to address gender related issues.)

    C. Contact the Associate Vice President for Employment Equity to obtain EEO plan and status information.

3. **Are more students advancing through the system?**
    A. What is the anticipated time-to-graduation for full-time students entering the program?

    B. Explain any cooperative or practicum experience required to complete the program.

    C. Why do you desire to offer the program? (See 2A) Why is UK the right place to offer this program?
        1. Include a list of other Kentucky institutions offering similar or related programs at this and other levels.

        2. List courses from in-state institutions that will transfer into the program.
            a. 48 Hour General Education Transfer Component.
            b. 12 Hour Transfer Articulation Agreement.

REQUEST TO CLASSIFY PROPOSED PROGRAM
(Answers to questions on this page only necessary for programs outside of UK's band; ENS is within UK's band)

        3.List courses offered that will transfer into similar programs at other state institutions.

        4.Provide information about completed, signed articulation agreements.

  D. Delivery
        1.What plans are in place for delivering this program through the Kentucky Virtual University or other distance learning technologies? (Council on Postsecondary Education wants special attention given to KVU courses.)

        2.What courses can be offered in a non-traditional mode?

  E. Collaborative Efforts
        1.Future proposals must provide evidence of consultation with other programs in the state and either documentation of collaborative agreements or strong arguments for why they are not feasible.
        2.Collaborative agreements should define shared use of resources to improve program quality, efficiency, and student placement.

4. Are we preparing Kentuckians for life and work?
  A. How does the program prepare Kentuckians for life and work?

  B. What are the accreditation expectations for this program?

  C. Are there licensure, certification or accreditation requirements for graduates of this program?

  D. What are the projected degree completions?

5. Are Kentucky's people, communities and economy benefiting?
  A. Describe external advisory groups involved in the development of this program (e.g., disciplinary groups, community, government, business, labor interests).

  B. What are the employment expectations for graduates? Document the contributions of the program to current workforce needs in the state.

  C. What other benefits to the Kentucky's community and economy will the program provide?

  D. Explain specific benefits of the program.

SECTION II. REQUEST TO CLASSIFY PROPOSED PROGRAM

I. Program Description

A. Abstract

The Bachelor of Arts Major in Environmental & Sustainability Studies (ENS) will be an important addition to the University's Degree possibilities. Students can obtain the ENS B.A. as a stand-alone degree or as a second Major with any other department or discipline-specific B.A. or B.S. degree. Importantly, the ENS B.A. will be a means by which humanities and social science students can obtain a basic understanding of natural and physical science content relevant to a broad range of environmental and sustainability topics.

The ENS B.A. was created through the combined efforts of the ENS Advisory Board members within the College of Arts & Sciences and in consultation with faculty and staff throughout the University. The ENS B.A. degree will educate students in a broad range of fundamental environmental studies subjects with concepts of sustainability integrated throughout the curriculum. The programmatic focus on sustainability will place the University at the forefront of degree programs offering courses in this new, critical area of academic endeavor.

The coursework requirements consist of 18 credits of core courses and 24 credits of electives from courses organized in the Areas of Economics, Environment, and Society. In order to ensure depth of knowledge and expertise 15 credits of courses will be taken within one Area. To provide breadth of knowledge, six credits of courses will be taken in a second Area and three credits of courses in the third Area. This requirement is called the "5:2:1 Rule" to indicate how many three-credit electives the students would take in the three Areas. The Areas were selected in recognition that any type of sustainable activity, resource, or product must balance economic, environmental, and social considerations. In the ENS Program the students will combine the fundamental knowledge they obtain in the three Areas to develop an understanding of sustainability and how sustainable practices can be implemented in their eventual careers.

The grouping of courses in each Area provides the students the possibility of selecting thematic clusters of courses according to their own interests, educational, and career aspirations. These could also originate from the expertise and interests of faculty participating in the ENS Program. Examples of ENS Themes include, Environmental Justice, The Built Environment, and Environmental Journalism. The flexibility to organize thematic clusters of courses either inspired by students or based on faculty expertise is a unique feature of the new ENS B.A. program.

ENS students will obtain the fundamental knowledge required to understand the relationships that exist between the global economy, societal problems and needs, and the natural world. The program will develop the critical thinking, communication, and independent study skills necessary for students to pursue lifestyles and careers that are ecologically viable, socially desirable, and economically feasible. ENS students will be uniquely prepared to participate in the rapidly expanding "Green Economy". The ENS Program will be an important component of the College of Arts & Sciences goal of being defined by the characteristics: innovative preparation for life and career, multidisciplinary scholarly research, connectivity with the world, and substantive community involvement (*Ampersand*: Envision 2020, Fall 2010).

B. Preparing Kentuckians for Life and Work

1. Student Skills Development

Active learning will be employed as the basis of the ENS Core courses. This will be promoted through each student's independent research for the assignments in the Core courses, various engagement activities (on and off campus), through the optional Independent Study course, ENS 395, and the required Capstone course, ENS 400. Environmental subjects and issues are ideally suited to be taught by active learning techniques given the rapidly changing developments that take place. However, these must be examined critically, particularly with regard to how the issues are portrayed in popular publications and the news media. Thus, a primary outcome of the program will be to produce graduates with the ability to think critically and independently. This will be an attribute the students can employ throughout their lives and will make them more successful in their careers. Another important outcome will be to train the students to communicate effectively through written and oral media. These skills will be developed throughout the Core courses, but specifically in ENG 205 and PHI 336. The best of the students' written documents and presentations will be incorporated into the Program Website to educate the public about existing and emerging environmental issues.

The abilities to think critically and to communicate effectively will require a rigorous academic foundation. The factual basis for the social, scientific, economic, and policy issues facing society today will be provided through the new courses, ENS 201 and ENS 202, ideally taken by the students in their first year. Greater expertise in subjects of the students' own interest will be provided by the courses listed in the five areas of expertise following the "5:2:1 Rule".

The lives of the students and those around them will be substantially improved by training in the concepts and practice of Sustainability. This will be manifested, for example, by the graduating students having a clear understanding of the social problems and ecosystem impacts associated with the world's current use of non-renewable resources through energy and water consumption, land use, and commodities used on a daily basis. This will result in Environmental & Sustainability Studies graduates who make wise decisions about the activities they conduct in their lives and work, making them well-informed, global citizens.

The *Student Learning Outcomes* will be:
1. Development and utilization of critical thinking skills
2. Ability to work independently in the creation of new knowledge
3. Demonstration of excellence in communication, with an emphasis on writing
4. Factual academic knowledge in a broad range of environmental issues
5. Expertise in a specific area of environmental and sustainability studies
6. Understanding sustainability as the means to a healthy, productive, equitable quality of life for future generations.

2. Career Opportunities

The ENS B.A. degree will provide graduating students with a broad liberal-arts education in environmental studies within the context of sustainability. ENS students will obtain the fundamental knowledge required to understand the relationships that exist between the global economy, societal problems and needs, and the natural world. The program will develop the critical thinking, communication, and independent study skills necessary for students to pursue lifestyles and careers that are ecologically viable, socially desirable, and economically feasible. The ENS B.A. will readily serve as a double-major with

discipline-specific B.S. or B.A. degrees to prepare students for a wide range of careers in the rapidly expanding "Green Economy".

The degree will prepare students for career opportunities in city, state and federal government, non-profit organizations, professional societies, and in the private sector. The students will be particularly well-prepared for careers where communication skills are essential. There are many websites that advertise potential career choices including one titled "Environmental Career Opportunities" (http://www.ecojobs.com/). The ENS website will provide external links to selected websites that describe careers having an environmental or sustainability component. This will allow the students to determine whether the ENS B.A. is suitable for their goals in life, before entering the Program, and assist with career selection after graduation. The ENS website will also describe the advantages of pairing the ENS degree with a wide variety of disciplinary B.A. and B.S. degrees.

With their broad-based academic training, graduating ENS students would be well-suited to become educators throughout the P-12 grades. They could pursue careers at the state-level. In Kentucky this could be in the Department for Environmental Protection (KDEP; Divisions of Waste Management, Air Quality, and Water). At the federal level there will be career opportunities in agencies such U.S. National Oceanic and Atmospheric Administration (NOAA) and the Environmental Protection Agency (EPA), for example. ENS graduates could also find employment with newspapers, magazines, and other media-based companies.

There are many possibilities for employment with non-profit organizations and professional societies, with some examples being Conservation International, Environmental Defense Fund, National Wildlife Federation, the American Planning Association, North American Lake Management Society, and the Society for Ecological Restoration. In these and other career opportunities the students will be able to understand, evaluate, and communicate the meaning and impact of new environmental developments.

The integration of different fields, such as science, engineering, politics, law, information technology, project management, business administration, marketing, communications, and economics, will be critical to the emerging environmental professions. Demand will be high for people who combine the ENS B.A. with a traditional disciplinary degree. The ENS Degree provides a great deal of flexibility in the electives the students may choose to best fit their career aspirations. The students will be able to tailor their courses to have the ENS B.A. serve as their primary major, or to have it complement a second major.

C. Collaborations with other Institutions

Many of the potential career opportunities, and particularly the KDEP, will provide work-study and internship possibilities for the students. There will also be opportunities for the students to collaborate with various non-profit groups located in Lexington and the state. For example, several ENS Minor students worked with the Kentucky Conservation Committee to review state legislation with potential environmental impacts. If this collaborative, engagement activity continues then it could receive credit through ENS 395 Independent Study. The students will be introduced to engagement opportunities in ENS 201 and ENS 202 and encouraged to begin their optional independent study activities as early as possible.

After the ENS Program is established, student exchange programs will be developed with other KY institutions. For example, it would be ideal to have several of the UK students spend a semester at Berea College to participate and learn from their Sustainability and Environmental Studies Program. This would include studying Berea's famous Ecovillage and how it operates. Other KY institutions have unique expertise and capabilities that would be valuable for UK ENS students to obtain. Likewise, the ENS Program could provide similar opportunities to students from other institutions. Collaborative exchanges with these

institutions will be sought once the ENS Program is sufficiently established to host off-campus students, and provide support for ENS students to travel to other institutions.

Collaborations with leading programs outside of KY will be important for the growth of the ENS Program, student development, and the generation of new ideas for courses and engagement activities. The first three universities to be explored for this possibility will be Washington (Environmental Studies BA), Pennsylvania State (Energy and Sustainability Policy BA) (two UK benchmarks) and Oregon (Environmental Studies BA). It is anticipated that the "exchange" will initially be one-way with ENS students spending a semester taking courses at the other institution in their 3rd year at UK. This might also entail having one of our faculty visit the host institution to give a seminar and to observe their environmental program. After the UK ENS Program is established it should become a host to students from other institutions, leading to a mutually beneficial two-way exchange.

ENS students will also have many opportunities in to Study Abroad and will have an ideal background for these programs. The Council on International Educational Exchange (CIEE; http://www.ciee.org/) is an exchange organization with the mission "to help people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world". An ENS Topical Major student with an interest in Environmental Justice is spending spring 2012 in the Center for Ecological Living and Learning Program (CELL; http://www.cellonline.org/) in Honduras.

D. Participation in the Kentucky Virtual University

The ENS Program will participate in the KVU. While the ENS Core courses will not be taught online, the ENS 300 Special Topics courses will be well-suited to be offered as virtual courses since they will cover a range of topics that are likely to be of interest to students outside of UK. For example, PS391/ENS 300 "Urban Sustainability in North America" (Prof. Yanarella) was taught online in the summers of 2010 and 2011.

F. Program Structure and Faculty Rules[1]

1. Overview

The interdisciplinary ENS Program will be located in the College of Arts & Sciences. The program will have a group of Program Faculty, Advisory Board, and Director (currently David Atwood). The Program Faculty will consist of the Director of the Program, full-time University faculty employees teaching designated ENS courses or courses cross-lised within the ENS Program, or full-time faculty making other important contributions to the ENS Program. The current Program Faculty are the voting members of the Advisory Board.

2. Program Faculty

Program Faculty will be those who teach courses within the ENS Program, participate in collaborative ENS Program activitites such as mentoring students in engagement or internship opportunities, research and educational proposal submissions, and other relevant activities. Appointment to the ENS Program Faculty will be voluntary but must be approved by the existing Program Faculty. The current Advsiory Board contains all of the ENS Program Faculty. As the ENS program grows the number of Program Faculty is anticipated to increase but the group will remain separate from the Advisory Board.

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[1] The ENS Faculty Rules were finalized through: 1) guidance provided by the Senate Council, (Oct. 15 and Nov. 5, 2012), 2) review of the Arts Administration Program Unit Faculty Rules, and 3) consultation with Richard Greissman, Assistant Provost for Faculty Affairs.

All substantive academic and administrative decisions will be made by the Program Faculty. This will include, as examples, the appointment of new Program Faculty, bringing new or existing courses into the program, removing courses from the program, the structure and operation of the Seminar Program, procedures and recipients for Student Scholarships, Program Website content, and making recommendations to the Dean of Arts & Sciences about any future program Director appointments (see 3b below).

In a typical procedure the Director will work with the Advisory Board to determine and outline the decisions or changes the Program Faculty should consider. The Director will then provide the Program Faculty with a clearly written description of the issue requiring a decision. Additionally, Program Faculty can introduce, at any time, discussion items for future meetings. Unanimous consensus will be the goal for any ENS program decisions (this was achieved throughout the process of designing and creating the ENS B.A.). In the event that a vote becomes necessary, decisions must be approved with a $> 50\%$ majority made through confidential ballots with no less than two-thirds of the Program Faculty in attendance.

It is anticipated that the Program Faculty may create specific committees to make some Program decisions. As examples, ENS Committees may be established to make routine decisions, in consultation with the Program Director, regarding Curricular changes, Seminars, Scholarships, Publicity, and the ENS Website.

Program Faculty	ENS Core Courses (with ENS 300 Cross-Listing Examples)
David Atwood; Professor, Chemistry	ENS 202 (scheduled spring 2013) ENS 300 (A&S 300: Global Climate & Energy), ENS 400
Shannon Bell; Assistant Prof., Sociology	ENS 201, ENS 300 (SOC 363: Environmental Justice)
Lisa Cliggett; Associate Prof., Anthropology	ENS 201, ENS 400
Alan Fryar; Associate Prof., Earth & Env. Sci.	ENS 202
James Krupa, Professor, Biology	ENS 202
Tad Mutterbaugh; Associate Prof., Geography	ENS 201, ENS 202
Jeffrey Osborn; Professor, Biology	ENS 202
Eric Reece; Senior Lecturer, Writing, Rhetoric, Digital Media	ENG 205, ENS 300 (AC 301 (3cr): Environmental Justice: From the Rust Belt to the Coal Fields), A&S 300 (1-6cr): Environmental Writing
Bob Sandmeyer; Lecturer, Philosophy	PHI 336
Alice Turkington; Associate Prof., Geography	ENS 201
Ernie Yanarella; Professor, Political Science	ENS 201

3. Director

a) Program Operation and Advising

The Director will identify new collaborative opportunities, interface with other environmental programs, organize Program Faculty and Advisory Board meetings, submit annual reports to the Program Faculty and Dean of Arts & Sciences, manage program assessments, manage the Program budget, and

engage in fund-raising activities through the A&S Development Office. The Director will be assisted by the A&S administrative staff member assigned to Interdisciplinary Programs (currently Mrs. Kari Burchfield).

The Director will keep a detailed record of ENS Program plans, activities, meeting agendas and outcomes (as appendices), and other relevant information in a continuously-updated Strategic Plan (similar to the Planning Document used during the creation of the ENS Program). The Strategic Plan will be periodically provided to the Program Faculty (typically before meetings) or upon request.

The Director will manage the day-to-day operations of the Program that will include student advising and the placement of students into appropriate engagement and research activities. First-year student advising will be facilitated through the use of the "UK Environmental Program Guide" (see Section M) that provides a side-by-side comparison of the various programs at UK. Initially, the Director will, in consultation with the appropriate A&S advisor, individually advise the ENS students. The Director will also hold group advising session at the beginning of each semester. This will provide guidance to the students and provide the means of describing the availability of new courses and other opportunities. As the number of ENS students increases it may be advantageous for other Program Faculty participate in advising particularly for double-majors within their own departments.

b) Appointment

In summer 2010 a committee of faculty members, appointed by the A&S Dean, reviewed ENS Directorship applications, interviewed potential candidates, and selected one individual to recommend to the Dean. The same process will be followed to appoint future Directors should Prof. Atwood resign from the Directorship position or become incapable of fulfilling the Directorship responsibilities. The Program Faculty will invite applications for the Directorship, interview candidates, and select a candidate agreed upon by a > 50% majority vote with no less than two-thirds of the Program Faculty in attendance. The candidate will be recommended to the Dean of Arts & Sciences for appointment.

4. Advisory Board

The Advisory Board is currently comprised of faculty members with academic appointments at UK, two UK employees (Burchfield and Tedder; non-voting) and Prof. Glasscock, a UK Geography Ph.D. graduate and current BCTC faculty member (non-voting). This is the group of individuals who participated in the creation of the ENS B.A. Program from fall 2010 to present. The Advisory Board will continue to provide guidance to the Program and assist the Director in preparing information or discussion items for review by the Program Faculty.

5. Program History

In consultation with Dean Kornbluh and Associate Dean Schatzki, Prof. Atwood assembled a Program Advisory Board comprised of faculty and staff who would be important participants in the new ENS B.A. Program. The Advisory Board members represent all the A&S College Departments in which

Advisory Board[§]
1. David Atwood (Chemistry; ENS Director)*
2. Shannon Bell (Sociology)*
3. Kari Burchfield (Interdisciplinary Prog.)
4. Lisa Cliggett (Anthropology)*
5. Alan Fryar (Earth Environmental Sciences)*
6. Rebecca Glasscock (BCTC, ENS 200)
7. Jim Krupa (Biology)*
8. Tad Mutersbaugh (Geography)*
9. Jeff Osborn (Biology; AMSP)*
10. Eric Reece (English)*
11. Bob Sandmeyer (Philosophy)*
12. Ted Schatzki (Associate Dean, A&S)
13. Shane Tedder (Sustainability Coordinator)
14. Alice Turkington (Geography)*
15. Ernie Yanarella (Political Science)*

[§]*The Advisory Board will consist of Program Faculty and Other Professionals from the university and local community. *Voting Faculty Members.*

relevant ENS elective courses are currently being taught. The Advisory Board met at least once a week for several several hours from early fall 2010 through fall 2011 to build upon ideas for a new environmental degree that had been discussed across the College for several years. Prof. Atwood provided the Advisory

Board with emailed copies of the deliberations and plans that were discussed at each meeting. The Board Members were encouraged and expected to share this information with colleagues in their home departments and elsewhere. Prof. Atwood provided information to interested individuals upon request to ensure that the deliberative process was completely transparent at all stages of the Program development.

G. The Need for a Program in Environmental & Sustainability Studies

There is an immediate, imperative need to prepare students for a 21st century that will be more significantly impacted by environmental issues than any of the previous generations of students. It has become clear that the world's resources cannot continue to be utilized in a manner that leads to their depletion and the consequent environmental degradation and ecosystem losses. Society must learn how to manage the world's limited resources in a more sustainable manner. Sustainable development is defined minimally as: "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Brundtland Commission of the United Nations, 1987). The next generation of graduating students will need to have a fundamental understanding of the following issues related to environmental and sustainability studies:
i.   The ecological, social and political impacts of energy consumption
ii. Natural resource consumption and commodity products
iii. Climate change impacts on ecosystems and society
iv. Population growth to nine billion by the end of this century
v.   The ecosystem and social impacts of common consumer products
vi. Educating the general public on current and impending environmental problems

Future college graduates must be able to implement sustainable development, specifically, and understand sustainability in its broadest meaning, to be able to succeed in a world with less abundant resources. In doing so, they will become the new leaders of their generation in achieving success while limiting the impacts of society on the carrying-capacity of the Earth. Sustainability is not a separate discipline of academic endeavor but a means of using fundamental academic environmental concepts to solve societal environmental, and by extension, human and economic problems. Sustainability creates and emphasizes inter-relationships among typically separate fields and departments of environmental studies, in recognition that appropriate solutions to environmental problems require the erasure of divisional boundaries. When applied to ecosystem protection sustainability "*is intended to complement, not replace, the more familiar effort to preserve biological diversity through the creation of national parks, wilderness areas, and nature preserves. The idea is to adapt human economic activity to the existing ecosystem rather than destroy those ecosystems...*" (*Earth's Insights* (1994) Callicott, p. 136). Adaptation is a key term in this quotation, but successfully adapting to a world undergoing environmental change requires knowledge and expertise in the relevant environmental subjects, and sustainable activities to limit or forestall catastrophic environmental changes.

The new Environmental & Sustainability Studies Bachelor of Arts Degree represents the logical, and essential, evolution from department-specific studies, through cross-disciplinary studies, to one that emphasizes sustainability within the context of fundamental environmental concepts. The ENS Program will be among the first in the nation to provide a transdisciplinary, holistic approach to understanding, and making changes in, the relationship between humans and their environment.

H. Environmental Programs at Benchmark Institutions

The University of Kentucky Benchmark Institutions offer variable types of environmental degrees. However, the majority are B.S. degrees in some type of "environmental science". There are six environmental B.A. degrees at high-ranking public universities (U.S. News & World Report, 2011). Specifically these are, Pennsylvania State University (#15), the Universities of Florida (#17), Iowa (#29), Michigan (#4), Virginia (#2), and Washington (#11) (highlighted in the Table below). The University of Kentucky is # 63 in this ranking. Thus, the new environmental degree program will be another means for UK to attain higher national status. More importantly, however, is the potential for the University of Kentucky to be *ahead* of most institutions by creating a degree incorporating sustainability. Of the benchmark institutions only Pennsylvania State University has such a degree and it is called: "Energy and Sustainability". The University of Kentucky would join higher ranked schools by creating a new environmental degree, would be following the precedent set by the 15th ranked school, but more importantly, UK would be unique in offering a broad-based environmental degree that includes sustainability.

	Environmental Degree Programs at UK's Benchmark Institutions	
	Institution	**Degree Title (Degree; All are BS unless indicated otherwise)**
1	Michigan State	Env. Sciences and Agriscience, Env. Sciences and Management
2	N.C. State	Env. Design in Architecture, Env. Engineering, Env. Science-Air Quality, Env. Science- Soil Science, Env. Science-Geology, Env. Science-Statistics, Env. Science-Watershed Hydrology, Env. Technology, Env. Sciences
3	Ohio State	Env. Engineering, Env. Policy and Management, Env. Science
4	Penn. State	Env. Resource Management, Energy Business and Finance, Energy Engineering, Energy and Sustainability Policy (BA)
5	Purdue	Env. and Natural Resources Engineering, Env. Health Sciences, Env. Plant Studies, Env. Soil Science, Env. Studies
6	Texas A&M	Environmental Studies, Bioenvironmental Sciences
7	Arizona	Environmental Research Labs (Center)
8	UCLA	Environmental Science
9	Florida	Env. Engineering, Env. Management in Agriculture and Natural Resources, Environmental Science (BA and BS)
10	Georgia	Agriscience and Env. Systems, Env. Chemistry, Env. Economics and Management, Env. Engineering, Env. Health Science
11	Illinois	Nat. Res. and Env. Sciences, Environmental Sciences (BA and BS)
12	Iowa	Environmental Sciences (BA and BS)
13	Maryland	Env. Science and Technology, Env. Science and Policy
14	Michigan	Program in the Environment (Concentration) (BA and BS)
15	Minnesota	Env. and Natural Resources, Env. Horticulture, Env. Science, Env. Science Policy and Management
16	North Carolina	Environmental Studies (BA and BS)
17	Virginia	Environmental Sciences (BA and BS)
18	Washington	Environmental Studies (BA)
19	Wisconsin	Community and Environmental Sociology (BS)

I. Student Enrollment in Benchmark Environmental Programs

The benchmark enrollments for the institutions that made this information accessible are shown in the table on the next page for the first and last three years of each program. The B.A. and B.S. numbers for Florida and Virginia were not listed separately so the enrollments are combined, and thereby larger than what they would be for a separate B.A. program. The general trend is for increasing enrollment which would generally track the overall increase in enrollment at the university. The exception is Maryland who's Environmental Science and Policy numbers increased ~ six-fold in ten years. This could probably be attributed to the proximity of the University to Washington, D.C. and the result of some political occurrence during that time period. The enrollment for Michigan and Texas A&M is similar to the current ENS Minor. Based on these numbers a B.A. program having ~ 100 students would be similar in size to Florida and Virginia, ranked #17 and #2 for public institutions. The ENS B.A. program should have an enrollment of ~ 100 students in the coming years with the majority taking disciplinary minor and major degrees.

J. ENS Student Recruitment

The ENS Program intends to enroll students that otherwise would not have chosen UK for their undergraduate degree. Initially, the majority of the students are likely to be from the U.S. but as the program grows and becomes more widely publicized it is hoped that a significant number of international students will come to UK for the ENS Program. The A&S *Passport to the World Program* will provide unique opportunities to recruit international students into the ENS Program. The ENS Program will discuss potential minority and Appalachian student recruiting with the Louis Stokes Alliance for Minority Participation (LSAMP) and the Appalachian and Minority Science, Technology, Engineering, and Mathematics Majors (AMSTEMM) Programs. The timing for the creation of the ENS B.A. is fortuitous as it coincides with the Biology Department making their core degree requirements more stringent. It is possible that a good number of potential BIO Majors will elect to pursue a different major. The "Guide to UK Environmental Programs" described on page 11 will facilitate the transfer of students into the ENS B.A. and the other environmental programs on campus. For example, the "Guide" would show that that 2nd

Benchmarks: Student Enrollment		
Florida	**Maryland**	**Michigan**
Env. Sci. (BA/BS)	Env. Sci. and Policy (BS)	Env. Econ. and Policy (BS)
2009: 158	2010: 205	2010: 45
2008: 140	2009: 204	2009: 48
2007: 120	2008: 194	2008: 42
- - - - - - -	- - - - - - -	- - - - - - -
2001: 140	1999: 161	2004: 22
2000: 157	1998: 97	2003: 17
1999: 167	1997: 38	2002: 19
Texas A&M	**Virginia**	**Washington**
Env. Studies (BS)	Env. Sci. (BA/BS)	Commun. and Env. Soc. (BS)
2010: 20	2008: 134	2009: 52
2009: 15	2007: 108	2008: 45
2008: 10	2006: 82	2007: 29
2007: 16	- - - - - - -	- - - - - - -
2006: 11	1993: 210	1991: 39
2005: 7	1992: 170	1990: 49
	1991: 127	1989: 41

and 3rd year BIO students would have already completed some or all of the prerequisites necessary for the NRES and GEO B.S. degrees, among other possibilities. The ENS B.A. degree would provide the opportunity to pursue a B.A. in the ENS Environment Area of Expertise. With ≈ 1,500 current majors and associated pressure on teaching and resources the Biology Department will benefit from having a variety of environmental programs available to the students. The students would receive the proper advising to most effectively match their interests and career aspirations with the most suitable degree program. The ENS Program will benefit from having solid enrollment in the beginning years of the program, possibly like the more recent years for Florida and Maryland, two Top-20 universities. The other UK environmental programs should also see an increase in enrollment if the anticipated transfer of BIO students takes place.

An informal email poll of the students currently planning to graduate with an ENS Minor indicated that they *would not* have elected for an ENS B.A. in preference to the major they are currently enrolled in. Thus, the number of ENS Minor students graduating in the past cannot be used to estimate how many students the ENS B.A. degree program would potentially have. However, a significant proportion of the current ENS Minor students indicated that they would have elected to double major with the ENS B.A. being their secondary degree. It is likely, then, that the ENS B.A. will prove to be an important "companion" degree alongside traditional B.A. and B.S. degrees. The ENS Program will also serve as a "gateway" for majors in other degree programs. For example, by design, enough courses exist in the Economics Area for students to readily obtain a minor in Economics. Some of these students will undoubtedly recognize the benefits of an Economics major and elect to double-major in ENS and ECO. Once established, the ENS Program will explore the possibility of "imbedding" other departmental minors in the Area course listings as a means of increasing the number of majors in the participating departments. This appears ideally suited to encourage majors in GEO, SOC, EES, and many other departments.

Thus, in the first years of the ENS B.A. program the student enrollment will probably be comprised of students with an interest in biology, those pursuing double-majors, and relatively few students switching from the ENS Minor to the ENS Major. As the ENS Major becomes more established and more widely recognized it is anticipated that the enrollment will be largely comprised of students who would not have come to UK in the absence of the B.A. degree.

The ENS B.A. degree is designed to provide a broad transdisciplinary education in the interrelated areas of environmental and sustainability studies. The degree is structured to provide students with the greatest possible freedom in designing and selecting their elective courses. The program will be ideal for students wishing to continue their education in other areas and for those interested in immediate employment in careers requiring a breadth of knowledge of environmental subjects coupled with strong communication and critical thinking skills. Students planning for more specialized careers in the physical sciences would be better served by more discipline-specific B.S. degrees, or the Natural Resources and Environmental Sciences B.S. offered by the College of Agriculture.

K. Environmental Studies Minor

1. Program Description

The Environmental Studies Minor was created in 2002 to *"provide students with the opportunity to become conversant in a range of environmental topics, whether as private citizens in their daily lives or as professional members of corporate, government, legal, medical, and educational circles. The minor draws on topics and perspectives from the natural and physical sciences, the social sciences, and the humanities to underscore the interdisciplinary nature of environmental issues and problems. Students taking the minor are encouraged to integrate the program with their major study focus in order to gain a competitive advantage in grappling with environmental topics."* (Yanarella, Undergraduate Bulletin).

The minor in Environmental Studies requires 18 hours of course work including ENS 200, six credits in sociocultural perspective electives, six credits from science and technology perspective electives, and ENS 400. At least six of the twelve elective credits must be at the 300-level or higher (this will satisfy the College requirement of at least 24 credits at the 300 level or higher). The elective courses must be taken outside the student's major. A total of 31 students have graduated with an ENS Minor from a variety of departments as shown in the table below.

2. Revisions to the Minor

Once the Environmental & Sustainability Studies B.A. is established the Program Faculty will evaluate the Environmental Studies Minor with regards to its structure, the list of suitable electives and the impact the degree has had on graduated students. Based on Program Faculty meetings the list of activities and outcomes listed below are anticipated to take place after the ENS Major has been approved.

i. The Environmental Studies Minor will be changed to a Minor in Environmental & Sustainability Studies to make the Minor consistent with the Major.

ii. ENS 200, Introduction to Environmental Studies, currently required for the ENS Minor, will be replaced by ENS 201 in fall 2014. This will bring continuity to the Minor and Major Programs, foster relationships and collaborations among all the ENS students, and make it easier for students to move from the Minor into the Major.

ENS Minor Graduates and Degree Majors									
MAJOR	**03**	**04**	**05**	**06**	**07**	**08**	**09**	**10**	**Tot**
Ag-Ed. Com.	1								1
Ag-Biotech.			1						1
Ag-Individ.					1				1
Anthropology		1	1						2
Architecture				2					2
Biology	1	1		2	1	1		1	7
English	1	1						1	3
Geography		1					3	2	6
Marketing		1							1
Ag-NRCM					2				2
Philosophy				1					1
Political Sci.						1		1	2
Spanish					1				1
Telecom.							1		1
Total	3	5	2	5	5	2	4	5	31

iii. ENS 300 and ENS 395 will be common, elective, courses in the Minor and Major degrees.

iv. The elective courses suitable for the Minor will be broadened to include the relevant courses listed as electives for the ENS Major. It is critical to have the Minor and Major electives overlap to allow Minor students to seamlessly shift to the Major. Another benefit is that this will create a cohort of students, from both degrees, with similar interests and experience working together.

v. ENS 400 Senior Seminar will become a common course for the Minor and Major.

vi. The ENS minor and major students will be tracked and their post-graduation successes evaluated in the same manner. This will allow a comparison of the relative merits of each degree and the career choices that are most suitable for each.

vii. Student tracking will be used to determine the advantages of pairing the ENS minor and major with disciplinary minors and majors.

L. Relationship to Existing UK Environmental Programs

There are six undergraduate degree programs specifically related to environmental subjects currently being offered at the University of Kentucky (according to the 2011-2012 Bulletin). These are: the Topical Major B.S. in Environmental Science in Earth and Environmental Sciences, the Human Geography and Earth Environmental Systems Tracks (B.A. and B.S.) in Geography, the B.S. in Natural Resources and Environmental Sciences (formerly Natural Resources and Conservation Management, NRCM) in the College of Agriculture, and a Major (B.S) and Minor in Sustainable Agriculture (SAG).

The EES and NRES B.S. degrees have Pre-Major requirements in CHE, MA and BIO (NRES only). The ENS B.A. does not have any Pre-major or Major requirements in the physical sciences or mathematics beyond the A&S requirements. The Major requirements for EES are all intra-departmental courses and those for NRES are all within the College of Agriculture (with one exception, GLY 385). Likewise, the Human

Geography and Earth Environmental Systems B.A. Tracks within Geography are comprised of GEO courses. The "UK Environmental Program Guide" described below will be used to provide students, advisors, and faculty, with the information needed to match students' interests and career goals with the appropriate environmental program.

In order to fulfill the 5:2:1 Major Requirement, students must select courses that have at least three different departmental prefixes. This will avoid the unlikely possibility of a student selecting electives to obtain an ENS B.A. that coincides directly with a departmental B.A. degree.

The ENS Program will advertise the possibilities of combining the ENS B.A. with departmental B.A. and B.S. degrees and will work with interested departments to provide specific details about this possibility. The ability to serve as a "gateway" to departmental majors is a unique feature of the ENS Program. Additionally, the ENS Program will explore the possibility of having departmental minors embedded within the ENS curriculum. Some students who start on a departmental minor may continue through to the major. This would be an important way the ENS Program could benefit other UK environmental programs and disciplinary departmental degrees.

M. The UK Environmental Program Guide: Advising and Advertizing Advertising and

Students interested in attending UK in order to obtain an environmentally-focused degree would benefit from having all the various UK environmental programs advertised together in a "UK Environmental Program Guide". This would allow the students to select the programs, or combination of programs, that best fit their interests and aspirations. The Guide could be used to recruit prospective students, better advise incoming students, and advertise UK's environmental program. The table shown on the following page provides examples of how the ENS B.A. and NRES B.S. programs would be described in the Program Guide. The document currently lists the attributes and requirements for the ENS B.A. and NRES B.S. degrees (with information provided by the NRES program). The Guide would ideally include basic information about all of the UK environmental programs and degrees (the Sustainable Agriculture Program (SAG) will be the next program added to the Guide. The Program Guide will be located on a website outside those specific to programs, departments, or colleges.

Environmental & Sustainability Studies	Natural Resources and Environmental Sciences
Bachelor of Arts (B.A.)	Bachelor of Sciences (B.S.)
Courses predominantly in College of Arts & Sciences	Pre-major courses in A&S; Major requirements in CoA
Goals: Interdisciplinary education in environmental studies within the context of sustainability. Preparation for participation in the "Green Economy". Citizenry with understanding of environmental issues.	The goal of the NRES curriculum is for students to attain the skills for entry-level positions in the natural resources or environmental field or enter graduate school.
No Math or Physical Science Prerequisites	BIO 150,152; CHE 105, 107, 111, 113; MA 123
Major Hours = 42	Major Hours = 43-44
Double-Majors: Readily paired with other A&S B.A. or B.S. degrees since same UK Core and A&S Requirements; could be paired with B.A. or B.S. degree from other College since UK Core requirements will be the same for both Colleges.	Double-Majors: Ideally suited for a double-major in humanities, social science, or natural science fields. NRES students have double-majored in English and Biology and often complete minors in other fields as well.
Areas of Study Coincide with the Three Components of Sustainability: 1) Economy 2) Environment 3) Society	Environmental Systems Emphasis Areas are combined with Analytical Skill Areas in Geospatial Analysis, Economic and Policy Analysis, or Field and Lab Analysis: 1) Conservation Biology, 2) Forestry, 3) Human Dimensions and Natural Res. Planning, 4) Soil Science. 5) Water Resources, 6) Wildlife Management
Optional Themes within Area	Individualized System Analytical Skill or Environmental Systems Emphasis Areas by Proposal
Research and Engagement Encouraged	Required pre-professional experiential learning
Non-Coursework Requirements: None	Summer Camp Required: NRE 320
Careers where it is important to understand, evaluate, and communicate the impact of economic and social activities on the environment. General examples: City, State, and Federal Environmental Agencies, Non-Profit Organizations, Education, Law, Business, Economics, and Journalism.	Careers that require an understanding of the social and natural science underpinnings to natural resource and environmental problems. Will provide the skills needed to obtain entry- level positions in the natural resources or environmental fields or enter graduate school. Graduates of the program are employed in state and federal government, university sustainability programs, non-profit organizations, law, business, fisheries, and environmental consulting.
Specific Career Examples: Urban and Regional Planning ("Smart Growth") Green Businesses (Entrepreneurs and Managers) Environmental Justice Communication Specialist Sustainability Management, Environmental Economist Parks/Recreation Management Environmental Historian Community Organizer, Fundraising	Specific Career Examples: Pollution Monitoring, Control and Prevention Waste Management Specialist Field Scientist/Technician Conservation/Restoration Biology Natural Resource Management Soil Scientist, Wildlife Biologist/Management Environmental Risk Assessment Environmental Law and Policy
Suitable for Law and Business degrees: Not as preparation for Physical Science Graduate School.	Possible Graduate School in natural science, policy, law and business fields, depending on the combination of Analytical Skill and Environmental Emphasis selections.
Website: TBD	Website: http://www2.ca.uky.edu/nres/
Note that the suitability of a specific job, with a B.A. or B.S. degree will ultimately depend on the student's qualifications and career opportunities. B.A. graduates could secure "science" jobs and BS graduates could secure "humanities" jobs.	

II. Comprehensive Program Description and Complete Curriculum

A. General Education Requirements

      There are some very good courses with direct relevance to an ENS Degree that would fulfill the General Education (UK Core) requirements. These courses are listed below and would be used in advising ENS students during their first year at UK. The two courses preceded by an asterisk are electives in the ENS Area requirements and, importantly, would count towards the A&S requirement for 39 credits at the 300-level and above.

      There will be opportunities for developing new UK Core courses within the ENS Program and having these cross-listed with various departments. This could take place through the ENS 300 Special Topics course. ENS 300 would also be useful for meeting the A&S B.A. requirement for courses at or above the 300-level.

1. Natural and Physical Sciences

GEO 130: Earth's Physical Environment
GEO 135: Global Climate Change
GLY 110: Endangered Planet: An Intro. to Environ. Geology
GLY 120: Sustainable Planet: The Geology of Natural Resources

2. Social Sciences

ECO 101: Contemporary Economic Issues*
SOC 360: Environmental Sociology
SOC 363: Environmental Justice
*ENS students will be encouraged to take this course to understand the importance of economics to sustainability.

3. Citizenship: Global Dynamics

GEO 131: Introduction to Global Environmental Issues
SAG 201: Cultural Perspectives on Sustainability
ANT 225: Culture, Environmental and Global Issues
ANT 311: Global Dreams and Realities in a "Flat World"

      As the Program operates it will become possible to suggest specific General Education courses (beyond the list shown above) that are ideally suited for the ENS Themes that will begin emerging. Thus, the ENS Program will eventually list the General Education courses that are most suitable for the ENS Areas and the eventual ENS Themes.

B. College of Arts & Sciences Requirements

      ENS 200 and ENS 400 would satisfy the A&S natural sciences requirement (see table on previous page). When approved, ENS 202 would also qualify as an A&S natural science. The lists of ENS Area

General Education Requirements	Cr
I. Intellectual Inquiry	
a. Humanities	3
b. Natural, Physical, Mathematical Sciences	3
c. Social Sciences	3
d. Creativity & the Arts	3
II. Composition and Communication	
a. CC-1	3
b. CC-2	3
III. Quantitative Reasoning	
a. Quantitative Foundations	3
b. Statistical Inferential Reasoning (STA 210)	3
IV. Citizenship	
a. Community, Culture and Citizenship in US	3
b. Global Dynamics	3
Total Credit Hours	30

A&S Requirements	Cr
I. Natural Sciences	
a. NS-1	3
b. NS-2	3
II. Humanities	
a. H-1	3
b. H-2	3
III. Social Sciences	
a. SS-1	3
b. SS-2	3
IV. Language (3rd and 4th)	6
V. Free Electives (2x3 cr)	6
VI. Lab or Field Exp.	3
VII. Grad. Writing Req.	3
Total Credit Hours	36

electives contain many other possibilities for satisfying the A&S requirements. Courses with the prefixes, BIO, CHE, and GLY would satisfy the A&S natural Sciences requirement. The ENS Core Requirement, PHI 336, will satisfy one of the A&S humanities requirements. ENG 205, however, would not. There are ENS Area courses with the prefixes, ANT, ECO, GEO, PS, and SOC that would satisfy the A&S social sciences requirement. This will provide the students a great deal of flexibility in meeting the A&S requirement of completing 90 credit hours in A&S or 120 credit hours acceptable to A&S, and make graduation within four years easily achievable.

C. ENS Core Requirements

The Core courses are designed to introduce the students to a broad range of environmental topics, policy needs, current issues, and fundamental environmental knowledge. ENS 201 and ENS 202 will serve as introductory courses to provide a foundation in environmental and sustainability studies within the humanities, social and natural sciences, and policy. Most importantly, the students will learn, in their first year of study, that the concept of sustainability can be applied to all academic subjects. The Advisory Board has selected a single textbook, Environmental Science (8th Edition) by Daniel Chiras, to use for ENS 201 and

Required Core Courses		
Course	**Cr**	**Title**
ENS 201	3	Environmental & Sustainability Studies I: Humanities and Social Sciences
ENS 202	3	Environmental & Sustainability Studies II: Natural Sciences and Policy
ENG 205	3	Intermediate Writing
ENS 300	3	Special Topics in Environmental Studies
PHI 336	3	Environmental Ethics
ENS 400	3	Capstone Course: Senior Seminar in Environmental & Sustainability Studies
Total	**18**	

ENS 202. Among the multitude of potential textbooks that are available, and despite the term "Science" in the title, Chiras' book had the best coverage of environmental studies and sciences information. The book has two other critical features: 1) It contains organized, thought-provoking sections designed to introduce and practice Active Learning techniques, and 2) sustainability is linked to the basic textual information from the first chapter through the last. ENS 201 and 202 will thereby provide an ideal foundation upon which to build the student's capabilities in environmental studies and sustainability.

D. Core Course Descriptions

1. ENS 201, Environmental & Sustainability Studies I: Humanities and Social Sciences

This new course exposes students to core ideas, theoretical concerns and practical approaches to environmental studies framed within the disciplines of the humanities and social sciences. Students will study human interactions with the environment, both natural and built, and inter-human relations conditioned by local and global environmental factors. Core ideas surveyed in this class include: the meaning of an environmental philosophy, historical and cultural perspectives (Eastern and Western philosophies) of nature, the social construction of nature, environmental justice, environmental racism, local-global linkages, population, consumption and commodity chains, and political ecology.

Student Learning Outcomes. Upon completion of this course students will be able to:
1. Explain the differences in historical, cultural, and philosophical traditions towards the environment.
2. Analyze and critique a specific sustainability management program instituted at the local level.
3. Evaluate the roles that stakeholder and societal diversity play in environmental concerns.

4. Explain how and why environmental toxins and hazards disproportionately affect people of color, low income communities, women, and people of the Global South.
5. Analyze the link between local and global environmental concerns.
6. Apply knowledge gained through the course to reveal social, cultural, gendered, racial and other dimensions of diversity to a given environmental issue (such as a "commodity chain").

ENS 202 will be offered for the first time in fall 2014 and will be taught be a full-time UK faculty member. Until that time ENS 200, the first required course for the Environmental Studies Minor, will substitute for ENS 202 in the ENS B.A. requirements. Prof. Rebecca Glasscock will continue to teach ENS 200 in fall 2013 as she has for the the past six fall semesters. Prof. Glasscock is tenured in the Geography department at BCTC and a Ph.D. graduate of UK's Geography Department.

2. ENS 202, Environmental & Sustainability Studies II: Natural Sciences and Policy

This second new course is an introduction to Natural Science and Policy as they pertain to understanding environmental concepts and sustainability issues. The core ideas include understanding how the ecological theories of population dynamics, community structure, and ecosystem dynamics lay a scientific foundation to understanding the nature of current environmental issues and how they might be addressed individually and through governmental legislation. The course will provide core concepts that will be utilized and developed further in the degree electives. The New Course Form and Syllabus for ENS 202 is included in this document.

Student Learning Outcomes. Upon completion of this course students will be able to:
1. Understand basic ecological theory from a scientific perspective.
2. Explain the reasons for existing environmental problems.
3. Understand different approaches and strategies to solve existing environmental problems.
4. Show how environmental policies require fundamental scientific developments.
5. Understand the implications of environmental policies for the public well-being.

3. ENG 205, Intermediate Writing

This nonfiction writing course will train students to improve their writing and critical thinking skills in the context of environmental issues. The course could also incorporate engagement activities, particularly through the study of Robinson Forest in sections taught by Erik Reece. The underlying goal of making this a required course is to train students to be able to communicate effectively in writing, a skill that is particularly critical when describing environmental subjects. The students will also be required to make oral presentations related to their writing assignments. The course will further develop students' critical thinking skills and ability to conduct independent scholarly research.

Student Learning Outcomes. Upon completion of this course students will be able to:

1. Understand the origins and purposes of environmental writing.
2. Write effective, clear, and concise descriptions of environmental subjects.
3. Communicate effectively, in written and oral form.
4. Write literature reviews for specific, targeted audiences.
5. Observe the importance of clear, factual writing in educating the public.

4. ENS 300, Special Topics in Environmental & Sustainability Studies

This course will serve two primary purposes within the ENS B.A. Degree. It will provide a means of introducing new courses that are needed within the Major Requirements within the Degree Themes. For example, the Program needs an Ecology course that does not have the requirements associated with BIO 325 (prerequisites: BIO 150 and BIO 152). A new Ecology course could be created, with approval and assistance

from the BIO department, as ENS 300 with a title such as Special Topics: Ecosystems. Once approved and given a specific course number (3XX) the course could be cross-listed within Biology as BIO 3XX. It would have the *minimum* prerequisites of ENS 201 and ENS 202. After successfully being offered and with commitments to continue offering the course regularly, it would be listed under the Environment Area of expertise.

The course will allow the introduction of new, important topics into the degree program, possibly on a multi-year basis or more frequently. With approval from the Advisory Board the course could become listed in the appropriate Major Requirement Theme. For example, Prof. Yanarella has created the course: "Urban Sustainability in North America" as PS 391 and cross-listed as ENS 300. Sustainability is a primary theme within the ENS Degree program. However, there are very few courses currently offered at UK that focus on this critical theme. Another course that might be taught within ENS 300 is Prof. Atwood's DSP 130 course: "Energy and Sustainability" where unsustainable energy use is contrasted with renewable energy sources. This course, or one similar in content, is needed in the "Energy and Land" Area of Expertise.

5. PHI 336, Environmental Ethics

This course will provide an introduction to moral problems that arise in human interaction with the natural environment. Topics to be addressed include questions such as: what is man's place in nature? Do nonhuman animals or ecosystems have intrinsic moral worth, and if so, how can it be respected? What problems and ambiguities arise in attempting to live in an environmentally responsible fashion? How can we adjudicate conflicts between social and environmental values?

Student Learning Outcomes:
1. Account for one's own connection to local, regional, and global community.
2. Identify and differentiate the historical and cultural presuppositions underlying different ethical standpoints.
3. Analyze ethical environmental issues as they arise in public policy individual lifestyles.
4. Formulate potential responses to these issues based on widely respected ethical theories such as utilitarianism, deontology, virtue ethics, social constructivism, and feminist critique.
5. Evaluate the strengths and weaknesses of a range of such responses.
6. Evaluate different environmental strategies implemented on a regional and a global scale
7. Defend one's own view on these issues.

6. ENS 400, Capstone Course in Environmental and Sustainability Studies

ENS 400 will be the culmination of the students' activities in the ENS Major. It will be taught by a single instructor. This will be the course where the student's training, education, and engagement are applied to a specific project (activity or study) of the student's own choosing. It will create the transdisciplinary learning that is the over-arching goal of the entire Program. The students will use the skills they have developed, their fundamental knowledge of core concepts, and Area expertise, to complete a Capstone Project. The Capstone Project could be one of the many activities the Office of Sustainability at has identified for UK's campus or one that the students identify and create themselves, either individually or as teams of students.

The Capstone Project will be planned and conducted during the semester the students take ENS 400. However, the students will be encouraged to think about and start planning their Capstone Projects when they take ENS 201, ENS 202, ENG 205, and PHI 336. The ENS Website will provide information and guidelines about the Capstone Project. After the ENS Program has been in operation, the Capstone Projects

conducted by previous graduates will located on the ENS Website to provide guidance for future students. The students could, as an option, begin their Capstone Project through ENS 395 with approval from the Director. The Capstone Project must be completed before the end of the semester in which ENS 400 is taken. Descriptions of the Capstone Projects will be placed on the ENS Website. This would include the student's presentation describing the Project and, when appropriate, the student's written description of the Project. The deliverables for this project will be:

1. Oral presentations and discussions with peers during the course meeting times (these will ideally be set for longer periods, as in a Wed. class from 2-4:30 p).

2. A presentation, using visual or audio media, describing the entirety of the Capstone Project. The presentation will be prepared in a format suitable to have it located on the ENS Website.

3. A written description of the project in the format of a *Kaleidoscope* article. As appropriate, the written description may be submitted to *Kaleidoscope* for publication.

7. ENS 395, Independent Study (Optional Elective)

This optional course will have a variety of potential uses including having the students contribute to campus sustainability projects, engagement activities on and off campus, independent research (writing projects for publication in Kaleidoscope, and other scholarly publications, laboratory research related to sustainability, field studies, etc.). The Independent Study course could be used to develop and begin projects that would be described, discussed, and debated in the Capstone Course, ENS 400. ENS students will be introduced to ENS 395 in their first year and, ideally, begin thinking about and planning their own project. The first-year students will be encouraged to participate in ongoing ENS 395 projects to whatever extent they are able. Examples of activities the students could engage in, with support from UK's Sustainability Coordinator, Shane Tedder, are listed below.

Where appropriate the EPA P3 (People Prosperity and the Planet-http://www.epa.gov/P3) program will be investigated as a potential source of funding for these projects. The UK Student Sustainability Council (http://www.sustainability.uky.edu/SSC) will be invited to partner with the ENS Program for the projects. Potential Independent Study and/or Capstone Projects include:

i. Carbon Emission Inventories and Comparisons. These could be at individual through institution levels. Emission inventories are a very relevant skill set and are frequently referenced in popular and peer-reviewed literature. They are also required in some circumstances by the EPA and are a major component of the American College and University President's Climate Commitment.

ii. Craft, conduct and analyze a survey of campus attitudes and behaviors toward certain ideas, products or behaviors. This could range from transportation choices, to food choices, to computer settings and printing defaults.

iii. Research the human/economic/ecologic impacts of the textile products (uniforms, sweatshirts etc.) that are licensed to bear the UK brand. This could investigate many issues including: labor conditions, economic impacts on the state, environmental impact of production transportation and marketing, and consumer awareness of implications.

iv. Conduct an Environmental Impact Report of a proposed campus renovation or new construction.

v. Develop proposals for increasing participation in UK's Recycling Program. It should include a triple-bottom-line analysis of the impacts of recycling on our campus. Partnership with industry could allow for pilot testing of new student-generated ideas.

vi. Get on the bus. Design a deployable marketing and public relations campaign to encourage students and staff to use public transportation. This would address the City of Lexington's goal to improve traffic conditions and impacts in Lexington.

vii. Conduct research to determine barriers to behavior change that is sustainability-oriented (though not necessarily sustainability motivated) among different sectors of UK's population.

viii. Begin an evaluation of Organic Farming with a visit to the local Farmer's Market. Determine the impact to UK and the local economy if all of UK's food came from organic farms. How could this be achieved?

E. Major Requirements

Courses will be offered in the three Areas of Expertise: Economics, Environment, and Society. These are listed below and on the following pages. The requirement is that 24 credits must be taken, with15 credits in one Area, 6 credits in a second Area and 3 credits in a third Area. This could correspond to the "5:2:1 Rule" of five courses, two courses, and one course in each of the three Areas. The College of Arts & Sciences B.A. requires a minimum of 42 major credits with 24 credits at the 300-level or above. Overall, 39 credits must be completed at the 300-level and above.

The courses selected for the Major Requirements must have at least three different departmental designations in keeping with the interdisciplinarity that is the basis of the ENS B.A. Moreover, this requirement prevents a student from using the ENS B.A. to obtain a "disciplinary-like" degree without taking the core requirements for the disciplinary degree.

The Areas of Expertise are designed to be very general in order to ensure that the topics incorporated aspects of traditional disciplinary subjects, while not being restricted by such boundaries. The course listings are sufficiently extensive to maximize the students' ability to craft a B.A. degree according to their interests and career goals, while remaining within a structured program. In time, Thematic Concentrations will be identified and developed based on the clusters of courses selected by the students. This will allow the Program to evolve over the years in step with the changing nature of environmental and sustainability issues and needs. It is anticipated that the ENS Program will eventually become defined by the Thematic Concentrations and that the designation of Areas of Expertise will primarily serve as a means of organizing the courses. More information on the Thematic Concentrations is provided in Section F.

1. Economics Area of Expertise

A sustainable balance must be made between economic gain and protection of natural resources. Governments must determine policy and institute laws to provide the necessary protection of natural resources, and provide the guidelines for any development. This Area will provide the students with training in the interconnectedness of economics, policy and development. The students will have the freedom to select clusters of courses suited to their career goals. For example, students anticipating careers in business may select courses related to economics and those planning to go to Law School may focus on policy courses.

Course	Cr	Title	Prereqs	Offered
ECO 201	3	Principles of Economics I *Required for this Area*	none	S,F 10,11
ECO 202	3	Principles of Economics II	ECO 201	S,F 10,11
ANT 225	3	Culture, Environment, and Global Issues	none	F10, F11
GEO 231	3	Environment and Development	none	Not in 11
GEO 235	3	Environmental Management and Policy	none	F08, 09, 10, 11
GEO 255	3	Geography of the Global Economy	none	F10, F11
GEO 260	3	Geographies of Development in the Global South	none	S10, S11, F11
FOR 280	2	Forest Policy	none	S11
STA 291	3	Statistical Methods	MA 113, 123	S,F 10, 11
NRE 301	3	Natural Resource Conservation and Management	ENG 104, soph.	F10
AEC 303	3	Microeconomic Concepts in Agricultural Economics	ECO 201	S11, F11
ANT 311	3	Global Dreams and Local Realities in a "Flat" World	none	F10, F11
STA 320	3	Introductory Probability	MA 213	S,F 10, 11
GEO 321	3	Land, People, and Development in Appalachia	GEO 130, 152, or 172	S10, F10, F11
ANT 322	3	Ancient Mexican Civilizations	None	F10
AEC 324	3	Agricultural Law	AEC 101	S,F 10, 11
FOR 325	3	Economic Botany: Plants and Human Affairs	PLS 104, 210 1yrBIO	F08, 09, 10, 11
ANT 338	3	Economic Anthropology	9h cult. ANT,CI	S07, S09
ANT 340	3	Development and Change in the Third World	none	F05, 07, 09, 11
ANT 375	3	Ecology and Social Practice	none	Not in 10, 11
NRE 381	3	Natural Resource Policy Analysis	NRE 301	S09, S10, S11
ENS 395	3	Independent Study: Economics	None	Not Yet
ECO 401	3	Intermediate Microeconomic Theory	ECO 202	S,F 10, 11
ECO 410	3	Environmental Economics	ECO 202	sporadic
AEC 424	3	Principles of Environmental Law	AEC 101 or ECO 201	S,F 10, 11
GEO 442G	3	Political Geography	none	S10, F11
AEC 445G	3	Introduction to Resource and Env. Economics	ECO 201	S,F 10, 11
GEO 455	3	Economic Geography	GEO 152, 160 or 172	F10
ANT 470G	3	Regional American Ethnology	ANT 220	F07, F09
ECO 473G	3	Economic Development	ECO 401	S10, F10
AEC 479	3	Public Economics (CL ECO 479)	ECO 401	S,F 10, 11
AEC 483	3	Regional Economics	ECO 202	S10, S11
ANT 532	3	Anthropology of the State	9h cult. ANT CI	Not Yet
AEC 532	3	Agriculture and Food Policy	AEC 305	S07, 08, 10, 11
ANT 543	3	Cultural Resource Management	9h cult. ANT CI	F01, S03
AEC 545	3	Resource and Env. Economics (CL NRE 545)	ECO 201	F08, F09, F10
GEO 550	3	Sustainable Resource Development and Environmental Management	GEO 130 or 210	

2. Environment Area of Expertise

This area will build upon the fundamental natural science knowledge obtained in ENS 202 and the subjects taken to fulfill the A&S requirements. Students will be able to select from courses spanning a wide range of environmental subjects in order to focus on a subject of their specific interest. For example, this Area could be used to observe how societies have influenced the natural world from historic to modern times, the impact of development on ecology, and how climate change today compares to changes that occurred in the past.

Course	Cr	Title	Prerequisites	Offered
FOR 219	4	Dendrology	None	F09, F10, F11
GLY 220	4	Principles of Physical Geology	None	S,F 10, 11
FOR 230	3	Conservation Biology	None	F10, F11
GEO 231 *OR*	3*	Environment and Development	None	F11
ENG 232	3	Literature and Place	None	S10, F10, S11
GEO 235	3	Environmental Management and Policy	None	F08, 09, 10
ANT 240	3	Introduction to Archeology	None	S09, S10, S11
EGR 240	3	Energy Issues (as EGR 199 SR)	Engr. Standing, CI	F10
FOR 240	2	Forestry and Natural Resource Ethics	None	S11
ANT 241	3	Origins of Old World Civilization	None	S10, S11
ANT 242	3	Origins of New World Civilization	None	F10, S11, F11
BIO 303	4	Introduction to Evolution	BIO 148, 152, 155	F11, S12
BIO 325	4	Introduction to Ecology	BIO 303	S,F 10, 11
GEO 322	3*	Geography of Kentucky	GEO 152, 160, or 172	infrequent
GEO 331	3	Global Environmental Change	GEO 130	
GLY 341 *OR*	3*	Landforms	GLY 220	S01, S02, S03
ANT 342	3	North American Archaeology	ANT 240 or CI	not 10, 11
GEO 351	3*	Physical Landscapes	GEO 130	S,F 10, 11
ANT 351	3	Special Topics: Appropriate Subtitle	tbd	F11
GLY 360	4	Mineralogy	CHE 105, GLY220 and GLY 230 or 235	S11
GLY 385	3	Hydrology and Water Resources	GLY 220	F09, F10, F11
BIO 375	3	Behavioral Ecology and Sociobiology	1yr BIO	F09, F10, F11
ENS 395	3	Independent Study: Ecosystems	none	Not Yet
ENG 401	3	Nature Writing	2yrENG	S10
BIO 452G	2	Laboratory in Ecology	BIO 325	S09, S10, S11
GEO 431	3	Political Ecology	None	S11, F11
GEO 530	3	Biogeography and Conservation-clBIO 530	6h BIO,Phys,Geo,or CI	F09, S11
GEO 531	3	Landscape Ecology	6h BIO, Phys Geo or CI	Not Yet
GEO 550	3	Sustainable Resource Development and Environmental Management	GEO 130 or 210	
CE 555	3	Microbial Aspects of Env. Engineering	CHE 105, 107, ENGR, CI	F10, F11
CHE 565	3	Environmental Chemistry	CHE 105, 107	S08, 09, 10, 11
*Only one of the courses marked with an asterisk and separated by "or" can be taken.				

3. Society Area of Expertise

This Area explores the way that human society interacts with the environment. "Coupled human-natural systems" (as labeled by the NSF) are a primary driver of environmental change, and also a key source of solutions to environmental problems. This Area will build students' knowledge of the mutually influencing human-environment dynamic.

Course	Cr	Title	Prerequisites	Offered
SAG 201	3	Cultural Perspectives on Sustainability	None	S10, S11
LA 205	3	Introduction to Landscape Architecture	None	S08, 09, 10, 11
ANT 221	3	Native People of North America	None	S09, 10, 11
ANT 225	3	Culture, Environment, and Global Issues	None	F10, F11
GEO 231	3	Environment and Development	None	F11
ENG 232	3	Literature and Place	None	S10, F10, S11
HIS 240	3	History of Kentucky	None	S,F 10, 11
ANT 245	3	Food, Culture, and Society	None	Not Yet
GEO 285	3	Introduction to Planning	None	S10, F10, F11
SOC 302	3	Sociological Research Methods	SOC	S,F 10, 11
ANT 303	3	Topics in Anthropology of Food	None	Not Yet
ANT 311	3	Global Dreams and Local Realities	None	F10, F11
ARC 314	3	History and Theory: 20th Century and Contemporary Architecture	ARC 111, 212, 231	F08, 09, 10, 11
ARC 315	3	History and Theory: Urban Forms	ARC 314, or CI	S09, 10, 11
ARC 325	3	Theories of Urban Forms	None	Not Yet
GEO 321	3	Land, Development, & People in Appalachia	GEO 130, 152 or 172, or IC	S10, F10, F11
GEO 331	3	Global Environmental Change	GEO 130 or CI	Not Yet
ENG 336	3	Appalachian Literature	None	F10, S11
ANT 340	3	Development and Change in the Third World	None	F05, 07, 09, 11
ANT 342	3	North American Archeology	ANT 240 or CI	Not in 10, 11
SOC 363	3	Environmental Justice	SOC 101, CLD 102 or ENS 201	F10, S11, F11
SOC 360	3	Environmental Sociology	SOC 101 or CLD 102	S,F 10, 11
PHI 361	3	Biology and Society	3 hr BIO or CI	S09, S10, S11
ANT 375	3	Ecology and Social Practice	None	Not in 10, 11
SOC 380	3	Globalization: A Cross-Cultural Perspective	SOC 101 or CLD 102	S,F 10, 11
PS 391 ENS 300	3	Urban Sustainability in North America	none	Su 09, 10, 11
ENS 395	3	Independent Study: Society	None	Not Yet
SOC 420	3	Sociology of Communities	SOC 302 or 304 or CLD 405 or CI	S10, F10, S11
ANT 431G	3	Culture and Society in Sub-Saharan Africa*	ANT 220 or CI, *change ANT 326	S11
GEO 431	3	Political Ecology	None	S11, F11
ANT 470G	3	Regional American Ethnology	ANT 220 or CI	F09
GEO 485G	3	Urban Planning and Sustainability	GEO 285 or CI	S09, F09, S11
PS 491	3	Sustainable Urban Design	none	F06
SOC 517	3	Rural Sociology	CI	F06, F08, F10
ANT 525	3	Applied Anthropology	9 hr ANT or CI	S04, F07, S08
SOC 534	3	Sociology of Appalachia	CI	F10, S06, S07
ANT 545	3	Historical Archeology	ANT 240	S11
ANT 555	3	Eastern North American Archeology	ANT 240	S11

F. Course Listings for Examples of Thematic Concentrations

As an option, students may create their own **Thematic Concentration** by taking a cluster of related courses within an **Area of Expertise**. Examples of two of these are shown on this and the following page. The students will not be required to select a Theme; these will be provided so the students can easily determine what courses are most relevant for the subject they are most interested in. This will also provide insight into which faculty mentors would be most suitable to collaborate on the student's ENS 395 and ENS 400 project. Another outcome from the use of informal Themes will be to more readily determine what courses are needed to strengthen a nascent Theme, or to identify the courses that are needed to create a Theme that would strengthen the Program. Some examples of potential future Themes are shown in section 3. Additional Thematic Concentrations will be identified over the coming years based upon the clusters of courses selected by the students. It is anticipated that each Area of Expertise will ultimately have a group of associated Themes that will be useful in advertising the Program, and again, to provide guidance for the students' selection of courses.

1. Environmental Justice

This theme explores in detail the power issues and social inequalities tied to environmental change, problems and crises, and pathways for a more just society in relation to the environment. Particular attention is given to the ways that environmental risks and hazards disproportionately affect people of color, low income communities, women, and people of the Global South, as well as the ways that power plays out across social and environmental landscapes.

Course	Cr	Title	Prerequisites	Offered
ANT 225	3	Culture, Environment, and Global Issues	None	F10, F11
GEO 231	3	Environment and Development	None	F11
ANT 311	3	Global Dreams and Local Realities in a "Flat" World	none	F10
GEO 321	3	Land, People, and Development in Appalachia	GEO 130, 152, or 172	S10, F10, F11
ENG 336	3	Appalachian Literature	None	F10, F11
SOC 363	3	Environmental Justice	SOC101/ CLD102 or ENS201	S,F 10, 11
ANT 340	3	Development and Change in the Third World	None	F07, 09, 11
SOC 380	3	Globalization: A Cross-Cultural Perspective	SOC 101 or CLD 102	S10, F10, S11
GEO 431	3	Political Ecology	None	S11, F11

2. The Built Environment

Courses within this Theme will describe how urban and rural development currently takes place and emphasize the need, and means, of creating more sustainable places for human habitation. For example, a substantial portion of the global energy demand is lost due to inefficiencies in commercial and residential buildings. "Urban sprawl" has progressed essentially without limit, and has threatened the very qualities of the regions that made them attractive for living and working to begin with. The expertise provided in this Area will be critically needed as the Earth's cities continue to grow, and the natural resources these cities rely upon, become less readily available.

Course	Cr	Title	Prerequisites	Offered
LA 205	3	Introduction to Landscape Architecture	None	S08, 09, 10, 11
GEO 222	3	Cities of the World	None	S,F 10, 11
GEO 285	3	Introduction to Planning	None	S10, F10, S11
ANT 311	3	Global Dreams Local Realities in a "Flat" World	None	F10, F11
ARC 314	3	History and Theory: 20th Century and Contemporary Architecture	ARC 111, 212, 231	F08, 09, 10, 11
ARC 315	3	History and Theory: Urban Forms	ARC 314, or CI	S09, 10, 11
ARC 325	3	Theories of Urban Forms	None	Not Yet
ANT 340	3	Development and Change in the Third World	None	F05, 07, 09, 11
PS 391/ENS 300	3	Urban Sustainability in North America	None	Su 09, 10, 11
SOC 420	3	Sociology of Communities	SOC 302 or 304 or CLD 405 or CI	S10, F10, S11
GEO 422	3	Urban Geography	GEO 152, 160, 172 or 222, or CI	F08, F09, S11, F11
GEO 485G	3	Urban Planning and Sustainability	GEO 285 or CI	S09, F09, S11
PS 491	3	Sustainable Urban Design	None	F06
GEO 531	3	Landscape Ecology		

3. Other Potential Thematic Concentrations

The coursework organization by **Areas of Expertise** allows for the identification of various new **Thematic Concentrations**. The identification of a particular Theme could be based on a combination of instructor interests, student interests, and career potential. The thematic concentrations would ideally be in areas that are of particular interest to participating faculty who could serve as mentors during a student's time in the Program, and potentially as research advisors for the ENS 395 option (and possibly coincident with departmental independent study courses). For example, the Themes of "Environmental Justice" and "The Built Environment" were based on the specific interests of Profs. Bell and Yanarella, respectively. It is anticipated that several important new Thematic Concentrations will be identified shortly after students begin the program. Thus, the Themes can be tailored to a student's interest. Finally, the Themes can be organized around subjects for which there is significant career potential. These could be identified by the External Advisory Board (with members from state and federal government, and corporations) and by graduating ENS students (some of whom should be included in the External Advisory Board). Some examples of these future Themes include:

i.   Environmental Journalism (discussions with Buck Ryan and Al Cross, in the School of Journalism and Communications).

ii. Resources and Products, Commodity Chains, Life Cycle Assessment

iii. Biodiversity, Conservation, Invasive Species

iv. Global Climate Change, Renewable Energy, Robinson Forest, Mining

v. Environmental Health, History of Environmental Issues, World Citizenship

vi. Water Contaminants, Water Conservation.

G. Measures of Student Success
1. Student Learning Outcomes

i) Curriculum Map

The specific targeted outcomes for the Program and the courses where the outcomes are addressed are shown in the Table below. The outcomes will provide the students with the four key characteristics that are the general goals of the College of Arts & Sciences. These are: innovative preparation for life and career, multidisciplinary scholarly research, connectivity with the world, and substantive community involvement (*Ampersand*: Envision 2020, fall 2010). Specific outcomes will be associated with developing skills and knowledge that the students will utilize to build successful careers and to live healthy, productive lives as global citizens. This will be an evolutionary process and will keep pace with the continuous changes taking place in the human-nature relationship. The Advisory Board will assess the Outcomes at the end of each semester and make any changes that are identified. The Tables shown on the next two pages represent the ENS Curriculum Map for the Core courses and the five Areas of Expertise.

ii) Annual Student Learning Outcomes

Year One: After taking ENS 201 and ENS 202 the students will demonstrate a basic understanding of all the most significant environmental concepts and issues in the areas of the humanities, social and natural sciences, and policy. They will understand the connection between economics and natural resources in the context of sustainability. The specific Outcomes expected are listed in the Table on the previous page.

Years Two and Three: The students will take the Core courses, ENG 205, ENS 300, and PHI 336, in this time period. This group of courses will substantially develop the students' basic "Skills and Training" Outcomes (Section A. in the Table above). At the end of years 2 and 3 the students will demonstrate an ability to think critically, communicate effectively, and conduct independent research. The students will demonstrate an understanding of sustainability, what it means, where it is needed, and begin thinking about how to achieve sustainability-oriented goals. The students will have begun taking their Area courses and started developing an expertise in the Area of their choice. Sustainability will be a significant component of the Core courses, and the students will be able to apply concepts of sustainability to other courses they are taking.

Year Four: The learning outcomes will be centered on ENS 400 and the 300-level and above courses the students take in their Area of expertise. The students will demonstrate mastery of sustainability and how the concept relates to subjects in the humanities, social sciences, and natural sciences. They will be able to use their skills and training to demonstrate this mastery. They will demonstrate an ability to apply sustainability concepts to achieving the goals of their Capstone Project. The students will demonstrate expertise in a specific, single Area of study, and general knowledge in two other Areas.

Curriculum Map	Core Courses						Areas		
I = Outcome is Introduced **R = Outcome is Reinforced** **E = Outcome is Emphasized** **L = Reinforcement Likely** **Outcomes**	ENS 201: Hum. & Soc. Sci.	ENS 202: Nat. Sci. & Policy	ENG 205: Intermed. Writing	ENS 300: Special Topics	PHI 336: Environ. Ethics	ENS 400: Capstone Course	Economics	Environment	Society
A. Skills and Training									
1. Critical Thinking	I	R	R	R	E	E			
2. Problem-Solving	I	R	R	R	E	E			
3. Written Communication	I		E	L	E	E	All of Section A. Utilized		
4. Oral Communication	I	R			E	E			
5. Independent Study	I	I		L	R	E			
6. Research Techniques		I	R		R	E			
B. Core Concepts, Understand									
Historical and Current Views of Environment	I		R		E				R
Ethical Theories for Human-Env. Relationship	I				EE				R
Impacts of Population on Natural Resources		I						R	L
Link Between Local and Global Impacts	I		R		E		R	L	R
Ecological Theories		I						R	
Biological Diversity		I	R					L	
Pollution: Local and Global	I	R					R	R	R
Basis of Environmental Problems		I	R		R		R	R	R
Solutions to Environmental Problems		I	R		E		R	R	R
Connection Between Policy and Science		I	R				E	R	L
Traditional Energy Sources		I					R	R	L
Renewable Energy		I					R	R	
Natural Resources		I					R	R	
Climate Change and Impacts		I					R	R	R

Curriculum Map (continued)	Core Courses						Areas		
I = Outcome is Introduced R = Outcome is Reinforced E = Outcome is Emphasized L = Reinforcement Likely **Outcomes**	ENS 201: Hum. & Soc. Sci.	ENS 202: Nat. Sci. & Policy	ENG 205: Intermed. Writing	ENS 300: Special Topics	PHI 336: Environ. Ethics	ENS 400: Capstone Course	Economics	Environment	Society
C. Sustainability Knowledge									
Natural Resource Consumption	I	R	R	L	L	R	R	R	L
Conservation Needs		I				L		R	
Energy Sources and Use		I				R	R	R	L
Local Management Program	I			L		L	R		
Recycling		I				L	R	L	L
Land Use	I	R	L	L		L	R	R	L
Commodity Chains	I					R	R		R
Appropriate Urban Development	I	R				L	R		R
Agriculture and Food Supply	I	R				L	R	R	
Applied to Global Problems	I	R			R	R	R	R	R
Applied to National and State	I	R		L		L	R	R	R
Applied to City and University	I	R		L		R	L		
Applied to Community, Individual	I			L	R	R		L	L
and Global Citizenship	I	R			R	R	R		R
D. Engagement Activities									
1. University and City	I			L		R			
2. Environmental Organizations	I	R		L		R		L	
3. Study/Conservation of Local Natural Resources		I	R	L	R	R		L	
4. On-Campus Events	I	R		R		R	L	L	L

2. Student Retention and Success Rate for Completion of Degree

Students will be monitored through the University's APEX Degree Audit system throughout their time in the Program. Each semester the Director will obtain a list of the students in the ENS Program and check their progress. If any problems are found they will be reported to the Advisory Board and the corrective action taken.

H. Program Assessment

The Program will be reviewed on the six-year cycle set by the University. The Advisory Board will create additional methods of evaluation and review all of the information that is produced and take the necessary actions.

It will be important to foster, monitor, and assess student development as they progress through the Program. This will be achieved by conducting a periodic assessment. The assessment will give the ENS faculty the opportunity to solve problems or correct mistakes the students are making and to better advise the students in selecting courses and making career plans. It will provide the information needed to make changes in the core and elective courses being offered. Furthermore, it will ensure that the ENS students are graduating with the requisite skills and fundamental knowledge to succeed in their eventual careers. This level of attention will lead to greater student success, ensure high-quality graduates, and continually increase the reputation of the Program. The Advisory Board, in conjunction with UK's Assessment Office, will create an Assessment Plan comprising three periodic assessments. These could take place, for example, in the first week of the entry-level course, ENS 201, after the student completes their 3rd Area Course, and in the final week of the Capstone Course, ENS 400. The Table shown on the following page was patterned after the article by Rowles, Ewen, Underwood, and Watkins: "Assessing Professional & Personal Development in Contemporary Graduate Education" It will provide the starting point for the ENS Advisory Board to work from.

Periodic Student Assessments						
Evaluation Metrics	**Assessment Schedule**					
	ENS 201-Wk 1		**3rd Area Crs**		**ENS 400**	
	Score	Mean	Score	Mean	Score	Mean
A. Intellectual Growth						
specific questions						
B. Factual Content						
1. Core Courses: specific questions						
2. Area of Expertise (5): specific questions						
3. Area Breadth Courses (1 each): specific questions						
C. Sustainability Concepts						
specific questions						
D. Critical Thinking						
specific questions						
E. Problem-Solving						
specific questions						
E. Engagement						
specific questions						
G. Current Events						
specific questions						
H. Personal Growth*						
1. Involvement and Commitment						
2. Emotional Well-Being and Stress Management						
3. Time Management						
4. Physical Health						
*From Rowles, Ewen, Underwood and Watkins						

III. Resources

A. Commitment from the Dean of the College of Arts & Sciences

*The support letter from Dean Kornbluh is attached as Appendix I.

B. Existing Courses (Included as Core Courses within the ENS B.A. Degree)

1. ENG 205 - Intermediate Writing.

Four sections of this course are taught each semester. It will train students to improve their writing and critical thinking skills in the context of environmental issues. The course could also incorporate engagement activities, particularly through the study of Robinson Forest in sections taught by Erik Reece. The underlying goal of making this a required course is to train students to be able to communicate effectively in writing, a skill that is particularly critical when describing environmental subjects. The course will further develop students' critical thinking skills and ability to conduct independent scholarly research. A letter from Prof. Mountford giving permission to incorporate this course as a Core Requirement in the ENS Degree is attached as Appendix II.

2. PHI 336 - Environmental Ethics.

Robert Sandmeyer and other instructors will teach this course once a semester. It will provide students with the philosophical underpinnings of the most significant environmental sciences that have developed and are still in the process of evolving today. The course will provide the ethical basis for understanding the relationship of humans to the environment. The course also has an underlying goal of developing students' critical thinking skills and will incorporate a significant amount of independent scholarly research. A letter from Prof. Bradshaw giving permission to incorporate this course as a Core Requirement in the ENS Degree is attached as Appendix III.

C. New Courses

ENS 201 and ENS 202 were created specifically for the ENS B.A. Degree Program. They are designed to provide a foundation in social sciences and humanities (ENS 201) and natural science and policy (ENS 202). The two courses may be taught by members of the Advisory Board, or other faculty or instructors, with expertise in the areas covered by the two courses. The concepts that will be learned in the two courses will be expanded and developed more fully in subsequent courses. The textbook, Environmental Science 8th Edition by Chiras, was chosen primarily because it integrated sustainability throughout each chapter and was one of the few textbooks that included the social implications of environmental impacts. Sustainability is the underlying theme for the ENS B.A. degree. Additionally, the textbook included active learning exercises and "point-counter point" discussions in each chapter.

D. Potential New Courses

1. BIO 3XX: Ecosystems. During the planning of the ENS Degree it became apparent that a general Ecology course was needed (BIO 3XX) that did not have the prerequisites of the existing Biology courses covering this subject. This course would substantially strengthen the coursework in the Ecosystems Area of Expertise. The development of this course would require the approval and assistance of the BIO department.

2. ANT 3XX: Environmental Archeology. Changes in climate, abrupt and long-term, have had critical impacts on past regions and civilizations. Moreover, humans have induced local environmental changes that have often been beneficial, but more frequently detrimental. Through new techniques, and access to areas of the world not previously open to study, Archeology has steadily revealed important information about the how humans interacted with their local environments in the past. Interest in

Environmental Archeology (a sub-discipline of Anthropology) has grown substantially in the past decade since it provides detailed information on how past societies have responded to climate change. Lessons from the past should be used as guides and warnings for behaviors today. This new archeology course will teach students how detailed environmental information is obtained through archeological techniques to provide an understanding of the human-environment relationship over long periods of time.

3. HIS 3XX: Environmental History of "Region". The Advisory Board also noted the absence of "Environmental History" courses. Courses on this subject could be named "The Environmental History of X" where X = a region or country. Understanding what has happened to past societies can provide critical information about how societies today should respond to environmental changes. A recently published book on this subject could be used as a starting point for such a course: *The Retreat of the Elephants: An Environmental History of China* (Mark Elvin, 2004). This course would be distinguished from the ANT course, "Environmental Archeology" through the use of print media (historical documents and works of art) to elucidate how past civilizations viewed and chronicled environmental changes, and their associated responses. It could utilize and synthesize factual information obtained through environmental archeology techniques.

4. Energy Courses. The listing of courses in the Environment Area would benefit from having a new course that specifically describes conventional and renewable energy sources. Prof. Atwood's existing DSP-130 course "Energy and Sustainability" would be ideally suited for this purpose and could be taught as ENS 300. Courses at the 300 and 400 levels could be taught by Engineering faculty, including those in the Center for Applied Energy Research (CAER).

5. Theme-Specific Courses. Specific Themes would be potentially based on the interests or courses of specific faculty or groups of faculty. For example, The Built Environment Theme was inspired by a course created by Prof. Yanarella titled: "Urban Sustainability in the United States and Canada". The Environmental Justice Theme originated from the interests of Prof. Bell who developed and taught a new special topics (SOC 350) course in fall 2011 titled "Environmental Justice". Now that this course has been approved it will be taught regularly as SOC 363: Environmental Justice.

6. Research Methods Course(s). There are disciplinary courses that teach students how to conduct research such as ANT 490: Anthropological Research Methods, GEO 300: Geographic Research and SOC 302: Sociological Research Methods. All research methods courses incorporate some interdisciplinary aspects but are ultimately focused, necessarily, on the disciplinary subject. Research Methods in Environmental & Sustainability Studies will have components of most, if not all the disciplines in A&S. This would include, at a minimum, training students to read, understand, critically assess, and utilize information from print and verbal media (and possibly visual media). For research where data is obtained, it would be ideal for the students to have a foundation in the application of statistics in drawing factual, reasonable conclusions from the information they generate or gather. Thus, the new Research Methods course would most likely comprise fundamental concepts and techniques from A&S disciplinary departments and, where applicable, coupled with statistical analyses.

7. TOX 3XX. Prof. Mary Vore, Chair of Toxicology, has expressed an interest in potentially developing a course on the subject of Environmental Human Health.

NEW UNDERGRADUATE PROGRAM FORM
(Attach completed "Application to Classify Proposed Program"[1])

1. General Information:

College:	Arts & Sciences	Department:	College of Arts & Sciences (Interdisplinary Programs)
Major Name:	Environmental & Sustainability Studies	Degree Title:	Bachelor of Arts

Formal Option(s), if any:	Areas of Expertise: 1) Economics 2) Environment 3) Society	Specialty Field w/in Formal Options, if any:	Thematic Concentrations can be created by students in any Area of Expertise. Examples are: 1) Environmental Justice 2) The Built Environment

Date of Contact with Assoc. Provost for Academic Administration[1]:	Sept. 20, 2010	Today's Date:	Sept. 21, 2012

Accrediting Agency (if applicable):	CPE

Requested Effective Date:	☐ Semester following approval.	OR	☒ Specific Date[2]:	Jan. 1, 2013

Contact Person in the Dept:	Prof. David Atwood Mrs. Kari Burchfield	Phone:	257-7304 257-1994	Email:	datwood@uky.edu klburc2@uky.edu

2. General Education Curriculum for this Program:

The new General Education curriculum is comprised of the equivalent of 30 credit hours of course work. There are, however, some courses that exceed 3 credits & this would result in more than 30 credits in some majors.

- There is no foreign language requirement for the new Gen Ed curriculum.
- There is no General Education Electives requirement.

General Education Area		Course	Credit Hrs
I. Intellectual Inquiry (one course in each area)			
	Arts and Creativity	Any	3
	Humanities	Any	3
	Social Sciences	ECO 101 recommended	3
	Natural/Physical/Mathematical	Any	3
II. Composition and Communication			
	Composition and Communication I	CIS or WRD 110	3
	Composition and Communication II	CIS or WRD 111	3
III. Quantitative Reasoning (one course in each area)			
	Quantitative Foundations[3]	Any	3
	Statistical Inferential Reasoning	Any	3
IV. Citizenship (one course in each area)			

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[1] Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration.

[2] Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees approval, are received.

[3] Note that MA 109 is NOT approved as a Gen Ed Quantitative Foundations course. Students in a major requiring calculus will use a calculus course (MA 113, 123, 137 or 138) while students not requiring calculus should take MA 111, PHI 120 or another approved course.

NEW UNDERGRADUATE PROGRAM FORM

	Community, Culture and Citizenship in the USA	Any	3
	Global Dynamics	Any	3
	Total General Education Hours		30

3. Explain whether the proposed new program (as described in sections 4 through 12) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).

There are two required courses that are not listed with the ENS prefix:
1) ENG 205 (Intermediate Writing; to become WRD 205) Prof. Roxanne Mountford, Chair
2) PHI 336 (Environmental Ethics) Prof. David Bradshaw, Chair

4. How will University Graduation Writing Requirement be satisfied?

☒	Standard University course offering	Please list: _____
☐	Specific course	Please list: _____

5. How will college-level requirements be satisfied?

☒	Standard college requirement	Please list: I. Foreign Language requirement (9 cr). II. Disciplinary requirement (18 cr) will be satisfied by ENS B.A. requirement of 15 cr in one Area, 6 cr in a 2nd Area and 3 cr in a 3rd Area. The Areas: Economics, Environment, and Society, provide the breadth of interdisciplinary knowledge that is the goal of the A&S Disciplinary Requirements. III. The Lab/Field Work requirement (1cr) could be satisfied by ENS 395 or ENS 400 projects that require field work (upon petition), in addition to the laboratory courses listed in the Undergraduate Bulletin. IV. The Cross-Cultural requirement (6 cr) will be fulfilled by courses other than those listed in the three Areas. There are no preferred courses for IV. based on the ENS degree.
☐	Specific required course	Please list: _____

6. List pre-major or pre-professional course requirements, including credit hours (if applicable):

N.A.

7. List the major's course requirements, including credit hours:

1. ENS 201, 3 cr, Environmental & Sustainability Studies I: Humanities and Social Sciences
2. ENS 202, 3 cr, Environmental & Sustainability Studies II: Natural Sciences and Policy
3. ENG 205, 3 cr, Intermediate Writing (to become WRD 205)
4. ENS 300, 3 cr, Special Topics in Environmental & Sustainability Studies
5. PHI 336, 3 cr, Environmental Ethics
6. ENS 400, 3 cr, Capstone Course in Environmental & Sustainability Studies
7. Five courses (15 cr) in one Area of Expertise, two in another (6 cr), and one in a third Area (3 cr)

8. Does program require a minor?   ☐ Yes ☒ No

If so, describe, including credit hours. _____

9. Does program allow for an option(s)?   ☒ Yes ☐ No

NEW UNDERGRADUATE PROGRAM FORM

If so, describe option(s) below, including credit hours, and also specialties and subspecialties, if any:
24 cr will be taken as electives in three Areas of Expertise following the "5:2:1" plan with 15 cr in one Area, 6 cr in a 2nd Area, and 3 cr in a 3rd Area of Expertise. ENS 395 (Independent Study) is an optional course that can be included in any of the five Areas of Expertise.

10. Does the program require a certain number of credit hours outside the major subject in a related field? ☐ Yes ☒ No

If so, describe, including credit hours: _____

11. Does program require technical or professional support electives? ☐ Yes ☒ No

If so, describe, including credit hours: _____

12. Is there a minimum number of free credit hours or support electives? ☐ Yes ☒ No

If so, describe, including credit hours: _____

13. Summary of Required Credit Hours.

a.	Credit Hours of Premajor or Preprofessional Courses:	_____	Not Applicable ☒
b.	Credit Hours for Major Requirements:	42	
c.	Credit Hours for Required Minor:	_____	Not Applicable ☒
d.	Credit Hours Needed for Specific Option:	24	Not Applicable ☐
e.	Credit Hours Outside of Major Subject in Related Field:	_____	Not Applicable ☒
f.	Credit Hours in Technical or Prof. Support Electives:	_____	Not Applicable ☒
g.	Minimum Credit Hours of Free/Supportive Electives:	_____	Not Applicable ☒

h. Total Credit Hours Required by Level:

100:	none	200:	9-16	300:	min = 24	400-500:	3 or more

i. Total Credit Hours Required for Graduation: 42

14. Rationale for Change(s) – if rationale involves accreditation requirements, please include specific references to those.

This is a new program

15. List below the typical semester by semester program for a major. If multiple options are available, attach a separate sheet for each option.

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")	*Four-Year Graduation Plans for each Area provided in a separate file	YEAR 1 – SPRING:	_____
YEAR 2 - FALL :	_____	YEAR 2 – SPRING:	_____
YEAR 3 - FALL:	_____	YEAR 3 - SPRING:	_____
YEAR 4 - FALL:	_____	YEAR 4 - SPRING:	_____

UNIVERSITY OF KENTUCKY
College of Arts and Sciences

Four Year Graduation Plan
Bachelor of Arts in Environmental & Sustainability Studies
General Course Listing

Year 1					
Fall		**Credits**	**Spring**		**Credits**
UK Core Global Dyamics		3	Foreign Language 102		4
Foreign Language 101		4	UK Core Statistical Reason		3
UK Core Quantitative Found		3	UK Core N/P/M		3
UK Core Comp/Com		3	UK Core Comp/Com		3
		13	A&S Lab		1
					14

Year 2					
	Fall	**Credits**		**Spring**	**Credits**
	Foreign Language 201	3		Foreign Language 202	3
	UK Core Humanities	3		UK Core Soc.Sci. (ECO 101)	3
	UK Core Arts/Creativity	3		A&S NS	3
Core	ENS 201	3	Core	ENS 202	3
	+Elective*	3		+Elective*	3
		15			15

Year 3					
	Fall	**Credits**		**Spring**	**Credits**
Core	ENG 205 / 2nd Tier Writing	3	A2	300+ Area (2)	3
Core	ENS 300	3		A&S NS	3
A1	300+ A&S HU	3	Core	PHI 336 / A&S HU	3
A1	300+ Area (1) / A&S SS	3	A1	300+ Area (1) / A&S SS	3
	UK Core Citizenship US	3		300+ Elective(s)*	4
		15			16

Year 4					
	Fall	**Credits**		**Spring**	**Credits**
A1	300+ Area (1)	3	A2	300+ Area (2)	3
A1	300+ Area (1)	3	A3	300+ Area (3)	3
	300+ Elective*	3	Core	ENS 400	3
	300+ Elective*	3		+Elective*	3
	+Elective*	4		+Elective*	4
		16			16

TOTAL CREDITS: 120

»Incoming students do not have to enroll in ENG 104 if they have any of the following: 1) An ACT English score of 32 or higher; 2) an SAT Verbal score of 700 or higher; 3) or a score of 4 or 5 on the English Language AP exam. In these situations, the student should replace ENG 104 with electives. If ENG 104 must be taken, it can be taken any time in the 1st year of study at UK.

*To be discussed with your academic advisor.

+ 6 hours of 'free' electives - that do not count toward any other requirement - must be taken. Additional electives may be required to reach the required minimum of 120 hours. Consider pursuing a 2nd major or minor with these elective hours.

UNIVERSITY OF KENTUCKY
College of Arts and Sciences

Four Year Graduation Plan
Bachelor of Arts in Environmental & Sustainability Studies
Area of Expertise: Economics

	Year 1				
	Fall	**Credits**		**Spring**	**Credits**
	Gen Ed Soc. Soc. (ECO 101)	3		Foreign Language 102	4
	Foreign Language 101	4		Gen Ed Statistical Reason	3
	Gen Ed Quantitative Found	3		Gen Ed Comp/Com	3
	Gen Ed Comp/Com	3		GEO 160 / Gen Ed Global Cit	3
		13		A&S Lab	1
					14

	Year 2				
	Fall	**Credits**		**Spring**	**Credits**
	Foreign Language 201	3		Foreign Language 202	3
	Gen Ed Humanities	3	A1	GEO 235	3
	Gen Ed Arts/Creativity	3		Gen Ed Citizenship US	3
Core	ENS 201	3	Core	ENS 202	3
P	ECO 201 (Req)	3		ECO 202	3
		15			15

	Year 3				
	Fall	**Credits**		**Spring**	**Credits**
Core	ENG 205 / 2nd Tier Writing	3	A2	300+ Area (2)	3
Core	ENS 300	3		A&S NS	3
A1	NRE 301	3	Core	PHI 336 / A&S HU	3
A1	ANT 311/ A&S SS	3		300+ Elective / A&S SS	3
	A&S NS	3		300+ A&S HU	3
		15			15

	Year 4				
	Fall	**Credits**		**Spring**	**Credits**
A2	300+ Elective	3	A1	AEC 445G	3
A1	GEO 455	3	A3	300+ Elective	3
	Gen Ed N/P/M	3	Core	ENS 400 / A&S NS	3
	ENS 395 (Elective)	3		300+ Elective	3
	+ Elective*	4		+ Elective*	4
		16			16

TOTAL CREDITS: 120

*To be discussed with your academic advisor.
+ 6 hours of 'free' electives - that do not count toward any other requirement - must be taken. Additional electives may be required to reach the required minimum of 120 hours. Consider pursuing a 2nd major or minor with these elective hours.

UNIVERSITY OF KENTUCKY
College of Arts and Sciences

Four Year Graduation Plan
Bachelor of Arts in Environmental & Sustainability Studies
Area of Expertise: Environment

Year 1					
	Fall	**Credits**		**Spring**	**Credits**
	UK Core Comp/Com	4		Foreign Language 102	4
	Foreign Language 101	4		UK Core Statistical Reason	3
	MA 111 / UK Core QF	3		UK Core Comp/Com	3
	UK Core Citizen US	3	P	GEO 130	3
		14			13

Year 2					
	Fall	**Credits**		**Spring**	**Credits**
	Foreign Language 201	3		Foreign Language 202	3
	UK Core Humanities	3		UK Core Soc.Sci. (ECO 101)	3
	UK Core N/P/M	3		A&S HU	3
Core	ENS 201	3	Core	ENS 202	3
	ECO 201	3	P	GLY 220 / A&S NS	3
		15		A&S Lab	1
					16

Year 3					
	Fall	**Credits**		**Spring**	**Credits**
Core	ENG 205 / 2nd Tier Writing	3	A2	300+ Area (2)	3
Core	ENS 300	3	A1	GEO 331	3
	UK Core Citizen Global	3	Core	PHI 336 / A&S HU	3
A1	ANT 342/ A&S SS	3	A1	GLY 385	3
	300+ Elective*	3		ENS 395 (Elective)	3
		15			15

Year 4					
	Fall	**Credits**		**Spring**	**Credits**
A1	ENG 401	3		A&S SS	3
A1	GEO 351	3	A3	300+ Elective	3
A2	300+ Elective	3	Core	ENS 400 / A&S NS	3
	300+ A&S HU	3		UK Core A/C	3
	+Elective*	4		+300+Elective*	4
		16			16

TOTAL CREDITS: 120

^The USP Math and Inference Requirements can be satisfied with 1 calculus course. If at any point you complete a calculus course, future courses marked with a ^ may be replaced with electives.
»Incoming students do not have to enroll in ENG 104 if they have any of the following: 1) An ACT English score of 32 or higher; 2) an SAT Verbal score of 700 or higher; 3) or a score of 4 or 5 on the English Language AP exam. In these situations, the student should replace ENG 104 with electives. If ENG 104 must be taken, it can be taken any time in the 1st year of study at UK.
*To be discussed with your academic advisor.
be required to reach the required minimum of 120 hours. Consider pursuing a 2nd major or minor with these elective hours.

UNIVERSITY OF KENTUCKY
College of Arts and Sciences

Four Year Graduation Plan
Bachelor of Arts in Environmental & Sustainability Studies
Area of Expertise: Society

Year 1				
Fall	**Credits**		**Spring**	**Credits**
UK Core Comp/Com	3		Foreign Language 102	4
Foreign Language 101	4		UK Core Comp/Com	3
MA 111 / UK Core QF	3		UK Core N/P/M	3
UK Core Citizen US	3		UK Core Citizen Global	3
	13		A&S Lab	1
				14

Year 2				
Fall	**Credits**		**Spring**	**Credits**
Foreign Language 201	3		Foreign Language 202	3
UK Core Humanities	3		UK Core SS (ECO 101)	3
UK Core A/C	3		GEO 130 / A&S NS	3
Core ENS 201	3	Core	ENS 202	3
+Elective*	3		UK Core Statistical Reason	3
	15			15

Year 3				
Fall	**Credits**		**Spring**	**Credits**
Core ENG 205 / 2nd Tier Writing	3	A2	ENS 395	3
Core ENS 300	3		SOC 304	3
+Elective*	4	Core	PHI 336 / A&S HU	3
A1 GEO 321 / A&S SS	3	A1	SOC 380 / A&S SS	3
A&S NS	3	A1	PS 491	3
	16			15

Year 4				
Fall	**Credits**		**Spring**	**Credits**
300+ Elective	3	A1	SOC 360	3
A1 GEO 321	3	A3	300+ Elective	3
300+ Elective*	3	Core	ENS 400 / A&S NS	3
A2 300+ A&S HU	3		300+ Elective*	3
+Elective*	4		+Elective*	4
	16			16

TOTAL CREDITS: 120

*To be discussed with your academic advisor.
+ 6 hours of 'free' electives - that do not count toward any other requirement - must be taken. Additional electives may be required to reach the required minimum of 120 hours. Consider pursuing a 2nd major or minor with these elective hours.

College of Arts and Sciences

Office of the Dean
202 Patterson Office Tower
Lexington, KY 40506-0027

859 257-8354
fax 859 323-1073

www.as.uky.edu

October 17, 2012

Professor David Atwood
Director, Environmental Studies Program
125 Chemistry/Physics Building
CAMPUS 0055

Dear David,

I am writing to express my enthusiastic support for the new Environmental & Sustainability Studies (ENS) B.A. Degree that you and the ENS advisory board (Program Faculty) devised in the fall of 2010 and that is presently before the Senate. The College fully intends to provide the resources needed to make this degree program a successful one. Indeed, when I initiated this process of designing a BA program in the spring of 2010, I recognized that it would be necessary to commit College of Arts & Sciences resources to support it. Below is outlined the specific items of support that the College will provide.

I. Staff and Budget

Ms. Kari Burchfield, the College's Interdisciplinary Program Coordinator, has worked closely with you and the Board during the planning process. Ms. Burchfield or another staff member designated by the College will provide administrative support for the ENS Degree Program in the future. In the past, the College has allocated $8,000 in operating expenses to the ENS Minor Degree. It pledges to provide at least this amount in future years to support the ENS B.A. and ENS Minor degrees. Additional operating expenses will be allocated to the program as the number of majors' increases.

II. Core Courses

The ENS B.A. degree has seven core courses: ENS 201, ENS 202, ENG 205 (which will become WRD 205), PHI 336, ENS 395, and ENS 400. These courses will be taught by professors and lectures from College departments and count as part of the normal teaching loads of these faculty. The College will provide any extra teaching resources to their home departments that are needed to maintain the integrity of these departments' curricula.

The two presently existing courses on this list, PHI 336 and ENG 205 (WRD 205), are annually offered in the fall and spring respectively. Should demand for these two courses rise as a result of the B.A. degree, the College will provide the Philosophy and Writing, Rhetoric, and Digital Media units with the resources needed to add course sections.

III. ENS Minor

The College wants regular faculty, as opposed to part-time instructors, to teach its courses. I recognize that there has been a need for Dr. Rebecca Glasscock (of BCTC) to continue as the instructor for ENS 200, the initial course in the ENS Minor, until the new ENS B.A. program is established. When ENS 200 is replaced by ENS 201, however, ENS 201 will be taught by regular UK faculty alone. This could occur as early as spring 2013.

IV. Faculty Hiring

No additional faculty are needed to offer the ENS B.A. Nonetheless, given the importance of this area, the College is committed to adding a faculty line in the area of ENS, to be hired sometime in the next two to three years. The tenure home of the hire will be open, and the College is particularly interested in hiring someone with a joint appointment in a second department. The person will be hired in a field identified by the Program Faculty as one of acute need in the College in the general area of ENS. The College is open to the possibility of additional future hires in this general area, for instance, in the areas of environmental ethics or writing. I expect that in any hiring process you and the Program Faculty will work with relevant departments to identify and recruit appropriate candidates.

I appreciate the diligence and effort that you and the Advisory Borad/Program Faculty expended to achieve the goal of a new environmental degree for the College. I greatly look forward to seeing this importance program established.

Sincerely,

Mark Lawrence Kornbluh
Dean

MLK:aml

cc: Ted Schatzki, Associate Dean of Faculty
   Betty Lorch, Associate Dean of Research and Graduate Studies
   Anna Bosch, Associate Dean of Undergraduate Programs
   Kirsten Turner, Chief Financial Officer/Chief of Staff
   Kathleen Harman, Director of Finance

UK
UNIVERSITY OF
KENTUCKY®

College of Arts and Sciences

Department of Chemistry
Chemistry-Physics Building
Lexington, KY 40506-0055

859 257-7080
fax 859 323-9985

chem.as.uky.edu

October 30, 2012

TO: UK Senate Council
RE: Support for *Environmental Sciences and Sustainability*

I am writing this letter to support Professor David Atwood's involvement with the new BA program in *Environmental and Sustainability Studies*. I understand that Prof. Atwood may need to teach one or more ENS courses in the next two years while the program is beginning. Prof. Atwood has indicated that he sought and obtained approval from the Dean's office to teach the ENS courses on an overload basis in order to maintain his regularly assigned teaching responsibilities in the Chemistry Department. In particular, Prof. Atwood will teach ENS 202 in spring 2013 and may need to teach ENS 201 in fall 2013 and ENS 202 in spring 2014 if arrangements cannot be made to have other faculty teach these first-year, gateway, ENS courses. It is my expectation that as other faculty become involved in the program, the need for overload teaching will be reduced and the teaching of these gateway courses will be shared broadly among the participating faculty, without reducing the amount of teaching effort available to home departments.

Sincerely,

Mark S. Meier
Professor and Chair
Department of Chemistry

see
blue.

Atwood, David A

To: Mountford, Roxanne D
Subject: RE: Quick email confirming inclusion of ENG 205 into ENS B.A. Degree Program?

-----Original Message-----
From: Mountford, Roxanne D
Sent: Thursday, December 09, 2010 9:32 PM
To: Atwood, David A
Subject: RE: Quick email confirming inclusion of ENG 205 into ENS B.A. Degree Program?

This is incredibly impressive! We're working on a BA in writing, rhetoric, and digital media, with an established course in Environmental Writing. We won't be done in time for you to include the course in your BA, but our intention is for you to replace 205 with this course in the near future. I just want you to know, though, that we're working on it! In the meantime, you have our permission to include 205 in your list.

Roxanne

Roxanne Mountford, PhD
Director, Division of Writing, Rhetoric, and Digital Media Co-Director, Composition and Communication Program Associate Professor of Rhetoric University of Kentucky
mountford@uky.edu _____
From: Atwood, David A
Sent: Thursday, December 09, 2010 8:29 PM
To: Mountford, Roxanne D
Subject: Quick email confirming inclusion of ENG 205 into ENS B.A. Degree Program?

Hi Roxanne,

I know you've already indicated that we can include ENG 205 as a Core course in the new ENS Degree, but I've been advised to give you a description of the program to make sure you had the information. Nothing has changed in the attached document compared to what Erik might have described to you, but it would let you see the degree plans in more detail. If you can let me know we are still okay to include ENG 205 that would be great.

Once I have your okay (and similar responses from a couple of other Chairs) I will be able to submit the full documentation package to the College. I'll send you a copy of the full submission, as well. Looks like we might actually be able to make this happen for fall 2011, but it will be a long journey through the committees…

Thanks much,
David

Atwood, David A

To: Bradshaw, David H
Subject: RE: PHI 336 in ENS Degree

From: Bradshaw, David H
Sent: Tuesday, December 14, 2010 12:04 PM
To: Atwood, David A
Cc: Sandmeyer, Robert
Subject: RE: PHI 336 in ENS Degree

Dear Prof. Atwood - Sorry for the delay getting back to you about this. I've read the ENS proposal and am certainly glad to support the plan to include PHI 336 as a core course. One minor caution is that we currently offer only two sections of this course per year, so if demand grows beyond that we may need to discuss with the College ways to expand our offerings. That's a bridge to be crossed later, and in no way tempers our enthusiasm about the proposal.

Best wishes,
David Bradshaw

Professor and Chair
Philosophy Department
University of Kentucky
Lexington, KY 40506-0027

office (859) 257-7107
fax (859) 257-3286

From: Sandmeyer, Robert
Sent: Friday, December 10, 2010 12:57 PM
To: Bradshaw, David H
Cc: Atwood, David A
Subject: PHI 336 in ENS Degree

Hi David,

David Atwood is putting together the final draft documents for the B.A. Degree in Environmental and Sustainability Studies proposal. See the attached PDF which contains the information regarding the structure and content of the degree. (I direct your attention to page 4 and 6, especially.)

He needs an email from you saying that including PHI 336 in the new ENS B.A. is okay.

Let me know if you have any questions. You can also contact David directly with questions.

Bob

Bob Sandmeyer, Ph.D.
Lecturer, University of Kentucky
Department of Philosophy
1429 Patterson Office Tower
Lexington, KY 40506-0027
USA

From: "M. Smith" <mssmith@email.uky.edu>
Date: Fri, 30 Mar 2012 10:34:35 -0400
To: Mike Mullen <mmullen@uky.edu>, "Grabau, Larry" <larry.grabau@uky.edu>, Mark Kornbluh <kornbluh@uky.edu>, "Arthur, Mary" <marthur@uky.edu>
Subject: FW: ENS proposal

Mike,

   This is in response to the request from Undergraduate Council that I comment on the proposed ENS degree proposal. As you are well aware, this proposal has generated much attention and a variety of concerns from our faculty. Ultimately the Sustainable Ag program leadership chose to endorse the proposal. Our NRES leadership requested changes. However, I am certain we all share a common goal of collaborating with A&S and other colleges to develop a complimentary and synergistic portfolio of student options in environment and sustainability. As long and winding as it was, I feel this process sets a truly important precedent for collaboration of university and college administration and faculty across college lines.

   On behalf of the College of Agriculture, I want to express my appreciation to David Atwood and other faculty leaders of the ENS proposal for their responsiveness to those valid questions raised by our NRES leadership. My own opinion is that much progress has been made in both defining and differentiating ENS and NRES.

   I believe that any remaining issues are manageable. Going forward they can and should be addressed collaboratively as ENS is implemented and NRES develops. It appears that a significant remaining source of concern from NRES relates to the comparison of the two majors with regard to career options and opportunities. I have invited Mary Arthur to recommend possible edits of the pertinent table in the proposal. This is attached. My request is that you and David and, presumably the UC, consider these proposed edits before the approved ENS proposal moves on. Of course, we would like to know the final wording, and we are available for any necessary discussion.

    Earlier in the development of the ENS proposal, I stated that the College administration was not taking a position for or against its approval, but at the same time I did endorse the continuation of the discussion/review process.   All along my hope has been that working through the UC process, with full and open debate among the faculty leaders, we would build a mutually beneficial partnership between A&S and Ag that will greatly advance our undergraduate environmental studies opportunities. While there is much work remaining, in my judgment we are on that path. I accept that you and the UC will move the ENS proposal forward, and I commit to supporting the synergy between ENS and NRES.

Atwood, David A

From:	Blonder, Lee
Sent:	Friday, October 19, 2012 3:58 PM
To:	Atwood, David A
Subject:	FW: ENS proposal

David- I received this email from Dean Smith. Would you be able to include it in the re-submission of your proposal?

Thank you.
Best wishes,
Lee

Lee Blonder
Senate Council Chair

From: Smith, M S
Sent: Friday, October 19, 2012 9:08 AM
To: Blonder, Lee
Cc: Arthur, Mary; Grabau, Larry; Coyne, Mark S
Subject: ENS proposal

Dr. Blonder,

   I have been asked to update my earlier correspondence on the ENS degree proposal arising from A&S. That statement remains current and accurately reflects my current perception and understanding.

   I believe that coordination and collaboration across the undergraduate colleges is more important now than it has ever been, so I sincerely appreciate the many opportunities I and our college Faculty have had for comment and even debate about this proposal.

Scott Smith
Dean of Agriculture
859 257-4772

Atwood, David A

From:	Arthur, Mary
Sent:	Thursday, October 25, 2012 2:40 PM
To:	Blonder, Lee
Cc:	Smith, M S; Coyne, Mark S; Grabau, Larry; Hippisley, Andrew R; Steering Committee of the NRES program (NRES-SC@LSV.UKY.EDU); Atwood, David A
Subject:	RE: A&S ENS B.A. program

That's perfect. Thank you very much.

Mary A. Arthur, PhD
Professor of Forest Ecology
Chair, NRES Steering Committee
Department of Forestry
103 TP Cooper Building
University of Kentucky
Lexington, KY 40546-0073
Email: mary.arthur@uky.edu
Phone: 859.257.2852
Fax: 859.323.1031
website: http://www.ca.uky.edu/forestry/arthur.php
website: http://www2.ca.uky.edu/nres/

From: Blonder, Lee
Sent: Thursday, October 25, 2012 1:41 PM
To: Arthur, Mary
Cc: Smith, M S; Coyne, Mark S; Grabau, Larry; Hippisley, Andrew R; Steering Committee of the NRES program (NRES-SC@LSV.UKY.EDU); Atwood, David A
Subject: RE: A&S ENS B.A. program

Thank you Dr. Arthur.   I am copying David Atwood on this so that he can include this email in his revised proposal.
Best,
Lee

From: Arthur, Mary
Sent: Thursday, October 25, 2012 12:25 PM
To: Blonder, Lee
Cc: Smith, M S; Coyne, Mark S; Grabau, Larry; Hippisley, Andrew R; Steering Committee of the NRES program (NRES-SC@LSV.UKY.EDU)
Subject: A&S ENS B.A. program

Dear Dr. Blonder,
I have been asked through several different channels to submit a statement regarding my support of the new A&S B.A. in Environmental and Sustainability Studies. As a member of the Senate Academic Programs committee, I voted in favor of approving this program. In the preceding two years I have worked through various channels to move the structure and intent of this new program away from areas of overlap with that of the Natural Resources and Environmental Science B.S. program (NRES, formerly NRCM). The NRCM/NRES program has been educating students in environmental sciences and natural resources since the early 1990s, using an interdisciplinary model that builds on a framework of courses in the natural and social sciences, allowing students to then develop expertise in a more specific 'Environmental Systems Emphasis Area', and in a set of 'Analytical Skill Development' areas, and requiring all students to conduct either

an internship or a research experience to support their choice of focus. Over the course of the past two years, David Atwood has worked with us to create an ENS B.A. program that is more readily distinguishable from the NRES program. It is the hope and intention of all involved to continue to work together in a collaborative fashion that helps to build on the visibility and strength of all of our campus programs that address issues of sustainability, environmental science, and natural resources, thereby increasing the number of students on our campus who are studying and working on these issues, and creating a much more visible presences for the University in this important area.

Sincerely,
Mary Arthur

Mary A. Arthur, PhD
Professor of Forest Ecology
Chair, NRES Steering Committee
Department of Forestry
103 TP Cooper Building
University of Kentucky
Lexington, KY 40546-0073
Email: mary.arthur@uky.edu
Phone: 859.257.2852
Fax: 859.323.1031
website: http://www.ca.uky.edu/forestry/arthur.php
website: http://www2.ca.uky.edu/nres/

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course ☐   Program ☒   Other ☐

Proposal Name[1] (course prefix & number, pgm major & degree, etc.):   Bachelor of Arts in Environmental & Sustainability Studies

Proposal Contact Person Name: David Atwood   Phone: Email: datwood@uky.edu
Kari Burchfield   257-7304   klburc2@uky.edu
257-1994

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
ENS, Director	Jan. 11, 2011	David Atwood / 257-7304 / datwood@uky.edu	David Atwood
Writing Rhetoric and Digital Media, Director	12-14-10	Roxanne Mountford / 257-6985 / mountford@uky.edu	
Philosophy Dept., Chair	1/15/11	David Bradshaw / 257-7107 / dbradsh@uky.edu	David Bradshaw
Education Policy Committee	2/1/11 2/1/11	Randall Roorda, Humanities / 257-1033 / rroorda@uky.edu Joanna Badagliacco, Soc. Sci. / 257-4335 / jmb@uky.edu	Randall Roorda JMBadagliacco
A&S, Associate Dean	2/1/11	Anna Bosch / 257-6689 / bosch@uky.edu	Anna Bosch

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[2]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Handwritten notes near top-right of table: UGC 2/24/11 for returned for GEO approval & revision 4/11/11, 11/22/11 returned resubmit

Comments:

[1] Proposal name used here must match name entered on corresponding course or program form.
[2] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Brothers, Sheila C

From:	Deaton, Marcy
Sent:	Monday, October 29, 2012 10:51 AM
To:	Blonder, Lee
Cc:	Brothers, Sheila C; Greissman, Richard
Subject:	GR VIII - Faculty Appointments 12-11-12.docx
Attachments:	GR VIII - Faculty Appointments 12-11-12.docx

Good Morning,
Attached is the Draft of GR VIII, which was presented to the Board for a first reading at the September Board meeting. It is scheduled for final approval at the December meeting.

In order to comply with GR XIII, which requires the University Senate to have the opportunity to recommend on GR revisions, I am sending you the draft to share with the Senate as you think most appropriate. The Background, as explained in the PR which was on the Board's agenda in September is below for your reference. If you think the GR needs to be presented to the full Senate, could it go on the November 12th agenda? However, if you think the Senate Council can review it, or it can be shared via email only, please let me know.

Marcy

September 11, 2012, PR 3

Background: The proposed revision of Section B in Governing Regulation VIII permits the president to delegate to the Provost, as the chief academic officer of the University, the authority to take final action on a wide range of faculty personnel matters, and to issue the concluding judgment on those faculty personnel decisions, such as the granting of tenure, that must be sent to the Board of Trustees for final action. Upon appeal, the President has the authority to sustain or reverse the Provost's decision. Any delegation of presidential authority in faculty appointments, reappointments, promotions, and the granting of tenure shall be codified in Administrative Regulation 2:1 (Procedures for Faculty Appointment, Reappointment, Promotion and the Granting of Tenure). This amendment makes the Governing Regulation consistent with AR 2:1, which was vetted and supported by appropriate constituencies, and approved by the president.

Furthermore, the proposed revision of GR VIII.B modifies the language on the initial faculty appointments based on salary that are submitted to the Board of Trustees for final action. Rather than identify a fixed dollar amount (currently $100,000) as the threshold for such reporting, the revised language establishes a formula for the calculation of that threshold. Relying on a formula has the distinct advantage of permitting a recalibration of the threshold as faculty salaries increase over time without having to propose ongoing revisions to Governing Regulation VIII. The initial formula for calculating that threshold shall be submitted to the Board of Trustees for its review and approval, and any subsequent revision of the formula shall also require final action by the Board of Trustees.

The initial formula reads as follows:

The president shall report to the Board of Trustees any initial faculty salary that exceeds 125% of the rolling three-year average of the starting salary at the equivalent rank and title series in the educational unit of the faculty appointee.

University Appointments

A. Administrative Appointments

1. Regular Appointments

   The President is appointed by the Board of Trustees with the advice of a joint committee of the Board of Trustees, University Faculty, staff employees, student body, and alumni. The committee shall consist of six (6) members of the Board of Trustees, at least one (1) of whom shall be from among the three (3) alumni trustees, appointed by the Chair of the Board of Trustees; three (3) regular full-time faculty members, selected by a procedure determined by the University Senate; one (1) regular full-time staff employee appointed by the Chair of the Board of Trustees from a list of three (3) staff employees selected by a procedure determined by the Staff Senate; two (2) full-time students, one (1) undergraduate and one (1) graduate or professional student, appointed by the Chair of the Board of Trustees from a list of three (3) undergraduate students and three (3) graduate or professional students selected by a procedure determined by the Student Government Association; and one (1) member of the alumni appointed by the Chair of the Board of Trustees from a list of three (3) alumni selected by the Board of Directors or the Executive Committee of the University of Kentucky Alumni Association. The committee shall provide opportunity for discussion among representatives of administration, University Faculty, staff employees, student body, alumni groups, and prospective presidential candidates.

   The Provost, executive vice presidents, vice presidents, chief administrative officers of educational units (deans, directors, and chairs), and every administrative and professional employee of the University who is to report directly to the President or whose position is at Level 50 or above in the Administrative and Professional Classification System shall be appointed by the Board of Trustees, acting upon recommendation of the President. Except in the cases of those individuals who report directly to the President, a recommendation from an appointee's superior officer shall be obtained prior to recommending an appointment or reappointment by the Board of Trustees. Staff employees, other than those described above may be appointed by the President, Provost, or appropriate executive vice president or vice president. The President shall report all appointments at Levels 47 through 49 in the Administrative and Professional Classification System to the Board of Trustees. The President, Provost, or the appropriate executive vice president or vice president may delegate the power to appoint personnel whose appointments are not made by the Board of Trustees to other appropriate administrative officers. If the Board of Trustees does not accept the recommendation of the President with respect to an appointment, it shall call upon the President to make another recommendation. Likewise, the President may refuse to approve a recommendation, but, in each such case, the President shall ask for a new recommendation from the same or a new search committee. The same principle shall apply at all levels of the administrative organization.

2. Acting Appointments

When vacancies occur in administrative positions other than the presidency, the President or the Provost or the appropriate executive vice president or vice president may appoint acting officers to fill the positions until it is possible to make regular appointments by the established procedure. When the officer is one who does not report directly to the President, the President or the Provost, or an executive vice president or a vice president, as appropriate, shall request a recommendation from that officer's superior. Acting appointments shall be for a maximum term of one (1) year; however, reappointments may be made after a satisfactory review. All appointments of acting officers shall be reported to the Board of Trustees. With the approval of the next higher administrative level, a regular administrative officer may designate a temporary officer to service in an acting capacity for a period not to exceed four (4) months while the regular officer is away from campus on University business or approved leave.

If the officer administers a college, center, school, or department, the Provost also shall request a recommendation on matters of acting appointment or acting reappointment from a committee which includes faculty members from that unit.

In the selection of an acting Provost, the President shall request a recommendation from a committee which includes faculty members and also recommendations from the University Senate Council.

The search processes for an acting provost or chief administrative officers of colleges, schools, departments and centers shall include the participation of staff employees of the unit, and shall provide for the participation of other affected groups as appropriate.

3. Search Committees

Recommendations on the appointment of a Provost or of the chief administrative officers of all educational units of the University shall be made after advice from search committees.

When vacancies in administrative positions are anticipated, search committees shall be appointed sufficiently in advance of the vacancy to avoid the appointment of an acting administrator.

When unanticipated vacancies occur, search committees shall be appointed as soon as the established procedures for appointment can be carried out. The selection of faculty members for membership on search committees for administrative appointments above the level of dean shall be made after consultation with the University Senate Council.

Recommendations of the search committee shall be transmitted to the President through the established administrative channels, along with the recommendation of the administrative officer responsible for the appointment. Recommendations on the appointment or reappointment of a chair of an academic department or division, or for the dean of a college or the director of a school that does not contain departments or divisions, shall be accompanied by written statements from at least the tenured members of the college, school, department or division.

Search committees for deans of colleges shall be appointed by the Provost after consultation with the University Senate Council, and either the faculty or elected faculty council of the college.

Search committees for directors of schools shall be appointed by the deans of the colleges after consultation with the appropriate bodies as these bodies are identified in the rules of the respective school faculty.

Search committees for chairs of academic departments shall be appointed by the deans of the colleges after consultation with (1) the associate dean or director of the school within the college if the department is in such a school; (2) the faculty of the department; and (3) the Dean of the Graduate School if the department is involved in a graduate program.

Search committees for directors of interdisciplinary research centers or institutes or interdisciplinary instructional programs shall be appointed, after consultation with the appropriate bodies, by the Vice President for Research, or other officer to whom administrative responsibility has been delegated.

The search processes for a provost or for chief administrative officers of colleges, schools, departments and centers shall include the participation of staff employees of the unit and shall provide for the participation of other affected groups, as appropriate.

4. Terms of Chairs and Directors

    (a) Department Chairs

        The term of a department chair's appointment shall be four (4) years, except in the Colleges of Agriculture, Dentistry, Medicine, Nursing, and Pharmacy where it shall be six (6) years.

        Ordinarily, a department faculty member will be asked to serve as chair for only one (1) term. A chair may be reappointed, however, when the faculty advisory committee appointed to review the work of the department (AR 1:4) finds that the particular circumstances and needs of the department make such a reappointment desirable. Reappointment beyond the second term may occur under exceptional circumstances when it is deemed to be in the best interests of the University. This practice may vary from discipline to discipline.

    (b) Chairs of Interdisciplinary Instruction Programs

        Insofar as applicable, the rules for the appointment and reappointment of a department chair shall apply also to the appointment and reappointment of a chair of an interdisciplinary instructional program.

    (c) Directors of Multidisciplinary Research Centers and Institutes

        The director of a multidisciplinary research center or institute shall be appointed for a term of six (6) years. A director may be reappointed, however, when an ad hoc committee appointed to review and evaluate the center or institute (AR 1:4) finds that the particular circumstances and needs of the center or institute make such a reappointment desirable.

B. Academic Appointments, Reappointments, Promotions, and Granting of Tenure

1. The Board of Trustees, acting upon the recommendation the President or the President's designee, shall take final action on all appointments and promotions of faculty members to positions which involve:

    (a) an actual or equivalent academic rank of associate professor or professor;

    (b) tenure; or

    (c) an initial salary above a set of monetary thresholds approved by the Board of Trustees.

    All appointments and promotions of faculty members to positions which involve (1) an actual or equivalent academic rank of associate professor or professor, (2) tenure, or (3) an initial salary above $100,000 shall be made by the Board of Trustees, acting upon recommendation of the President. Appointments and promotions of faculty members to positions which involve an actual or equivalent academic rank below associate professor and an initial salary not exceeding $100,000 shall be made by the President who shall report such actions to the Board of Trustees.

2. The President, or the President's designee, shall take final action on ~~may delegate the authority to make~~ appointments, reappointments and promotions that do not require approval by the Board of Trustees. Such final actions shall be reported to the Board of Trustees through the Office of the President.

3. The President, following consultation with the University Senate Council, shall establish such review procedures ~~systems~~ as are appropriate to assist the President, or other appropriate administrative officers designated by the President, in making informed judgments concerning ~~academic~~ faculty appointments, reappointments, promotions, and the granting of tenure. Those procedures shall be codified in AR 2:1. Any delegation of presidential authority in faculty appointments, reappointments, promotions, and the granting of tenure shall also be codified in AR 2:1.

References and Related Materials

KRS 164.220, Appointment, salaries and retirement benefits of university personnel

KRS 164.225, Board's exclusive jurisdiction over appointments, qualifications, compensation, promotions, and retirement programs

AR 1:4, The Planning, Budgeting, and Assessment Cycle

Revision History

12/11/2001, 6/14/2005, 3/27/2012

For questions, contact: Office of Legal Counsel

programs of the University and its affiliated corporations. These responsibilities include: formulating and reviewing investment policies; appointing, monitoring and evaluating investment managers and consultants; and reviewing and approving plans for the general management of the endowment funds of the University.

In addition to the Trustee members, the Investment Committee may, from time to time, have the Chair of the Board of Trustees appoint, upon recommendation of the University President, non-voting Community Advisory Members to assist it in its functions by providing specialized advice and support. Said Community Advisory Members shall be selected on the basis of their expertise in such areas as investment management and finance. The appointments of Community Advisory members to the Investment Committee shall be for three years and may be reappointed for an unlimited number of three year terms. The maximum number of Community Advisory members authorized at any one time shall be three (3).

The Investment Committee Chair reports to the Board of Trustees after each meeting of the committee on the performance results of endowment investments. Policies of the committee are implemented by the Office of the Treasurer in carrying out the day-to-day operations of the University's endowment funds.

(f) Nominating Committee

This committee:

(i) Nominates officers of the Board of Trustees and members of the Executive Committee; and

(ii) Reviews and recommends the appointment of trustees to the boards and committees of the University and its affiliated entities.

(g) Student Affairs Committee

This committee reviews:

(i) Recommendations regarding revisions of the Code of Student Conduct; and

(ii) Recommendations concerning the general welfare of students and the adoption of rules, procedures, rights, and responsibilities governing non-academic relationships between the University and its students.

(h) University Athletics Committee

The NCAA requires a member institution's chief executive officer to have ultimate responsibility and final authority for the conduct of the intercollegiate athletics program. In addition, the Southern Association of Colleges and Schools (SACS)requires an institution's chief executive officer to have ultimate responsibility for, and exercise appropriate administrative and fiscal control over, the intercollegiate athletics program.

To assist the President in carrying out this responsibility, the Athletics Committee is responsible for:

(i) Providing counsel to the President concerning matters or activities of the Athletics Department;

(ii) Reviewing the Athletics Department's annual budget and audit reports, major expenditures and acquisitions, and construction of facilities if the cost is expected to exceed $~~400,000~~600,000; and

(iii) Providing needed information to the Board of Trustees.

The membership of the Committee shall be composed of five (5) voting Trustee members and up to three (3) non-voting Community Advisory members. In addition, the Faculty Athletics Representative shall serve as an *ex officio*, non-voting member. The membership of the Athletics Committee, including the Chair, shall be appointed by the President in consultation with the Chair of the Board of Trustees. The initial Board member appointments to the Athletics Committee shall be staggered terms in the following manner: two members for three years, two members for four years, and one member for five years. Board members appointed thereafter shall serve for three-year terms and may be reappointed.

(i) Underline University Health Care Committee

This Committee serves as a governing body to operate the University Hospitals in accordance with the standards established by The Joint Commission, formerly 'Joint Commission on Accreditation of Health Care Organizations,' and to oversee the University's clinical enterprise. This responsibility includes management oversight for the development of policies, rules, and regulations for the governance of the University Hospitals and clinical enterprise. Policies of the Committee are implemented by the Executive Vice President for Health Affairs in carrying out the day-to-day operations of the University Hospitals and clinical enterprise.

The membership of the Committee shall be composed of five (5) voting Trustee members, seven (7) non-voting Advisory Members, and up to seven (7) non-voting Community Advisory Members.. Each member shall be appointed by the Chair of the Board of Trustees, acting upon recommendation of the President of the University. The initial Board of Trustee member appointments to the University Health Care Committee shall be for staggered terms in the following manner: two members for three years, two members for four years and one member for five years. Board members appointed thereafter shall serve for three-year terms and may be reappointed. The University Health Care Committee may create sub-committees and shall create committee rules to guide their governance consistent with The Joint Commission. (See University Health Care Committee Operating Rules, approved by the Board of Trustees December 7, 2010)

(j) University Relations Committee

This committee:

(i) Reviews recommendations relating to the economic, social, and public policy environments within which the University operates that directly affect the University; and

(ii) Reviews policies or policy proposals regarding marketing and development as well as public, governmental, and alumni relations.

3. Special Committees

Special committees may be established and appointed at any time by the Chair of the Board of Trustees and with such charge as the Board of Trustees Chair may determine. Special committees shall carry out their duties as specified and report to the Board of Trustees. Such committees shall function until discharged. Membership shall include trustees and may also include persons who are not Board of Trustees members.

F. Powers and Responsibilities

The powers and responsibilities of the Board of Trustees include the following:

1. Periodically evaluate the institution's progress in implementing its missions, goals, and objectives to conform to the strategic agenda. (KRS 164.131)

Governing Regulation, Part II

Responsible Office: Board of Trustees

Effective: ~~6/19/2012~~

Supersedes Version: 6/19/2012
~~12/13/2011~~

Governance of the University of Kentucky

Major Topics

A. Introduction

The governance of the University of Kentucky is vested by law in the Board of Trustees (KRS 164.131). Within the limits set by the State Constitution and the federal and state laws,[*] the Board of Trustees is the final authority in all matters affecting the institution and exercises jurisdiction over the institution's financial, educational, and other policies and its relation with the state and federal governments.

These *Governing Regulations* describe the composition, powers, and duties of the Board of Trustees of the University of Kentucky, as defined by Kentucky Revised Statutes, and establish policies and procedures for the performance of its functions. In these *Governing Regulations*, the Board of Trustees delegates certain responsibilities to the President, the University Senate, the Staff Senate, the Student Government Association, the Graduate Faculty, and the faculties of educational units in order to provide for the responsible and efficient administration of the University and the accomplishment of its goals.

As the chief administrative officer of the University, the President is authorized by the Board of Trustees to promulgate the *Administrative Regulations* including the *Human Resources Policies and Procedures* and the *Business Procedures Manual*, to provide interpretation and implementation of these *Governing Regulations,* and of the *Minutes of the Board of Trustees,* and to delineate policies within the sphere of delegated responsibility. Chief administrative officers are authorized to establish unit policies and procedures attendant to their delegated administrative responsibilities.

At an institution-wide level, the University Senate, as a primary educational policy-forming agency of the University, establishes the broad academic policies of the University. Within the limits set by the Board of Trustees and the University Senate, the Graduate Faculty is delegated jurisdiction over programs leading to graduate degrees and has the responsibility to safeguard, promote and assist in the development of research in all fields. Within the limits set by the institution-wide policies of the Board of Trustees, the University Senate, and the Graduate Faculty, the respective faculties exercise the governance role of policy-making responsibility for the instructional, research and service programs of their educational units. The University Senate, the Graduate Faculty, and the faculties of educational units are authorized to issue rules concerning the policy and procedure-making responsibilities that are attendant to their delegated educational policy-making role.

Where appropriate, the rules and regulations appearing in the *Administrative Regulations*, *Human Resources Policy and Procedures, Business Procedures Manual, and University Senate Rules* should refer to the source or sources in these *Governing Regulations* or *Minutes of the Board of Trustees.*

B. Board of Trustees - Membership

1. Definition

    The Board of Trustees is a body corporate, under the name of Board of Trustees of the University of Kentucky, with the usual corporate powers, and possesses all the immunities, rights, privileges, and franchises usually attaching to the governing bodies of educational institutions. It may receive, hold, and administer, on behalf of the University, subject to the conditions attached, all revenues accruing

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[*] The Council on Postsecondary Education in Kentucky (KRS 164.020) has powers and duties that relate to the governance of the University of Kentucky.

from endowments, appropriations, allotments, grants or bequests, and all types of property. (KRS 164.160)

2. Membership

The Board of Trustees of the University of Kentucky consists of sixteen members appointed by the Governor, two (2) University faculty members who shall have the right to vote on all matters except that of faculty compensation, one (1) University staff employee, and one (1) University student.

(a) Appointed Members

The Governor shall make the appointments so as to reflect proportional representation on the Board of the two leading political parties of the Commonwealth based on the state's voter registration and to reflect no less than proportional representation of the minority racial composition of the Commonwealth. Appointments to fill vacancies shall be made for any unexpired terms in the same manner as provided for the original appointments. (KRS 164.131)

The terms of the appointed members shall be for six (6) years and until their successors are appointed and qualified. Three (3) of the appointments shall be graduates of the University and may include one (1) graduate of the institution who may reside outside the Commonwealth; three (3) shall be representative of agricultural interests; and ten (10) shall be other distinguished citizens representative of the learned professions. Each graduate member is appointed by the Governor from a list of three (3) names submitted by the alumni of the University according to a method prescribed by the Board of Trustees, upon recommendation of the UK Alumni Association, pursuant to KRS 164.131(2)(a); KRS 164.140. The prescribed methods are published in the *Minutes of the Meetings of the Board of Trustees* (May 6, 2003).

(b) Elected Members

The number of faculty members, staff employees, and student members elected to the Board of Trustees shall not exceed four (4). (KRS 164.131)

(i) The two (2) faculty members representing the University shall be members of the faculty of the rank of assistant professor or above, elected by secret ballot by faculty members of the rank of assistant professor or above.

In accordance with KRS 164.131(3), faculty members eligible to vote and eligible to serve as elected members of the Board of Trustees shall be those regular, full-time employees conferred with a faculty title and a rank at the level of assistant professor (or its equivalent, librarian III) or above, and who do not have an administrative assignment at or above the level of department chair, and as otherwise defined in *Human Resources Policy and Procedure Administrative Regulation Number 4.0: Employee Status.*

The faculty members shall serve for terms of three (3) years and until their successors are elected and qualified. They are eligible for reelection but are ineligible to continue to serve as members of the Board of Trustees if they cease to be members of the faculty. Elections to fill vacancies for any unexpired terms shall be held in the same manner as for the original elections.

The authority to develop procedures for the election of faculty members to serve as members of the Board of Trustees, in accordance with the provisions of KRS 164.131(3), is hereby delegated to the University Senate.

(ii) The staff employee representing the University shall be a regular, full-time staff employee as defined in the *Human Resources Policy and Procedure Administrative Regulation Number 4.0:*

Employee Status, excluding the President, Provost, executive vice presidents, vice presidents, and academic deans. The staff trustee shall represent all University staff employees.

The staff member shall serve a term of three (3) years and until a successor is elected and qualified. The staff member shall be eligible for reelection, but is ineligible to continue to serve as a member of the Board of Trustees if the staff employee ceases to be an employee of the University. Elections to fill vacancies shall be for any unexpired term and shall be held in the same manner as provided for the original election.

The staff trustee shall be elected by secret ballot by the regular, full-time staff employees, including the President, Provost, executive vice presidents, vice presidents and academic deans.

The authority to develop procedures for the election of a staff employee to serve as a member of the Board of Trustees, in accordance with the provisions of KRS 164.131(4), is hereby delegated to the Staff Senate.

(iii) The student member shall be the President of the Student Government Association during the appropriate academic year and may be an out-of-state resident. If the student member does not maintain the position as President or status as a full-time student at any time during that academic year, a special election shall be held to select a full-time student. The authority to develop procedures for the election of a student of the University to serve as a member of the Board of Trustees, in accordance with the provisions of KRS 164.131(5), is hereby delegated to the Student Government Association.

(c) Non-voting Members

Pursuant to KRS 164.170 and 164.131(1)(e), the Board of Trustees may from time to time designate persons as nonvoting honorary members of the Board of Trustees, with responsibilities and privileges as it may deem appropriate, except for the power to vote.

(d) Removal of Members

Pursuant to KRS 164.131(1)(d), "Board members may be removed by the Governor for cause, which shall include neglect of duty or malfeasance in office, after being afforded a hearing with counsel before the council and a finding of fact by the council." The "Council" is defined in KRS 164.001(8) as the Council on Postsecondary Education.

3. Officers

The Chair, Vice Chair, Secretary, and Assistant Secretary of the Board of Trustees shall be elected annually at the first fall meeting of the Board of Trustees. (KRS 164.180) The Chair of the Board of Trustees shall be limited to no more than four (4) consecutive terms as Chair. In the absence of the Chair, the Vice Chair presides at meetings of the Board of Trustees and the Executive Committee.

The Secretary keeps the minutes of all meetings, issues notices of meetings, and provides for the publication and distribution of the minutes in accordance with instructions from the Board of Trustees. The Secretary is responsible for the maintenance of an official revised copy of these Governing Regulations and for the publication of revisions. The Assistant Secretary is empowered to perform the duties of the Secretary when the Secretary is not present. The Assistant Secretary need not be a member of the Board of Trustees.

C. Meetings of the Board of Trustees

The Board of Trustees shall meet at least quarterly. Special meetings may be called by the Chair or by any three (3) members upon giving ten (10) days' written notice to each member of the Board of Trustees. The business to be transacted at special meetings shall be specified in the notice of the meeting. All meetings are to be held on the campus of the University unless otherwise specified by a majority vote of the Board of Trustees. A majority of the voting members of the Board of Trustees constitutes a quorum. (KRS 164.170)

The Board of Trustees may adjourn any regular or called meeting to any date that it may set for such adjournment. Any meeting of the Board of Trustees, if a quorum is not present, may be adjourned by the members attending to a time when a quorum shall be present.

The meetings of the Board of Trustees shall be open to the public. The Board of Trustees is required to arrange for a stenographic transcript of each of its meetings to be prepared and filed, to send an agenda for each of the meetings to each member of the Board of Trustees, and to make a copy of the agenda available to the press. (KRS 164.170) For regularly scheduled meetings, the agenda shall be released to the general public at least three (3) full business days prior to the board Meeting. "Business Day" means Monday through Friday, excluding Saturday and Sunday and official University holidays. The Board of Trustees and its committees shall operate in compliance with the provisions of the Open Meetings Law. (KRS 61.800-KRS 61.850)

All necessary expenses incurred by the Trustees in traveling to and from and while attending meetings of the Board of Trustees are designated to be paid out of the funds of the University. (KRS 164.170)

The order of business at meetings of the Board of Trustees normally is as follows:

> Call to Order
> Roll Call
> Reading and Approval of Minutes with Necessary Modifications
> Chair's Report
> Report of the President
> Consideration of President's Recommendations for Action
> Consideration of President's Discussion Items
> Reports of Committees
> Items for Board Discussion
> Other Business
> Adjournment

The most recent version of *Robert's Rules of Order* shall be observed in conducting the business of the Board of Trustees except as these may be modified by regulations adopted by the Board of Trustees.

D. Conflicts of Interest of Board Membership

No employee of the University shall be directly or indirectly interested in any contract with the University for the sale of property, materials, supplies, equipment, or services, with the exception of compensation to the two (2) faculty members and the one (1) staff employee who are members of the Board of Trustees. (KRS 164.131)

No member of a board of trustees shall have an interest in any contract with a state university unless such contract shall have been subjected to competitive bidding in compliance with KRS Chapter 45A, unless such trustee shall have been the lowest bidder and unless such trustee shall have first notified in writing the remaining members of the board, and to the newspaper having the largest circulation in the county in which the state university is located, of his intention to bid on such contract. (KRS 45A.340(7))

No member of the Board of Trustees may be held to be a public officer by reason of membership on the Board except as provided in KRS 45A.335 for the purpose of KRS 45A.340. (KRS 164.150)

E. Standing and Special Committees

The purpose of standing and special committees is to assist the Board of Trustees in its oversight role by gathering information, discussing, and providing advice on policy proposals prior to their coming before the entire Board of Trustees. Members of the University community and the general public may attend any committee meeting. An individual desiring to address a particular committee or otherwise participate in a committee meeting should contact the committee chair.

1. Standing Committee General Rules

   (a) Unless otherwise provided in this Governing Regulation, membership of standing committees shall include at least five (5) members of the Board of Trustees including the committee chair.

   (b) Unless otherwise provided in this Governing Regulation, committee members shall be appointed by the Chair of the Board of Trustees.

   (c) Unless otherwise provided in this Governing Regulation, the Chair of the Board of Trustees shall select the Chair for each committee from the Trustee members.

   (d) Board of Trustee members may be reappointed to a committee for consecutive terms.

   (e) Any vacancy occurring before the expiration of the term of the appointment shall be filled for the unexpired term.

   (f) A quorum of the Committee members must be present in order to conduct business.

   (g) Committee Reports shall be posted on-line within 72 hours after the conclusion of Committee meetings.

2. Standing Committees

   (a) Executive Committee

   The Board of Trustees annually elects an Executive Committee of five (5) members that has the powers that the Board of Trustees delegates to it as prescribed in KRS 164.190. This election shall be held at the first fall meeting of the Board of Trustees. Vacancies may be filled at any meeting of the Board of Trustees. The Chair of the Board of Trustees shall be one (1) of the five (5) members and shall also serve as Chair of the Executive Committee. In general, the Executive Committee exercises oversight of the financial and business interests of the University and possesses the same powers as the Board of Trustees during the periods between meetings of the full Board of Trustees.

   Meetings may be held as necessary at the call of the Chair. The Secretary of the Board of Trustees is the *ex officio* Secretary of the Executive Committee. The President may attend all meetings.

   The Executive Committee is required to submit to the Board of Trustees at each meeting, for the latter's consideration and approval, a complete record of the proceedings of the Executive Committee. The authority of the Board of Trustees to amend the action of the Executive Committee does not extend to the rejection of any valid or authenticated expenditure of money by the Executive Committee (KRS 164.190). The Executive Committee shall serve as a hearing panel in the event of a faculty member, staff employee, or student appeal coming to the Board of Trustees.

The Executive Committee shall serve as the performance review committee for the President. The Executive Committee shall involve the entire Board of Trustees in this evaluation and shall also solicit input from the executive committees or executive councils of the University Senate, Staff Senate, and Student Government Association.

(b) Academic and Student Affairs Committee

This Committee:

(i) Reviews recommendations on policy matters pertaining to the academic mission of the University in instruction, research, and public service as well as to policy matters concerning academic freedom, tenure, and shared governance;

(ii) Reviews academic program proposals from the President to ensure that a) the academic programs are consistent with the University's mission; b) resources are available to achieve academic priorities as set forth in the strategic plan; c) academic programs are appropriate for its student needs; and d) the University has a system in place for assessing the effectiveness of its academic programs;

(iii) Reviews new program and degree-program closure proposals and changes in the academic units or in the academic organization to ensure these proposals or changes will effectively carry out the academic mission;

(iv) Reviews the list of candidates for academic degrees approved by the faculty of the University through the University Senate for submission to the Board of Trustees;

(vi)   Makes Rrecommendations regarding revisions of the Code of Student Conduct; and

(vii) Makes Rrecommendations concerning the general welfare of students and the adoption of rules, procedures, rights, and responsibilities governing non-academic relationships between the University and its students; and

(vii)   Provides needed information to the Board of Trustees.

(c) Finance Committee - and Audit and Compliance Subcommittee

This committee ensures the financial stability and long-term economic health of the University by monitoring the financial operations of the University and its affiliated corporations and making appropriate recommendations to the Board of Trustees to ensure achievement of the University's mission. Consistent with KRS 164A.550 through 164A.630, the committee maintains oversight responsibility for the financial management of the University in the areas of accounting, auditing, payroll, purchasing, capital construction, real property, and affiliated corporations. The Committee shall oversee the budgets of the University by reviewing and recommending to the Board of Trustees on the annual operating budgets. The Committee shall ensure that accurate and complete financial records are maintained by reviewing and recommending to the Board of Trustees on annual financial reports and related recommendations from the Audit Subcommittee, interim financial reports, long-term debt obligations, gifts to the University of $400,000 or more, capital projects of $600,000 or more, leases over $200,000 per year, disposition of property, sale of assets, and financial transactions not provided for in the annual operating budget.

The Audit and Compliance Subcommittee recommends to the Finance Committee on the appointment of the external auditors, receives and reviews the annual reports from the external auditors, and makes recommendations to the Finance Committee concerning these reports.

(d) Human Resources and University Relations Committee

This committee:

(i) Reviews recommendations to the Board of Trustees regarding policies pertaining to employee benefits, rights, and privileges requiring Board of Trustees approval;

(ii) Reviews recommendations relating to the economic, social, and public policy environments within which the University operates that directly affect the University; and

(iii) Reviews policies or policy proposals regarding marketing and development as well as public, governmental, and alumni relations.

(e) Investment Committee

Under delegation from the Board of Trustees, and consistent with KRS 164A.550 through 164A.630, the Investment Committee is responsible for review and oversight of the endowment investment programs of the University and its affiliated corporations. These responsibilities include: formulating and reviewing investment policies; appointing, monitoring and evaluating investment managers and consultants; and reviewing and approving plans for the general management of the endowment funds of the University.

In addition to the Trustee members, the Investment Committee may, from time to time, have the Chair of the Board of Trustees appoint, upon recommendation of the University President, non-voting Community Advisory Members to assist it in its functions by providing specialized advice and support. Said Community Advisory Members shall be selected on the basis of their expertise in such areas as investment management and finance. The appointments of Community Advisory members to the Investment Committee shall be for three years and may be reappointed for an unlimited number of three year terms. The maximum number of Community Advisory members authorized at any one time shall be three (3).

The Investment Committee Chair reports to the Board of Trustees after each meeting of the committee on the performance results of endowment investments. Policies of the committee are implemented by the Office of the Treasurer in carrying out the day-to-day operations of the University's endowment funds.

(f) Nominating Committee

This committee:

(i) Nominates officers of the Board of Trustees and members of the Executive Committee; and

(ii) Reviews and recommends the appointment of trustees to the boards and committees of the University and its affiliated entities.

(g) Student Affairs Committee

This committee reviews:

(i) Recommendations regarding revisions of the Code of Student Conduct; and

(ii) Recommendations concerning the general welfare of students and the adoption of rules, procedures, rights, and responsibilities governing non-academic relationships between the University and its students.

(g~~h~~)   University Athletics Committee

The NCAA requires a member institution's chief executive officer to have ultimate responsibility and final authority for the conduct of the intercollegiate athletics program. In addition, the Southern Association of Colleges and Schools (SACS) requires an institution's chief executive officer to have ultimate responsibility for, and exercise appropriate administrative and fiscal control over, the intercollegiate athletics program.

To assist the President in carrying out this responsibility, the Athletics Committee is responsible for:

(i) Providing counsel to the President concerning matters or activities of the Athletics Department;

(ii) Reviewing the Athletics Department's annual budget and audit reports, major expenditures and acquisitions, and construction of facilities if the cost is expected to exceed $400,000; and

(iii) Providing needed information to the Board of Trustees.

The membership of the Committee shall be composed of five (5) voting Trustee members and up to three (3) non-voting Community Advisory members. In addition, the Faculty Athletics Representative shall serve as an *ex officio*, non-voting member. The membership of the Athletics Committee, including the Chair, shall be appointed by the President in consultation with the Chair of the Board of Trustees. The initial Board member appointments to the Athletics Committee shall be staggered terms in the following manner: two members for three years, two members for four years, and one member for five years. Board members appointed thereafter shall serve for three-year terms and may be reappointed.

The University Athletics Committee shall provide to the full Board a brief update at each Board meeting if the Committee has met.

(h~~i~~) University Health Care Committee

This Committee serves as a governing body to operate the University Hospitals in accordance with the standards established by The Joint Commission, formerly 'Joint Commission on Accreditation of Health Care Organizations,' and to oversee the University's clinical enterprise. This responsibility includes management oversight for the development of policies, rules, and regulations for the governance of the University Hospitals and clinical enterprise. Policies of the Committee are implemented by the Executive Vice President for Health Affairs in carrying out the day-to-day operations of the University Hospitals and clinical enterprise.

The membership of the Committee shall be composed of five (5) voting Trustee members, seven (7) non-voting Advisory Members, and up to seven (7) non-voting Community Advisory Members.. Each member shall be appointed by the Chair of the Board of Trustees, acting upon recommendation of the President of the University. The initial Board of Trustee member appointments to the University Health Care Committee shall be for staggered terms in the following manner: two members for three years, two members for four years and one member for five years. Board members appointed thereafter shall serve for three-year terms and may be reappointed. The University Health Care Committee may create sub-committees and shall create committee rules to guide their governance consistent with The Joint Commission. (See University Health Care Committee Operating Rules, approved by the Board of Trustees December 7, 2010)

The University Health Care Committee shall provide to the full Board a brief update at each Board meeting if the Committee has met.

(j) University Relations Committee

This committee:

(i) Reviews recommendations relating to the economic, social, and public policy environments within which the University operates that directly affect the University; and

(ii) Reviews policies or policy proposals regarding marketing and development as well as public, governmental, and alumni relations.

3. Special Committees

Special committees may be established and appointed at any time by the Chair of the Board of Trustees and with such charge as the Board of Trustees Chair may determine. Special committees shall carry out their duties as specified and report to the Board of Trustees. Such committees shall function until discharged. Membership shall include trustees and may also include persons who are not Board of Trustees members.

F. Powers and Responsibilities

The powers and responsibilities of the Board of Trustees include the following:

1. Periodically evaluate the institution's progress in implementing its missions, goals, and objectives to conform to the strategic agenda. (KRS 164.131)

2. Make such bylaws, rules, and regulations consistent with KRS Chapter 164 as it deems proper. (KRS 164.180)

3. Establish proper regulations for the governance of the University and the physical training, military or otherwise, of the students. The Board may authorize the suspension and dismissal of students for neglect or violation of the regulations or for other conduct prejudicial to the character and welfare of the University. (KRS 164.200)

4. Determine the colleges, schools, divisions, departments, bureaus, and offices which shall comprise the University within the scope of the Acts of Congress approved July 2, 1862, and Acts supplementary thereto, and the relation which each division shall sustain to each other division and to the whole. It may devise, allot, and arrange the distribution of divisions with the designation appropriate for each, and devise the means required for their effective instruction, administration, and governance. (KRS 164.210)

5. Appoint a President, professors, assistants, tutors, and other personnel and determine the compensation, duties, and official relations of each. In the appointment of presidents, professors, or instructors no preference shall be shown to any religious denomination.   The Board is required to provide compensation for all positions created and filled by the Board of Trustees. The Board may provide for employee retirement benefits and such other employee benefits as are related to the respective employments and services furnished. Retirement plans may include, but without limitation, the retirement ages, the benefits of employees including group insurance, annuities, establishment of a trust fund or funds, and, the amounts to be paid or contributed by employees and the amounts to be paid or contributed by the University of Kentucky, and other appropriate terms and provisions with respect thereto. (KRS 164.220)

6. Exercise power over and control of appointments, qualifications, salaries, and compensation payable out of the State Treasury or otherwise, promotions and official relations of all employees of the University of Kentucky, as provided in KRS 164.220, and, subject to any restrictions imposed by general law, the retirement ages and benefits of such employees shall be under the exclusive jurisdiction of the

board of trustees of the University of Kentucky, which shall be an independent agency and instrumentality of the Commonwealth. (KRS 164.225)

7   Suspend or remove any of the officers, teachers, professors, or agents that it is authorized to appoint, except that no President, professor, or teacher may be removed except for incompetence, neglect of or refusal to perform duties, or for immoral conduct, and then only after ten (10) days' notice in writing stating the nature of the charges preferred, and after the individual has been given an opportunity to make defense before the Board of Trustees by counsel or otherwise and to introduce testimony which shall be heard and determined by the Board of Trustees. (KRS 164.230)

8. Grant degrees to graduates of the University, prescribe conditions for the award of honorary degrees, and confer such honorary degrees, upon the recommendation of the faculty of the University, as it deems proper. (KRS 164.240)

9. Make a full report to the General Assembly, within the first month of each even-numbered year regular session, of the condition and operation of the University since the date of the previous report, with such recommendations concerning the University as are deemed necessary. (KRS 164.250)

10. Acquire additional lands or other property or material for the purpose of expanding its plant and extending its usefulness. When unable to contract with the owner of land or other property or material necessary for the purposes of the University, it may acquire the same by condemnation proceedings in the manner provided in KRS 416.010 to 416.080. (KRS 164.260)

11. Dispose of real estate held by the Commonwealth for the use or benefit of the University or the Kentucky Agricultural Experiment Station as authorized in KRS 164.270 and KRS 45.360.

G. Petitions to Address the Board of Trustees

The purpose of this section is to provide a standard process for members of the University community and the general public to address the Board of Trustees on matters relevant to the University. This process provides for reasonable access to the Board of Trustees, while also preserving the Board's orderly business operations.

The procedures established by this regulation do not supersede *Governing Regulations* or *Administrative Regulations* that specifically permit appeal to, or appearances before, the Board or a Board Committee.

1. Petitions

    (a) An individual desiring to address the Board of Trustees shall submit a written petition to the Chair of the Board of Trustees through the Office of the President at least two (2) full business days prior to a scheduled meeting of the full Board. The petition shall describe the subject matter and the rationale for addressing the Board, and shall be submitted on the form (Petition to Address the Board of Trustees) attached as Appendix I to this regulation.

    Petitions are available in the Office of the President, 101 Main Building, Lexington KY 40506-0032, or on-line at http://www.uky.edu/Trustees/petition.htm, and may be submitted in hardcopy or electronically. In order to be considered, any petition to address the Board of Trustees shall be submitted in accordance with this regulation and shall contain all required information. The Office of the President is responsible for forwarding to the Board Chair all petitions submitted in accordance with this regulation.

    (b) The Chair, who may consult with the President, shall determine if the subject matter of the petition is relevant to a pending or future agenda item, or deemed essential information necessary for the

Board to fulfill its statutory responsibilities. If the Chair determines that the subject is relevant or the information is essential, the Chair shall:

(i) approve the petition to address the Board and ask that the petitioner be so informed; or

(ii) refer the petition to an appropriate committee of the Board and ask that the petitioner be informed of the Committee's meeting time and location.

(c) The Committee to which a petition is referred shall review the merits of the petition to address the Board and shall take such action as it deems appropriate.

(d) The list of petitioners requesting to address the Board of Trustees, along with the disposition of each petition, shall be made available immediately prior to each Board meeting at the meeting location.

(e) The Chair of the Board of Trustees shall provide a report during the full Board meeting on the number of petitions to address the Board received, as well as the disposition of said petitions.

(f) Prior to acting on an item or issue, the full Board shall hear approved petitioners who are present and prepared to address the Board when called to appear.

(g) A record shall be kept indicating the petitioner's name, the subject matter, and action taken on each petition to address the Board.

2. Limitations

(a) The Chair of the Board of Trustees may establish reasonable and appropriate limitations on the number of petitioners who may address the Board at each meeting and the time permitted for each address.

(b) In the event of a substantial change to an action item, or the addition of an action item to the Board agenda, the Chair may, in his or her discretion, accept a petition(s) received outside the procedures and timelines established by this Governing Regulation.

(c) The Chair of a Committee may establish reasonable and appropriate limitations on the number of petitioners who may address or participate in a committee meeting and the time permitted for each address.

H. References and Related Materials

KRS: 45A.335, 45A.340, 45.360, 61.800, 61.850, 164.131, 164.140, 164.160, 164.170, 164.180, 164.190, 164.200, 164.210, 164.220, 164.240, 164.250, 164.270, 164A.550, 164A.630, 416.010, 416.080

Revision History

6/11/2002, 9/17/2002, 10/10/2006, 10/16/2007, 6/17/2008, 3/29/2011, 9/13/2011, 12/13/2011, 6/19/2012

For archive versions contact: Office of Legal Counsel

Appendix I

Petition to Address the Board of Trustees
University of Kentucky

Petitions to address the Board may be made by completing and submitting this form to the Office of the President no later than two (2) business days before the start of the meeting (e.g., for a Tuesday, 1:00 p.m. meeting, petitions must be received by Friday at 1:00 p.m.). To ensure the proper recognition of speakers, no change in the original presenter may be made, except possibly as determined by the Board Chair or a Board Committee. For a complete list of guidelines, see GR II, *Governance of the University of Kentucky.*

<u>INFORMATION</u>
(Please type or print.)

<u>Contact Information (All fields must be completed)</u>*

    Name: Telephone Number:

    E-Mail: Mailing Address:

*YOU MUST PROVIDE A TELEPHONE NUMBER <u>AND</u> EMAIL ADDRESS IN ORDER FOR YOUR REQUEST TO BE CONSIDERED.

<u>University Relationship</u>

    <u>Relationship to the University (please check the most appropriate category):</u>
    ___Student ___Faculty ___Staff ___Alumni ___Other (Please specify)_____

    Name of Group (if applicable): _____

<u>Topic</u>
    Topic on which you wish to speak: _____

    Please indicate if you will speak ___pro ___con or ___neutrally on this topic.

    Briefly summarize your proposed address to the board: (maximum 1000 characters)

    Have you contacted any University units about this topic previously?

    Yes ___No___

    If yes, list the units and the action taken by each office: (maximum 300 characters)

The University of Kentucky is committed to providing equal opportunity for participation in all programs, services, and activities. Accommodations for persons with disabilities may be requested by contacting the Office of the President within 24 hours of the meeting. Requests received after this date will be honored whenever possible.
                Office of the President
                100 Main Building
                Lexington, KY 40506
                Phone: (859) 257-1704 Fax: (859) 323-2414 E-mail: pway@email.uky.edu

Attached is a copy of a support letter from Dr. Tim Tracy, Interim Provost, regarding the National Conferences on Undergraduate Research. This is a national meeting (garners some international students as well), sponsored by the Council on Undergraduate Research (Wash DC) to promote undergraduate research in all disciplines. For the second time since its inception, The University of Kentucky has won the bid to host this meeting on our campus (the first was in 2001 under Phil Kraemer and Lou Swift). The letter provides details of the scope of the meeting.

As you can see from the description, the meeting is being held on **April 3-5, 2014**. We purposefully chose these dates, and decided to hold the meeting ON our campus, instead of the Lexington Convention Center, to show off our campus and our students. To help with this mission, we are asking Senate Council to review our request to **"redirect"** classes on the Thur and Fri of that period (Apr. 3 and 4), so that our students can host and fully participate in the event. The classroom building, and other classrooms, will be needed for oral presentations.

Previous NCUR hosts have used this mechanism with success, e.g. the 2012 hosts, Weber State Univ, Ogden, UT. Obviously, faculty will need to have this information by Spring 2013 to include it in their syllabi for Fall submission.

Professors and instructors can assign students to take part in particular aspects of the conference, and mechanisms can be put in place to ensure students take part. For example, Matthew Deffendahl stated he might ask the students in his communication class to attend a number of related poster and oral presentations, write a blog, summary or essay about what they learned, and post it on Blackboard. Fine arts students might be assigned to stage a flash mob around campus, or do living art, for interaction with students and faculty as they move from event to event. The engineering students might show off their solar car, or other scientific advancements, and so on. Countless volunteers will be needed to assist with campus tours, directions, moderating sessions, etc.

We believe that access to the information that will be presented, as well as to students from other universities and backgrounds, will provide a significant out-of-the-classroom experience for our undergraduates.   UK's Strategic Plan supports undergraduate research; NCUR 2014 will be our big chance to show what this really means for our students and others across the country.

Senate Action: We would like the Senate to vote to show their approval for redirecting classes on April 3-5, 2014 for the National Conferences on Undergraduate Research.

UK
UNIVERSITY OF
KENTUCKY

August 22, 2012

To Whom It May Concern:

The **National Conference on Undergraduate Research** (NCUR) was established in 1987 to promote undergraduate research in universities throughout the United States, and has consistently been one of the largest national conferences for promoting undergraduate research, creativity, and scholastic achievement. This 3-day annual event, to be held at The **University of Kentucky on April 3-5, 2014**, will draw between 3,000 and 4,000 students and mentors, representing a wide variety of colleges and universities from across the nation and internationally.

The event consists of a wide variety of activities. First and foremost, students will present their research in the form of interdisciplinary oral and poster sessions, artistic performances, and visual arts exhibits. Additionally, NCUR 2014 will include Plenary talks led by nationally prominent speakers sharing their perspectives on such current topics as: innovation (Kris Kimel, President of the Kentucky Science and Technology Corporation, the managing partner for Kentucky Space), entrepreneurship (Pearse Lyons, PhD, *Alltech, Inc.,* one of the world's largest animal health companies), and literature (Nikky Finney, PhD, celebrated author, and professor of English and creative writing at the University of Kentucky). Further, Faculty and Administrators' Network (FAN) sessions will discuss key topics surrounding undergraduate education and research facing faculty and administrators today, such as funding opportunities for undergraduate research efforts, improving teaching through technology, and career development.

It is my pleasure to enthusiastically support the University of Kentucky's efforts to host the 28th National Conference on Undergraduate Research. If you are contacted by the organizers, please participate fully and do your part to ensure the success of this event, which will showcase our campus. I know, with your help, NCUR 2014 participants will experience an outstanding professional program in an exceptional environment.

For more information about NCUR 2014, please contact Co-Chairs Diane M. Snow, PhD (dsnow@uky.edu), and Bessie Guerrant (bguer00@uky.edu).

Sincerely yours,

Timothy S. Tracy
Interim Provost

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seeblue.
An Equal Opportunity University

University Senate
November 12, 2012

National Conference on Undergraduate Research (NCUR)

Motions from Senate Council meeting September 24, 2012:

1. That the Senate endorse the request from UK's National Conference on Undergraduate Research (NCUR) programming committee to ask faculty to redirect undergraduate classes on April 3 -5, 2014 and encourage students to participate in NCUR.

2. That the Senate authorize the Registrar to make scheduling arrangements as necessary for NCUR to proceed and if someone's room is used for NCUR, the Registrar will identify another room for the class if possible.