

University Senate Agendas, 2013-2014

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

Monday, November 11, 2013

1. Minutes from October 14, 2013 and Announcements p. 2-9
 2. Officer and Other Reports
 - a. Chair
 3. Presentation on Council on Post-Secondary Education (CPE) Budget Recommendation, 2014-2016 - Vice President for Financial Planning Angie Martin
 4. Committee Reports
 - a. Senate's Academic Programs Committee (SAPC) - Andrew Hippisley, Chair
 - i. Proposed New Undergraduate Certificate in Appalachian Studies p. 10-45
 - ii. Proposed New Undergraduate Certificate in Clinical Healthcare Management p.46-54
 - b. Senate's Academic Organization and Structure Committee (SAOSC) - Greg Wasilkowski, Chair
 - i. Proposed Merger of the Department of Molecular and Biomedical Pharmacology and the Graduate Center for Nutritional Sciences into a New, Single Department of Pharmacology and Nutritional Sciences p. 55-167
 - c. Senate's Rules and Elections Committee (SREC) - Davy Jones, Chair
 - i. Proposed Changes to *Senate Rules 6.4.7.A.1* p. 168
 - ii. Information on Officer and SC Member Elections
 5. Proposed Changes to *Senate Rules 5.4.1.10* ("Late Addition to Degree List") p. 169-170
 6. Provost Christine Riordan - Update on Financial Model
-

Next Meeting: December 9, 2013

University Senate
October 14, 2013

The University Senate met in regular session at 3 pm in the Auditorium of W. T. Young Library on Monday, October 14, 2013. 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 3:03 pm.

The Chair reminded senators to:

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

1. Minutes from September 9, 2013 and Announcements

The Chair said there were a few changes to the minutes, noted in track changes, and asked if there were any additional changes. There being no additional changes, the minutes from September 9, 2013 were **approved** as amended by **unanimous consent**.

The Chair reported a variety of announcements, below.

The SC approved a minor calendar change for 13 courses for the MA in Arts Administration. Classes will take place over the summer, beginning on the Wednesday following spring commencement and ending the Friday prior to the start of fall classes. The non-standard calendar applies to the following AAD courses: AAD 520, AAD 540, AAD 600, AAD 610, AAD 620, AAD 630, AAD 640, AAD 650, AAD 660, AAD 699, AAD 730, AAD 740, and AAD 750.

The SC approved waiver of *Senate Rules 5.2.4.8.1* (“Common Examinations”) for Professor Bob Grossman (CHE 323); he needed to change room for final exam, but no room with necessary facilities was available during the scheduled time.

The SC approved waiver of *SR 5.2.4.8.1* (“Common Examinations”) for BIO 155 to approve an exam time. The exam for this course was inadvertently left off the schedule.

The process for election of SC members begins in late November. The SC members rolling off are: Gail Brion (EN); David Pienkowski (EN); and Greg Wasilkowski (EN). The election of officers will take place during the SC meeting on December 16. More information on both of these elections will be presented during the November Senate meeting.

Jeff Suchanek (Libraries), Connie Wood (AS/Statistics) and David Pienkowski (EN/Biomedical Engineering) will serve on the Budget Model Faculty Advisory Committee. These faculty representatives are in addition to the other faculty nominees to be appointed by Provost Riordan.

Below is a list of new and reappointed Senate standing committee chairs for 2013-2014.

- Academic Programs: Andrew Hippisley
- Academic Organization and Structure: Greg Wasilkowski
- Academic Advising: Phil Kraemer
- Academic Planning and Priorities: Walter Ferrier
- Admissions and Academic Standards: Greg Graf
- Disability Accommodation and Compliance: Debra Anderson

President Eli Capilouto and the Provost Search Committee have invited employees to an open house reception for Provost Christine Riordan on October 24, from 4 - 6 pm at the Hilary J. Boone Center.

2. Provost Christine Riordan

The Chair introduced Provost Christine Riordan, who talked to senators about her vision for the Provost's office, as well as campus initiatives. [Provost Riordan's presentation is available at http://www.uky.edu/Faculty/Senate/files/Meetings/1_2013-2014/20131014/University%20Senate%2010%2014%2013_Provost.pdf.]

As the Provost talked about the new values-based financial model, Grossman asked for information about the mechanisms that will be used to prevent perverse incentives for each unit to maximize its own profits, even at the risk of duplication. Provost Riordan acknowledged that she was also concerned about that, but the formulas that have been developed will create incentives for collaboration. She said that due to UK's size, it may not be feasible for the Provost's office to see everything that every unit does, so the Senate, Undergraduate Council and Graduate Council can help with that. Faculty advisory committees and policies can strengthen collaboration among colleges and units across the University, while at the same time recognizing that some duplication may be necessary due to high demand from widely varying student groups.

Jones asked the Provost to explain her idea of what tenure means and what tenure means to UK. Riordan replied that tenure is not a right and a privilege, but rather is earned and is a promise of potential to the University. Tenured faculty are UK's potential and should be part of crafting UK's future, as role models for the rest of campus. Provost Riordan added that UK also must mentor and steward untenured faculty. Tenure is part of the University and something that is earned and valued.

Brion commented that with the new budget model and associated transparency, the costs of administration will become clear for the first time. In light of past comments from President Capilouto about a pledge to make the administration leaner and meaner, Brion asked the Provost to comment on the Provost's goals in that area, as well as what Provost Riordan will view as success. The Provost replied that the University was putting accountability metrics for support units into place, so there will be transparency as to how things are evaluated; support units will have expected outcomes. Instead of building something new, existing resources can be reallocated. Also, there will be a monitoring phase of the new budget model in which a budget monitoring committee, including Provost Riordan and Executive Vice President for Health Administration Michael Karpf, will review all expenses and talk with budget advisory committees. Finally, looking across the financial spectrum, the amounts allocated across 16 colleges vary from 17% to 41%; if a unit primarily provides needed services to students, that

unit will need more support from central campus. Other sources of income, such as philanthropy, will also be considered.

There being no further questions for the moment, Provost Riordan finished her presentation. Christ said that some of the initiatives lined up fairly well with the charges to Senate committees. She asked if the Provost had thought about meeting with Senate committees, in conjunction with Provost Riordan's priorities. The Provost said that was a great suggestion, adding that she and SC Chair Blonder have committed to meet together monthly, as well as with the SC monthly. Initiatives and Senate committees could be better aligned. In addition, the SC, Provost and deans will plan to meet once a semester.

Jones referred to Provost Riordan's mention of harnessing faculty energy on committees and added that there are unit administrators who view that type of activity as something that does not bring in grant or clinical income, and do not express to faculty that that type of activity is important. He asked how Provost Riordan was encouraging deans in that area. The Provost replied that every college is a little different, with amounts on Distribution of Effort forms (DOEs) ranging from 10% to 15%, with a few higher. She said she is asking deans for nominations for committee work out of her office and that prior to consolidating the committees, she will talk to deans about faculty having sufficient time to participate. Service participation varies across disciplines and colleges and that is normal; stage of career also affects participation. Faculty should not feel burdened, but there is a tendency to go to the same people for committee participation. Hopefully, UK can identify additional thought leadership with the new committees.

3. Officer and Other Reports

a. Chair (five minutes)

The Chair explained that the SC had a lunch meeting with deans and Provost Riordan on October 8. The topics discussed included:

- Senate course and program approval process;
- Budget model implementation at the college level;
- Living-learning communities;
- New initiatives; and
- Commitment to increased communication.

The Provost will arrange a follow-up meeting in the spring.

4. Committee Reports

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

i. Proposed Transfer of MS in Radiological Medical Physics from the Dept. of Clinical Sciences in the College of Health Sciences, to the Dept. of Radiation Medicine in the College of Medicine

Roger Brown, a member of the Senate's Academic Organization and Structure Committee (SAOSC), presented the proposal for the Senate's review. He closed with saying the SAOSC sent a strong recommendation to the SC for approval.

The Chair reported that the **motion** from the SC, which did not need a **second**, was that the University Senate endorse the transfer of the MS in Radiological Medical Physics from the Department of Clinical Sciences in the College of Health Sciences, to the Department of Radiation Medicine in the College of Medicine.

There was brief discussion about whether or not the faculty votes about the transfer were secret votes. In some cases, ballots were not secret but still passed easily.

The Chair reminded senators that the motion was still on the floor. There being no further discussion, a **vote** was taken and the motion **passed** with none opposed.

ii. Proposed Name Change of the Department of Health Services Management (in the College of Public Health) to the Department of Health Management and Policy

Wasilkowski explained the proposed changes to the name of the Department of Health Services Management. He said the SAOSC strongly recommended approval.

The Chair reported that the **motion** from SC, which did not need a **second**, was that the University Senate approve the proposed name change of the Department of Health Services Management (in the College of Public Health) to the Department of Health Management and Policy.

Butler identified himself as being from the Graduate School and part of the Martin School of Public Policy and Administration. He said he would speak in opposition to the motion. The Martin School (MSPPA) faculty was not consulted about the change, nor did the faculty see any version of the proposal. The director of MSPPA had a brief discussion in March, in passing, learning that something like this would happen, but the director never saw a proposal. MSPPA faculty and graduate students deal with policy and its application; as such, the MSPPA faculty would like an opportunity to review the proposal; health management and policy has been the subject of lengthy consideration, so coordination of a name change is very important. Butler **moved** to return the proposal to committee for consultation with the MSPPA to discuss its concerns. Grossman **seconded**.

College of Health Sciences Dean Steve Wyatt said that he had spoken with the director of the MSPPA, Merl Hackbart, and followed up with an email. Wyatt then read the email he sent.

There was a brief discussion about parliamentary procedure. Jones commented, on an editorial note, that the motion should be to endorse, not approve.

Kaplan asked if there was an explanation for MSPPA faculty not being aware of what was going on. Butler said no MSPPA faculty member was informed of the content of the proposal; he could not speak to communications between its director and Dean Wyatt, but the proposal was not seen by the faculty in advance.

Bailey said that departmental name changes were usually a matter of providing an accurate description of what a department does, not changing the substance of a program. He asked if the proposed change was a substantive change. Butler replied that MSPPA faculty had substantive comments they wanted to make about the proposal, particularly the question of health policy. It was hard to have such a discussion on the Senate floor, but the MSPPA is involved with a lot of health policy. Ferrier wondered if this was an instance of a legitimate concern about duplication, or if the sandbox was big enough that health policy could be viewed by different angles. Butler repeated that MSPPA faculty would like to have a discussion about it with the proposers.

Grossman said that while he seconded the motion to get discussion on the floor, he would vote against it. He opined that a name change was not a major change and that there was already overlap between the Department of Health Services Management (HSM) and the MSPPA. Changing the name would not

add or detract to either unit. He agreed that there were things that the department should discuss, but would like to see that at the program level, not about a department name.

Guest Ty Borders, chair of the Department of Health Services Management, said that many faculty do policy research, including HSM faculty, who have \$1.5 million in research funding on health policy issues. HSM does its policy work differently from MSPPA. HSM is one of the only units of its type in the United States that does not include “policy” in its name.

Hulse said that the proposal was for a name change, and wondered about the consequence of delaying review and getting input from the MSPPA. Borders said that he was not sure about any consequence, but also that he was not sure HSM would change its proposal, as it had already been approved by council. The Chair asked if there was any urgency to changing the name. Borders replied that the name change process had begun almost a year ago (November 2012) and it affected educational and research initiatives, as well as HSM’s identity on campus and nationally. Kennedy said he did not think it was a big deal, but also that he would vote to table the proposal, partly to encourage people to communicate to the maximum.

Kaplan asked if the SAOSC was aware of the MSPPA’s concerns during deliberations. Wasilkowski said the SAOSC did not; it saw the proposal as reasonable due to the focus of education and research in the department. Also, the proposed new name, Department of Health Management and Policy, was typical of names across the nation. There were no program changes, just a simple name change.

Watkins said that recruiting season was in full swing for incoming professional masters and doctorate students, particularly those being recruited; therefore, it was an issue of timing. Dean Wyatt added that one reason he proactively reached out to the MSPPA was so that issues could be raised prior to Senate review; he was a little disappointed that issue was not raised until now. Valentin said it did not sound like everyone knew about the change, but he would vote in favor of the change. Hertog said that if the discussion centered on promoting a department based on whether or not it is a policy-oriented department, then there was a reason for the Senate to be concerned with whether or not it is duplicating what is going on in the MSPPA. If recruiting graduate students hinges on the name change, as well as the idea that it is a policy department, the proposal should be clear about what the differences are. It concerned Hertog that both units lay claim to the same policy areas.

Christ said she hated to punish a department that tried to follow all the rules and communicate, but if the MSPPA director did not communicate the proposed change to MSPPA faculty, the process was not complete and she would vote to return it.

There being no further discussion, a **vote** was taken on the motion to return the proposal to committee for consultation with the Martin School of Public Policy and Administration to discuss its concerns. The motion **failed**, with 30 in favor and at least 39 opposed.

The Senate returned to discussion on the original motion, that the University Senate approve the proposed name change of the Department of Health Services Management (in the College of Public Health) to the Department of Health Management and Policy. Brion commented that the Senate should vote to endorse, not approve.

A **vote** was taken on the motion that the University Senate endorse the proposed name change of the Department of Health Services Management (in the College of Public Health) to the Department of Health Management and Policy. The motion **passed** with a majority in favor and 14 opposed.

5. Ombud's Report for 2012-2013 – Ombud Sonja Feist-Price

Ombud Sonja Feist-Price (ED/Early Childhood, Special Education, and Rehabilitation Counseling) offered senators a precise statistical report, prepared by Laura Anshel, which will be included in the Senate minutes. [The complete report is at the end of these minutes.]

Brion asked if the increase in cases was due to the new regulations on plagiarism, or if students did not understand the rules, or some other rationale. Feist-Price said that one thing happening was that more students were submitting assignments via Blackboard – it was not just used by distance learning students anymore. With Safe Assign, the numbers are increasing; most cases are tied to Blackboard and Safe Assign.

Debski also commented on the increase in cases. Feist-Price responded that the number of cases has increased over the past five years. More is being done to ensure students know more about plagiarism; for example, an email is sent out at the opening of the term to all students, offering the services of the Ombud and explaining what plagiarism is and how to prevent it. In response to Ferrier, Feist-Price said that some cases involved graduate students, but that by and large the students who are involved are undergraduates.

6. Proposed Change to *Governing Regulations II* (Executive Committee Composition)

The Chair invited Associate General Counsel Marcy Deaton to explain the proposed changes to *Governing Regulations II*, which Guest Deaton did. The Chair said that the **motion** from the SC was that the Senate endorse the proposed changes to *Governing Regulations II*. There being no further discussion, a **vote** was taken and the motion **passed** with none opposed.

7. Presentation on Dean Reviews - Mia Alexander-Snow, Director of Planning and Institutional Effectiveness

The Chair introduced Director of Planning and Institutional Effectiveness Mia Alexander-Snow. Guest Alexander-Snow explained the review of chief academic officers to senators.

Royse recalled that when such processes were undertaken in years past, confidentiality of responses was at the heart of the review. There was no way for a dean to know if feedback came from college faculty, other deans or the community at large. Knowing who gives the feedback is methodologically important. Alexander-Snow said her involvement began about two and a half years ago; she said that she agreed with Royse's concern and that survey respondents can self-identify their relationship to the dean and that responses are aggregated by respondent categories.

Alexander-Snow confirmed for Kaplan that some information about the outcome of the survey goes back to the faculty of the college. Jones noted that the discussion had primarily dealt with deans. He thought former provost Kumble Subbaswamy had a formative and summative review as a direct report to the president, but could not recall the a formative or summative review of Executive Vice President for Finance and Administration Eric Monday. Alexander-Snow replied that the summative review is designed for the academic side, so the administrative leadership in healthcare only has a formative review, nothing that is designed to be similar to the review of a dean.

The Chair said that some faculty, like her, in the College of Medicine, completed a survey on Dean Frederick de Beer but the submission was not recorded. The Chair said she called and got a new link to use for the survey and was told that programming work was being done on the submission issue. She said she was concerned about the response rate, if faculty spend a lot of time on a survey but get timed out. Alexander-Snow said her office will not know about problems unless they are reported to them. She asked those affected to send her an email and she would get in touch with the third-party survey provider. If information has not been submitted, then a faculty member will have another opportunity to do so.

Schoenberg asked for more information about what steps are taken to mediate or improve a dean's performance after results are received. Alexander-Snow said that it would be a conversation between a dean and Provost. Provost Riordan commented that although she had not experienced any of them yet, she thought a conversation would include discussion about strengths and weaknesses in a sit-down manner. Jones asked for assurances that faculty input has real meaning in the evaluation process of deans. Provost Riordan replied that faculty input does make a difference and said that she hoped deans also take the information seriously. She will sit down and discuss the results of the survey with a dean, which is particularly good in formative reviews. Deans should know where their strengths and weaknesses are and how to sustain or improve performance. Grossman asked the Provost for assurances that she will hold a dean's feet to the fire if there is an area of significant deficiency that is identified and that there would be consequences for a dean who does not follow up. Provost Riordan said that she would hold someone responsible for areas of deficiency that are identified; there will be consequences if a dean does not follow up on issues.

Webb asked for information about the dean search in the College of Agriculture. Provost Riordan replied that one candidate withdrew for health reasons, but the goal remained focused on academic excellence in the college. If a strong leader emerges from the two remaining candidates, then the search will still be a success. If there is not a strong candidate, the process will start over again.

8. Senate's Retroactive Withdrawal Appeals Committee (SRWAC) - Tom Nieman, Chair (Annual Reports for 2011 - 2012 and 2012 - 2013)

Guest Tom Nieman, chair of the Senate's Retroactive Withdrawal Appeals Committee (SRWAC), offered a report for the 2011-2012 and 2012-2013 academic years. Nieman went over a variety of statistics regarding the retroactive withdrawal process. He recalled hearing a comment that SRWAC hears a lot of cases, but when the 76 cases from 2012-2013 is compared to an enrollment of 29,000 students, he thought the number of cases was actually very small. He closed by saying that SRWAC does not give blanket approval to all requests for retroactive withdrawals, but rather is careful in what they approve and do not approve; their main concern is students and academic integrity. There were no questions from senators.

There being no further business to conduct, the meeting was adjourned at 4:35 pm.

Respectfully submitted by Connie Wood,
University Senate Secretary

Invited guests present: Mia Alexander-Snow, Ty Borders, Marcy Deaton and Janelle Molloy.

Absences: Adams, Andrade, Atwood, Bailey, Ballard, Bathon, Blackwell, D., Brennen, Bugg, Capilouto, Conners, de Beer, Deep, Dickson, Dietz, Eckman, Evans, Feist-Price, Fox*, Galloway, Hazard*, Jackson, Kilgore, Kirschling, Kornbluh, Kraemer, Lewis, Martin, McCormick, Mehra*, Mock, Murthy, O'Hair, D., O'Hair, MJ., Richey, Riordan, Schroeder*, Sekulic*, Smith*, Spradlin, Steiner, Sutphen, Tracy, T., Tracy, J., Turner, Van Wie, Vasconez, Voro, Walz, Wilhelm, Wilson, Wiseman, withers, Witt, Yelowitz, and Yost.

Prepared by Sheila Brothers on Wednesday, October 30, 2013.

* Denotes an absence explained prior to the meeting.

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Thursday, October 31, 2013 9:07 AM
To: Brothers, Sheila C
Subject: SC item, UG certificate Appalachian Studies

This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate: Appalachian Studies, in the Appalachian Center, within the College of Arts and Sciences.

Appalachian Studies Undergraduate Certificate Proposal

submitted by Ann Kingsolver, Director, Appalachian Studies Program and Appalachian Center, January 2012 and amended October 2013

Contents:

1. *Background and description of proposed undergraduate certificate* (pp. 1-3)
2. *Examples of individual programs of study* (p. 4)
3. *Advising checklist for the Appalachian Studies undergraduate certificate* (p. 5)
4. *Course and program assessment plan* (pp. 6-8)
5. *Members of the Appalachian Studies Program Curriculum Committee* (p. 9)
6. *Members of the Appalachian Studies Program Faculty & Relevant Staff* (pp. 10-12)
7. *A recent list of Appalachia-related UK courses, from the program website* (pp. 13-15)
8. *Syllabus for APP 200, Introduction to Appalachian Studies* (pp. 16-26)
9. *Syllabus for proposed APP 500 Special Topics course, currently being taught as A&S 500, Global Appalachia* (pp. 27-34)

Background and Description of Proposed Undergraduate Certificate in Appalachian Studies

The Appalachian Center and Appalachian Studies Programs were established at the University of Kentucky 37 years ago with Rockefeller and NEH funding to enable the university to better meet its mandate, as part of the land grant mission. The Appalachian Center and Appalachian Studies Program work with UK faculty and students across the campus to connect research, teaching, and community engagement focused mainly on the 54 Kentucky counties (of its 120 counties, in all) which are designated by the Appalachian Regional Commission as being within the Appalachian region. For a long period in its history, the Appalachian Center reported to the Vice President of Research and the Appalachian Studies Program reported to the Dean of the College of Arts and Sciences. In 2011, the Appalachian Center and Appalachian Studies Program were reunited, under a new director, administratively housed in the College of Arts and Sciences but with a very strong mission to serve all colleges of the university in connecting educational, research, and outreach activities. The breadth of college representation on the Appalachian Studies faculty and topics of supported projects attest to the Appalachian Center and Appalachian Studies Program's aim to serve the entire campus community.

The Appalachian Center provides support for interdisciplinary research collaboration, university/community partnerships, and experiential education experiences and internships for UK students in the Appalachian region. The Appalachian Center has a full-time Program Coordinator who coordinates student internship and service learning opportunities, year-round. The Appalachian Studies Program, supported by the Appalachian Center, has built up to a participating faculty of over 30 members who represent nine colleges. (Except for the Director, they have no DOE commitment, but the intellectual engagement and opportunities for students provide the incentive for participation.) The Appalachian Studies Program hosted a major international conference on Global Mountain Regions in 2012, and has encouraged the enhancement of the curriculum, university-wide, focused on critical understandings of the Appalachian region and applications of that knowledge. The program has a very strong national reputation on the basis of the publication record of the faculty, although it does not have an undergraduate major or graduate program. An undergraduate certificate in Appalachian Studies

would meet a state mandate at this land grant institution for UK students to learn about, and be prepared to apply their knowledge in, the Commonwealth of Kentucky. Students who plan to go into teaching, health-related, law, NGO, tourism, social work, agricultural, environmental, business, and other careers in the state – particularly in the 54 Appalachian counties – could enhance their preparation for employment by having inquiry-based coursework on, and experience in, Appalachian Kentucky and the surrounding region. A strong goal of this certificate program is to strengthen retention of UK students with broad-ranging interests in the Appalachian region and to provide them with concrete evidence of their increased preparation for careers in the region that can be presented – in the form of the certificate credential – to potential employers. Understanding more about the Appalachian context can prepare students for work in other regions, of course, and it is very compatible with other regional studies programs as well as the global studies certificate program at the University because of the connection made in the curriculum between critical reflection on historical, social, political, environmental, artistic and geographical context and experiential education.

An Appalachian Studies minor already exists at UK. We are proposing an undergraduate certificate in Appalachian Studies that could be used much more widely by students across colleges at the University. The certificate would require fewer hours than the minor (allowing those with little leeway for electives to earn the certificate) and would emphasize engagement along with interdisciplinary instruction. The undergraduate certificate has strong potential to enhance UK graduates' preparation for a competitive job market by giving them expertise and experience based in Appalachian Kentucky, as mentioned, and it is meant to *add to* rather than *compete with* undergraduate degree programs. The addition of regional expertise would enhance students' disciplinary training and assist them in thinking through the relevance of place-based narratives, practices, and experiences to their chosen field of study. We envision both students and instructors from across the colleges at the University, and have established community partners in Appalachian Kentucky for service-learning and engaged research opportunities to be offered regularly to those interested in the undergraduate certificate.

The focus of the 12-hour undergraduate certificate will be on understanding the Appalachian region, particularly Appalachian Kentucky, in historical, social/cultural, physical, and comparative context. All students earning the certificate will be required to take APP 200, Introduction to Appalachian Studies (which also satisfies the UK Core requirement in U.S. citizenship), to satisfy an Appalachian engagement requirement (either through APP 399, the Appalachian Studies practicum course, or a relevant internship, service-learning course, or practicum in another program), and to complete a capstone project either through APP 399, the Appalachian Studies Practicum, or a course approved as the capstone experience by the Appalachian Studies Program Director. Remaining courses may be chosen from the Appalachia-related course listings publicized on the Appalachian Studies website each term (see the attached example), or a student may propose additional courses with a rationale accepted by the Appalachian Studies Program Director. *Coursework for the undergraduate certificate must be taken from within at least two colleges at the University of Kentucky.* This requirement is a significant offering of this certificate program, given the Appalachian Center and Appalachian Studies Program's service to the entire university community rather than a particular college. The purpose of the requirement is to encourage students to explore curricular possibilities outside the college in which their major is administratively housed, in a program of study truly committed to interdisciplinary perspectives. The Appalachian Studies Program Curriculum

Committee (representing multiple colleges) will approve the set of courses listed each semester. (See the attached list of curriculum committee members.)

Each student will meet with the Appalachian Studies advisor (the Director of the Appalachian Studies Program, unless someone else is designated undergraduate advisor) to plan an individual program of study for the undergraduate certificate. 12 hours of coursework at the 200 level and above must be completed for the certificate, with a student earning a C or better in all of that coursework. At least 6 of those credit hours need to be at the 300 level or above. Students enrolled in a 4-year degree program at UK are eligible to earn an undergraduate certificate; no more than 9 hours may be double-counted for the Appalachian Studies undergraduate certificate and the student's major, minor, or a different certificate program. Those who have completed a four-year degree and want to earn an Appalachian Studies undergraduate certificate may apply to do so. Prior coursework may be applied to the undergraduate certificate with the approval of the Appalachian Studies Program Director. Through advisement, the Appalachian Studies Program Director will approve each student's plan for the courses proposed to satisfy the engagement and capstone experience requirements.

All students pursuing the undergraduate certificate in Appalachian Studies will be able to participate completely in the Appalachian Studies learning community, with opportunities for service-learning courses and internships in the region, mentored research, attendance of lectures and films by Appalachian Studies scholars, and participation in the state-wide annual student conference at UK on Appalachia organized by the Graduate Appalachian Research Community, an organization supported by the Appalachian Center.

Since Appalachian Studies is not a major, all students completing this undergraduate certificate will satisfy the requirement that no more than 9 hours be taken in their major because they will be taking APP 200 and one course outside their college at UK. Transfer credits that students petition to count toward the certificate will be evaluated by the Appalachian Studies Program Director, who will direct the undergraduate certificate.

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other

Proposal Name¹ (course prefix & number, pgm major & degree, etc.): Appalachian Studies Undergraduate Certificate

Proposal Contact Person Name: Ann Kingsolver Phone: 7-8262 Email: ann.kingsolver@uky.edu

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
Faculty	12/09/11	Ann Kingsolver / 7-8262 / ann.kingsolver@uky.edu	
Director	12/09/11	Ann Kingsolver / 7-8262 / ann.kingsolver@uky.edu	
		/ /	
		/ /	
College of A&S	2/28/12	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	2/11/13	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

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.

Examples of individual programs of study

Here are three examples of programs of study for students successfully completing the Appalachian Studies undergraduate certificate:

- 1) APP 200 Introduction to Appalachian Studies
APP 399 Practicum
JOU 485 Community Journalism
CLD 340 Community Interaction

This student could satisfy the engagement requirement through APP 399 at UK's Robinson Center for Appalachian Resource Sustainability in Breathitt County on youth agricultural entrepreneurship, and satisfy the capstone requirement through a paper for Community Interaction on participatory evaluation of a proposed economic development project in Appalachia.

- 2) APP 200 Introduction to Appalachian Studies
MUS 301 Appalachian Music
ENG 482G Appalachian Literature
APP 399 Practicum

This student could satisfy the engagement requirement and the capstone experience together by creating and implementing a program on the multicultural history of the banjo for students at a 4-H camp in the Appalachian region.

- 3) APP 200 Introduction to Appalachian Studies
EES 385-001 Hydrology and Water Resources
FOR 460 Forest Hydrology & Watershed Management
APP 399 Practicum

This student could satisfy the engagement requirement by serving as an Appalachian Center intern for the KY Riverkeeper, helping to create a waterways trail, and satisfy the capstone experience requirement through drafting a management plan for a forest in the Appalachian region.

Advising checklist for the Appalachian Studies undergraduate certificate

___ APP 200

Brief rationale of interests guiding coursework within the certificate:

Courses in at least two colleges related to that rationale:

_____ 3 hrs.

_____ 3 hrs. (300-level or above)

_____ 3 hrs. (300-level or above)

[Courses for less than 3 hours may be taken for the certificate, as long as the total number of hours is at least 12.]

Engagement requirement met through: _____

Capstone requirement met through: _____

Course and program assessment plan

The only course that is required of, and will be a learning experience in common for, all students enrolled in the Appalachian Studies undergraduate certificate is APP 200, Introduction to Appalachian Studies. That course is offered every semester at the University of Kentucky, with well over 100 seats each time, and it is a UK Core course meeting the Citizenship (IV) requirement in the area of Community, Culture and Citizenship in the USA. All students enrolled in the certificate program and earning a C or better in APP 200 (a requirement of the certificate program) will have, then, demonstrated proficiency in the Student Learning Outcomes stated in the APP 200 syllabus. These Student Learning Outcomes are common to the syllabus for APP 200 regardless of which Appalachian Studies faculty member teaches the course. Students completing APP 200 successfully will:

- A. Demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.
- B. Demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility.
- C. Demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.
- D. Demonstrate an understanding of at least two of the following, as they pertain to Appalachia:
 - a. Societal, cultural, and institutional change over time
 - b. Civic engagement
 - c. Regional and national comparisons
 - d. Power and resistance
- E. Demonstrate a basic understanding of effective and responsible participation in a diverse society.
- F. Recognize the presence of stereotypes and how they serve the interests of some groups while disempowering and marginalizing others.
- G. Learn to recognize the distinct but complementary ways of discovery and representation in the arts, humanities, and social sciences through readings and lectures representing multidisciplinary perspectives.
- H. Learn to obtain and critically evaluate information from documentary films, the Internet, and library/archival sources. The University of Kentucky Libraries' Special Collection on Appalachia is the largest repository of information on Appalachia in the United States. Students will gain familiarity with the opportunities for student research and writing that the Appalachian Collection provides.

The assessment of whether students meet the stated learning outcomes is done through the collection of a paper sample by the committee assessing the course as part of the UK Core, and by the instructor through additional assignments. Every student in the course writes analytical papers, even in a large lecture course with seven discussion sections. Here is a sample of a writing assignment collected for assessment of the UK Core Student Learning Outcomes:

In a six-page, double-spaced essay, describe opposing viewpoints (with specific examples) that you learned about in (1) the archival exercise on the 1931-32 coal miners' strike in Harlan and Bell Counties, KY, (2) the archival exercise you did in Special Collections on Kentuckians' positions on the Vietnam War, (3) the documentary film *Deep Down* and (4) the novel *Eli the Good* by Silas House. Then discuss what consideration of multiple vantage points in these sources has taught you about how people learn within families, communities, and as a nation to express, understand, and act on very different views and still move forward together as a group.

All students in the certificate program will be required to satisfy a practicum requirement, through a service-learning course, internship, the individual APP 399 practicum course, or other experiential education in the Appalachian region supervised primarily or secondarily by a UK faculty member (whether for credit or not). In order to complete the practicum requirement, a student will need to keep a journal and turn that in as evidence of having met the Student Learning Outcome for the practicum:

A student will demonstrate an understanding of the relationship between scholarly literature on the Appalachian region, media coverage of current events and issues in the Appalachian region, and lived experience in the region through discussion and analysis of this relationship in a journal kept during the practicum.

Journals will be assessed for evidence of meeting this Student Learning Outcome by the Appalachian Studies Program Director and one other Appalachian Studies faculty member in order to record that a student has met the practicum requirement for the undergraduate certificate program. Similarly, the Appalachian Studies Program Director will be a second reader of the capstone project or paper, along with the course instructor in the course approved for meeting this requirement in the individual plan of instruction. If the Director is the course instructor, then a second member of the Appalachian Studies Program will be a second reader.

Records will be kept (securely, in a locked file cabinet, and/or password-protected folder) by the Department Manager for the Appalachian Center and Appalachian Studies Program of the students who declared interest in the undergraduate certificate program, of dates of advisement, of courses serving to fulfill the practicum and capstone experiences (to serve as a list of examples for future students), along with examples of individual project topics.

Once there is a cohort of students completing the certificate requirements, exit interviews in the form of a focus group of students completing the Appalachian Studies undergraduate certificate will be convened each year within the first six years of the certificate program by the

Appalachian Studies Program director and at least one other member of the Appalachian Studies faculty. The program will be evaluated in relation to the stated Student Learning Outcome for the practicum: what knowledge do students demonstrate of the relationship between the interdisciplinary Appalachian Studies literature, media coverage of current events and issues in the region, and lived experiences in the region. Students will be asked for their suggestions about the program, and will be asked whether they would like to serve as mentors to current certificate students as they continue their studies or careers, and the Department Manager will keep a current list of those having completed the certificate and collect information from them periodically about their subsequent educational and employment experiences. In keeping with University requirements of certificate proposals, the certificate program will be evaluated in six years through a compilation of the abovementioned collected information and a meeting of deans of colleges most involved in the certificate program to recommend any changes to the certificate program going forward.

Members of the Appalachian Studies Program Curriculum Committee (UK faculty)

Ron Pen, College of Fine Arts

Rosalind Harris, College of Agriculture, Food, and Environment

Dwight Billings, College of Arts & Sciences

Jane Jensen, College of Education

Carol Mason, College of Arts & Sciences

Nancy Schoenberg, College of Medicine

Ann Kingsolver, Director, Appalachian Studies Program and Appalachian Center

Appalachian Studies Faculty & Relevant Staff Members

Name:	College:	Department:
Mary Anglin	Arts & Sciences	Anthropology
Joanna Badagliacco	Arts & Sciences	Sociology
Srimati Basu	Arts & Sciences	Gender & Women's Studies
Shannon Elizabeth Bell	Arts & Sciences	Sociology
Dwight Billings	Arts & Sciences	Sociology
Stan Brunn	Arts & Sciences	Geography
Jennifer Cramer	Arts & Sciences	Linguistics
Al Cross	Communication and Information	Institute for Rural Journalism & Community Issues
Alison Davis	College of Agriculture, Food and Environment	Agricultural Economics
Matthew Deffendall	Undergraduate Education	First Generation Initiatives
Alan DeYoung	Education	Educational Policy Studies and Evaluation
David Ditsch	College of Agriculture, Food and Environment	Plant & Soil Sciences
Marcelo Guzman	Arts & Sciences	Chemistry
Ellen Hahn	Nursing	
Rosalind Harris	College of Agriculture, Food and Environment	Community & Leadership Studies
James Houglan	Arts & Sciences	Sociology

Jane Jensen	Education	Educational Policy Studies & Evaluation
Sarah Kercksmar	Nursing; and Communications and Informational Studies	
Ann Kingsolver	Arts & Sciences	Dir., Appalachian Studies & Center Anthropology
Carol Mason	Arts & Sciences	Gender & Women's Studies
Kang Namkoong	Agriculture, Food and Environment	Community & Leadership Development
Gurney Norman	Arts & Sciences	English
Ron Pen	Fine Arts	Musicology and Ethnomusicology
Steven J. Price	Agriculture, Food and Environment	Forestry
Karl Raitz	Arts & Sciences	Geography
Erik Reece	Arts & Sciences	English
David Royster	Arts & Sciences	Math Outreach
Audrey Sawyer	Arts & Sciences	Earth & Environmental Sciences
Sue M Scheff	Arts & Sciences	AMSTEMM
Richard H. Schein	Arts & Sciences	Geography
Nancy Schoenberg	Medicine	Behavioral Science
Shaunna Scott	Arts & Sciences	Sociology

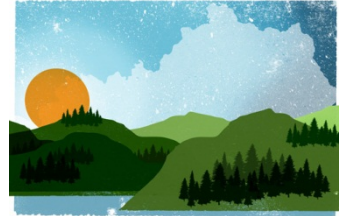
Jeff Spradling	Undergraduate Education	Dir., Robinson Scholars Program
Charles Stamper	Agriculture, Food and Environment	Extension Coord.
Karen Tice	Arts & Sciences	Gender & Women's Studies
Robin Vanderpool	Public Health	Health Behavior
Frank X. Walker	Arts & Sciences	English
Matthew W. Wilson	Arts & Sciences	Geography
Ernest Yanarella	Arts & Sciences	Political Science

Relevant Staff Members of the UK Appalachian Center:

Erin Norton, Department Manager

Shane Barton, Program Coordinator

UK COURSES RELATED TO APPALACHIAN STUDIES
SUMMER & FALL 2013
(included as examples of relevant courses for
the proposed undergraduate certificate)



SUMMER 2013

APP 200 Introduction to Appalachian Studies. Instructor: Catherine Herdman. Meets: On-line, Second six weeks summer session. UK Core course – fulfills the Community, Culture and Citizenship in the USA requirement. This course is a multidisciplinary introduction to Appalachian culture, history, and society. It will examine how and why the central and southern Appalachian Mountains came to be viewed as a distinct region, “Appalachia,” and it will examine Appalachia's place in American life. We will encounter the region's rich traditions of music and literature; its rural social life including kinship and neighborhood institutions; coal mining history, community patterns, and labor struggles; gender; the experiences of Native Americans, African Americans, and Eastern Europeans in Appalachia; inequality and poverty; community politics and grassroots struggles; and current environmental issues including mountaintop removal coal mining.

FALL 2013

CLD 102 The Dynamics of Rural Social Life. Instructor: Darryl Anthony Strode. Meets: TR 12:30 pm – 1:45 pm. This course applies to the UK Core requirement(s): Inquiry - Social Sciences. Introduces major concepts of sociology by exploring social, political and cultural issues confronting rural society and American agriculture, such as: population change, industrialization, energy developments, agricultural change. Students may not receive credit for both this course and SOC 101.

APP 200 Introduction to Appalachian Studies. Instructor: Ann Kingsolver. Meetings & Times: Lectures on MW 10:00-10:50 a.m. with various Wednesday & Friday discussion sections (see Course Catalog) UK Core course – fulfills the Community, Culture and Citizenship in the USA requirement. This course is a multidisciplinary introduction to Appalachian culture, history, and society. It will examine how and why the central and southern Appalachian Mountains came to be viewed as a distinct region, “Appalachia,” and it will examine Appalachia's place in American life. We will encounter the region's rich traditions of music and literature; its rural social life including kinship and neighborhood institutions; coal mining history, community patterns, and labor struggles; gender; the experiences of Native Americans, African Americans, and Eastern Europeans in Appalachia; inequality and poverty; community politics and grassroots struggles; and current environmental issues including mountaintop removal coal mining.

GWS 201-003-005 Intro GWS Arts/Humanities. Instructor: Carol Ann Mason. Meets MW 1:00 pm – 1:50 pm and various other times (see Course Catalog). This course applies to the UK Core requirement(s): Inquiry – Humanities. Introduces students to basic methods of humanistic inquiry in Gender and Women's Studies examines cultural beliefs and meanings about men and women and explores the lives achievements and creative expressions of women in a cross-cultural interactive and interdisciplinary format.

SOC 235-001 Inequalities in Society. Instructor: Shaunna L Scott. Meets: TR 2:00 pm – 3:15 pm. UK Core course – fulfills the Community, Culture and Citizenship in the USA requirement. Analysis of the social origins, development, and persistence of inequality in various societies. One of the five modules for this course focuses on Appalachia. Prereq: SOC 101 or CLD 102.

GWS 250-001 Social Movements. Instructor: Karen Tice. Meets: TR 3:30 pm – 4:45 pm. This course examines women's social movements across at least three different cultural/national world areas, including key theories that explain the origins, strategies, and success of women's social movements. In this course, we critically analyze case studies from different parts of the world to understand how social movements work on

the ground and in specific cultural environments with unique historical trajectories, attending to ways in which social movements are shaped by, and do or do not result in changes to, structures of gender, race, ethnicity, class, and sexuality.

CLD 260 Community Portraits. Instructor: Richard C Maurer. Meets: MWF 9:00 am – 9:50 am. This course introduces the social science concept of community. The focus will be on definitions of community, and the different types of communities that exist in society. Students will gather and analyze information in real communities that represent different types of community.

AEC 300-003 Tops AEC: Ag & Rural Spatial Economics. Instructor: Alison F. Davis. Meets: TR 8:00 am – 9:15 am. Study in special topics in agricultural economics. May be repeated under a different subtitle to a maximum of six credits. A course may be offered twice under a given subtitle. Lecture, one to three hours; laboratory, zero to six hours per week. Prereq: ECO 201.

MUS 301 Appalachian Music. Instructor: Ronald A Pen. Meets: MWF 12:00 pm – 12:50 pm. A survey of musical genre and styles in the Southern Appalachian region. Vocal and instrumental, sacred and secular materials will be covered, together with the interchanges between African American and European American contributions.

SOC 302-001 Soc Research Methods. Instructor: Shannon Elizabeth Bell. Meets: TR 3:30 – 4:45 pm. A focus on issues of social and behavioral research design, covering such topics as the relationship between theory and research, the ethics of social science research, units of analysis, identification of variables and statement of hypotheses, sampling, measurement, and modes of social observation. Prereq: Sociology majors and minors only.

AEC 324-401 Agricultural Law. Instructor: Clinton R Quarles. Meets: T 6:00 pm – 8:45 pm. A study of legislation, administrative regulations, constitutions and court cases that have economic ramifications on agricultural and rural life. Prereq: "C" or better in ECO 201.

ANT 325-001 Language and Culture. Instructor: Jennifer S. Cramer. Meets: MWF 12:00 pm – 12:50 pm. This course is an introduction to linguistic anthropology. The course reviews the basic principles of linguistic analysis and examines the ways in which linguistic structures interact with and reflect cultural variation. [Appalachian examples will be included in the course.]

SOC 340 Community Interaction. Instructor: Lorraine E Garkovich. Meets: MW 3:30 pm – 4:45 pm. Examines community effects on group and individual behavior from the perspective of sociological social psychology. By focusing on individuals, individuals in groups, and groups, special emphasis is given to how community context shapes the attitudes, beliefs, and actions of individuals as well as their interactions with others. Prereq: CLD 102 or SOC 101 or consent of instructor. Primary registration access limited to SOC and CLD majors and remaining seats open during secondary registration.

ENG 359-001 The Kentucky Literary Heritage. Instructor: Erik A. Reece. Meets: TR 12:30 pm – 1:45 pm. A course exploring the rich literary heritage of the Commonwealth of Kentucky and the greater Appalachian region, surveying its local history and diversity as well as its wider significance for American art. Authors covered can include early figures such as William Wells Brown, the first African-American novelist, and John Fox Jr., the first million-selling novelist; Robert Penn Warren, first Poet Laureate of the United States and author of *All the King's Men*; Elizabeth Madox Roberts; Harriette Arnow, winner of the National Book Award in 1954 for *The Dollmaker*; counter-cultural writers of the 60's and 70's such as Hunter S. Thompson, Gurney Norman, and Ed McClanahan; contemporary Kentucky writers such as Wendell Berry, Erik Reece, Bobbie Ann Mason, Sara Jeter Naslund, C. E. Morgan, Kim Edwards, and Gayle Jones; and contemporary award-winning poets such as Frank X Walker, Nikky Finney, and Maurice Manning. Provides ENG Major Elective credit and ENG minor credit. Prereq: Completion of UK Core Composition and Communication I-II requirement or equivalent.

CLD 360-001 or SOC 360-001 Environmental Sociology. Instructor: TBD. Meets: MWF 12:00 pm – 12:50 pm. UK Core course – fulfills the Community, Culture and Citizenship in the USA requirement. A sociological study of the inter-relationship between human societies and the natural environment. Topics may include population growth; food systems; energy; climate change; risk perception; disasters; sustainability; social movements; and environmental justice.

EES 385-001 Hydrology and Water Resources. Instructor: Audrey H. Sawyer. Meets: TR 12:30 pm – 1:45 pm. The occurrence, movement, and quality of fresh water in the water cycle, including environmental problems and possible solutions. Case studies are explored through readings, videos, and required field trips. Prereq: GLY 220

AEC 424 Principles of Environmental Law. Instructor: John K Schieffer. Meets: MWF 12:00 pm – 12:50 pm. Provides the student with a basic understanding of the principles of United States environmental law. Addresses the framework of the American legal system as it applies to environmental regulation. Covers the sources of environmental law and reviews major federal environmental statutes and judicial decisions addressing specific issues. Prereq: "C" or better in ECO 201.

FOR 460 Forest Hydrology & Watershed Management. Instructor: Christopher D. Barton. Lecture Meets TR 11:00 am – 12:15 pm. Lab Meets T 2:00 pm – 4:50 pm. Principles and techniques involved in watershed management as it relates to the practice of forestry. Emphasis is placed on understanding the hydrologic cycle, plant-soil interactions from a land-use and landscape perspective, and the need for implementation of forestry best management practices. Prereq: CHE 104 or CHE 105, MA 109 or Calculus, FOR 200, and PLS 366.

JOU 485 Community Journalism. Instructor: Alvin Cross. Meets Lecture W 5:30 pm – 8:00 pm, Lab TBD. A study of all aspects of community news media, including editorial and business operations, and the conflicts that can arise between them, as well as the personal-professional conflicts that community journalists must manage to be successful in the field. Lecture, two hours; laboratory, two hours of independent, advanced reporting and writing, for online and possible print publication. May also include photography and broadcast journalism. Prerequisite: JOU 301 or JOU 302.

APP 200: Introduction to Appalachian Studies
Fall 2013
Lectures M/W 10-10:50AM Center Theatre, and
Discussion Sections meeting weekly

Course Instruction

Professor Ann Kingsolver, Director, Appalachian Center and Appalachian Studies
Office: Appalachian Center Rm. 203, 624 Maxwellton Court
Office phone: 859-257-8262
e-mail address: ann.kingsolver@uky.edu
My voicemail rolls over into my email, and I check my email every day.
Office hours: Mon. 2-3PM, Wed. 11AM-12PM, and by appointment.

Teaching Assistants:

Tammy Clemons, graduate student in Anthropology
Office: Appalachian Center, 624 Maxwellton Court
Office phone: 859-257-4852
e-mail address: tammy.clemons@uky.edu
Office hours: Fri. 2-4PM, and by appointment

Leah Vance, graduate student in Community and Leadership Development
Office: Appalachian Center, 624 Maxwellton Court
Office phone: 859-257-4852
e-mail address: leah.vance@uky.edu
Office hour: Mon. 1-2PM, Thurs. 2-3PM, and by appointment

Note on e-mail: Please use your own UK email address and the instructors' UK email addresses in all correspondence related to this course, since some servers are blocked by the UK email system. Communicating with you is important to us, and we do not want your messages to be considered spam. If you do not receive a reply, please follow up by phone in case there has been an e-mail problem. Please use the Blackboard site for this course. If you do not know how to get onto the Blackboard site, please see your instructor as soon as possible. The syllabus for this course is on the APP 200 Blackboard site under "Syllabus" and the readings are entered under "Course Content."

Every student in this three-credit course is required to register for and attend the lectures by Dr. Kingsolver and to also enroll in and attend one of the seven discussion sections. Each discussion section appears independently in the course schedule as APP-200-001 through 007. Here are the meeting times, locations, and instructors:

Section 1: Friday, 10-10:50AM, Patterson Office Tower Rm. 145, Ann Kingsolver
Section 2: Friday, 11-11:50AM, Barker Hall Rm. 303, Leah Vance
Section 3: Wednesday, 1-1:50PM, Thomas Poe Cooper Bldg. Rm. 212, Leah Vance
Section 4: Wednesday, 2-2:50PM, White Hall Classroom Bldg. Rm. 347, Leah Vance

Section 5: Friday, 10-10:50AM, Chem./Phys. Bldg. Rm. 287, Tammy Clemons
Section 6: Friday, 11-11:50AM, Fine Arts Bldg. Rm. 308B, Tammy Clemons
Section 7: Friday, 12-12:50PM, Lucille Caudill Little Fine Arts Library, Rm. 312,
Tammy Clemons

Course Description

This course is a multidisciplinary introduction to Appalachian culture, history, and society. It will examine how and why the central and southern Appalachian Mountains came to be viewed as a distinct region, “Appalachia,” and it will examine Appalachia's place in American life. We will encounter the region's rich traditions of music and literature; its rural social life including kinship and neighborhood institutions; coal mining history, community patterns, and labor struggles; gender; the experiences of Native Americans, African Americans, and Eastern Europeans in Appalachia; inequality and poverty; community politics and grassroots struggles; and current environmental issues including mountaintop removal coal mining.

Learning Outcomes

This is a UK Core course, meeting the Citizenship (IV) requirement in the area of “Community, Culture and Citizenship in the USA.” Students completing this course successfully will:

- A. Demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.
- B. Demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility.
- C. Demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.
- D. Demonstrate an understanding of at least two of the following, as they pertain to Appalachia:
 - a. Societal, cultural, and institutional change over time
 - b. Civic engagement
 - c. Regional and national comparisons
 - d. Power and resistance
- E. Demonstrate a basic understanding of effective and responsible participation in a diverse society.

As part of your training on U.S. citizenship, written assignments for the course will enable you to explore individual and collective decision-making in Appalachia, and identify and evaluate conflicts, compromises and ethical dilemmas in civic life.

In this course, you will be learning through individual and group analysis of multidisciplinary readings and lectures, documentary and fiction films, Internet sources, and primary archival

materials. Each source is equally important to your learning experience, and is treated as a text to consider closely. As part of our consideration of citizenship in and beyond Appalachia, we will be examining representations and images of Appalachia and inclusive and exclusive decision-making regarding residents of the region. Sometimes we will be discussing contentious community issues and stereotypes that have marginalized particular communities. It will be everyone's responsibility to engage in respectful consideration of diverse perspectives and the course material, instructors, and your fellow students in the course.

These additional learning goals apply, then, to this course:

F. Recognize the presence of stereotypes and how they serve the interests of some groups while disempowering and marginalizing others.

G. Learn to recognize the distinct but complementary ways of discovery and representation in the arts, humanities, and social sciences through readings and lectures representing multidisciplinary perspectives.

H. Learn to obtain and critically evaluate information from documentary films, the Internet, and library/archival sources. The University of Kentucky Libraries' Special Collection on Appalachia is the largest repository of information on Appalachia in the United States. Students will gain familiarity with the opportunities for student research and writing that the Appalachian Collection provides.

Archival Exercises

Students will have the opportunity in this course to work with primary materials from the Appalachian Special Collection at UK through online archival exercises. You will receive the detailed instructions for these exercises in lecture and discussion section, and they will involve reading the materials closely, writing your responses, and being prepared to draw on what you learn in simulations in discussion section and in your course paper. This is an exciting opportunity for direct learning about the topics in this course, and you are welcome to further explore the materials in Special Collections with the reference librarians during your undergraduate career.

Required Texts

House, Silas. 2009. Eli the Good. Somerville, MA: Candlewick Press.

Straw, Richard A., and H. Tyler Blethen, eds. 2004. High Mountains Rising: Appalachia in Time and Place. [Any reading on the syllabus mentioned by chapter refers to this textbook.]

There are a few other readings on the syllabus that will be available to you electronically through the APP 200 Blackboard site, and they will be noted clearly as "on Blackboard."

The two course texts are on reserve in Young Library and in the Appalachian Center. If you do not own the books, it is still possible (and required) to do the assigned reading. The articles on Blackboard are required reading for the course, as well. If you do not have access to a computer

at home, there are computer labs in Young Library and other buildings on campus; if you need assistance gaining access to the course materials, just let us know.

Each article on Blackboard includes the full referencing information, so that you can cite the article properly in written papers. After a quoted or paraphrased section, you should include the last name of the author (of the article, not the collection), the date of publication, and the page number. Here is an example: “Once we are able to discuss race and racism in these broad terms, we will be able to construct a response not only to the damage wrought by Katrina, but also to that which occurs across the country every day” (Powell, Jeffries, Newhart and Stiens 2006: 61).

Course Requirements

Participation: 10%

You are *required* to have done the reading each week by the time your discussion section meets, but it is highly recommended that you do each week’s reading *before* the lectures and films, so that you will have a better understanding of that material, and how it all fits together. It is your responsibility to remain current with the readings. You will sometimes be asked in section to do in-class writing assignments on that week’s material, and you will always need to have a question for discussion ready based on the readings. These will be turned in, and will be counted toward your participation grade.

Students are required to prepare for and attend all lectures, having done the reading for that week, and to attend and participate in all discussion section meetings. In addition to bringing discussion questions, you will also be asked (sometimes without prior announcement) to do in-class writing to focus your thoughts for discussion, or to participate in and summarize small group discussions of the material. The participation grade includes some 1-page writing assignments which are announced on the syllabus. Please bring your syllabus with you to all class meetings, and consult it regularly.

Attendance will be taken in section and sometimes (without prior announcement) in lecture, and your participation grade will reflect your attendance and active involvement in the course. (See the attendance policy, below.)

Paper: 30%

Students will be required to write one original six-page, double-spaced paper in this course. Specific instructions for the paper will be posted on the common Blackboard site for the course, and will be gone over in lecture and in discussion section. It will give you an opportunity to discuss what you learn from the course material across formats and topics. Your paper will need to be uploaded onto Blackboard under Assignments for purposes of UK Core assessment by the University. If you need help with uploading that paper, please see your discussion section instructor.

Exams: 60% - an in-class midterm worth 30% and an in-class final worth 30%

There will be an in-class midterm exam on Monday, October 14. The midterm exam will include a combination of multiple choice and short essay questions incorporating all the material covered in lecture, discussion sections, and online archival exercises. The midterm grade assigned to each student by the required UK deadline will include the grade for this exam. Midterm exams will be returned to students in section. Midterm grades for the course will be posted on my UK by the deadline established in the Academic Calendar for this semester, October 25 at midnight.

The structure of the final exam will be similar to the structure of the midterm, but you will have twice as much time to complete it. The final exam period for this course is 3:30-5:30PM on Tuesday, December 17 (as noted on the course schedule on this syllabus). The final exam will not be cumulative; you will be examined on material covered in the course since the midterm exam.

Extra Credit Opportunity (worth 2 possible points added to your final grade)

There will be some announced opportunities to learn more about Appalachia beyond the classroom. If you attend one of those announced events (which will also be announced on the shared Blackboard site) and write a 1-page, double-spaced paper summarizing the event and relating it to the course material and give it to your discussion section instructor, you may receive up to 2 points of extra credit on your final course grade.

Grading Policy

Although participation in small and large group discussions will constitute part of your participation grade, all written grades will be based on individual work. There is a direct correspondence between points and percentage points for the course requirements, and letter grades on assignments will be given to assist students in figuring out how you are doing in the course. A paper worth 30% of your course grade, for example, will be worth 30 points and the paper will be assigned a letter grade as well, based on a 30-point scale corresponding to the 100-point grading scale in the course. This means that, if you are interested in your final grade in the course, you should be most attentive to how the points you earn for your work are adding up overall in relation to potential points in the course, and not to the letter grade on a particular assignment.

The grading scale for this course will be: 90 or above, A; 80-89B; 70-79C; 60-69D; and 59 or below, E.

Attendance Policy

Attendance of both lecture and discussion sections is required in this course. More than two unexcused absences will automatically result in the lowering of your participation grade in the course by one point for the third and each subsequent absence, up to 8 points. Sign-in sheets will be passed around in every section meeting to note attendance. Attendance will be taken through sign-in sheets in some lecture meetings, without announcement, but not in all lectures. (This takes too much class time, with such a large group.) *You are expected to attend all lectures and film screenings*, and they will be included in the material for discussion each week in section, along with all of the readings assigned for that week. Make-up film screenings will only be

arranged in the case of excused absences, with acceptance of appropriate documentation. Lecture notes will not be provided to students, but in cases of excused absences, you can discuss the material you missed with one of your instructors during office hours.

The UK policy on excused absences (S.R. 5.2.4.2) defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Students may be asked to verify their absences in order for them to be considered excused. Appropriate notification of absences due to university-related trips is required prior to the absence.

According to UK policy, students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused), but if you need to discuss your circumstances with us, we will work with you. There is a medical withdrawal option, for example.

Make-up work: Late papers will be accepted for up to one week, although if they are late for unexcused reasons, they will not receive full credit. If you miss an exam for excused reasons, there will be an opportunity to take a (different) make-up exam for up to one week after the midterm. If your absence is unexcused, there will not be a make-up opportunity for the midterm. If you miss the final exam for an excused reason (for an example, if you have a family emergency), there will be a 24-hour window in which to take a (different) make-up exam; beyond that, it will be necessary to take an incomplete in the course, because we will need to meet a single deadline for turning in all students’ grades in the course.

Academic Integrity

Students in this course are expected to honor the academic integrity statement made by students entering UK: “As a new member of the University of Kentucky community, I join students, faculty, and staff in upholding academic honesty in my studies and work. I acknowledge that dishonesty in any form devalues my education and my institution. Therefore, I will conduct myself in a manner that reflects the highest goals of academic scholarship.” In this course, which will focus on citizenship, we will be considering reciprocal responsibilities, and the instructors will similarly state to you that we will work with you to create a classroom community with mutual respect and integrity.

Here is the UK policy on academic integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the

following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

A good rule of thumb in this course is that if you are using more than four words in a row from a source, you need to make that a quotation and cite your source. If you are simply rearranging words from a source, then you are paraphrasing it and that requires citation, also. If you are unsure of what constitutes plagiarism, or have any other questions about academic integrity, then you are encouraged to talk with one of your instructors in this course.

Because this is a UK Core course, your work may be used in evaluating whether the course meets the UK Core requirement (as part of the University's accreditation process), but that assessment is not an evaluation of individual instructors or students, and your work will not be used for any other purpose.

Accommodation due to Disability

If you have a documented disability that requires academic accommodations, please see Dr. Kingsolver as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

As with anyone else needing accommodation in the course for any reason, we are happy to work with you. Please let us know.

Academic Support Services

For information about academic and personal support services available to you as a UK student, please see www.uky.edu/AcademicSuccess. You can find contact information for a number of excellent student services there, including the Writing Center (<http://wrd.as.uky.edu/writing-center>) and the Center for Academic Resources and Enrichment Services (www.uky.edu/Diversity/CARES).

If you are interested in exploring research opportunities for undergraduate students, contact the Office of Undergraduate Research (<http://www.uky.edu/UGResearch/>).

Come and visit the Appalachian Center to learn more about educational, research, and engagement opportunities focused on Appalachia both on campus and across the region: <http://appalachiancenter.as.uky.edu/>.

Course Schedule and Outline of Topics

Appalachia: A Region of Diverse and Global Histories

Week 1:

Reading: Ch. 1, “Native Americans”

Wed. 8/28 Introductory Lecture

Section meetings Wed.-Fri.: introductory section discussions

Week 2:

Reading: Ch. 2, “Pioneer Settlement,” and Ledford on Blackboard

Mon. 9/2 LABOR DAY HOLIDAY – NO CLASS

Wed. 9/4 Lecture on Appalachia always having been global.

Film: *Stranger & Kin*.

Week 3:

Reading: Ch. 3, “Slavery & African Americans in the 19th Century,” and Ch. 4, “The Civil War & Reconstruction.”

Mon. 9/9 Lecture on Appalachia in national context.

Wed. 9/11 Film: *Evelyn Williams*.

Making a Living on Uneven Ground: Black Diamonds and Resource Divides

Week 4:

Reading: Ch. 5, "Industrialization," and Blee & Billings on Blackboard.

Mon. 9/16 Lecture on changing infrastructure in Appalachia.

Wed. 9/18 Films: *Mountain Revolutions*. From: *Appalachia: A History of Mountains & People*.

Week 5:

Reading: Eller on Blackboard, and archival exercise on mining strike (link on Blackboard).

Mon. 9/23 Lecture on coal camp life.

Wed. 9/25 Film: clips from popular and documentary films on coal mining communities.

Week 6:

Reading: Ch. 6, "The Great Depression," and Ch. 7, "Migration."

Mon. 9/30 Films: *Harriette Simpson Arnow, 1908-1986*, and the beginning of *The Dollmaker*. [Please note: you are required to finish viewing this film online, before your discussion section meets. It can be found at this url: <http://www.youtube.com/watch?v=021jNReJXDQ>.]

Wed. 10/2 Lecture on voices from the Depression and the roots of the War on Poverty.

Week 7:

Reading: Ch. 8, "Stereotypes," and Shelby on Blackboard

Mon. 10/7 Film: *Long Journey Home*

Wed. 10/9 Lecture on othering and cultural citizenship.

Week 8:

Mon. 10/14 MIDTERM EXAM IN CLASS

Weaving Appalachian Futures: Communicating Across Different Perspectives

Reading: Ch. 10, "Folklife."

Wed. 10/16 Film: *The Chairmaker*.

Assignment for Section: bring an example of material culture you associate with Appalachia and be prepared to discuss the relationship between material culture and place.

Week 9:

Reading: Ch. 9, "Music."

Mon. 10/21 Film: *Dreadful Memories: The Life of Sarah Ogan Gunning*.

Wed. 10/23 Guest Lecturer: Sue Massek.

Week 10:

Reading: Ch. 11, "English language," and Wilkinson on Blackboard.

Mon. 10/28 Films: *Search for an Appalachian Accent* and clip from *Mountain Talk*.

Wed. 10/30 Film: *Coal Black Voices*.

Week 11:

Reading: Ch. 12, "Literature."

Mon. 11/4 Film: *Buffalo Creek Flood*.

Wed. 11/6 Film: *At the Forks of Troublesome*.

Assignment for Section: bring a poem, short story, or novel (other than *Eli the Good*) associated with Appalachia and be prepared to relate creative writing to place in the discussion.

Week 12:

Reading: Ch. 13, "Religion," and *Eli the Good*, Chs. 1-16.

Mon. 11/11 Lecture on religion in Appalachia and the U.S.

Wed. 11/13 Lecture on generational perspectives.

Assignment for Section: do the archival exercise on Blackboard in preparation for discussing perspectives on the Vietnam War from Kentucky, along with *Eli the Good*.

Week 13:

Reading: *Eli the Good*, Chs. 17 through the Epilogue.

Mon. 11/18 Films: clips from *Shelter* and *Coal Mining Women*.

Wed. 11/20 Film: *Deep Down*.

Week 14:

Mon. 11/25 Visit by Silas House – bring your questions for the author.

Wed. 11/27 NO CLASS - THANKSGIVING BREAK

NO SECTION MEETINGS THIS WEEK, DUE TO THE BREAK.

Week 15:

Reading: Ch. 14, “Modernization, 1940-2000.”

Mon. 12/2 Lecture on agriculture in Appalachia.

Wed. 12/4 PAPER DUE IN CLASS.
Film: *Morristown in the Air and Sun*.

Week 16:

Mon. 12/9 Guest lectures by Tammy Clemons and Leah Vance
Film: clips from *Appalachian Strong*

Wed. 12/11 Lecture on the future of Appalachia in comparison with other global mountain regions – what difference does national context make?

No reading assignment for last section meetings of the course. Students will be getting papers back and reviewing for the final in discussion sections.

FINAL EXAM: Center Theatre, 3:30-5:30PM, TUESDAY, DECEMBER 17.

APP 500

Special Topics in Appalachian Studies: Global Appalachia

Instructor: Prof. Ann Kingsolver, Director, Appalachian Studies Program

Email: ann.kingsolver@uky.edu

Phone: 859-257-8262

Office: Room 203 Appalachian Center, 624 Maxwellton Court

Office hours: Tues. 1-4 and by appt.

Course Description for Special Topics in Appalachian Studies

This interdisciplinary special topics seminar enables undergraduate and graduate students interested in the Appalachian region of the U.S. to examine issues in the region in historical, political, social, economic, cultural, environmental and comparative context. The course will be framed within the critical scholarly Appalachian Studies conversation, and will be taught by a member of the Appalachian Studies faculty. Students will have the opportunity to develop and present individual research papers and to explore the extensive research collections and opportunities related to Appalachia at the University of Kentucky.

Specific Description of this Special Topic: Global Appalachia

In the course this semester, we will examine the ways in which Appalachia has always had strong global connections, environmentally, economically, and culturally. Instead of seeing mountain regions as isolated, we will focus on the related histories and concerns of communities in Appalachia and other mountain regions, including social and economic marginalization, resource extraction, low-wage industries, migration, environmental challenges, and social movements. This course will also emphasize what can be learned from global mountain regions about sustainable livelihoods, community identity and action, and social capital at a time when the nation-states in which mountain regions have often been marginalized now face some of the same challenges.

Student Learning Outcomes

Students completing this course will have skills in cross-cultural, historical, and global political economic analysis, developed through consultation of primary and secondary documents, small group discussion and presentation, and individual research papers.

Required Course Texts

There will be readings posted on Blackboard, and these course texts will be required reading as well. They will be available in bookstores around the University, and on reserve.

hooks, bell. 2008. *Belonging: A Culture of Place*. New York: Routledge.

Kingsolver, Ann E. 2011. *Tobacco Town Futures: Global Encounters in Rural Kentucky*. Long Grove, IL: Waveland Press.

Moody, Roger. 2007. *Rocks and Hard Places: The Globalisation of Mining*. London: Zed Books.

Shiva, Vandana. 2002. *Water Wars: Privatization, Pollution, and Profit*. Cambridge, MA: South End Press.

Weinbaum, Eve. 2004. *To Move a Mountain: Fighting the Global Economy in Appalachia*. New York: The New Press.

Course Assignments

Undergraduate and graduate students will have different requirements for this course, and different expectations regarding forms of participation, but *all* students' full participation in this course is vital to everyone's active learning experience. Attendance will be noted, and the participation grade will be based on consistent, active participation in class discussions and presentations that demonstrates familiarity with the assigned readings. You will be asked to come to class with a question for discussion on the assigned readings for that day, and this will be part of the participation grade. More than two unexcused absences will result in points taken off the participation grade, not to exceed 10 points. Participation will account for 20% of the final course grade for both undergraduate and graduate students.

There is a series of assignments listed in the syllabus that will involve doing independent research and presenting material in class. Graduate students will be required to turn in 2-page reflection papers, with citations, for these exercises. For undergraduates, the oral exercise will only be accompanied by a requirement that you bring your sources to class with you. These assignments (grounding the readings in examples you find) will account for 30% of the grade.

Undergraduate and graduate students will be responsible for writing a final research paper on a topic of the student's choosing, approved by the instructor, and will be required to turn in an abstract, an outline, and a working bibliography for the paper on dates set in the syllabus, before the deadline for the paper itself at the end of the course. Undergraduates' research papers will need to be 8-10 pages in length, plus references, and graduate students' research papers will need to be 15-18 pages in length, plus references. These papers will be worth 30% of the final course grade for undergraduates, and 50% of the course grade for graduate students. All students will be giving final class presentations based on their research papers, in a conference-style format. These presentations will count as part of the course grade for the final paper. The final paper will need to use concepts from the course and cite at least two sources from the course and at least eight other peer-reviewed books or articles in addition to any other sources used (e.g., Internet sources). Your discussion should include examples from Appalachia and at least one other global region.

Undergraduate students will have two brief essay exams in the course, each worth 10% of the course grade (for a total of 20%). They will be take-home, open-book exams, and they are listed on the syllabus.

The grading scale for both undergraduates and graduate students will be: 0-59E, 60-69D, 70-79C, 80-89B, 90-100A. Grades will be based on a system of accrued points, with a total of 100 points by the end of the term. If you anticipate an absence, need additional support with research/writing/public presentation, etc., please contact the instructor. Everyone's success in the course is important.

Summary Description of Course Assignments for Undergraduate and Graduate Students

Undergraduates:	Graduate students:
20 pts. Participation	20 pts. Participation
30 pts. Assignments listed in syllabus	30 pts. Assignments (w/2-p. paper)
20 pts. Two take-home essay exams, 10 pts. each	50 pts. Final paper
30 pts. Final paper and presentation	
<hr/>	<hr/>
100 pts.	100 pts.

Mid-term grades for undergraduates will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course policies:

Please submit assignments in hard copy by the dates assigned in the syllabus, for credit; late work will be accepted for full credit in association with an excused absence or a reason accepted by the instructor.

UK Policy on excused absences: Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Students may be asked to verify their absences in order for them to be considered excused. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which

the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address:

jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Schedule

1/12 Th. Introduction

1/17 Tu. Film: *Black Diamonds*

Reading on Blackboard: McNeil

1/19 Th. Reading on Blackboard: Choose one from (1) Anglin, (2) Johnston and Danson, (3) Johnston and Jorgensen, or (4) Martinez-Alier, and be ready to compare it with McNeil and *Black Diamonds* in class.

1/24 Tu. Reading on Blackboard: Sumner

1/26 Th. Reading on Blackboard: (1) Halfacree, and (2) Wilkinson

1/31 Tu. Reading on Blackboard: Santa Ana

Assignment: look up press coverage from at least two countries on these two 2010 mine disasters: the Upper Big Branch Mine, WV, USA, and Xingdong #2 Mine in Henan, China. Be prepared to discuss how the workers, the mining companies, and governmental responses are described.

2/2 Th. Reading: Chs. 1-4, Moody

2/7 Tu. Reading: Chs. 5-8, Moody

2/9 Th. Assignment: Follow a Mineral. In the vein of commodity studies, choose a mineral and find out what you can about its production, distribution, and consumption, or uses, and map these activities globally.

2/14 Tu. Film: *Morristown: In the Air and Sun*

Reading on Blackboard: (1) Collins, and (2) UN Universal Declaration of Human Rights

UNDERGRADUATES: Take-home, open book exam #1 will be given out. It will be due in class on Tuesday, 2/16.

2/16 Th. Reading: Chs. 1&2, Weinbaum

2/21 Tu. Reading: Chs. 3&4, Weinbaum

2/23 Th. Reading: Chs. 5&6, Weinbaum

2/28 Tu. Assignment: Follow a Factory. Look up an industry that has either closed or opened a factory or factories in Appalachia and another global region. Find out what you can about (1) community impacts, including discussion of wages, and (2) the company's Code of Conduct.

3/1 Th. Reading on Blackboard: Gaventa
ABSTRACTS FOR FINAL PAPERS DUE

3/6 Tu. Reading on Blackboard: Smith-Nonini

3/8 Th. Reading: Chs. 1&2, Kingsolver

SPRING BREAK [service-learning course in Robinson Forest]

3/20 Tu. Reading: Chs. 3&4, Kingsolver
Meet in Appalachian Center; we will look at local newspapers.
WORKING BIBLIOGRAPHIES FOR FINAL PAPERS DUE

3/22 Th. Some of us will be away at the Appalachian Studies Association meetings. The film *Tobacco Blues* will be on reserve. The assignment for this date, whenever you are able to do this, is to watch the film and read Ch. 5, Kingsolver.

3/27 Tu. Assignment: Follow the Tourists. Compare a tourism ad for an Appalachian community and one from another global region, and be prepared to discuss what is being commodified and how people and place are represented in the ad. Ecotourism and historical tourism, for example, are growing industries in Appalachia.
UNDERGRADUATES: Take-home, open-book exam #2 will be given out. It will be due in class on Tuesday, 4/3.

3/29 Th. Reading: Chs. 1-6, hooks

4/3 Tu. Reading: Chs. 7-14, hooks

4/5 Th. Reading: Chs. 15-21, hooks

4/10 Tu. Class visit: bell hooks

4/12 Th. Film: *Chemical Valley*
Reading on Blackboard: Wright
OUTLINES FOR FINAL PAPERS DUE

4/17 Tu. Reading: Chs. 1-4, Shiva
Assignment: Follow the Water. Bring an example for discussion of a water issue in Appalachia and in another global region.

4/19 Th. Reading: Chs. 5-7, Shiva

4/24 Tu. STUDENT PRESENTATIONS

4/26 Th. STUDENT PRESENTATIONS

FINAL PAPERS will be due by Thursday, May 3 (the date the final exam is scheduled for this course), in both hard copy and electronically.

Full Citations for Articles on Blackboard

Anglin, Mary K. 2002. Ch. 3. Carolina mica. In: Women, Power, and Dissent in the Hills of Carolina. Pp. 37-60. Urbana: University of Illinois Press.

Collins, Jane L. 2005. Deterritorialization and workplace culture. In: Edelman, Marc, and Angelique Haugerud, eds. Pp. 250-261. The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism. Malden, MA: Blackwell Publishing Ltd.

Gaventa, John. 2001. Global citizen action: Lessons and challenges. In: Edwards, Michael, and John Gaventa, eds. Pp. 275-287. Global Citizen Action. London: Earthscan Publications Ltd.

Halfacree, Keith. 2003. Landscapes of rurality: Rural others / other rurals. In: Robertson, Iain, and Penny Richards, eds. Pp. 140-164. Studying Cultural Landscapes. London: Oxford University Press.

Johnston, Barbara Rose, and Susan Dawson. 1994. Resource use and abuse on Native American land: Uranium mining in the American Southwest. In: Johnston, Barbara Rose, ed. Pp. 142-153. Who Pays the Price? The Sociocultural Context of Environmental Crisis. Washington, D.C.: Island Press.

Johnston, Barbara Rose, and Daniel Jorgensen. 1994. Mineral development, environmental degradation, and human rights: The Ok Tedi Mine, Papua New Guinea. In: Johnston, Barbara Rose, ed. Pp. 86-98. Who Pays the Price? The Sociocultural Context of Environmental Crisis. Washington, D.C.: Island Press.

Martinez-Alier, Joan. 2003. Mining conflicts, environmental justice and valuation. In: Agyeman, Julian, Robert D. Bullard, and Bob Evans, eds. Pp. 201-228. Just Sustainabilities: Development in an Unequal World. Cambridge, MA: The MIT Press.

McNeil, Bryan. 2005. Global forces, local worlds: Mountaintop removal and Appalachian communities. In: Peacock, James L., Harry L. Watson, and Carrie R. Matthews, eds. Pp. 99-110. The American South in a Global World. Chapel Hill: The University of North Carolina Press.

Santa Ana, Otto. 2002. Ch. 8. Insurgent metaphors: Contesting the conventional representation of Latinos. In: Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse. Pp. 295-319. Austin: University of Texas Press.

Smith-Nonini, Sandy. 2005. Federally sponsored Mexican migrants in the transnational South. In: Peacock, James L., Harry L. Watson, and Carrie R. Matthews, eds. Pp. 59-79. *The American South in a Global World*. Chapel Hill: The University of North Carolina Press.

Sumner, Jennifer. 2005. Ch. 1. The age of globalization. & Ch. 2. Rural reckoning: The impacts of corporate globalization on rural communities. In: *Sustainability and the Civil Commons: Rural Communities in the Age of Globalization*. Pp. 14-58. Toronto: University of Toronto Press.

UN Universal Declaration of Human Rights. [Citation listed on pdf.] See also:
<http://www.un.org/en/documents/udhr/>

Wilkinson, Crystal E. 1999. On being 'country': One Appalachian woman's return home. In: Billings, Dwight B., Gurney Norman, and Katherine Ledford, eds. Pp. 184-186. *Backtalk from Appalachia: Confronting Stereotypes*. Lexington: The University Press of Kentucky.

Wright, Beverly. 2003. Race, politics and pollution: Environmental justice in the Mississippi River chemical corridor. In: Agyeman, Julian, Robert D. Bullard, and Bob Evans, eds. Pp. 125-145. *Just Sustainabilities: Development in an Unequal World*. Cambridge, MA: The MIT Press.

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Thursday, October 31, 2013 9:11 AM
To: Brothers, Sheila C
Subject: SC item, UG certificate in management healthcare

This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate: Clinical Healthcare Management, in the Division of Clinical Leadership and Management within the Department of Clinical Studies, within the College of Health Sciences.

Division of Health Science
Education and Research (HSER)
Programs Human Health Sciences
Clinical Leadership & Management
Wethington Building, Room 207
Lexington, KY 40536-0200

859 323-1100 ext. 80495
fax 859 257-2454

www.uky.edu

10/30/2013

Memorandum

Re: Certificate Name Change

From: Faculty in Health Sciences, Education and Research
Program in Clinical Leadership and Management
Geza Bruckner, Ray Hill, John Williams, Karen Skaff

Through: Karen Skaff, Chair Clinical Sciences

Through: Academic Affairs

Through: Phyllis Nash, Interim Dean Academic Affairs

To: Senate Council

The faculty of the Health Sciences, Education and Research Division unanimously support changing the undergraduate certificate which has been submitted for approval from Management in Healthcare to Clinical Healthcare Management.

University of Kentucky Undergraduate Certificate Application Form

Please use this application form as a guide for your Certificate Program proposal.

Name of Proposed Certificate Program: Clinical Healthcare Management

Sponsoring Academic Units: Department of Clinical Sciences

Administering Unit, if different: Division of Clinical Leadership and Management

Primary Contact Name: Dr. Ray Hill and Dr. Karen O. Skaff

Campus Address: 209 Charles T Wethington Speed sort: 40536-0200

Phone Number: 859-218-0495

Email: rhill@uky.edu

First Term the Certificate would be offered: Spring 2013

-
1. Describe the Certificate Curriculum, the rationale for developing and offering it, and why it is important to have this Certificate. Include here why this is proposed as a certificate rather than a minor.

Historically, there have been few opportunities in Kentucky for trained health care professionals or students pursuing a degree in various health care fields to also receive training in healthcare leadership and management. Frequently, experienced health care professionals are asked to assume management and leadership positions without the necessary training to be successful. While they have sufficient training in their individual health disciplines, most are without formal academic education and training with experience in leadership and management.

To address this need the Department of Clinical Sciences, Division of Clinical Leadership and Management in the College of Health Sciences will offer an undergraduate certificate. The Certificate Curriculum will be comprised of four three-hour courses:

Required:

CLM 241 Health and Medical Care Delivery System

CLM 351 Health Services Administration

CLM 355 Financial Management of Health Care Institutions

and

One of the following:

- CLM 350 Health Policy and Politics
- CLM 354 Health Law
- CLM 405 Epidemiology and Biostatistics
- CLM 444 Leadership and Human Resource Management
- CLM 445 Quality and Productivity Improvement and Evaluation
- CLM 452 Community and Institutional Planning for Health Services Delivery
- CLM 353 Ethics in Healthcare Management

The additional knowledge provided by this certificate in conjunction with individual past experience and other academic training will prepare an individual to be successful as a manager in a health care delivery system. It is not necessary to obtain a minor and in fact a minor is not offered at the University of Kentucky that addresses these needs.

2. Please provide the learning outcomes for this UG Certificate. What should students be able to do upon completion (use action verbs please, not simply the passive verb to "understand.")

Upon successful completion of the certificate program the student will be prepared to successfully function in a clinical leadership and management role in a health care institution. This certificate will prepare students to manage a clinical program and provide leadership to the employees in obtaining the goals and objectives of the clinical unit.

3. Describe the demographics of the target student population for the Certificate Program. Double click each box that applies and describe the intended audience.

- Currently Enrolled Undergraduate Students
- Post-baccalaureate Students **(NON-DEGREE SEEKING)**

Describe the audience here:

Any currently enrolled University of Kentucky student who is interested in obtaining the clinical management skills necessary for a management position in Healthcare. Practicing clinical professionals (non-degree seeking) such as Nurses, Physicians, Dentists, Physician Assistants, Physical Therapists, Respiratory Therapists and others that are interested in enhancing their management skills.

4. Will the Certificate Program be offered on campus, as a distance education program, or a combination? If so, please describe any distance education components in detail.

On-campus only Distance education Both

Describe distance education components:

A blended (hybrid) approach utilizing a combination of online (Blackboard) and in-class approaches will be used.

5. Provide specific courses and other requirements for the Certificate Program. A certificate must have at least 12 credit hours total, at least 12 hours at the 200 level or above, of which at least 6 credits must be at the 300 level or above. No more than 9 credits may be used to satisfy REQUIRED courses in a student's baccalaureate degree program, a minor, or another certificate. A separate listing of courses may be included with the proposal.

The Certificate Curriculum will be comprised of four three hour courses:

Required:

CLM 351 Health Services Administration 3 cr

CLM 355 Financial Management of Health Care Institutions 3 cr

HHS 395 Independent Study 3 cr

and

One of the following:

HHS 350 Health Policy and Politics 3 cr

CLM 354 Health Law 3 cr

CLM 405 Epidemiology and Biostatistics 3 cr

CLM 444 Leadership and Human Resource Management 3 cr

CLM 445 Quality and Productivity Improvement and Evaluation 3 cr

CLM 452 Community and Institutional Planning for Health Services Delivery 3 cr

HHS 241 Health and Medical Care Delivery System 3 cr

6. Provide a statement on the relationship of the Certificate Program to degree programs within the unit(s), if any.

The required courses for the Certificate are 2 to 3 of the required Core Courses for the Bachelor of Health Sciences Degree in Clinical Leadership and Management (CLM) and 1 to 2 courses for the Bachelor of Human Health Sciences .

7. Describe the admissions criteria for this Undergraduate Certificate in detail.

Same as admission to the University of Kentucky. This is not a selective admission program.

- 8. Provide a projection of the Certificate Program's resource needs. Will this certificate require extra funding, classroom space, etc?**

No extra funding needed; program needs can be met by existing resources. All courses currently exist are being taught by faculty in the Division of Clinical Leadership and Management in the College of Health Sciences

- 9. List below all faculty members who will be responsible for planning and participating in the Certificate, and designate who the director will be.**

Dr. Ray Hill, Director
Dr. John Williams
Dr. Karen O. Skaff
Dr. Geza Bruckner

- 10. How will you know this Certificate is successful? An evaluation of the program is to be submitted in year five. Please describe the evaluation plans for the Certificate Program.**

Graduates of the program will be surveyed to assess if the learning outcomes of the Certificate prepared them to be successful in a management role and to identify ways the certificate could be improved. Focus groups of potential employers may also provide useful information to assess need, quality and effectiveness of the certificate.

- 11. Attach letters of support from department chairs and/or college deans indicating that their units are willing to participate in this certificate program. If no supporting letters are submitted, the proposal will be returned.**

- 12. Submit the completed application form and narrative, preferably electronically, to:**

Associate Provost for Undergraduate Education
c/o Sharon Gill – Sharon.Gill@uky.edu
217 Funkhouser Bldg
Campus 0054



MEMORANDUM

DATE: February 21, 2013
TO: Health Care Colleges Council
FROM: Sharon Stewart, Interim Dean
College of Health Sciences
RE: Clinical Leadership and Management Proposals

The purpose of this memorandum is to provide my support for the attached proposals submitted by the Clinical Leadership and Management (CLM) program, Department of Clinical Sciences, and College of Health Sciences.

These proposals were prepared by faculty in the CLM program and properly vetted in the CHS. They were recommended for approval by Dr. Karen Skaff, Clinical Sciences Department Chair, and by Dr. Richard Andreatta, Chair of the CHS Academic Affairs Committee.

The packet is provided in three parts:

1. Request to modify the CLM undergraduate program to include a Track B. This option provides an alternate route for students entering the program and addition of practicum learning experiences (CLM 501) (pp. 03-13)
2. Request for a new undergraduate certificate entitled "Management in Healthcare" (pp. 14-18)
3. Copy of a new course proposal for CLM 501: Practicum in Clinical Leadership and Management. This new proposal has been entered into the eCATS system for your approval. This attachment is for your convenience as you consider the requested CLM undergraduate program modification above (pp. 19 – 24)

Since a number of these courses are cross-listed with the College of Public Health, a letter of support is attached on p. 25.

Details regarding the rationale for these proposals and information regarding their implementation are attached. Please feel free to contact Dr. Geza Bruckner for any additional information.

February 21, 2013

MEMORANDUM

To: Sharon Stewart, Ed.D. – *Interim Dean of the College of Health Sciences*
Phyllis Nash, Ed.D. – *Acting Associate Dean for Academic Affairs*

From: Richard Andreatta, Ph.D. - *Chair – Academic Affairs Committee*

RE: CLM Program Changes

The CHS Academic Affairs committee has reviewed the program proposal submitted by CLM. The CLM proposal included three components: (1) creation of a new course - CML 501, (2) development of a CLM certificate program, and (3) development of a new major track for CLM students entering the program w/out previous practicum experience.

The AA committee reviewed all components of the CML proposal and generated commentary that was subsequently addressed by the originator of the proposal (Dr. Bruckner). Upon receipt of the responses and completion of edits, the AA committee approved all three components of the proposal. This memo serves as official notice of approval of the CLM program changes. We request that HCCC receive all three components of the package at once so that reviewers can appreciate the programmatic nature of the changes together.

Thank you,
Richard Andreatta

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other



Proposal Name¹ (course prefix & number, pgm major & degree, etc.): **UG Certificate: Management in Healthcare**

Proposal Contact Person Name: Geza Bruckner Phone: 80859 Email: gbruckn@uky.edu

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
Dept of Clinical Sciences	2/20/13	Karen O. Skaff Ph.D., Chair karenskaff@uky.edu (218 0585)	
CHS Academic Affairs Committee	2/22/13	Sharon Stalla / 80480 / srstew@pa.uky.edu	
		/ /	
		/ /	
		/ /	

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	

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.

From: Grzegorz Wasilkowski [greg@cs.uky.edu]
Sent: Monday, November 04, 2013 11:13 AM
To: Blonder, Lee
Cc: Brothers, Sheila C; Jones, Davy; Grzegorz Wasilkowski
Subject: Nomenclature of formal actions at SC and Senate (fwd)

Lee,

I am reporting for the Senate's Academic Organization and Structure Committee (SAOSC) on the proposal to merge Department of Molecular and Biomedical Pharmacology with the Graduate Center for Nutritional Sciences.

The committee strongly endorses with 9 positive voices and 1 abstention (due to a conflict of interest).

Greg

=====
Grzegorz (Greg) W. Wasilkowski greg@cs.uky.edu
Department of Computer Science http://www.cs.uky.edu/~greg/
301 Davis Marksbury Building office: 859-257-8029
University of Kentucky department: 859-257-3961
Lexington, KY 40506-0633 fax: 859-257-1505
=====



RECEIVED

SEP 30 2013

OFFICE OF THE
SENATE COUNCIL

Dean, College of Medicine
Vice President for Clinical
Academic Affairs
138 Leader Avenue, Room 241
Lexington, KY 40506-9983
859.323-6582
fax 859 323-2039
www.uky.edu

September 27, 2013

Lee X. Blonder, Ph.D.
Chair, University Senate Council
201 Main Building
CAMPUS 0032

Dear Dr. Blonder:

I submit for the consideration of the University Senate Council the attached proposal to merge the Department of Molecular and Biomedical Pharmacology with the Graduate Center for Nutritional Sciences to create a single department called the Department of Pharmacology and Nutritional Sciences. This department would be housed in the College of Medicine with the new chair of the department reporting to the dean. This proposed merger does not seek to eliminate existing academic programs in either unit or create an additional program in the new proposed department.

As you will see in the enclosed packet, the College of Medicine Faculty Council and the faculty in the Department of Molecular and Biomedical Pharmacology and the Graduate Center for Nutritional Sciences fully support this proposed merger. The enclosed packet also contains a letter from the Provost certifying its administrative feasibility.

This proposal has my full support. I am happy to answer any questions and provide any further clarification, if necessary.

Sincerely,

A handwritten signature in black ink, appearing to read "F. de Beer". The signature is stylized and written over a horizontal line.

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs

August 21, 2013

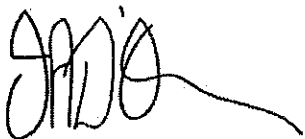
Dr. Fred de Beer,
 Dean, University of Kentucky College of Medicine

Re: Merger of the Graduate Center for Nutritional Sciences with the Department of Biomedical Pharmacology

Dear Dr. de Beer,

Drs. Lisa Cassis and Shuxia Wang presented Faculty Council with a proposal to merge the Department of Molecular and Biomedical Pharmacology and the Graduate Center for Nutritional Sciences. We understand that this reorganization is intended to merge naturally-complementary departments to strengthen educational endeavors and research interactions among faculty and to stabilize both programs in terms of resource utilization. The proposal enjoys wide support of both Departments and CoM Administration. Importantly, there are no proposed changes to existing curricular educational programs or academic content, nor are any new educational programs proposed at this time. Faculty Council voted unanimously (with one member abstaining due to a conflict of interest) to endorse this merger. Thank you for the opportunity to be involved in the development of this important aspect of our educational mission

Sincerely,



John D'Orazio, M.D., Ph.D.

College of Medicine Faculty Council Chair, 2012-13



Dean, College of Medicine
Vice President for Clinical
Academic Affairs
138 Leader Avenue, Room 241
Lexington, KY 40506-9983
859 323-6582
fax 859 323-2039
www.uky.edu

August 12, 2013

Dear Faculty Council:

I submit for your consideration a proposal to merge the Department of Biomedical Pharmacology and the Graduate Center for Nutritional Sciences into a single department. The proposed title for the new department is the Department of Pharmacology and Nutritional Sciences. This new department would be housed in the College of Medicine with the new chair of the department reporting to the dean.

As you will see in the enclosed packet, this proposal has the full support of the chairs of each department as well as the faculty. Minutes from each department's faculty meetings and letters from faculty demonstrating this support are contained in the proposal.

The merger of the Department of Biomedical Pharmacology and the Graduate Center for Nutritional Sciences has my full support. No additional funds or resources beyond what is allocated to each of the departments are being requested. It is reasonable to anticipate that administrative costs associated with this single unit will be lower. Additionally, I have enclosed a letter from the Provost supporting its administrative feasibility.

I appreciate your careful consideration, and I ask your endorsement of the proposal. I am happy to answer any questions and provide clarifications, if needed.

Sincerely,

A handwritten signature in black ink, appearing to read "F. de Beer". The signature is stylized and written over a horizontal line.

Frederick C. de Beer, MD
Dean, College of Medicine
Vice President for Clinical Academic Affairs



Office of the Provost
105 Main Building
Lexington, KY 40506-0032
859 257-2911
fax 859 257-1333
www.uky.edu

August 13, 2013

Dr. Frederick C. de Beer
College of Medicine
138 Leader Avenue, Room 241
CAMPUS 9983

Dear Dr. de Beer,

I am writing concerning the feasibility of merging the Department of Pharmacology and the Graduate Center for Nutritional Sciences into a single unit named the Department of Pharmacology and Nutritional Sciences. I understand the proposal has the full support of the department chairs of each unit as well as the faculty in both departments and is being forwarded for consideration by the College of Medicine Faculty Council.

The Department of Pharmacology and Nutritional Sciences will be housed in the College of Medicine and the chair of the merged department will report directly to the Dean of the College of Medicine. No additional funds or resources beyond what is allocated to each of the departments are being requested from the Provost or the University.

The information provided demonstrates a clear need for the merger of the Department of Pharmacology and Graduate Center for Nutritional Sciences. Therefore, I certify that it is administratively feasible.

Sincerely yours,

A handwritten signature in cursive script that reads "Christine M. Riordan".

Christine M. Riordan, Ph.D.
Provost

kh



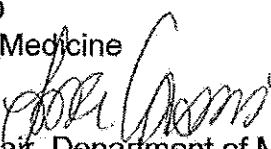
UNIVERSITY OF KENTUCKY

College of Medicine
Molecular and Biomedical Pharmacology
MS-305 UKMC
Lexington, KY 40536-0298
Phone: (859) 323-5454
Fax: (859) 323-1981

April 10, 2013

MEMORANDUM

TO: Fred de Beer, MD
Dean, College of Medicine

FROM: Lisa Cassis, PhD 
Professor and Chair, Department of Molecular and Biomedical Pharmacology

RE: Proposed merger of the Department of Molecular and Biomedical Pharmacology and the Graduate Center for Nutritional Sciences (GCNS)

Enclosed please find a proposal to merge the Department of Molecular and Biomedical Pharmacology and the GCNS into a single Department, called the Department of Pharmacology and Nutritional Sciences within the College of Medicine, University of Kentucky. The graduate degree programs currently housed in the separate units shall be moved into the new educational unit.

The merger, as outlined in the document, is an administrative matter of academic organization and related supporting resources. The merger proposal does not intend to abolish an existing academic program in either educational unit, nor to establish a new academic program. Therefore, there are no educational policy matters related to the proposed merger.

The document describes the process used to develop the structure of the merged Department, and includes input, in the form of votes, solicited from faculty in these units. In addition, letters from senior faculty within the separate units who will be unified within the merged Department have been solicited and are included within the appendix. In the case of the GCNS, due to the small number of faculty within the unit of whom 3 are Assistant Professor's, letters from all primary appointees have been solicited. Letters from the current Chair's of the separate units are also included in the appendix.

Please let me know if additional information is needed for moving forward with the Departmental merger within the College of Medicine.

cc: Shuxia Wang, PhD, Interim Chair, GCNS

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GCNS AND PHARMACOLOGY MERGER PROPOSAL

Proposed Merger of the Department of Molecular and Biomedical Pharmacology and the Graduate Center for Nutritional Sciences

A. **Overview.** This is a proposal to administratively merge the Department of Molecular and Biomedical Pharmacology and the Graduate Center for Nutritional Sciences (GCNS). Each of these units are basic science Departments administratively housed within the College of Medicine (appendix 1). The GCNS currently operates both as a Department with primary appointees, and also as a Center with members appointed to the graduate faculty for education and training of master's and doctoral students in nutritional sciences. Each unit operates an independent graduate program in nutritional sciences or pharmacology, and each unit contributes to the educational and service missions of the College of Medicine. The units have faculty with commonalities in training, scientific and educational expertise and research programs that integrate pharmacology and nutritional approaches to improve human health. We propose to merge the Department of Molecular and Biomedical Pharmacology and the GCNS into a new educational unit, named the Department of Pharmacology and Nutritional Sciences, and the graduate degree programs currently housed in the separate units shall be moved into the new educational unit. To facilitate interaction of faculty in the merged Department with graduate faculty of nutritional sciences with primary appointments in other Departments and Colleges, a Division of Nutritional Sciences will be administratively housed within the merged Department. The following are rationales for the proposed merger: (1) education, to effectively use the skills and expertise of existing faculty within these units towards graduate, professional and undergraduate education, (2) research, to consolidate emerging research strengths in obesity, diabetes and cardiovascular diseases to one unit, (3) resources, to develop a streamlined, efficient administrative structure for long-term operation of graduate programs and Department operations.

B. **Description of the process.** From 2011 - 2013, the GCNS has been in discussions with other academic units within the College of Medicine regarding potential mergers. The impetus for these discussions was based on the following: (1) the size of the GCNS Department was below the critical mass to meet the unit missions, (2) the economic downturn in the US negatively impacted the Department's ability to recruit additional faculty, (3) the small size of the Department was an impediment to successful faculty recruits, (4) resources needed to maintain an independent Department were insufficient for long term stability, (5) critiques of the third renewal of the NIH T32 training grant suggested that the small Department size would negatively impact the ability to continue extramural support for trainees (appendix 2), (6) research programs of Department faculty would be strengthened by merger with a larger biomedical unit. Core primary appointees in the GCNS had several meetings with the Chair (Dr. Lisa Cassis), who then initiated dialogue with other units. Initial discussions ensued with the Department of Internal Medicine, which houses the Barnstable Brown Diabetes and Obesity Center and the Division of Endocrinology. While there were advantages in considering merger within these units, the heavy emphasis on basic science by faculty with a primary appointment in the GCNS stalled further discussions.

Similar to the GCNS, the Department of Molecular and Biomedical Pharmacology had considered merger with other basic science Departments within the College of Medicine over the last 1.5 years. The impetus for these discussions was the relatively small size of the Department in relation

to other basic science Departments within the College of Medicine, and because of concerns over financial stability for long-term program operations. Since the Department had faculty with diverse research interests including neuropharmacology, cancer chemotherapy, and cardiovascular diseases, a disadvantage was that merger with one unit (e.g., Anatomy) may not accommodate all faculty within the Department. This led to discussions of fractionating Department faculty to various units and dissolving the Department of Molecular and Biomedical Pharmacology, which would diminish pharmacology as a discipline within the College. In March, 2012, the Chair of the Department of Molecular and Biomedical Pharmacology stepped down from the position, and the new Dean supported recruitment of a new Chair to continue operations of the Department. In summary, the small size of each of these individual Departments negatively impacted the ability of each unit to excel at our academic missions, and each unit experienced significant concerns regarding long-term financial stability. The proposed merger will increase faculty numbers and thereby facilitate all missions of the combined unit, and will also stabilize finances for long-term program operations.

On July 1, 2012, after applying and interviewing for the position, the Chair of the GCNS transferred her position to become Chair of the Department of Molecular and Biomedical Pharmacology, College of Medicine. Dr. Cassis had led the GCNS since 2003 and focused on building research strength in the areas of obesity, diabetes and cardiovascular diseases. Her intent was to build programs of national prominence in these same areas within the Department of Molecular and Biomedical Pharmacology. During the transition period, primary core faculty of the GCNS, led by Dr. Shuxia Wang, Interim Chair, met with Dr. Cassis (6/19/12, appendix 3) as she transitioned Departments and discussed a potential merger with this unit, since both the GCNS and the Department of Molecular and Biomedical Pharmacology had previously expressed concerns over their future as independent units. During this meeting, GCNS primary appointed faculty voted unanimously to initiate a dialogue with the Department of Pharmacology regarding a potential merger. Dr. Cassis then initiated dialogue with primary appointees within the Department of Molecular and Biomedical Pharmacology at a monthly faculty meeting regarding the possibility of a merger. After an initial open, constructive discussion, faculty within the Department voted unanimously to continue dialogue. On August 16, 2012, the GCNS and the Department of Molecular and Biomedical Pharmacology held an afternoon retreat (12-5pm) that included primary appointees of each unit and administrative staff. The agenda for the retreat (appendix 4) was distributed 1 week prior to the meeting, and included discussion of the impetus and rationale for the merger from the perspective of each individual unit, structure of a merged unit, and the impact of the merger on program and Center operations. The discussion was open, lively, and constructive. All attendees were supportive of moving forward, and to continue to discuss aspects of the merger in monthly faculty meetings of each individual unit.

Following the retreat, Dr. Wang met with core primary appointees of the GCNS (September 25, 2012; appendix 5) where primary appointees of the GCNS followed up the initial dialogue with a full open discussion of merging the units. This discussion included consideration of merger with units outside the College of Medicine as this was raised by a core faculty member in an effort to be inclusive of graduate faculty Center members. Following discussion of the advantages/disadvantages of other potential mergers, primary appointees within the GCNS confirmed a unanimous vote to continue to pursue a merger with the Department of Molecular and Biomedical Pharmacology. Similarly, Dr. Cassis met with primary appointees in the Department of Molecular and Biomedical Pharmacology (September

20, 2012, appendix 6), continued a full, open discussion on specific aspects of merging the units (structure, graduate program operations, etc), and a similar unanimous vote was passed to continue dialogue with the GCNS. On October 10, 2012, Dr. Wang called a full meeting of the GCNS, including primary appointees, joint appointees, and Center members (e.g., graduate faculty) to inform them of initial discussions regarding a merger and to obtain full Center input (appendix 7). At this meeting, Center members discussed a merger with the Department of Molecular and Biomedical Pharmacology in an open, lively, and constructive manner. Center members were not asked to vote at this meeting on merging with the Department of Molecular and Biomedical Pharmacology since structural aspects of the merged unit were in the early stages of development. However, an informal hand poll tally by attendees at this meeting demonstrated unanimous support for continuing dialogue.

Each individual Department continued to discuss specific aspects of the merger that related to their unit operations at monthly faculty meetings during the months of Nov, 2012 – January, 2013. For the Department of Molecular and Biomedical Pharmacology, monthly faculty meetings were restricted to primary appointees. For the GCNS, monthly faculty meetings included primary core appointees and joint appointees within the unit. A joint appointee in the GCNS expressed concerns several times at these meetings and through email that discussions regarding merger of the GCNS with another unit should not be restricted to the College of Medicine and should be expansive of other Colleges (College of Health Sciences, College of Agriculture). Since discussions with units outside the College of Medicine had already been discussed by primary appointees within the unit and would require upper administration approval, Dr. Wang sought advice from administrative officers within the College of Medicine. The College administration confirmed support for the GCNS to be administratively located to the College of Medicine as an independent or merged Department. The Dean of the College of Medicine also spoke with the Deans of two additional Colleges (Agriculture, Health Sciences) who did not express interest in administrative location of the GCNS to these units.

On November 12, 2012, primary appointees in the GCNS and the Department of Molecular and Biomedical Pharmacology held another joint faculty meeting that focused exclusively on the structure of a merged unit (appendix 8). A lively, open and constructive discussion detailed aspects of the merged structure that have been incorporated into this document (see C, below). Following the combined faculty meeting, the Department Administrator for each unit was asked to work collaboratively towards identification of staff needs to support the merged Department. This included development of job descriptions for positions that would be necessary to support administrative needs of the merged Department.

This document was circulated to primary appointees of each unit in early February, 2013 from Dr. Cassis and Dr. Wang with the request for full faculty discussion on all aspects of the document (appendix 9, merged minutes from each Department). During individual faculty meetings of each Department, a motion was put forth to continue the merger as described within the revised merged document, and the seconded motion passed unanimously by faculty vote within each individual Department. Input from these discussions was then incorporated into a revised document, which was distributed by email. Faculty were instructed in the email to vote on the revised document, with a vote of "yes" signifying that they were agreement with the structure of the merged Department. Votes within each unit were unanimous in support of the structure outlined within this merger document. The document was then circulated to joint appointees, Center members, and student bodies of each

graduate program for discussion and input. Dr. Cassis and Dr. Wang met with the GCNS student body (3/7/13), outlined the merger, and asked for student input and support. Students within the GCNS were supportive of the merger. Dr. Cassis met with pharmacology graduate students (3/15/13) and discussed the merger, and students were supportive of the change in department structure. The full GCNS, including primary appointees, joint appointees, and graduate faculty met and discussed the merger (3/28/13, appendix 10). A vote indicated majority support for the merged document as described within this document. The document was then sent to the College of Medicine administrative offices for review by the Dean and faculty council.

C. Description of the current structure of each unit.

Department of Molecular and Biomedical Pharmacology (Figure 1): This basic science Department is composed of 22 faculty with a primary appointment in the unit, 8 joint faculty, and 2 Emeritus faculty (see appendix 1). Primary appointees have voting privileges in the Department. The Chair appoints an Education Coordinator, who holds a

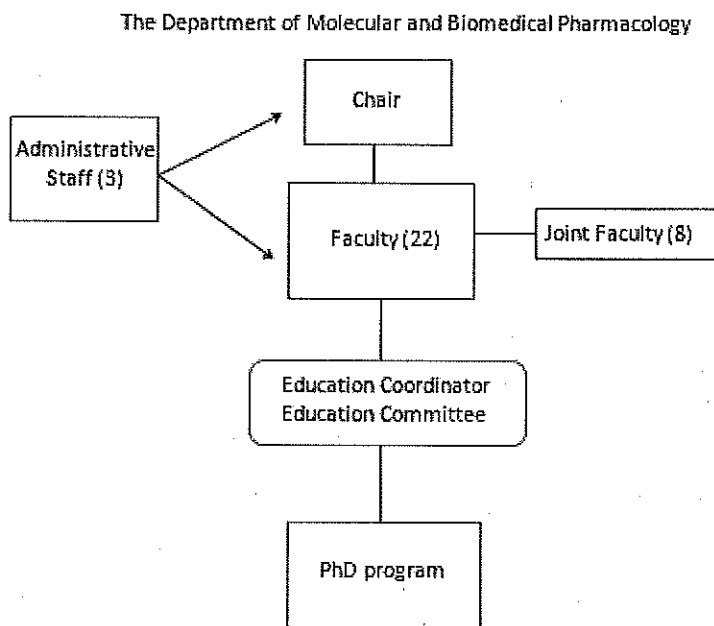


Figure 1. Current structure of the Department of Molecular and Biomedical Pharmacology.

primary appointment in the Department. The Education Coordinator chairs an Education Committee composed of Department faculty.

The responsibilities of the Education Coordinator are to assist the Chair in assignment of instructional effort, in assessment of current and development of new courses, and in evaluation of teaching performance. Faculty are supported by 3 administrative staff, 2 of whom participate in a combined business office for the College of Medicine. The Department has a graduate program in pharmacology, with approximately 6-10 graduate students. The first year of the graduate program is through the Integrated Biomedical Sciences Program (IBS) within the College of Medicine. The Director of Graduate Studies (DGS) within the Department oversees graduate training once students declare Pharmacology as their major (end of year 1). The DGS serves on the Education Committee to represent the graduate program. In year 2 of the program, graduate students in Pharmacology take three required courses (10 credits), graduate seminar and statistics. Pharmacology courses (7 credits) are team taught by faculty within the Department. In addition to the Pharmacology graduate program, the Department contributes to the educational missions of the College of Medicine by coordinating (IBS603) and

contributing to several required IBS courses, through contributions to courses within years 1, 2 and 4 of the medical curriculum, and also provides pharmacology education for dental, pharmacy and anatomy students. Department faculty occupy laboratory and office space in the MS corridor (3rd floor), the Wethington Building (5th floor, GCNS), Sander's Brown Center on Aging, the Coombs building, and the Biological and Biomedical Sciences Research Building. Areas of research emphasis include the neuropharmacology of brain aging, neurodegeneration, cancer, cardiovascular disease, obesity and diabetes. The current Chair of the Department (Dr. Lisa Cassis) previously served as Chair/Director of the GCNS (from 2003 – 2012). The Chair of the Department reports to the Dean of the College of Medicine.

The GCNS (Figure 2):

This basic science Department is composed of 5 faculty with a primary appointment in the unit (termed core faculty), 7 joint faculty, and approximately 38 members from various Departments and Colleges (see appendix 1). Currently, 24 faculty members are from the College of Medicine, 11 faculty are from the College of

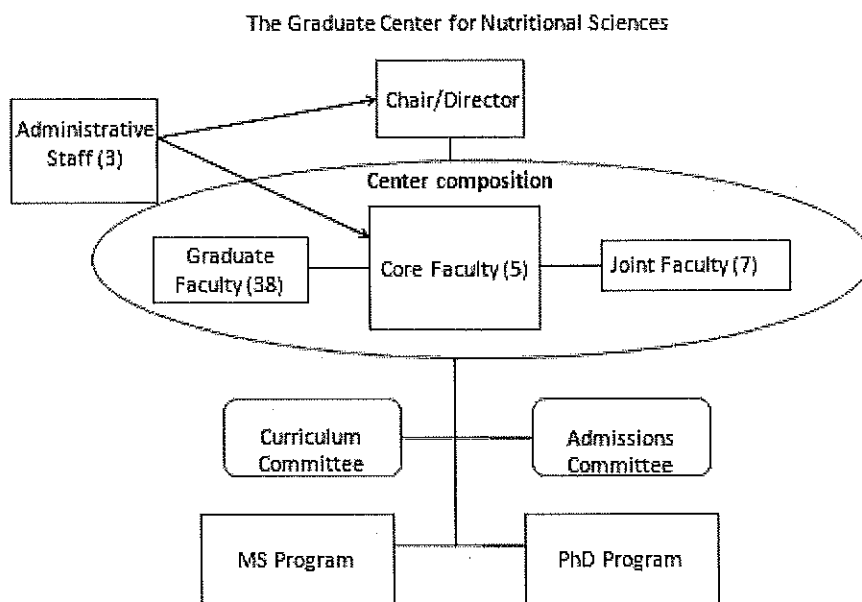


Figure 2. Current structure of the GCNS.

Agriculture, and other faculty are from the College of Health Sciences (2), College of Pharmacy (3), College of Education (3) and the College of Nursing (1). Primary appointees have voting privileges in the GCNS, which can be extended upon majority vote to joint faculty. Members of the GCNS are appointed as graduate faculty in nutritional sciences, and can therefore train master's and doctoral students within the Center's programs, but do not have voting privileges within the GCNS. The Chair appoints members of the Center to a curriculum committee and an admissions committee. The GCNS operates 2 graduate programs, a Master's (MS) and a PhD in nutritional sciences. The MS program has approximately 20-25 students, and consists of 4 tracks (clinical nutrition, wellness and sports nutrition, community nutrition, molecular nutrition). This program is provided in collaboration with the Division of Clinical Nutrition in the College of Health Sciences. The PhD program has approximately 20-25 students who are trained by faculty with graduate appointments within the Center. The doctoral program in nutritional sciences participates in the IBS program for the year 1 curriculum, but also maintains direct recruitment of graduate students to train in laboratories of members outside the College of Medicine. Students entering the doctoral program in nutritional sciences from IBS, as

well as students directly admitted to the GCNS, take the common curriculum of the IBS program in year 1. In year 2, nutritional sciences doctoral students take 3 required courses (9 credits), seminar (1 credit), a literature survey course (2 credits), and statistics. The DGS within the GCNS oversees training of students entering from IBS in year 2, or direct admission students in year 1. The required curriculum for the PhD program and the MS programs in nutritional sciences are common in the first year, with specializations in MS tracks thereafter. Courses are team-taught by core faculty and members of the Center. For the PhD program, required courses are generally coordinated by GCNS core faculty. The GCNS has a T32 Training Grant in Nutrition and Oxidative Stress in its 3rd cycle of funding. The Chair of the Department of Molecular and Biomedical Pharmacology is the Director of the T32 program in nutritional sciences, and continues to serve as a joint faculty member within this unit. The GCNS contributes to the educational missions of the College of Medicine by providing nutrition content in years 1 and 2 of the medical curriculum. The GCNS is located to the 5th floor of the Wethington Building, where core faculty and members of the Center occupy approximately 34,000 feet of research space. Areas of research emphasis by core faculty are obesity, diabetes, cancer and cardiovascular diseases. The GCNS has an Interim Chair (Dr. Shuxia Wang) who was appointed in July, 2012. The Chair of the Center/Department reports to the Dean of the College of Medicine.

D. Description of the merged structure of the Department of Pharmacology and Nutritional Sciences (Figure 3).

Department composition and voting privileges:

The administrative structure of the merged unit will consist of a Chair who will oversee all aspects of Department administration (Dr. Lisa Cassis), and faculty (currently 27) with a primary appointment in the unit (see appendix 1 for faculty composition and background training). The Chair's of each independent unit (Dr. Cassis, Dr. Wang) have provided evidence that they are willing to transfer personnel (faculty and staff) into the merged unit (see appendix 11). An area of emphasis in nutritional sciences will be recognized within the Department as the Division of Nutritional Sciences. The Division of Nutritional Sciences, led by a Division Director (to be named), will interact with graduate faculty of Nutritional Sciences (38 faculty from various Departments/Colleges) to promote research and graduate training. The Department will be supported

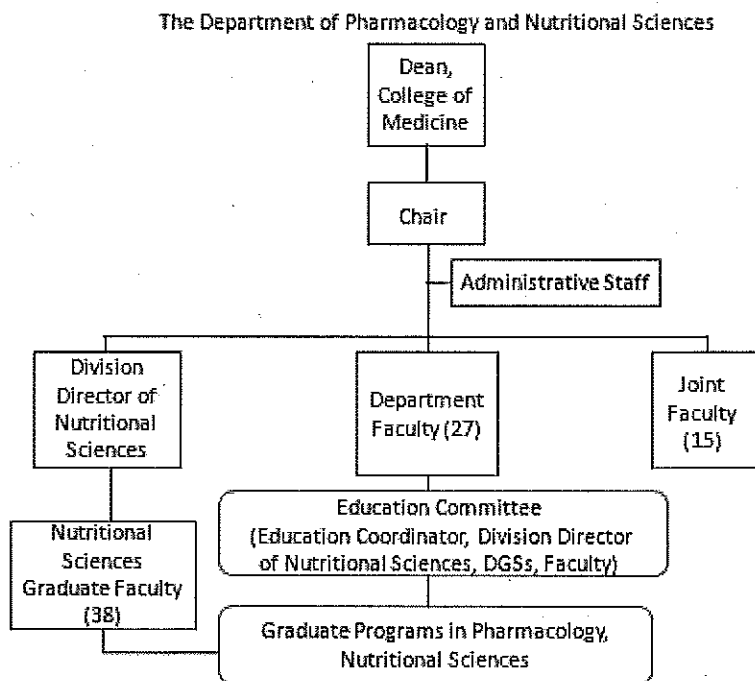


Figure 3. Proposed structure of the merged Department of Pharmacology and Nutritional Sciences.

by administrative staff, who will be under the supervision of the Chair. Staff positions will be developed that support the administrative structure of the merged unit, in consultation with the Combined Business Office, College of Medicine, and following policies and procedures of Human Resources. The Distribution of Effort (DOE) for faculty holding a primary appointment in the merged unit will be assigned by the Chair, in consultation with the Education Coordinator. The Division Director of Nutritional Sciences will also provide input to the Chair on assignment of instructional DOE within the Nutritional Sciences graduate program. Aside from routine changes to the DOE resulting from grants and contracts, the merger will not result in major changes in DOE assignment for faculty. There are no proposed changes in tenure status for faculty within the merged Department as a result of the merger, and the governing procedures of the merged unit in regards to evidences supporting tenure and promotion will be deliberated and voted upon by primary appointees in the merged Department. Joint faculty will be appointed to the Department according to University governing and administrative regulations. Faculty with a primary appointment in the Department will have voting privileges.

Educational oversight within the merged Department: The merged Department will improve the educational missions by providing more faculty to teach in related areas of individual disciplines. We will work as a team to educate and train pharmacologists and nutritional scientists. The Chair appoints an Education Coordinator, who holds a primary appointment in the Department. The responsibilities of the Education Coordinator are to assist the Chair in assignment of instructional effort, in assessment of current and development of new courses, and to play an advisory role in evaluation of teaching performance. Teaching assignments will be made by the Chair with consultation by the Education Committee, chaired by the Education coordinator. Faculty with a graduate appointment in nutritional sciences will continue to be valued contributors to the education of nutritional scientists in the MS or PhD program. Department leadership (Chair, Education Coordinator, and Division Director of Nutritional Sciences) will encourage faculty with backgrounds that are suitable for training in pharmacology or nutritional sciences to participate in either graduate program. A process for assignment of graduate faculty status within each individual graduate program will be developed within the merged Department to facilitate cross-disciplinary graduate training by Department faculty. As illustrated in Appendix 1, the faculty's post-graduate training efforts lend themselves to a synergistic relationship across units (e.g., Pharmacology faculty with a PhD in nutritional sciences, and *vice versa*). Bringing together faculty with similar interests in research within the merged Department should facilitate their research programs by enhancing cross-disciplinary studies. We describe below administrative oversight and function of graduate education as well as professional education.

- a. Department Graduate Programs: The Department will oversee two doctoral graduate programs, one in pharmacology and one in nutritional sciences, as well as the MS program in nutritional sciences. These programs will be supported by administrative staff within the Department for program operations. An advantage of the merged Department is to maximize efficiency of staff support for educational Department functions. There are no proposed changes to the existing required curriculum or organizational structure of either graduate program, with the exception of development of a unified seminar program that meets the needs of each area of graduate education and research. We envision that consolidated administrative

location of these graduate programs to the same Department will have a positive impact on meeting department educational needs, and in spurring new avenues of graduate education and research. Graduate programs will be overseen by a DGS for each program, who will be faculty with a primary appointment in the unit, and who will serve on the Education Committee of the Department. DGS(s) will be appointed by the Chair, with consultation from the Education Coordinator and the Division Director of Nutritional Sciences. Administrative staff will be assigned to support aspects of graduate training for both programs.

- b. Department Professional Education:** The Department will contribute to professional education by providing didactic lectures to medical students in pharmacology and nutrition. The Department will also provide pharmacology training for dental students. The Education Committee, chaired by the Education Coordinator, will be charged to discuss professional education responsibilities and assignment of lecturers. Administrative staff will be assigned to support aspects of professional education in the merged Department.

The Division of Nutritional Sciences: An area of emphasis within the merged Department will be in graduate training and research in nutritional sciences, structured as the Division of Nutritional Sciences. The Division Director will hold a primary appointment in the Department and report to the Chair. Responsibilities of the Division Director of Nutritional Sciences will be (1) to work with graduate faculty to facilitate nutritional sciences research, (2) to serve on the Education Committee of the Department to represent nutritional sciences, (3) to recruit graduate faculty to Nutritional Sciences, (4) to officiate meetings of the Division, (5) to work with the Department seminar coordinator to facilitate presentations by nationally recognized researchers in nutritional sciences. The Division Director of the Nutritional Sciences may also assume responsibility for directing the NIH T32 training program in Nutrition and Oxidative Stress, and for development of new grants to support research and training programs with relevance to nutritional sciences.

Assignment of space and use of resources within the merged Department of Pharmacology and Nutritional Sciences: Resources within each individual unit are illustrated in Table (appendix 12), and will be consolidated into the merged Department. The Chair, in consultation with the Associate Dean for Research in the College of Medicine, will be responsible for space oversight of faculty laboratories within the merged Department. This includes assignment of space within the Willard Med Ed Science Building (2nd, 3rd floors) and assignment of space on the 5th floor of the Wethington Building. Since faculty with laboratories on the 5th floor of the Wethington Building are from various Departments and Colleges, the Chair will oversee a space committee that consists of faculty with laboratory space on this floor for decisions on space assignment. All faculty with space located to this floor will perform research that has some relation to nutritional sciences to fulfill the requirement for space usage for the remainder of the duration on the NIH Construction Grant. Funds (F&A costs) from direct cost expenditures on grants and contracts for 5th floor investigators that are returned from the Offices of the Vice President for Research will be used to facilitate the research enterprise and for other Department needs. We anticipate that the merged structure will facilitate efficient and effective use of space to meet Department needs.

Impact of the merger on affected constituents: The disciplines of pharmacology and nutritional sciences have commonalities in basic required information, while also having discipline-specific content. For example, the graduate programs of the GCNS and the Department of Molecular and Biomedical Pharmacology both use the common curriculum of the IBS program to impart necessary knowledge that forms the basis for study within each of these disciplines. While nutritional sciences and pharmacology have common educational underpinnings, they also have discipline-specific content that is required to train scientists. In Figure 4, we illustrate overlap between the fundamental missions of the individual Departments in the Venn diagram. Several general descriptors are common between programs and will be synergized within the merged Department.

We anticipate that the merged Department will positively impact all constituents, including faculty, staff, graduate faculty, and students. The increased number of faculty within the merged Department, who collectively work as a team to meet the Department missions, is a strength of this merger. Faculty with a primary appointment in each of these individual units have common research interests, common backgrounds in many ways, and are eager to increase research exposure by having more colleagues for collaborative science. The larger number of faculty within the merged unit will positively impact our ability to meet current educational needs, and more effectively utilize talents and skills of individual faculty. In addition, recruitment of new faculty in the areas of pharmacology and/or nutritional sciences will be facilitated within the larger merged Department. Our ability to compete for training grants and Center applications will be strengthened by a larger, consolidated number of training faculty. An advantage of the merged structure will be alignment of staff responsibilities to assure that all Department operations are provided sufficient levels of staff support. We anticipate that graduate students will be positively impacted within the vibrant, more stable structure of the larger, merged Department. The nutritional sciences programs have more students than the current number of doctoral students in Pharmacology. We will encourage students across both programs to consolidate within an active graduate student body. This will unite students, encourage interactions in training and research between disciplines, and

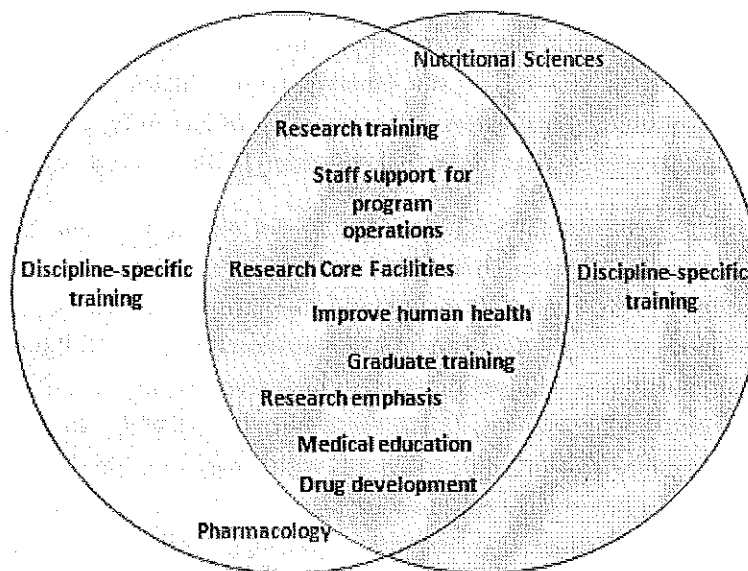


Figure 4. Venn diagram illustrating overlap of individual departments.

We anticipate that the merged Department will positively impact all constituents, including faculty, staff, graduate faculty, and students. The increased number of faculty within the merged Department, who collectively work as a team to meet the Department missions, is a strength of this merger. Faculty with a primary appointment in each of these individual units have common research interests, common backgrounds in many ways, and are eager to increase research exposure by having more colleagues for collaborative science. The larger number of faculty within the merged unit will positively impact our ability to meet current educational needs, and more effectively utilize talents and skills of individual faculty. In addition, recruitment of new faculty in the areas of pharmacology and/or nutritional sciences will be facilitated within the larger merged Department. Our ability to compete for training grants and Center applications will be strengthened by a larger, consolidated number of training faculty. An advantage of the merged structure will be alignment of staff responsibilities to assure that all Department operations are provided sufficient levels of staff support. We anticipate that graduate students will be positively impacted within the vibrant, more stable structure of the larger, merged Department. The nutritional sciences programs have more students than the current number of doctoral students in Pharmacology. We will encourage students across both programs to consolidate within an active graduate student body. This will unite students, encourage interactions in training and research between disciplines, and

broaden their educational opportunities. We anticipate, and will encourage, new avenues for graduate student training that capitalize upon unique emerging areas of pharmacology and nutritional sciences.

Timeline and evaluation of the merged Department: Following completion through the University process and approval by the Board of Trustees to transfer faculty, staff and programs to the merged Department, we will implement the merger as soon as possible to stabilize programs and to allow a rapid transition for all affected parties. Although the merger is planned to facilitate the graduate student research and education environments, the merger is not designed to increase the burden or add to the requirements of graduate students. Therefore, we plan on completing the merger within 6 months. We will follow the University Governing and Administrative Regulations for review of Departments within the College of Medicine to formally evaluate the Department of Pharmacology and Nutritional Sciences. In addition, we will hold a retreat of all Department constituents 1 year after the merged Department is fully operational for constructive review and evaluation of all Department program operations.

APPENDIX 1

GCNS & PHARMACOLOGY FACULTY

Molecular & Biomedical Pharmacology Faculty by Rank and Title Series

Name	Rank	Title Series	PhD Degree
Lisa Cassis, PhD	Professor and Chair	Regular Title Series	Pharmacology
Philip Landfield	Professor	Regular Title Series	Psychobiology
Jia Luo	Professor	Regular Title Series	Cell Biology
Michael Piascik	Professor	Regular Title Series	Pharmacology
Hollie Swanson	Professor	Regular Title Series	Food Science/Toxicology
Eric Blalock	Associate Professor	Regular Title Series	Pharmacology
Rolf Craven	Associate Professor	Regular Title Series	Genetics
Robert Hadley	Associate Professor	Regular Title Series	Pharmacology
Elizabeth Head	Associate Professor	Regular Title Series	Psychology and Neuroscience
Michael Kilgore	Associate Professor	Regular Title Series	Biochemistry and Molecular Biology
Christopher Norris	Associate Professor	Regular Title Series	Neuroscience
Rina Plattner	Associate Professor	Regular Title Series	Medical Genetics/Cytogenetics
Nada Porter	Associate Professor	Regular Title Series	Pharmacology
Olivier Thibault	Associate Professor	Regular Title Series	Neuroscience
Donna Weber	Associate Professor	Special Title Series	Pharmacology
Kuey-Chu Chen	Associate Professor	Research Title Series	Genetics
Gang Chen	Assistant Professor	Regular Title Series	Genetics and Developmental Biology
Cai Huang	Assistant Professor	Regular Title Series	Cell Biology and Anatomy
Sangderk Lee	Assistant Professor	Regular Title Series	Pharmacology
Qing-Bai She	Assistant Professor	Regular Title Series	Biochemistry, Biophysics and Molecular Biology
Ryan Temel	Assistant Professor	Regular Title Series	Biochemistry and Molecular Biology
Ren Xu	Assistant Professor	Regular Title Series	Biochemistry and Molecular Biology
Xiuwei Yang	Assistant Professor	Regular Title Series	Zoology
Yadi Wu	Assistant Professor	Research Title Series	Microbiological Sciences and Immunology
Frederique Yiannikouris	Assistant Professor	Research Title Series	Nutrition

Graduate Center for Nutritional Sciences Faculty by Rank and Title Series

Name	Rank	Title Series	PhD Degree
Howard Glauert, PhD	Professor	Regular Title Series	Nutrition
Shuxia Wang, MD, PhD	Associate Professor and Interim Chair	Regular Title Series	Physiology
Kevin Pearson	Assistant Professor	Regular Title Series	Pathobiology & Molecular Medicine
Changcheng Zhou	Assistant Professor	Regular Title Series	Biological Sciences
Sean Thatcher	Assistant Professor	Research Title Series	Biomedical Sciences

Joint Faculty of the Graduate Center for Nutritional Sciences

Name	Primary Appointment
Bruckner, Geza, PhD	College of Health Sciences, Clinical Nutrition
Cassis, Lisa, PhD	Molecular & Biomedical Pharmacology
Chow, Ching, PhD	College of Agriculture, Dietetics and Human Nutrition
de Beer, Frederick, MD	Dean, College of Medicine, Internal Medicine
Kern, Philip, MD	Internal Medicine, Endocrinology
Luo, Jia, PhD	Molecular & Biomedical Pharmacology

Nutritional Sciences Affiliated (Graduate) Faculty

Addo, Kwaku, Ph.D.
Archbold, Douglas, Ph.D.
Bruckner, Geza, Ph.D.
Bruemmer, Dennis, M.D., Ph.D.
Cantor, Austin H., Ph.D.
Cassis, Lisa A, Ph.D.
Chow, Ching Kuang
Clasey, Jody, Ph.D.
Daugherty, Alan, Ph.D.
deBeer, Frederick, M.D.
deBeer, Marcielle, Ph.D.
de Villiers, Willem, M.D., Ph.D.
Fleenor, Bradley, Ph.D.
Forsythe, Hazel W., Ph.D.
Gaetke, Lisa, PhD
Gong, Ming Cui, Ph.D.
Graf, Gregory A., Ph.D.
Guo, Zhenheng, Ph.D.
Hennig, Bernhard, Ph.D., R.D.
Hildebrand, David F., Ph.D.
Karounos, Dennis G., M.D.
Kasarskis, Jr., Edward, M.D., Ph.D.
Kern, Philip A., M.D.
King, Victoria, Ph.D.
Lennie, Terry, Ph.D.
Li, Guo-Min, Ph.D.
Li, Xiangan, Ph.D.
Lodder, Robert, Ph.D.
Luo, Jia, Ph.D.
Matthews, James, Ph.D.
Ozcan, Sabire, Ph.D.
Pan, Bin Tao, Ph.D.
Porter, Todd D., Ph.D.
Spear, Brett T., Ph.D.
St. Clair, Daret, Ph.D.
Suman, Surendranath , Ph.D.
Tannock, Lisa, M.D.
Thomas, Travis, Ph.D., RD
Turco, Sam, Ph.D.
Van der Westhuyzen, Deneys, Ph.D.
Webb, Nancy, Ph.D.
Xiong, Youling L., Ph.D.
Zhu, Haining, Ph.D.

APPENDIX 2
NIH TRAINING GRANT CRITIQUES

SUMMARY STATEMENT
(Privileged Communication)

Release Date: 12/11/2009

PROGRAM CONTACT:
Christine Densmore
(301) 402-8714
densmorec@extra.niddk.nih.gov

Application Number: 2 T32 DK007778-11

Principal Investigators (Listed Alphabetically):
CASSIS, LISA A PHD (Contact)
ST CLAIR, DARET K

Applicant Organization: UNIVERSITY OF KENTUCKY

Review Group: DDK-C
Digestive Diseases and Nutrition C Subcommittee

Meeting Date: 10/07/2009
Council: JAN 2010
Requested Start: 04/01/2010

RFA/PA: PA08-226
PCC: NCD NUTR

Project Title: Training Program in Oxidative Stress and Nutrition

SRG Action: Impact/Priority Score: 30

Human Subjects: 30-Human subjects involved - Certified, no SRG concerns

Animal Subjects: 30-Vertebrate animals involved - no SRG concerns noted

Project Year	Direct Costs Requested	Estimated Total Cost
11	178,660	186,817
12	182,278	190,600
13	186,076	194,572
14	190,065	198,743
15	194,253	203,122
TOTAL	931,332	973,855

ADMINISTRATIVE BUDGET NOTE: The budget shown is the requested budget and has not been adjusted to reflect any recommendations made by reviewers. If an award is planned, the costs will be calculated by Institute grants management staff based on the recommendations outlined below in the COMMITTEE BUDGET RECOMMENDATIONS section.

NOTE TO APPLICANT: The 1-9 scoring system in use for NIH grant applications (<<http://grants.nih.gov/grants/guide/notice-files/NOT-OD-09-024.html>> and <.../NOT-OD-09-025.html>) requires new percentile bases for the May, 2010 council cycle. If your application is eligible for percentiling, but none is currently shown, that percentile will be available in the eRA Commons after February 23, 2010.

REQ. STIPENDS (Pre/Post): YR 11, 4/0; YR 12, 4/0; YR 13, 4/0; YR 14, 4/0; YR 15, 4/0
REC. STIPENDS (Pre/Post): YR 11, 4/0; YR 12, 4/0; YR 13, 4/0; YR 14, 4/0; YR 15, 4/0

**COMMITTEE BUDGET RECOMMENDATIONS
SCIENTIFIC REVIEW OFFICER'S NOTES
2T32DK007778-11 CASSIS, LISA**

RESUME AND SUMMARY OF DISCUSSION:

This competing renewal application for the Ruth L. Kirschstein National Research Service Award (NRSA) Institutional Research Training Grant proposes the continuation of a predoctoral research training program. The program has a novel focus on nutrition as a modulator of oxidative stress in metabolic diseases, cancer, neuroscience, and aging. A major change in the program is the new program director who is highly qualified for her role. With the well-qualified co-director and advisors, the leadership is strong. The program and its training and administrative plans are well designed and in place. The environment and resources are outstanding due to improvements at the University of Kentucky, and there is strong institutional support for the program. The training faculty generally is excellent, and the members' expertise provides a broad range of training opportunities. There is a large pool of potential trainees for the program, and appropriate selection and oversight procedures are in place. The training record has been excellent, with respect to productivity during the training and the number of trainees who have gone on to pursue research. Although there are questionable aspects of the program, they are outweighed by the strengths, and the application's level of merit is judged to be in the range of Outstanding-to-Excellent. Further, the proposed increase in program size by one trainee is deemed to be justified, and it is recommended that the program be allotted funds to support four predoctoral trainees per year for 5 years, as requested.

DESCRIPTION (provided by applicant): This is a competing renewal of a training program in Nutrition and Oxidative Stress. The primary goal of the training program is to prepare PhD students for successful careers in nutritional sciences. The focus is on nutrition as a modulator of oxidative stress in metabolic diseases, cancer and neuroscience/aging. The training program is located in the Graduate Center for Nutritional Sciences (GCNS), a multi-disciplinary center crossing departmental and college boundaries. The goals of the training program are to provide state-of-the-art education in nutritional sciences with an emphasis on oxidative stress, and to provide training in ethical conduct of high quality laboratory research focused on nutritional modulation of oxidative stress. Twenty seven training faculty, all members of the GCNS, will provide training around 3 theme areas (metabolic disease, cancer, neuroscience/aging) representing strength of current research, and research areas significant to the fields of nutrition and chronic disease. Support for 4 trainees is requested based on growth of the programs and training expertise. Students will [sic] be recruited from an integrated biomedical sciences program or directly into the GCNS, increasing the number and quality of the applicant pool of students. Strengths of the training program include a newly revised curriculum integrating basic and clinical aspects of nutritional sciences, training faculty with extensive training experience and productive and funded research programs of direct relevance to the training program, research cores for training and facilitation of research within the theme areas, the use of a multidisciplinary center to increase and diversify opportunities for training. A unique aspect of the training program is an annual symposia [sic] on nutrition and oxidative stress, organized by the trainees with excellent opportunities [sic] for trainees to interact with nationally prominent researchers in the fields of nutritional sciences and oxidative stress. A multiple-PI model has been incorporated into the renewal to assure rigorous attention to the major focus areas of nutritional sciences and oxidative stress.

PUBLIC HEALTH RELEVANCE: Most chronic diseases, especially those on the rise in prevalence in the US, are influenced by nutrition. Imbalances in oxidative mechanisms within cells underly [sic] many of these chronic diseases, and nutritional approaches can be used to influence oxidative stress of cells.

We propose to train future scientists to identify ways that nutrition can modify oxidative stress in metabolic diseases (diabetes, obesity), cancer and neuroscience/aging.

CRITIQUES

(Note: The critiques below were prepared by the reviewers assigned to this application. These commentaries and criterion scores do not necessarily reflect the position of the authors at the close of the group discussion, nor the final majority opinion of the group, although reviewers are asked to amend their critiques if their position changed during the discussion. The resume and other initial sections of the summary statement are the authoritative representation of the final outcome of group discussion. If there is any discrepancy between the peer reviewers' commentaries and the priority/impact score on the face page of this summary statement, the priority/impact score should be considered the most accurate representation of the final outcome of the group discussion.)

CRITIQUE 1:

Training Program and Environment: 3
Training Program Director/Principal Investigator (PD/PI): 2
Preceptors/Mentors: 4
Trainees: 3
Training Record: 3

Overall Impact: This is a pre-doctoral training program competitive renewal, which broadly focuses on nutrition and oxidative stress. The program has been in place for 10 years, previously holding 3 pre-doctoral trainee slots, and w/ this application requesting a 4th based on program growth. The program has a solid track record and is expected to continue to have moderately high impact.

Strengths

- Excellent resources and facilities, with relevant clinical research centers in the UK Medical Center, an array of basic science centers, and a developing Center for Clinical and Translational Sciences. The latter combines the former GCRC and Clinical Research Organization to support human research.
- Strengthening of the Graduate Center for Nutritional Sciences (GCNS) through increased and new space; relocation of GCNS from Graduate School to College of Medicine; merging with the Integrated Biomedical Sciences (IBS) umbrella training program in the College of Medicine, which increases the trainee applicant pool. Additionally, new NIH funding for program project grants has been obtained. Faculty are generally well funded through NIH mechanisms
- Strong PI/Co-PI, well funded, strong mentorship records

Weaknesses

- The relatively modest number of faculty (2) primarily in the GCNS + 7 w/ joint appointments in other departments. Only 2 of the participating faculty on the T32 have primary appointments in the GCNS, raising question of continuity and cohesion, and strength of training in Nutrition sciences.
- Some of the faculty have no experience mentoring pre-doctoral students
- Omission of junior faculty in the GCNS: for those w/ promising research programs, would encourage partnering them with a senior mentor to foster their own mentoring experience

1. Training Program and Environment:

Strengths

- Recent developments in the program & environment (see above) are very positive
- Track record with respect to graduation and awards/honors of past graduate students is excellent; number of PhD's granted has increased in past 5 yr to 5/yr, vs ~ 1-2/year prior

- Overall programmatic emphasis on Nutrition & Oxidative Stress, with 3 broad areas: 1) Nutrition & Metabolic Disease; 2) Nutrition & Cancer; 3) Nutrition & neuroscience/aging; the program provides coursework in metabolism and basic biologic sciences.
- Efficient integration of and advocacy for the T32 program into existing programs: Administrative structure of the training program divided into 3 sections: Curriculum, Admissions/matriculation, & Program Advisors. These leverage committees already in existence in the Graduate Program to address issues specific to the T32 program/trainees; this is achieved by membership of the Program Directors on 2 of the 3 administrative sections: Dr. Cassis on the curriculum committee & Dr. St Clair on the Graduate Program Committee. The 3rd administrative arm, Program Advisors, consists of 2 faculty members whose input is generic to graduate research - ethics & statistics – and of each of the "section leaders" representing the 3 areas of emphasis listed above. Annual reports will be solicited from each these faculty to guide the training program's progress & improvements.

Weaknesses

- Quite diverse, multidisciplinary nature of departments that are part of the Center (GCNS) raises concern about the cohesion of the training program. Example includes Pharmaceutical Sciences, w/ stated major emphasis being drug abuse; not clear how this adds to the program
- Faculty in Nutrition, as an emphasis of the training program, seems quite under-represented
- As described, not clear which courses are required of all trainees; implication is that all courses listed on pp 36-37 are required.
- Course on oxidative stress, with slant toward nutritional modulation, is only an elective; from emphasis of the training program, seems this should be a required course. Text in C2c implies that it actually will be required of students on the T32.

2. Training Program Director/Principal Investigator (PD/PI):

Strengths

- Choices of "multiple PI model" to include Dr. Lisa Cassis, Chair of the GCNS, and Dr Daret St Clair, senior investigator in free radical biology & medicine; strengthens the programmatic theme of Nutrition and Oxidative Stress.
- Both PD/PI are accomplished researchers, w/ very strong NIH funding, and strong track records of training
- Roles to support the training program for each PD are well described
- Both have strong records of successful mentoring, with a mixture of pre- & post-doctoral trainees, and the majority of the trainees continuing in academic and/or research positions.

Weaknesses

- The extent of synergy between Nutrition Sciences & Oxidative Stress investigators is not clear; is this a "marriage of convenience" or true collaborative alliance?
- Neither PI has expertise or training in Nutrition – by degrees, training, or research focus or publications; this raises question of how effectively either will guide the training w/ emphasis on Nutrition; Dr. Cassis's being chair of GCNS certainly partially allays this concern.

3. Preceptors/Mentors:

Strengths

- Most of the faculty listed have solid track records of mentoring experience; most currently are mentoring trainees

Weaknesses

- A few faculty members have no experience mentoring pre-doctoral candidates. Since this is a pre-doctoral training grant, additional support may be indicated for these faculty to assure optimum training experience for students;
- Several faculty mention zero-minimal incorporation of nutritional aspects into their research (W. St Clair, Levine, Luo); this raises question of likelihood that the goals of the training program would be met for trainees in these laboratories

- Rather than not include the Assistant Professors in GCNS on the T32, consider pairing them with a more senior investigator. Inclusion of additional faculty from GCNS would seemingly strengthen the Nutrition aspects of the training program

4. Trainees:

Strengths

- Table 6: Record of publications for 11 past trainees (not including current training grant period) range from 0-10 publications (3 w/ 7-10 pubs & 7 w/ < 4 pubs); max/trainee first authored pubs = 3; 0-11 abstracts (4 w/ ≥ 6)
- Text indicates most recent students in GCNS very strong w/ respect to grade point, honors, publications, and peer-reviewed grants.
- Table 7A: Strong applicant pool: GCNS has seen big increase in number of PhD applicants in past 2-3 yr, increasing to 35-40/yr; (accept 2-9/yr); IBS stable but large, w/ ~350-390 applicants (accept 38-56/yr)

Weaknesses

- Minor: Tables (6 & 7) – symbols to footnotes (** & †) not explained; also abbreviations on tables ((TGE) & A/B/C not explained
- Table 8A: of 3 applicants accepted to GCNS & supported by T32 in recent yr, 2 w/ GPA < 3.5. Of applicants accepted to IBS program, none supported by the T32.

5. Training Record:

Strengths

- Record of the Program Directors: Both of the PD report ≥ 20 trainees, with nearly even distribution between pre- and post-doc's; majority are in academic or research positions
- Record of past trainees for the faculty mentors is generally outstanding, with the strong majority of trainees continuing on in academics or research positions in industry.

Weaknesses

- The mentors are primarily not in Nutrition and the projects of trainees generally reflects this, with very broadly, sometimes peripherally, related to nutrition and/or oxidant stress
- (minor) Table 12A – abbreviations not explained (also true for other tables)

Protections for Human Subjects Generally Not Applicable:

Inclusion of Women, Minorities and Children Generally Not Applicable

Vertebrate Animals Generally Not Applicable

Biohazards Generally Not Applicable

Budget:

Recommend as Requested

Training Program Evaluation:

Acceptable

Comments (Required)

- Adequate ongoing "surveillance" of trainees; use of exit interviews w/ trainees & ongoing tracking of publications

Recruitment and Retention Plan to Enhance Diversity:

Acceptable

- Good plan for recruitment and retention; PI (Dr. Cassis) has successfully trained 2 doctoral students of URM in past 5 yr;

Training in the Responsible Conduct of Research:

Acceptable

CRITIQUE 2:

Training Program and Environment: 2
Training Program Director/Principal Investigator (PD/PI): 2
Preceptors/Mentors: 2
Trainees: 3
Training Record: 3

Overall Impact:

Strengths

- Unique training program in an important area
- Strong faculty

1. Training Program and Environment:

Strengths

- This is a strong training program that offers unique expertise in a scientifically important area.
- The program is evolving as reflected by changes in the curriculum, in the faculty and the addition of a second and very strong program director
- The course curriculum is appropriate for the training area and the lab rotation provides the pre-doctoral student with experience in multiple labs and with multiple investigators.
- The University of Kentucky appears to be expanding with new Centers
- Particularly impressive is the biochemical focus within a nutrition department and the housing of the nutrition department within the College of Medicine.
- There appears to be a good synergy among the investigators in this area as there are multiple program projects and a lot of collaboration.
- Good criteria for entrance into program

Weaknesses

- There is some overlap with respect to the interdisciplinary cardiovascular T32 but the nutrition and oxidative stress theme is unique and focused.

2. Training Program Director/Principal Investigator (PD/PI):

Strengths

- The multiple PI approach utilized in this application is an advantage as expertise is provided and represented by the two program directors: Dr. Cassis in Nutrition and Dr. St. Clair in oxidative stress. Both investigators have strong viable research programs, are well funded and have experience mentoring students.

3. Preceptors/Mentors:

Strengths

- Overall the quality of the mentors is excellent/outstanding. All mentors have extramural/NIH funding. The majority of the mentors have their own R01s or program projects.
- The majority of the investigators are well published in the areas directly related to the T32.

4. Trainees:

Strengths

- The GPA of the trainees is fairly high and the entrance criteria into the program are robust.

Weaknesses

- Some of the trainees appear to be taking more than 5 years to complete their Ph.D.

5. Training Record:

Strengths

- Generally very good

Protections for Human Subjects Generally Not Applicable:
Inclusion of Women, Minorities and Children Generally Not Applicable
Vertebrate Animals Generally Not Applicable
Biohazards Generally Not Applicable

Budget:
Recommend as Requested

Training Program Evaluation:
Acceptable

Recruitment and Retention Plan to Enhance Diversity:
Acceptable

Training in the Responsible Conduct of Research:
Acceptable

CRITIQUE 3:

I agree with the comments and opinions of the other reviewers of this application.

THE FOLLOWING WERE PREPARED BY THE SCIENTIFIC REVIEW OFFICER TO SUMMARIZE THE OUTCOME OF DISCUSSIONS OF THE REVIEW COMMITTEE ON THE FOLLOWING ISSUES:

PROTECTION OF HUMAN SUBJECTS (Resume): ACCEPTABLE

Prior to the involvement of human subjects in activities supported by this training grant, the specific project(s) must have been certified and approved by the Institutional Review Board and certification submitted to the awarding institute.

INCLUSION OF WOMEN PLAN (Resume): ACCEPTABLE

Populations, by definition, must contain women, minorities, and children whenever human subjects are used in clinical trials or other research investigations. Without a justifiable rationale based upon the study protocol, any study populations involved in investigations supported in whole or in part by this application must include women, minorities, and children.

INCLUSION OF MINORITIES PLAN (Resume): ACCEPTABLE

Populations, by definition, must contain women, minorities, and children whenever human subjects are used in clinical trials or other research investigations. Without a justifiable rationale based upon the study protocol, any study populations involved in investigations supported in whole or in part by this application must include women, minorities, and children.

INCLUSION OF CHILDREN PLAN (Resume): ACCEPTABLE

Populations, by definition, must contain women, minorities, and children whenever human subjects are used in clinical trials or other research investigations. Without a justifiable rationale based upon the study protocol, any study populations involved in investigations supported in whole or in part by this application must include women, minorities, and children.

VERTEBRATE ANIMAL (Resume): ACCEPTABLE

Prior to the involvement of live vertebrate animals in activities supported by this training grant, the specific project(s) must have been reviewed and approved by the Institutional Animal Care

and Use Committee, and an approved animal welfare assurance must be on file with the Office for Protection from Research Risks at the National Institutes of Health.

COMMITTEE BUDGET RECOMMENDATIONS: It is recommended that the program be allotted funds to support four predoctoral trainees per year for 5 years, as requested.

SCIENTIFIC REVIEW OFFICER'S NOTES

(1) Recruitment of Minority Candidates: The plans outlined in the application are adequate to address this issue.

(2) The plans outlined in the application to obtain training in the responsible conduct of research are adequate to satisfy this requirement.

NOTICE: In 2008 NIH modified its policy regarding the receipt of resubmission (formerly termed amended) applications. Detailed information can be found by accessing the following URL address: <http://grants.nih.gov/grants/policy/amendedapps.htm>

MEETING ROSTER

Digestive Diseases and Nutrition C Subcommittee National Institute of Diabetes and Digestive and Kidney Diseases Initial Review Group NATIONAL INSTITUTE OF DIABETES AND DIGESTIVE AND KIDNEY DISEASES DDK-C 1

October 07, 2009 - October 08, 2009

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* Temporary Member. For grant applications, temporary members may participate in the entire meeting or may review only selected applications as needed.

Consultants are required to absent themselves from the room during the review of any application if their presence would constitute or appear to constitute a conflict of interest.

APPENDIX 3

**GCNS Core Faculty
June 19, 2012 Meeting Minutes**

Graduate Center for Nutritional Sciences

Core Faculty (only) Meeting

June 19, 2012

Present: Lisa Cassis, Ching Chow, Howard Glauert, Kevin Pearson, Sean Thatcher, Shuxia Wang, Changcheng Zhou

The focus of the meeting today is on transitions and the future of the Graduate Center for Nutritional Sciences:

The GCNS has operated as both a department and a center and Dr. Cassis explained that she sees them as two different entities. We have different meetings for each – mostly for the department and less often for Center.

The Department is now run solely off of salary recapture from grants and contracts. We have been returning 50% of these funds to the faculty in the form of Wethington Awards (either as a bonus or as funds for lab). With the transfer of Dr. Cassis to the Department of Molecular and Biomedical Pharmacology, her salary recapture will move with her, which will have an impact on funding support for the staff. We have reviewed our finances for the upcoming fiscal year and we will have enough to pay the staff and give a Wethington Award, but not necessarily at the same level as in the past. We do not anticipate that we will be allowed to recruit any new faculty for the department. What are our options? A potential merger with the Department of Molecular and Biomedical Pharmacology was suggested and discussed. We discussed this option and the reasons for making a change were as follows:

- We've been targeted for several years for merging with another unit (e.g. Internal Medicine) because of our small size.
- Pharmacology is a basic science unit, which the faculty prefer over a clinical department.
- Dr. Cassis knows Nutritional Sciences, has brought it national recognition with the NRC ranking of the doctoral program, and has successfully renewed the T32 training grant twice.
- After reviewing research programs of faculty in Pharmacology, research alignment is closely related to research of faculty in Nutritional Sciences, which means it is a "good scientific fit".
- Merging two smaller units into one larger unit will make it stronger.
- The Dean has given Dr. Cassis permission to recruit new faculty as part of the Chair's package, which will further strengthen the unit.
- Are there alternatives or reasons not to consider a merger?

After passing out the Senate guidelines for merging a unit, the faculty discussed the merger in relation to UK administrative/governing regulations. Comments and discussion points are listed below.

- With only 4 Regular Title Series faculty members available to teach, it will be difficult to manage our teaching needs. Merging with Pharmacology will provide sufficient faculty to teach in courses of the GCNS and will provide additional avenues for research collaborators within the merged unit.
- Merger with a basic science department is a better fit for GCNS Core Faculty.
- A suggestion was made that we look at other options within and outside the College of Medicine, such as Toxicology, Clinical Nutrition (in the College of Health Sciences), or moving back to the Graduate School.
 - When we moved from the Graduate School to the College of Medicine, we approached other units at that time that had a relation to the GCNS and no other Colleges had the resources to support the GCNS. Given the current financial climate it is not feasible to expect these units to have sufficient resources now. Toxicology is currently considering merging with the Cancer Center.
 - A point was made that the College of Medicine receives the largest percentage of NIH funding at UK which would facilitate funding opportunities for GCNS Core Faculty (e.g., strong environment scores).
- It is anticipated that we would maintain separate graduate programs and recruit from IBS for Nutritional Sciences and Pharmacology, but also maintain direct admission for Nutritional Sciences. A “Center” Director could be appointed in the future who would be responsible for training graduate students and possibly managing the T32 training grant.
- Several faculty members commented that this appeared to be the best option for us and that there didn’t seem to be a “downside” to doing this.

After the discussion, Dr. Cassis asked the faculty if they would like to give her permission to explore the possibility of merging the two units.

Dr. Pearson made a motion that we initiate the process of exploring the possibility of merging with the Department of Molecular and Biomedical Pharmacology.

Dr. Zhou seconded the motion.

The faculty voted and 5 were in favor of the motion, with 1 abstention.

Dr. Cassis said that she will schedule a retreat for both departments to come together and get to know one another and discuss what the next steps would be to merge the units.

Respectfully submitted,

Karen Dodridge
Department Administrator

APPENDIX 4

GCNS and Pharmacology Core Faculty Retreat August 16, 2012 Meeting Minutes

GCNS and Dept. of Pharmacology Retreat Discussion Summary

Discussion Topics	Pros of Merge of two units	Cons of Merge of two units
Research	<ol style="list-style-type: none"> 1. Number of faculties interesting in nutrition from Dept. of Pharmacology: 7 2. Number of faculties interesting in Pharmacology from GCNS: 3 3. Enrich research collaboration for both units (some examples) <ul style="list-style-type: none"> • Nutraceutical • How nutrition affects drug metabolisms? • Effect of Vitamin D on Neurons function • Calorie restriction on cancer and Neuron • Translational research • Linkage among obesity, diabetes and cancer, neuron disease 4. Some Emphasis: <u>For GCNS</u>, need faculty from Dept of Pharmacology in the area of Neurology and cancer to strength the center's research and also training grant. <u>For Dept. of Pharmacology</u>, GCNC faculty in the area of cardiovascular research will enrich pharmacology program 	
Graduate teaching	<ol style="list-style-type: none"> 1. Merge may increase tuition for both units 2. <u>Suggestion</u>: keep two graduate programs parallel, but provide roadmap for integrating two graduate programs. <ul style="list-style-type: none"> • Examples: hybrid student; merge seminars of two units; possible course merge 3. question: Is GCNS graduate program located in Dept or in the Center? 4. Medical Nutrition course <ul style="list-style-type: none"> • GCNS better maintain it • Additional expertise may provide from Dept. of Pharmacology 	<ol style="list-style-type: none"> 1. Lose nutrition strength for GCNS 2. increase work load
Financial	Increase operating money for both units	More staff?
Structure	<ul style="list-style-type: none"> • Merge two departments and keep the GCNS center as it is • Need a separate center director, who reports to both dean and chair 	
Name change	Suggest: simple name	

APPENDIX 5

GCNS and Pharmacology Core Faculty Retreat September 25, 2012 Meeting Minutes

Graduate Center for Nutritional Sciences

Core Faculty Meeting

September 25, 2012

Present: Shuxia Wang, Howard Glauert, Kevin Pearson, Sean Thatcher, Changcheng Zhou,
Karen Dodridge

The primary appointees of the Graduate Center for Nutritional Sciences (GCNS) met to discuss a draft document (GCNS Future 9-12-12) related to the merging of the GCNS with another unit.

We discussed various options for the future of the GCNS, including consolidating nutrition in one unit, moving the GCNS back to the Graduate School, or merging with another unit within the College of Medicine. These options were discussed at previous faculty meetings.

- Moving back to the Graduate School – in 2007, after two years of deliberations, it was unanimously decided to move to the College of Medicine (COM) as the best programmatic fit. The faculty still agree that the COM is the best location to fulfill the missions of research, graduate training, and service.
- Consolidating nutrition programs on campus – the pros and cons of this option were discussed, but the faculty agreed that this was not a viable option. In addition, this option would require the deans of the various colleges (Agriculture, Medicine, and Health Sciences) to initiate the process and the COM Administration have expressed their desire for nutritional sciences to remain within the College.
- Merging with another unit within the College of Medicine – the options listed in the document were briefly discussed and it was agreed that, as listed under the “Approaches to Solve the Problem”, the best fit is another basic science unit, specifically Molecular and Biomedical Pharmacology for the reasons outlined in the document.

The core faculty also reviewed the proposed revisions to the Master’s Program as outlined on the attached document (Overview of course changes for Master’s in Nutritional Sciences).

Respectfully submitted,

Karen Dodridge
Department Administrator, GCNS

APPENDIX 6

**Pharmacology Full Faculty
Sept. 20, 2012 Meeting Minutes**

Faculty meeting

September 27, 2012

Present: Cassis, Chen, Yang, Kilgore, Craven, Plattner, Piascik, Swanson, Hadley, Thibault, Norris, Porter, Landfield, Huang, She, Xu, Weber

Absent: Head, Wu

These minutes reflect discussions of the GCNS/Pharmacology merger only.

MERGER WITH GCNS

Dr. Cassis said the meeting with the full members of GCNS was scheduled in two weeks. If the merger does not seem feasible, the four GCNS faculty will probably request transfers to Pharmacology. A merger means the current GCNS graduate program will remain intact. A transfer of faculty would be detrimental to the programs of the GCNS. Dr. Cassis would like to maintain the 5th floor, CTW, operations as-is.

APPENDIX 7

**GCNS Full Faculty
Oct. 10, 2012 Meeting Minutes**

Graduate Center for Nutritional Sciences

Full Faculty Meeting

Wednesday, October 10, 2012

Present: Shuxia Wang, Lisa Cassis, Lisa Tannock, Vicky King, Ming Gong, Zhenheng Guo, Changcheng Zhou, Kevin Pearson, Maria de Beer, Travis Thomas, Jia Luo, Bernie Hennig, Deneys van der Westhuyzen, Todd Porter, Nancy Webb, Alan Daugherty, Greg Graf, Howard Glauert, Sean Thatcher, Bin Tao Pan.

Dr. Shuxia Wang, Interim Chair of the Graduate Center for Nutritional Sciences (GCNS), began the meeting outlining the changes in the leadership in the department. Dr. Lisa Cassis, former chair of the GCNS, is now the chair of Molecular and Biomedical Pharmacology. Dr. Wang is now the interim chair of the GCNS. Other changes include the departure of Dr. Violeta Arsenescu who is now at Ohio State University and Dr. Ching Chow whose appointment is now fully in the College of Agriculture (Dietetics and Human Nutrition). Sean Thatcher has joined the GCNS as an Assistant Professor in the Research Title Series leaving the GCNS with only 5 core faculty members.

Our current Joint Appointees are Lisa Cassis, Geza Bruckner, Phil Kern, Jia Luo, Ching Chow, Fred de Beer, and James Yates. We currently have 41 graduate faculty members in the GCNS (23 from the College of Medicine, 9 from the College of Agriculture, 3 from the College of Pharmacy, 2 from the College of Health Sciences, and 1 from the College of Nursing).

Dr. Glauert gave an overview of the graduate programs in the GCNS.

Doctoral Program: We currently have 25 students, 2 new students were recruited from the COM IBS program, 4 direct admits. We had 3 students graduate (Hatch, Hofe, and Putnam) with all three obtaining post-doctoral positions in their field of study.

Three of our current students obtained AHA Fellowships, one has a GSAY fellowship, one KOF, one LTJ and one student received a Daniel Reedy award. In addition we have four students on our NIH T32 grant and one student on the cardiovascular T32 grant.

Masters Program: We currently have 22 students, 7 new this year. We have 13 graduate from the program during the past year (all except one were Plan A or non-thesis graduates).

In our Masters program we have two students with LTJ fellowships.

Dr. Glauert presented information related to revisions in the course curriculum for the Masters' Program that were approved by the full curriculum committee.

A 400 level biochemistry class was added as a prerequisite for our core courses. The Counseling Techniques class (EDP 605 – 3 CR) was deleted and replaced with either CNU 501 (Nutraceuticals and Functional Foods) or 502 (Obesity: Cell to Community) (2 CR each). Emphasis credits were reduced to 7-9 for the clinical track, 11 for sports nutrition, 9 for community nutrition and the molecular track was unchanged at 8 credits.

On behalf of the Curriculum Committee, Dr. Glauert moved that the changes be accepted by the full faculty. Dr. Tannock seconded the motion.

Discussion: no additional questions or comments.

Vote: all were in favor of the motion to accept the curriculum changes as proposed by the committee.

The remainder of the meeting focused on the future of the GCNS. A slide presentation accompanied the meeting and is included at the end of these minutes.

Statement of the Problem:

financial problem and program instability in the future

- difficult in continuing the financial support of departmental programs (e.g., staff salaries, program administration).
- difficult in meeting the strategic missions in research, education and service.
- unclear future growth of the Department in the form of faculty with a primary appointment in the unit
- the programs rely heavily on members of the Center

Potential Approaches to Solve the Problem:

- Merge the Department with another larger unit within the COM to provide financial and program stability.
- Options: (1) basic science, (2) clinical department. Of these options, merger with a basic science unit is supported by primary appointees.
- Options for basic science units: Of the 7 basic science departments in the COM, merger with pharmacology is supported by primary appointees. Rationale:
- Chair of Pharmacology was Chair of the GCNS and will recruit faculty to the merged unit with programs of direct relevance to the strengths of nutritional sciences,
- Strong programmatic fit in research in areas of cancer, obesity, cardiovascular,
- Size of each unit amenable to merger,
- Transition should have minimal disruption of programs,
- New avenues for growth and development of each unit.

Proposed Structure of Merged Unit:

- Graduate and research programs in nutritional sciences continue as is, administered within merged unit.
- Graduate and research programs in pharmacology and nutritional sciences maintain independent status.
- New leadership within the merged unit for direction of research and graduate programs in nutritional sciences.
- Regardless, the graduate programs of nutritional sciences cannot continue without member support.

Discussion by faculty members present at the meeting:

- Concern over funding for the fifth floor of the CTW Building and how the funds are co-mingled with the GCNS funds. Dr. Cassis explained the current mechanisms for use of enrichment funds for the GCNS and the 5th floor investigators and indicated that these mechanisms would continue within the merged Department.
- Concern over nutrition teaching within the medical school curriculum. Those duties have fallen back on the Division of Endocrinology and Dr. Tannock wanted to know who will do this in the future.
- How will the merger affect their appointments as Nutritional Sciences graduate faculty?
- How will the Nutritional Sciences graduate program be affected if a chair other than Dr. Cassis is leading the unit?

The consensus of the faculty present was that they are supportive of the unit merging with Pharmacology and of Dr. Cassis administering the combined unit. They would like the nutritional sciences graduate programs to continue and to not lose their identity.

Respectfully submitted,

Karen Dodridge
Department Administrator, GCNS

GCNS Full Faculty Meeting

October 10, 2012

4:00-5:00 pm

Update of GCNS Personnel

- **Core Faculty (5):**
 - 1) Professor: Howard Glauert
 - 2) Associate Professor: Shuxia Wang
 - 3) Assistant Professor: Kevin Pearson and Changcheng Zhou
 - 4) Research Assistant Professor: Sean Thatcher

Changes:

- 1) Dr. Lisa Cassis moved to the Dept. of Molecular and Biomedical Pharmacology and serves as chair of this dept (effective 7/1/12).
 - 2) Dr. Ching Chow moved to the Department of Dietetics and Human Nutrition in the College of Agriculture.
- **Joint Appointees:**
Lisa Cassis, Geza Bruckner, Phil Kern, Jia Luo, Ching Chow, Fred de Beer, James Yates
 - **Graduate Faculty Members: 41 members, of whom 23 are from COM, 9 from COA, 3 from COP, 2 from CHS, 1 from CON**

Update of GCNS Graduate Program

- 25 PhD students (3 AHA predoctoral fellowships, 1 GSAY, 1 KOF, 1 on cardiovascular T32, 4 on nutritional sciences T32)
- 22 MS students (terminal degree): 4 tracks, clinical nutrition, exercise, community, molecular
- NIH T32 on nutrition and oxidative stress: 3 areas of focus, cancer, metabolic diseases, neuro, 4 predoctoral spots, funded through 2015
- Have direct admit for members outside COM, also recruit from IBS (7 students since 2007)
- 9 tuition Dean's scholarships
- 1 Daniel Reedy award
- 3 LTJ fellowships

Overview of course changes for Master's in Nutritional Sciences

Total Credits Required for Degree: 30

Prerequisite – 200 level or equivalent physiology course.

Prerequisite a 400 level or equivalent biochemistry course.

Core Courses for MS NS

Course #, Title, (Credits)

CNU/NS 601 Integrated Nutritional Sciences Part I (3)

NS/ASC/CNU 602 Integrated Nutritional Sciences Part II (3)

CNU/NS/FSC 603 Integrated Nutritional Sciences Part III (2)

NS/CNU/NFS 704 Current Topics (1)

STA 570 Basic Statistical Analysis (4)

NS 771 Seminar (0)--all students required to register twice

NS 771 Seminar (1)**

NS/CNU/NFS 782 Special Problems* (1-6)

CNU/NS 609 Ethics (1)

Core Credits 15

*** Plan B only ** Plan A only required to present seminar⁴⁵**

Courses for Emphasis in Clinical Nutrition

Course #, Title, (Credits)

Prerequisite – B.S. in Dietetics and/or meeting AND dietetics requirements for internship

CNU 501 Nutraceuticals and Functional Foods or 502 Obesity Cell to Community (2)

Δ

CNU/NS 702 Clinical Nutrition Problem Based Case Studies (1-3)

CNU 611 Advanced Medical Nutrition Therapy (2) (New course)

CNU 612 Examination Skills for the Clinical Nutritionist (2)

Emphasis Credits 7 to 9

Electives to equal a minimum of 30 credit hours

Courses for Emphasis in Wellness and Sports Nutrition

Course #, Title, (Credits)

CNU/NS 605 Wellness and Sports Nutrition (3)

Δ

KHP 600 Exercise Stress Testing and Prescription (3)

KHP 620 Advanced Exercise Physiology (3)

CNU 501 Nutraceuticals and Functional Foods (2)

Emphasis Credits 11

Electives to equal a minimum of 30 credit hours

Courses for Emphasis in Community Nutrition

Course #, Title, (Credits)

CPH 605 Epidemiology (3)

Δ

NFS 603 Advanced Community Program Development (3) (Every other Fall)

NFS 607 Food Related Behaviors (3)(Every Other Spring)

Emphasis Credits 9

Electives to equal a minimum of 30 credit hours

Courses for Emphasis in Molecular and Biochemical Nutrition

Course #, Title, (Credits)

BCH607 (IBS 601) Biochemistry (3) or CHE550 (3 credits)

BCH 608 (IBS 602) Biochemistry (3) or CHE552 (3 credits)

NS/CNU 606 Molecular Biology Applications in Nutrition (2)

Emphasis Credits 8

Electives to equal a minimum of 30 credit hours

Δ **Drop EDP 605 Counseling Techniques (3)**

GCNS Future Discussion

Background:

As a Department:

- One of 7 basic science departments within the COM.
- 5 primary appointees, 7 joint appointees (of whom 5 are active participants in department operations)
- 3 administrative staff (a Department Administrator, Graduate Program Assistant, and Staff Assistant).
- Contributed to medical education in the area of nutrition for 2 years.

As a Graduate Center:

- A master's of science and a doctoral degree program
- Curriculum for each of these programs is team taught
- Students can perform dissertation research with members of the GCNS.
- Direct admission of students from outside of COM, and also participate in COM IBS doctoral program, as well as COM MS program
- Highly successful graduate programs as evidenced by peer review fellowships, T32, NRC ranking (#9 nutrition doctoral program in the US)

GCNS financial structure

- With the decline in state support and budgetary cuts to the department, the GCNS financial structure has changed over the last 3 years.
- Consistent with the financial structure of other basic science units in the COM, staff support and operating expenses are the responsibility of the department.
- For the GCNS, staff support expenses are **\$177,268**. Operating expenses include costs for the seminar program (approx. \$20K) and other unit costs (\$101,605K). Total estimated expenses for the GCNS for fiscal 2012/13 are **\$298,873**.
- Revenue in the form of salary recapture for the 5 primary appointees in the unit for fiscal 2012/13 is **\$238,684**. As 3 out of the 5 primary appointees are Assistant Professor's, this is an immense financial burden to run the program (and does not include their contributions to maintain educational aspects of the programs).
- Thus, the GCNS has insufficient funds (**deficit, \$60,189**) to operate the program.
- To make up the deficit, the GCNS uses enrichment return (F/A costs 2 years prior) to pay partial staff support and operating expenses. These funds are generated from indirect returns on grants and contracts for faculty whose laboratories are located to the 5th floor, CTW. As such, these funds are used to run the research enterprise on the 5th floor. With the decline in NIH funding, it is unclear what the level of enrichment return will be in future years.

Statement of the Problem

financial problem and program instability in the future

- difficult in continuing the financial support of departmental programs (e.g., staff salaries, program administration).
- difficult in meeting the strategic missions in research, education and service.
- unclear future growth of the Department in the form of faculty with a primary appointment in the unit
- the programs rely heavily on members of the Center

Potential Approaches to Solve the Problem

- Merge the Department with another larger unit within the COM to provide financial and program stability.
- Options: (1) basic science, (2) clinical department. Of these options, merger with a basic science unit is supported by primary appointees.
- Options for basic science units: Of the 7 basic science departments in the COM, merger with pharmacology is supported by primary appointees. Rationale:
 - Chair of Pharmacology was Chair of the GCNS and will recruit faculty to the merged unit with programs of direct relevance to the strengths of nutritional sciences,
 - Strong programmatic fit in research in areas of cancer, obesity, cardiovascular,
 - Size of each unit amenable to merger,
 - Transition should have minimal disruption of programs,
 - New avenues for growth and development of each unit.

Proposed Structure of Merged Unit

- Graduate and research programs in nutritional sciences continue as is, administered within merged unit.
- Graduate and research programs in pharmacology and nutritional sciences maintain independent status.
- New leadership within the merged unit for direction of research and graduate programs in nutritional sciences.
- Regardless, the graduate programs of nutritional sciences cannot continue without member support.

APPENDIX 8

**GCNS and Pharmacology Full Faculty
Nov. 12, 2012 Meeting Minutes**

Combined Pharmacology/Nutritional Sciences Faculty Meeting

Monday, November 12, 2012

The core faculty of the Graduate Center for Nutritional Sciences and the Department of Molecular and Biomedical Pharmacology met on Monday, November 12, 2012 to discuss some of the issues associated with the merger of the two units.

From the PowerPoint Slides, the following are questions related to the structure of the combined unit:

- Are there ways to combine aspects of these programs (e.g., seminar, journal club courses, etc)?
- DGS and staff support (1 for each program, merged?)
- Course and teaching responsibilities (separate according to original appointment or merged, what to do for new faculty appointments in the merged unit)
- Faculty within the merged department can train students in both programs?
- How do the students in the 2 programs interact?
- Reliance on members of nutritional sciences for education and training needs (how to do this in a merged structure?)

One of the first issues we need to discuss is the graduate program. We discussed our current structure and looked at things we could combine and things that need to be kept separate. One of the things that could perhaps be combined is the seminar program. It may not be fiscally possible to keep them separate due to the high cost of bringing in outside speakers. We discussed the issue of student seminars and whether we could adjust our current policies in order to have enough time slots for all the students for both programs. Options discussed:

- Have more than one seminar a week
- Have shorter (30 minute) presentation for students (especially for pre-qualification exam students)
- Possibly one seminar coordinator for both areas
- Split the number of speakers coming for each program
- One week have nutrition seminar, one week have Pharmacology (with the understanding that the core faculty would need to come to all seminars)

Based on the discussion, we will have one seminar program that meets once a week. The invited speakers will have to be representative of each group and the students will have to be fit in somehow, probably by shortening the presentations. Dr. Cassis suggested that these recommendations be taken back to our respective departmental faculty meetings for discussion. Nutritional Sciences will eventually have to get input from their members.

The next discussion item is regarding the DGS for the programs. Currently, there are two DGS's and based on the discipline-specific knowledge and needs it was recommended that we continue to support two different DGS's.

Course and Teaching Responsibilities: We discussed how to approach meeting vacancies in curricular issues within each program. After discussing the issue, it was determined that all faculty within the merged unit would be responsible for teaching both pharmacology and nutrition courses. Teaching responsibilities would be distributed based on the faculty member's area of expertise whenever possible.

The next item for discussion is related to training students. Should faculty within the merged department train students in both programs? It was mentioned that students generally choose the faculty member with which they wish to train. One suggestion for merging the programs would be to create one-credit elective courses that would provide background, for example, in nutrition if a pharmacology student, and vice versa. The consensus was that members of Pharmacology will become members of Nutritional Sciences and vice versa and be able to train their graduate students.

We then discussed how we can promote student interaction between the two programs. Nutritional Sciences students have already established an official student group with the University and it was suggested that Pharmacology students combine with Nutritional Sciences in this type of group and have specific ways to interact.

As part of this discussion, we talked about seminar attendance by students and ways to promote attendance. Nutritional Sciences students are required to attend and we need to determine the best way to get Pharmacology students to participate. We also discussed the optimal time for seminar. Nutritional Sciences is currently at 8:00 AM on Wednesdays and Pharmacology's is at 3:00PM on Thursdays. What is a better time for everyone? Nutritional Sciences moved their seminar from 4pm to 8am because of financial reasons. The late afternoon seminar required a two-night stay for the speaker causing a financial burden for the department. After some discussion, it was determined that having seminar at Noon with lunch provided would be the optimal solution as the speaker could still depart that afternoon.

Dr. Cassis then mentioned how Nutritional Sciences relies on the members of the center for education and training needs. Currently the GCNS has about 50 members of the graduate faculty and rather than have them all become joint faculty, which might be difficult to manage, we should probably keep it the same.

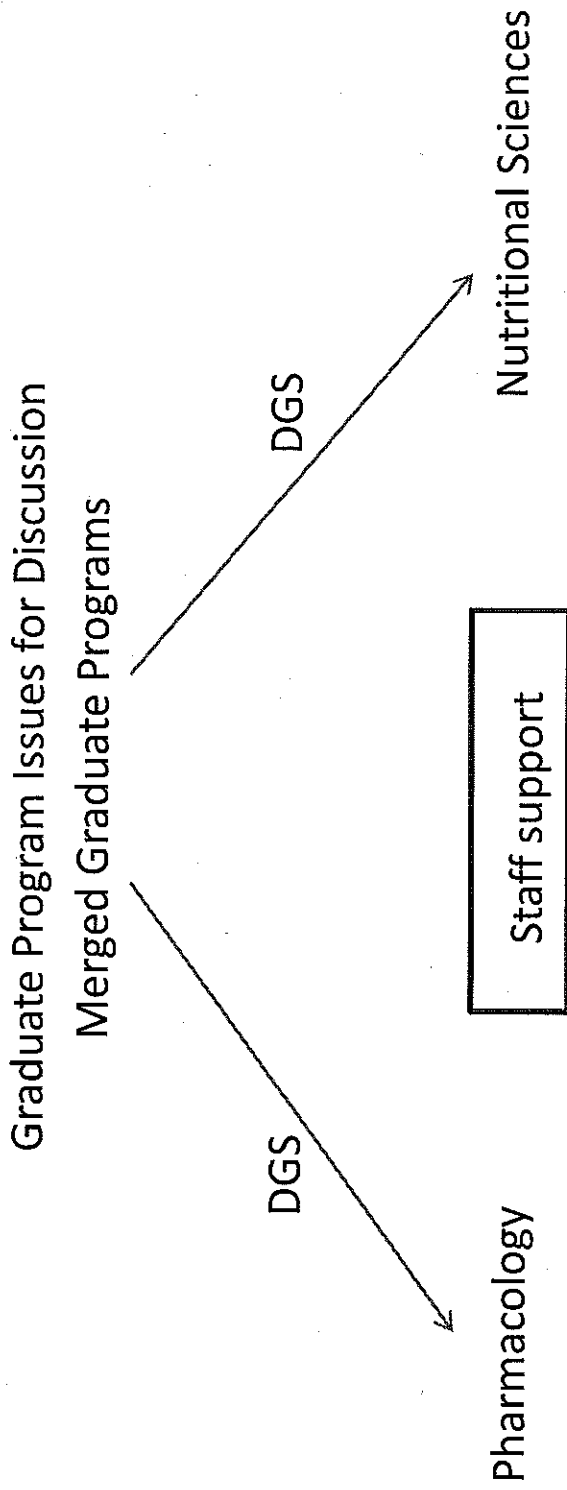
Structure of the units was discussed. Dr. Cassis would prefer to have some sort of director for Nutritional Sciences who would oversee the entire program. This person would most likely be like a center director and report to both the Dean and the Chair of the merged department. This person

should have a background in nutrition and can interface with the other units on campus. They should be a faculty member within the department. The DGS for nutritional sciences could be from any department, but would report to the Center Director.

We then discussed the concerns of the members of the GCNS who are currently located on the floor with regard to space and enrichment funds. Dr. Cassis will continue to manage these areas and will incorporate this into the white paper, which she will begin to draft soon. Once she has a draft, she will present to the merged group, who will then take this back to the individual units for further discussion. Please start thinking about a name for the merged unit.

Respectfully submitted,

Karen Dodridge
Department Administrator



Questions for structure:

- Are there ways to combine aspects of these programs (e.g., seminar, journal club courses, etc)?
- DGS and staff support (1 for each program, merged?)
- Course and teaching responsibilities (separate according to original appointment or merged, what to do for new faculty appointments in the merged unit)
- Faculty within the merged department can train students in both programs?
- How do the students in the 2 programs interact?
- Reliance on members of nutritional sciences for education and training needs (how to do this in a merged structure?)

Departmental Structure Areas for Discussion

Current structure:

<u>Pharmacology</u>	<u>Nutritional Sciences</u>
Chair	Director/Chair
Educational Director	DGS
DGS	
Staff (4)	Staff (3)

What should merged structure look like?

Other issues

- 5th floor, CTW, assignment of space, handling of enrichment

APPENDIX 9

Feb. 8, 2013 GCNS Core Faculty Meeting Minutes

Feb. 18, 2013 Pharmacology Meeting Minutes

Core (only) Faculty Meeting
Graduate Center for Nutritional Sciences
February 8, 2013

Present: Shuxia Wang, Changcheng Zhou, Kevin Pearson, Sean Thatcher, Howard Glauert, Karen Dodridge

The purpose of this meeting is to discuss the draft document for the proposed merger of the Graduate Center for Nutritional Sciences with the Department of Molecular and Biomedical Pharmacology.

The document was reviewed and changes were suggested. Below are comments related to the suggested changes:

1. In paragraph 1, page 1, make education number one, research number two, and resources number 3.
2. The term adjunct is used interchangeably with joint, which is not correct. Adjunct refers to appointments of persons outside the university and this document is referring to faculty who have a secondary or joint appointment in a department other than their primary appointment. This term needs to be changed within the figures also.
3. Need to add figure legends and titles to figures. (e.g. Current Structure of Department, Proposed Structure of Department).
4. Education Coordinator – questions about appointment and duties of this position, duration of appointment, and structure of the Education Committee. Need to spell out the duties of the Education Coordinator within the merged department as it is under the description of the current structure of Pharmacology.
5. Admissions Committee – is this part of the education committee?
6. Who will DGS report to?
7. The text was vague related to the above issues (numbers 4-6).

Dr. Cassis was invited to come into the meeting to clarify the questions related to the Education Coordinator, Education Committee, and the DGS.

Dr. Cassis explained that when she took over as Chair of Pharmacology, she felt the need for someone who could provide input related to assigning lectures, evaluating faculty, developing new courses, establishing modes of evaluating faculty, establish new teaching methods (online courses, etc). This past year, the education coordinator provided her with a written critique for each person, mostly related to teaching in the medical courses, but also provided some input related to teaching in graduate courses. This person acts in an advisory role; the chair makes final decision. The education coordinator was appointed for a 3 year term. Dr. Cassis will send us a copy of the letter that describes the charge, which she believes includes charges for the education committee.

In the merged department, the Nutritional Sciences Division Director and the NS DGS will serve on the education committee. The Education Coordinator will chair the Education Committee, acts for the department as a whole, and advises the Chair on educational matters. The DGS(s) will not report to the Education Coordinator. The DGS of NS will report to the Division Director.

It was suggested that the inclusion of specific committees within the department, such as an Admissions Committee be left out of the merger document so as to allow for future flexibility in this area. It was suggested that we add a comment in the document that ad hoc committees will be at the purview of the division director and the chair.

Dr. Glauert also felt that the education coordinator is responsible for things that the division director should be responsible for, such as assessing current courses, developing new courses, etc. He felt that the division director should be responsible for the courses in NS.

Upon further discussion, it was decided that the minute details should be put in the bylaws, but things that will affect faculty careers should be spelled out now.

Dr. Glauert stated that he was somewhat concerned about losing our status as a graduate center as he feels that it is a step down for nutritional sciences going from a graduate center to a department. We then discussed that it was not possible to have a graduate center within the department. It was felt that if we wanted to establish a center that should be done separately in the future.

When the discussion wrapped up Dr. Pearson made the following motion:

Motion: That we move forward with the white paper on the proposed merger of the Graduate Center for Nutritional Sciences and the Department of Molecular and Biomedical Pharmacology with the suggested revisions. Dr. Zhou seconded the motion. A vote was taken and all were in favor.

It was suggested that after the revisions are made, an email vote be taken and the final document should be presented to the affiliated faculty at a meeting of the full GCNS.

Respectfully submitted,

Karen Dodridge
Department Administrator, GCNS

Pharmacology faculty meeting

February 18, 2013

Present: Cassis, Porter, Landfield, K-C Chen, Luo, Kilgore, Swanson, Hadley, Piascik, Craven, Plattner, Blalock, Thibault, Norris, G. Chen, She, Huang, Xu, Dodridge, Yang and Weber

Absent: Head, Wu

These minutes relate to the merger only.

MERGER UPDATE – DR. CASSIS

Dr. Cassis gave an update on status of the Pharmacology/GCNS merger document. The document was reviewed by Drs. Kilgore and Swanson as well as Davey Jones. Dr. Jones is well versed in faculty governance. Dr. Cassis and Karen Dodridge had a teleconference with Dr. Jones to discuss the structure of the document. The document will be sent to the Chair of the Academic Committee for review and discussion. Dr. Cassis will meet with graduate students from both departments as well as GCNS members to present and discuss the merger document and explain the process and anticipated outcome.

The process for becoming a member of the Graduate School faculty was discussed.

In GCNS, faculty are nominated to be members. Their CV is sent out to the training faculty and they are scheduled to present a seminar. They are then invited to apply to the Graduate School. This process is in place to maintain control over the training faculty.

Dr. Cassis said she would like to ask both student populations to suggest a name for the newly combined department.

The merger document was discussed and Dr. Cassis said a motion and vote was needed to formally document this in the minutes.

Dr. Landfield made a motion to merge the units using the current document with the revisions Dr. Cassis discussed.

Dr. Kilgore seconded the motion.

Dr. Cassis asked for discussion. There was none. Dr. Cassis asked for a vote. 18 voted yes and none were opposed.

Dr. Blalock had to leave the meeting prior to the vote so he, Drs. Head and Wu would be polled for their vote.

Meeting adjourned.

When the merger is approved, the GCNS member faculty would only train nutritional sciences students.

APPENDIX 10

March 28, 2013 GCNS Full Faculty Meeting Minutes

Graduate Center for Nutritional Sciences

Full Faculty Meeting

Thursday, March 28, 2013

Members Present: Shuxia Wang, Lisa Cassis, Geza Bruckner, Austin Cantor, Alan Daugherty, Maria de Beer, Howard Glauert, Ming Gong, Greg Graf, Zhenheng Guo, Bernie Hennig, Philip Kern, Vicky King, Robert Lodder, Jia Luo, Kevin Pearson, Todd Porter, Brett Spear, Lisa Tannock, Sean Thatcher, Travis Thomas, Nancy Webb, Youling Xiong, and Changcheng Zhou.

Dr. Lisa Cassis, Chair of Molecular and Biomedical Pharmacology and former Chair of the Graduate Center for Nutritional Sciences (GCNS) discussed the proposed merger of the GCNS with the Department of Pharmacology. We followed the slide presentation and reviewed the following items as related to the merger:

1. rationale for the merger
2. description of the process
3. description of the structure of the merged department as relates to Nutritional Sciences
4. the Education Committee and the position of Education Coordinator within the new Department
5. the reasons for merging specifically with Pharmacology
6. the impact on the members of our graduate faculty
7. the impact on the operations of the 5th floor of the Wethington Building

Comments & Questions from the faculty:

The primary concern of the members of the graduate faculty was regarding the loss of the "Center" designation for Nutritional Sciences. Dr. Cassis explained that it was not possible to maintain a graduate center within a department according to UK governing and administrative regulations, but that if someone wanted to pursue the establishment of a "research center" of nutritional sciences, she would be open to that in the future. The current proposal uses the term "Division of Nutritional Sciences" to promote the specialty. Other names suggested were to call it an Institute or Multidisciplinary Program of Nutritional Sciences. Dr. Cassis will check to see if these are allowable within the structure of a department. There were also questions regarding the timeline for the change, but it is difficult to determine this as the proposal must go through the various College and University committees and the University Senate in order to be approved.

Other concerns were as follows:

- Location will be fragmented – since nutrition is located in many areas on campus, it is already fragmented.
- What is the best way to acknowledge affiliation with Nutritional Sciences when it is no longer a Graduate Center? One suggestion was to state Member of the Graduate Faculty of Nutritional Sciences. Department name will also include nutritional sciences.
- Will the role of Affiliated (Graduate) faculty be diminished in the new merged department? We will still need members of the graduate faculty to teach in our courses and train graduate students (using multidisciplinary approaches); however, the merger will facilitate faculty strength within the Department to administer the curriculum.
- What will happen to the Master's Program emphasis area of Clinical Nutrition, which is a partnership with faculty in the College of Health Sciences, if these faculty no longer teach in the Master's program? This is currently a concern and will continue to be a concern regardless of a department merger, but with the merger, there will be more faculty available to meet teaching needs.
- Will we continue to recruit by Direct Admission to the program or will it all be through IBS? Yes, we will continue to recruit using the Direct Admission process, unless the IBS opens its program up to faculty in other Colleges.

After all questions and concerns were addressed, Dr. Cassis asked for a straw vote from the members as to whether they were in favor of the GCNS moving forward with the plan to merge with Pharmacology. An overwhelming majority (21 yes, 2 no, 1 abstention) of those present were supportive of moving forward with the merger.

Respectfully submitted,

Karen Dodridge, Department Administrator
Graduate Center for Nutritional Sciences

Merger of the Department of Molecular and Biomedical Pharmacology with the GCNS

Rationale

- Education (more faculty for all teaching missions)
- Research (concentrate diabetes/obesity research within one basic science Department)
- Resources (stabilize the program long-term, outcome is bleak without this)

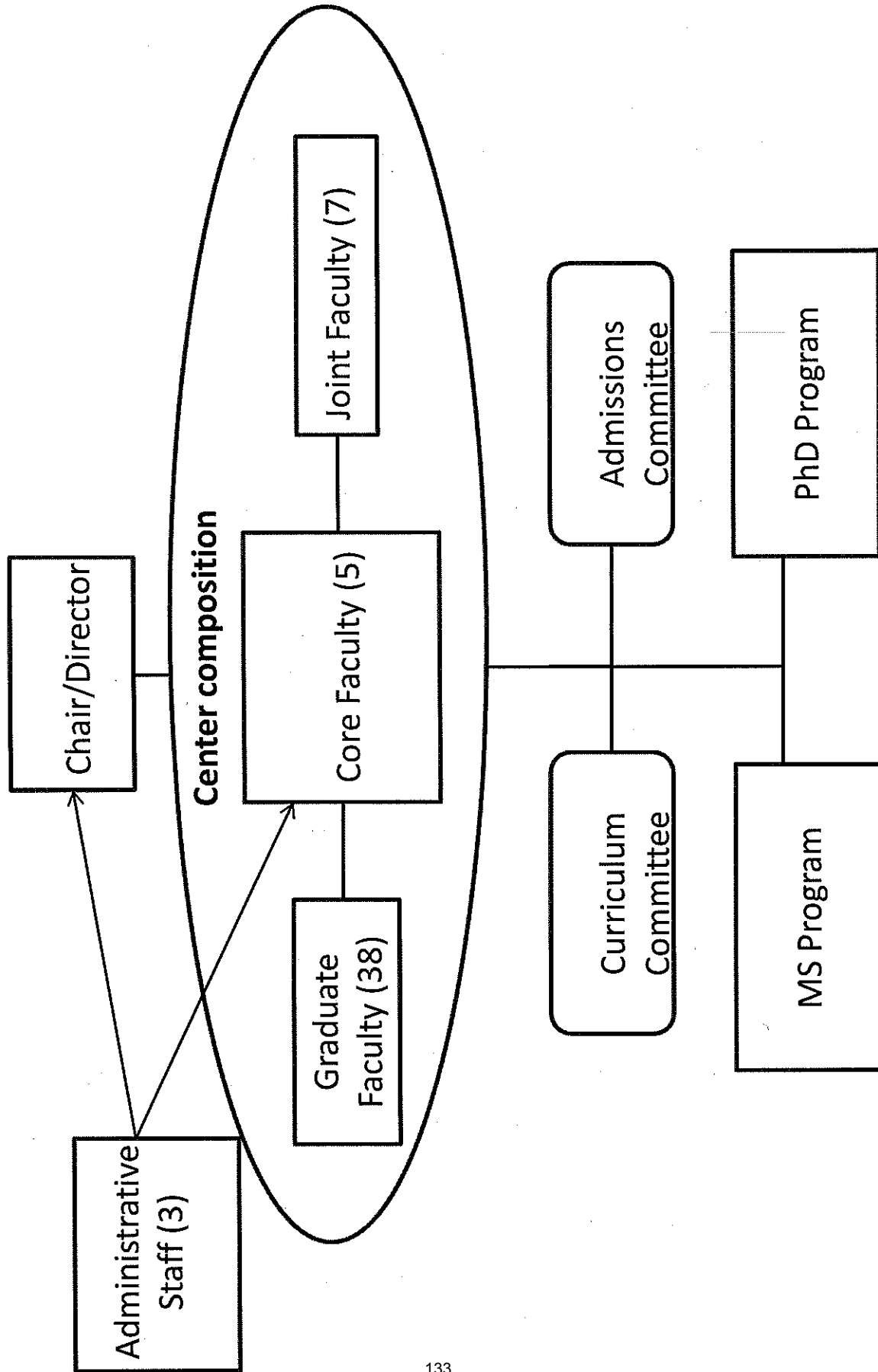
Description of the process

- GCNS has been under consideration of merger since 2011 due to:
 - Size is below critical mass to meet missions
 - Not able to recruit additional faculty
 - Small Department size is an impediment to recruitment
 - Resources are inadequate for long-term program stability
 - Research programs would be strengthened by merger with a larger biomedical unit
 - Training grant renewal was criticized for small department size for training faculty (heavy reliance on others outside the unit)

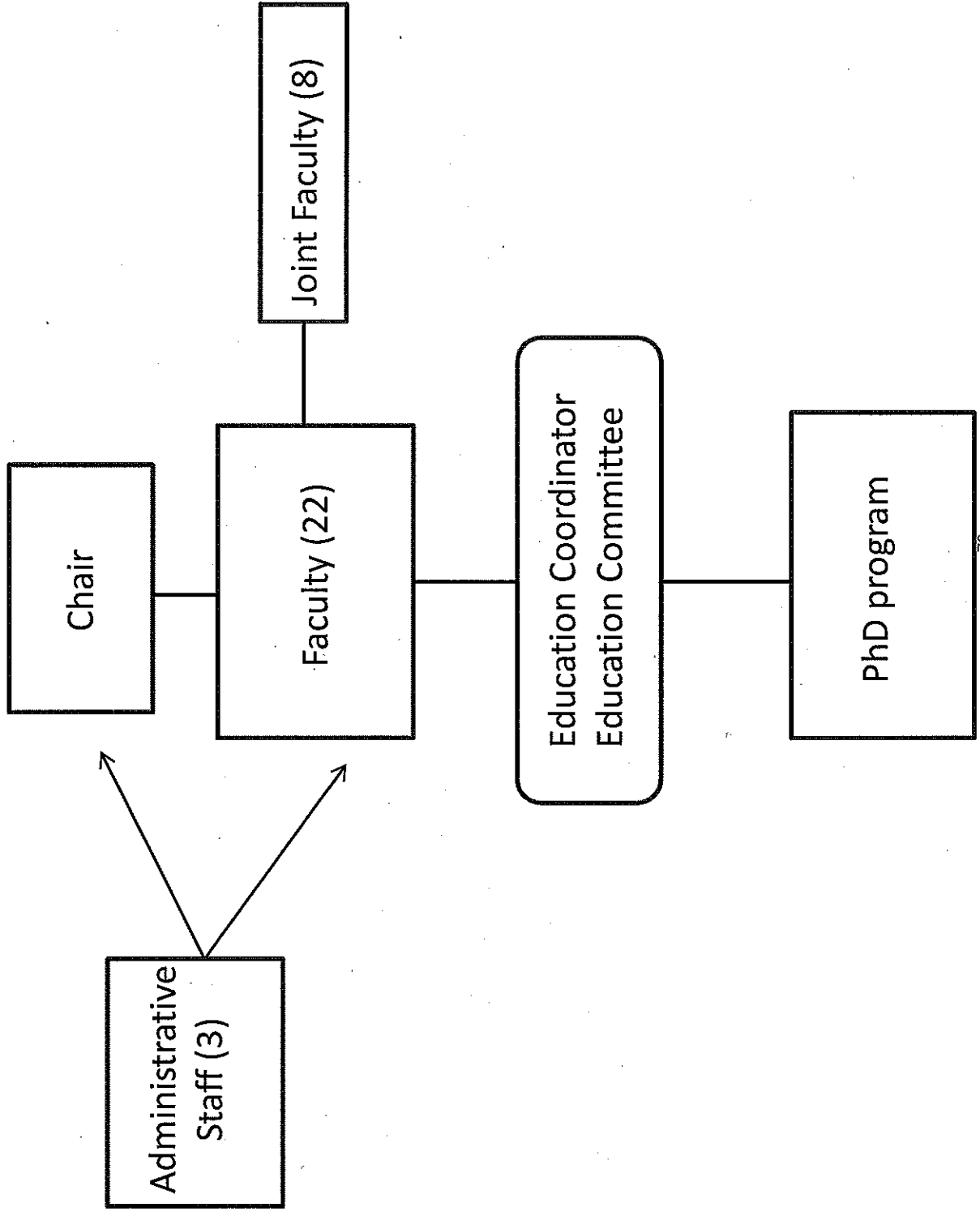
Description of the process

- After I accepted Chair position for pharmacology in July, 2012, core faculty met with me and we discussed a potential merger.
- Similar discussions occurred in pharmacology.
- Held a retreat to focus on the issue that included primary appointees from each unit, voted to continue to pursue/discuss merger (August, 2012)
- Met with full GCNS in October, 2012, to present and obtain feedback on the original idea of a merger
- Continued to discuss at monthly faculty meetings within each unit
- In November, 2012, held another joint meeting of primary appointees in each unit, discussed structure, voted to draft white paper.
- In February, 2013, white paper document circulated and discussed by primary appointees in each unit. Suggestions for changes incorporated into the document that was distributed to you for your input.

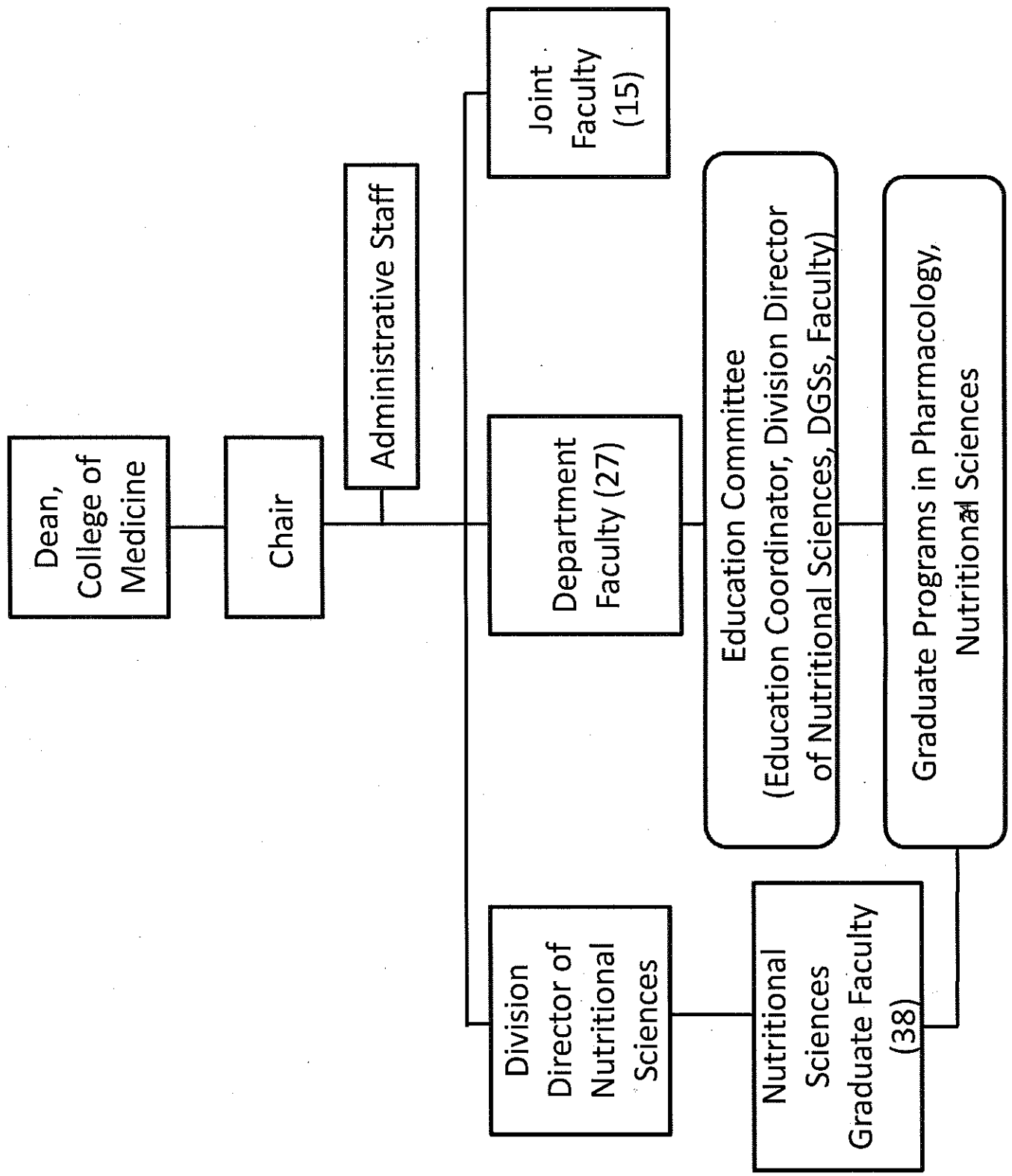
The Graduate Center for Nutritional Sciences

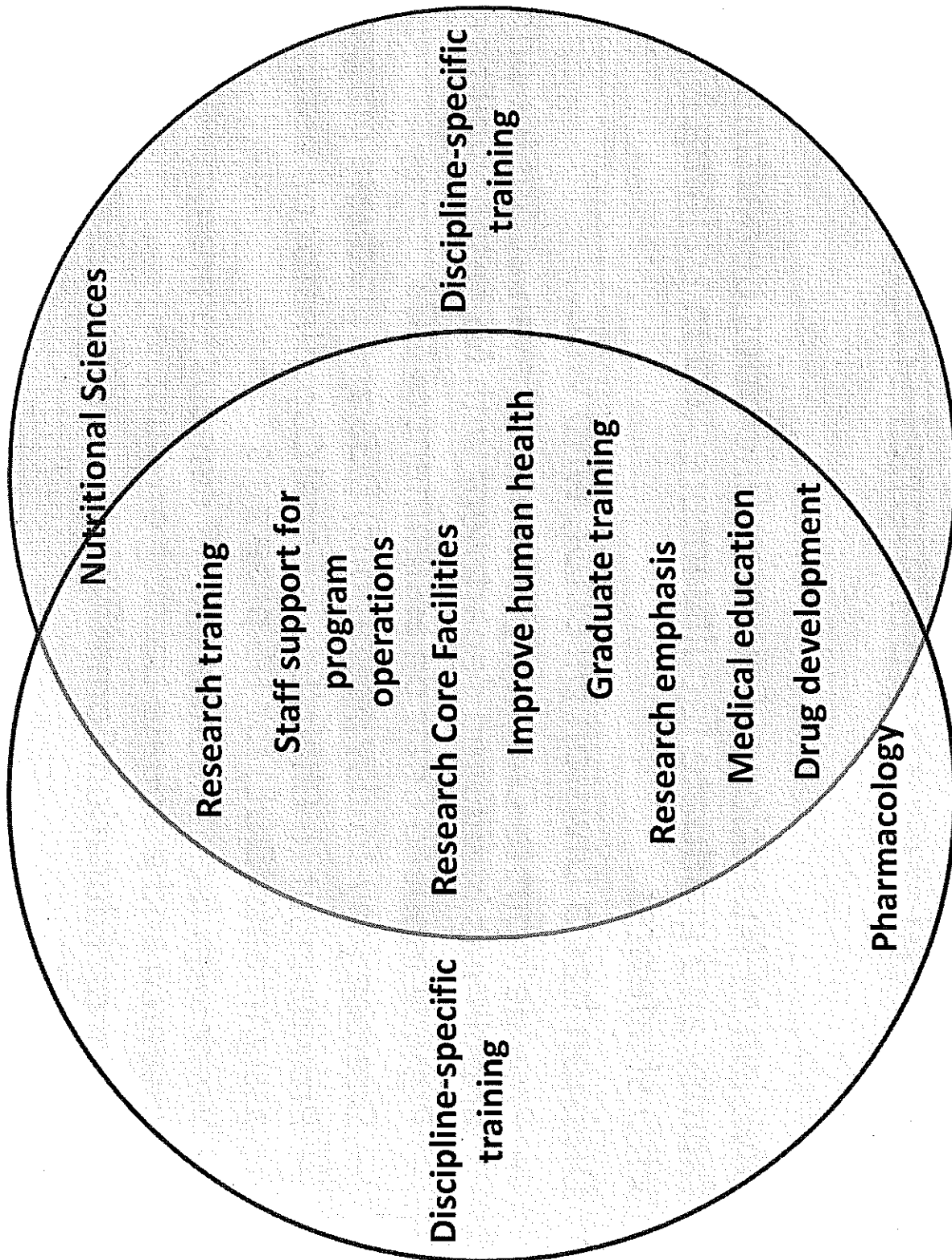


The Department of Molecular and Biomedical Pharmacology



The Department of Pharmacology and Nutritional Sciences





Description of merged department structure as relates to nutritional sciences

- Division of Nutritional Sciences (includes department faculty and graduate faculty interested in training MS or PhD students)
- Division has a Division Director, who will:
 - Provide input to Chair on performance evaluations for primary appointees in merged department with NS responsibilities
 - Provide input to Chair on assignment of DGS
 - Oversee (day-to-day operations) DGS and graduate programs
 - Provide input to Chair/Educational Coordinator on teaching assignments (DOE) for NS programs
 - Work with faculty across the UK campus to promote NS research and graduate training on campus
 - Serve on Education Committee to represent all aspects of the program

Education Coordinator/Committee

- Educational Coordinator: Appointed by Chair. Assists Chair in assignment of DOE in instruction, assessing new and current courses, plays advisory role in evaluating teaching, Chairs an Education Committee.
- Education Committee: Division Director, DGS(s), other faculty. Charge from Chair annually, reports to faculty and Chair. Focus on all educational aspects of the Department.

Why merge with pharmacology?

- I was the Chair of the GCNS (for 10 years), and am now the Chair of Pharmacology, I understand each unit and what we need to accomplish.
- You would be surprised how similar the backgrounds of faculty are within these units (some pharmacologists have a nutrition background and vice versa).
- I will be building programs of excellence in obesity, diabetes, CV disease within pharmacology, same as what I was doing for the GCNS. Other areas of nutritional sciences research will continue as is, or potentially benefit from neuro and cancer emphasis areas of pharmacology faculty.
- Therefore, we fit well in background training and in research alignment.
- Pharmacology was also one of the smallest basic science units in COM, and was under similar pressure to merge with a larger unit for program stability.
- In a poll of basic science departments which may have scientific and/or background relationships to nutritional sciences (e.g., biochemistry), pharmacology expressed interest

How will this impact you as members of the graduate faculty of nutritional sciences?

- No change in MS or PhD programs in terms of curriculum or degree
- No change in DGS.
- Seminar program may change.
- Staff may change.
- Study body groups hopefully will merge.
- We sincerely hope that you will continue to contribute to research and graduate training in nutritional sciences
- Party may get bigger (money permitting, which it isn't these days.....)

How will this impact 5th floor operations?

- Chair of merged Department assigns space (through space committee for 5th floor)
- F&A return for 5th floor faculty will be used to facilitate the research enterprise and for Dept needs.
- May see new recruits to the Department located to vacant space on the 5th floor.

Comments/Questions?

APPENDIX 11

Pharmacology Chair Lisa Cassis and GCNS Chair Shuxia Wang
Letters Approving Department Merger



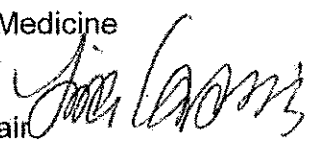
UNIVERSITY OF KENTUCKY

College of Medicine
Molecular and Biomedical Pharmacology
MS-305 UKMC
Lexington, KY 40536-0298
Phone: (859) 323-5454
Fax: (859) 323-1981

April 5, 2013

MEMORANDUM

TO: Fred de Beer, MD
Dean, College of Medicine

FROM: Lisa Cassis, PhD 
Professor and Chair
Department of Molecular and Biomedical Pharmacology

RE: Letter of support for merger of the Department of Molecular and Biomedical Pharmacology with the Graduate Center for Nutritional Sciences (GCNS)

This is a letter of support for merger of the Department of Molecular and Biomedical Pharmacology with the GCNS within the College of Medicine. The merged unit will be called the Department of Pharmacology and Nutritional Sciences, and will include faculty with a primary appointment within each of the former individual Departments. The merged Department will also have joint appointees that were previously affiliated with the individual units as well as members of the graduate faculty of Nutritional Sciences. The Department of Pharmacology and Nutritional Sciences will administer graduate programs (pharmacology, nutritional sciences) that were previously administered in the individual units. There are no proposed changes in the curriculum for the MS or PhD programs in nutritional sciences, or in the PhD program in pharmacology, with the exception of a merged seminar series that encompasses presentations by students within each program.

Faculty with a primary appointment in each individual Department have deliberated on the merger for 8 months, as described in the merger document and the minutes from various faculty meetings. Throughout the process of departmental merger deliberation, there were several votes held within the individual units on motions regarding the initial decision to pursue a merger, the merged Department structure, and the merger document, with unanimous support during each vote by primary faculty within each unit. Faculty deliberated on the merger within individual Department meetings, at two retreats that brought unit faculty together, and at full meetings of the GCNS that included members of the graduate faculty. We also solicited input from graduate students in each program, which has been incorporated into the merger document describing the structure of the merged unit. There was some opposition to the merger by a few members of the graduate faculty of nutritional sciences, with the opinions of these faculty reflected within the minutes. However, the vast majority of members of

nutritional sciences were supportive of the merger, and indicated their continuing willingness to participate in training graduate students in nutritional sciences within the merged Department.

We envision that the merger will have a marked positive impact on our Department in education and in research. Faculty within each individual unit have commonalities in background training, having received a PhD in various biomedical science programs. There are also commonalities in research approaches used by faculty within the individual units, and the merged unit will consolidate basic science research in the areas of obesity and diabetes to one Department. As a result, we envision the merger will foster new research collaborations and improve faculty competitiveness for extramural funding of individual investigator, training and Center grants. The number of faculty within the merged Department increases the critical mass needed to meet our broad educational missions. Notably, Department faculty have indicated that they will work as a team to meet our educational missions in graduate and professional education. Finally, the merged structure will improve the financial stability of the Department by streamlining resources needed for program operations.

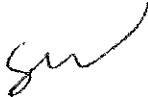
In summary, as Chair of the Department of Molecular and Biomedical Pharmacology, I support departmental merger with the GCNS to build premier programs in pharmacology and nutritional sciences.



College of Medicine
Graduate Center for Nutritional Sciences
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859 323-4933
fax 859 257-3646
www.mc.uky.edu/nutrisci

April 8, 2013

To: Fred de Beer, MD
Dean, College of Medicine

From: Shuxia Wang, MD, PhD 
Associate Professor and Interim Chair
Graduate Center for Nutritional Sciences (GCNS)

Re: Letter of support for merger of the GCNS with the Department of Molecular and Biomedical Pharmacology

I am writing this letter to support the merger of the GCNS with the Department of Molecular and Biomedical Pharmacology. I have been the Interim Chair for GCNS since July 2012 when GCNS former chair, Dr. Lisa Cassis, accepted the position of the chair for Department of Molecular and Biomedical Pharmacology. With the very small size of our unit, we have faced lots of challenges in fulfilling our missions in education, research and service. I have explored many different avenues in order to stabilize our unit. It turned out that the merger with the Department of Molecular and Biomedical Pharmacology is the most logical way to allow our unit to meet all of the missions in the Collage of Medicine. With more faculties in the merged department who have nutritional background, our educational mission will be easy to meet. The merger will allow more collaboration in research and possible more extramural funding for our faculties, and will improve the stability of our financial status. Therefore, the merger will have notably positive impact on our missions. Faculties with the primary appointment in the GCNS unanimously support this merger. The most majority of GCNS members around the campus also supported the merger.

In summary, as Interim Chair of GCNS, I support the merger of our unit with the Department of Molecular and Biomedical Pharmacology. In addition, GCNS is willing to release the primary faculties from the unit to the merged department.

APPENDIX 12

GCNS and Pharmacology Resources

Production Budget
FY 2013

Budget Family Summary
GRADUATE CENTER FOR NUTRITIONAL SCIENCES

	2 Grants & Contracts	3 Gen Fund & State	5 Gifts	6 Dean Research Support	6 Dean Transfers	6 Dean's Academic Enrich (DAE)	6 VPR & Affiliates	7 FES Default	7 HR Clearing	7 Income Supported Accounts	7 Mandatory Cost Sharing	7 VA Faculty Salaries
Revenue	0	0	0	0	0	0	0	0	0	0	0	0
Clinical Revenue	0	0	0	0	0	0	0	0	0	0	0	0
Less: Deans Overhead	0	0	0	0	0	0	0	0	0	0	0	0
Less: KMSF Overhead	0	0	0	0	0	0	0	0	0	0	0	0
Less: Other Overhead	0	0	0	0	0	0	0	0	0	0	0	0
Net Clinical Revenue	0	0	0	0	0	0	0	0	0	0	0	0
Grants and Contracts	1,880,054	0	0	0	0	0	0	0	0	0	0	0
State Support	0	682,919	0	0	0	0	0	0	0	0	0	0
EIR Revenue	0	0	0	0	0	0	0	0	0	0	0	0
Transfers	0	0	0	0	0	0	0	0	0	0	42,837	0
Gifts and Endowments	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	38,735	0	12,000	299,611	0	0	84,300	0	47,065
Total Revenue	1,880,054	682,919	0	38,735	0	12,000	299,611	0	0	84,300	42,837	47,065
Expenditures	0	0	0	0	0	0	0	0	0	0	0	0
Faculty Salaries	357,310	102,112	0	0	0	0	0	0	0	0	22,253	47,065
Faculty Bonuses	0	152,582	0	0	0	0	0	0	0	0	0	0
Staff Salaries	211,825	154,482	0	0	0	0	31,504	0	0	36,242	0	0
Resident/Trainee Salaries	200,901	17,625	0	0	0	0	47,000	0	0	30,000	0	0
Benefits	197,108	83,325	0	0	0	0	11,264	0	0	17,537	4,584	0
Total Personnel	967,144	510,125	0	0	0	0	89,768	0	0	83,779	26,837	47,065
Variable	618,413	600	0	17,746	0	0	60,200	0	0	0	0	0
Fixed	278,022	93,672	3,655	10,989	0	19,105	110,143	0	0	521	16,000	0
Depreciation	0	0	0	0	0	0	0	0	0	0	0	0
Transfer	0	26,837	0	0	0	0	16,000	0	0	0	0	0
Capital Equipment	16,475	0	0	10,000	0	0	23,500	0	0	0	0	0
Total Operating Exp.	912,910	121,109	3,655	38,735	0	19,105	209,843	0	0	521	16,000	0
Total Expenditures	1,880,054	631,234	3,655	38,735	0	19,105	299,611	0	0	84,300	42,837	47,065
Net Change in Fund Balance	0	51,685	-3,655	0	0	-7,105	0	0	0	0	0	0
Beginning Balance	0	0	22,340	0	0	7,105	0	0	0	0	0	0
Ending Balance	0	51,685	18,685	0	0	0	0	0	0	0	0	0

Budget: Production Budget

	Clinical	Grants & Contracts	State Support	Gifts & Endowments	Dean & VPR	Other	Total
Revenue							
Clinical Revenue	0	0	0	0	0	0	0
Less: Dean's Overhead	0	0	0	0	0	0	0
Less: KMSF Overhead	0	0	0	0	0	0	0
Less: Other Overhead	0	0	0	0	0	0	0
Net Clinical Revenue	0	0	0	0	0	0	0
Grants and Contracts	0	2,342,012	0	0	0	0	2,342,012
State Support	0	0	2,283,295	0	0	0	2,283,295
EIR Revenue	0	0	0	0	0	0	0
Revenue Transfers	0	0	0	0	0	81,781	81,781
Gifts and Endowments	0	0	0	3,271	0	0	3,271
Other	0	0	0	0	286,921	0	286,921
Total Revenue	0	2,342,012	2,283,295	3,271	286,921	81,781	4,997,280
Expenditures							
Faculty Salaries	0	738,003	1,547,892	0	0	67,611	2,353,506
Faculty Supplemental Pay	0	0	168,491	0	0	0	168,491
Staff Salaries	0	598,244	170,044	0	0	0	768,288
Resident/Trainee Salaries	0	201,500	1,105	0	66,250	0	268,855
Benefits	0	397,223	465,971	0	17,170	14,170	894,534
Total Personnel	0	1,934,971	2,353,503	0	83,420	81,780	4,453,674
Variable	0	291,125	150	0	54,396	0	345,671
Fixed	0	115,916	20,208	3,271	89,105	0	228,500
Depreciation	0	0	0	0	0	0	0
Transfers	0	0	86,771	0	0	0	86,771
Capital Equipment	0	0	0	0	60,000	0	60,000
Total Operating Exp.	0	407,041	107,129	3,271	203,501	0	720,942
Total Expenditures	0	2,342,012	2,460,632	3,271	286,921	81,780	5,174,616
Net Change in Fund Balance	0	0	(177,337)	0	0	1	(177,336)

Budget: Production Budget - 2013

	Clinical	Grants & Contracts	State Support	Gifts & Endowments	Dean & VPR	Other	Total
Revenue							
Clinical Revenue	0	0	0	0	0	0	0
Less: Dean's Overhead	0	0	0	0	0	0	0
Less: KMSF Overhead	0	0	0	0	0	0	0
Less: Other Overhead	0	0	0	0	0	0	0
Net Clinical Revenue	0	0	0	0	0	0	0
Grants and Contracts	0	1,186,223	0	0	0	0	1,186,223
State Support	0	0	1,654,618	0	0	0	1,654,618
EIR Revenue	0	0	0	0	0	0	0
Revenue Transfers	0	0	0	0	0	37,180	37,180
Gifts and Endowments	0	0	0	3,670	0	0	3,670
Other	0	0	0	0	233,147	0	233,147
Total Revenue	0	1,186,223	1,654,618	3,670	233,147	37,180	3,114,838
Expenditures							
Faculty Salaries	0	361,775	1,008,818	0	0	30,982	1,401,575
Faculty Supplemental Pay	0	0	31,898	0	0	0	31,898
Staff Salaries	0	284,826	162,517	0	57,024	0	504,367
Resident/Trainee Salaries	0	70,500	0	0	81,800	0	152,300
Benefits	0	180,498	310,472	0	31,801	6,197	528,968
Total Personnel	0	897,598	1,513,704	0	170,625	37,180	2,619,108
Variable	0	124,300	5,254	0	35,524	0	165,078
Fixed	0	164,325	61,436	2,150	26,998	0	254,909
Depreciation	0	0	0	0	0	0	0
Transfers	0	0	37,180	0	0	0	37,180
Capital Equipment	0	0	0	0	0	0	0
Total Operating Exp.	0	288,625	103,870	2,150	62,522	0	457,167
Total Expenditures	0	1,186,223	1,617,574	2,150	233,147	37,180	3,076,275
Net Change in Fund Balance	0	0	37,044	1,520	0	0	38,564

Production Budget Minus Production Budget - 2013

	Clinical Enterprise Transfers	Grants & Contracts	State Support	Gifts & Endowments	Dean & VPR	Other	Total
Revenue							
Clinical Revenue	0	0	0	0	0	0	0
Less: Dean's Overhead	0	0	0	0	0	0	0
Less: KMSF Overhead	0	0	0	0	0	0	0
Less: Other Overhead	0	0	0	0	0	0	0
Net Clinical Revenue	0	0	-0	0	0	0	0
Grants and Contracts	0	1,155,789	0	0	0	0	1,155,789
State Support	0	0	628,677	0	0	0	628,677
EIR Revenue	0	0	0	0	0	0	0
Revenue Transfers	0	0	0	0	0	44,601	44,601
Gifts and Endowments	0	0	0	(399)	0	0	(399)
Other	0	0	0	0	53,774	0	53,774
Total Revenue	0	1,155,789	628,677	(399)	53,774	44,601	1,882,442
Expenditures							
Faculty Salaries	0	376,229	539,074	0	0	36,628	951,931
Faculty Supplemental Pay	0	0	136,593	0	0	0	136,593
Staff Salaries	0	313,418	7,527	0	(57,024)	0	263,921
Resident/Trainee Salaries	0	131,000	1,105	0	(15,550)	0	116,555
Benefits	0	216,726	155,500	0	(14,631)	7,972	365,566
Total Personnel	0	1,037,373	839,799	0	(87,205)	44,600	1,834,567
Variable	0	166,825	(5,104)	0	18,872	0	180,593
Fixed	0	(48,409)	(41,228)	1,121	62,107	0	(26,409)
Depreciation	0	0	0	0	0	0	0
Transfers	0	0	49,591	0	0	0	49,591
Capital Equipment	0	0	0	0	60,000	0	60,000
Total Operating Exp.	0	118,416	3,259	1,121	140,979	0	263,775
Total Expenditures	0	1,155,789	843,058	1,121	53,774	44,601	2,098,342
Net Change in Fund Balance	0	0	(214,380)	(1,520)	0	1	(215,900)

APPENDIX 13

**GCNS and Pharmacology Faculty
Letters Supporting Department Merger**



College of Medicine
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900 S. Limestone Street
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www.mc.uky.edu/nutrisci

April 9, 2013

Frederick C. de Beer, M.D.
Dean, College of Medicine
University of Kentucky
Lexington, KY 40536

Dear Dean de Beer:

This letter is to indicate my strong support for the merger of the Graduate Center for Nutritional Sciences and the Department of Molecular and Biomedical Pharmacology to form the Department of Pharmacology and Nutritional Sciences.

Best regards,

A handwritten signature in black ink that reads "Howard P. Glauert". The signature is written in a cursive style with a large, stylized initial "H".

Howard P. Glauert, Ph.D.
Professor and Director of Graduate Studies

UK
UNIVERSITY OF
KENTUCKY

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April 8, 2013

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs
Dean's Office, College of Medicine
University of Kentucky
138 Leader Avenue
Lexington, KY 40506-9983

Dear Dean de Beer:

I have been an Assistant Professor with my primary faculty appointment in the Graduate Center for Nutritional Sciences (GCNS) within the University of Kentucky College of Medicine since March 2009. During this time, we have undergone many positive changes, but the small size of our department has caused unnecessary stress for students, faculty, and staff. As of July 01, 2012, our former Chair, Dr. Lisa Cassis, has taken on a new role as the Chair of Molecular and Biomedical Pharmacology. The instability of a shrinking department with an interim Chair, Dr. Shuxia Wang, caused us to explore many different avenues where we could strengthen ourselves as an education, research, and service unit. The most logical move for our department is a merge with the Department Molecular and Biomedical Pharmacology. Members of both departments have met and discussed the many benefits of a merger for nearly a year. This decision makes sense for many reasons; the full details and timeline can be found in the white paper that was co-written and agreed upon by the GCNS and Department of Molecular and Biomedical Pharmacology. In summary, I am fully supportive of the merger between the two departments as outlined in the white paper report.

Sincerely,



Kevin J. Pearson, Ph.D.
Assistant Professor
Graduate Center for Nutritional Sciences
University of Kentucky College of Medicine
900 South Limestone
C.T. Wethington Bldg, Rm 591
Lexington, Kentucky 40536-0200
Phone (859)323-4933 ext. 81371
kevin.pearson@uky.edu

April 8, 2013

Frederick C. de Beer, MD
Dean, College of Medicine
Vice President for Clinical Academic Affairs
Dean's Office, College of Medicine
University of Kentucky
138 Leader Avenue
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Dear Dr. de Beer,

I was recently appointed as a research assistant professor in the Department of Nutritional Sciences in June of 2012. During this time, it was brought to my attention that the Department of Nutritional Sciences would not be able to fully support the faculty and the staff during these hard, economical times. Our previous chair, Dr. Lisa Cassis, stressed the importance of evaluating if merging our department with another department might help to alleviate this stress. Our interim chair, Dr. Shuxia Wang, contacted departments outside and within the College of Medicine to see what interest there would be in this merger. The faculty discussed openly the "pros" and "cons" of a merger with different departments and it was voted unanimously to merge our department with Biomedical and Molecular Pharmacology. Last summer, Biomedical and Molecular Pharmacology and Nutritional Sciences had a faculty retreat where we talked about the benefits of this merger and the new collaborations that would be fostered with this merger. I believe that both departments will make substantial gains from this merger. Please find within the white paper discussing the current structures of the departments and the revised hierarchy from this merger. The white paper has been discussed and approved by both departments and I fully support this merger.

Sincerely,

A handwritten signature in cursive script that reads "Sean Thatcher".

Sean Thatcher, PhD
Research Assistant Professor
Department of Nutritional Sciences
Charles T. Wethington, Bldg Rm 559
900 South Limestone Street
Lexington, KY 40536-0200
Phone (#) 859-323-4933 ext 81405
E-mail: seanthatcher@uky.edu



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April 9, 2013

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs
University of Kentucky

Dear Dean de Beer:

I enthusiastically support the merger of the Graduate Center for Nutritional Sciences (GCNS) and the Department of Molecular and Biomedical Pharmacology. I was recruited to GCNS as an Assistant Professor by the former Chair Dr. Lisa Cassis in February 2010. The department had undergone many positive changes under the leadership of Dr. Cassis since then. However, the small size of the department was below the critical mass to meet the unit missions and caused concerns over the future of GCNS as an independent unit. From 2011 - 2013, the GCNS has been in discussions with other academic units within the College of Medicine regarding potential mergers. In July 2012, Dr. Cassis was appointed as the Chair of the Department of Molecular and Biomedical Pharmacology. We now have this great opportunity to bring two relative small but invaluable basic science departments together. As described in details in the white paper, members of both departments unanimously agree that there will be numerous benefits of the merger, and we anticipate that the merged Department will positively impact all constituents, including faculty, staff, and students.

Sincerely,

A handwritten signature in black ink, appearing to read "Changcheng Zhou".

Changcheng Zhou, Ph.D.
Assistant Professor
Graduate Center for Nutritional Sciences
University of Kentucky

Phone: (859) 218-1801
Fax: (859) 257-3646
Email: c.zhou@uky.edu



College of Medicine
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Fax: (859) 323-1981
www.mc.uky.edu/pharmacology/

April 10, 2013

Dr. Lisa Cassis
Professor and Chair
Department of Pharmacology
521 CT Wethington Building
900 South Limestone

Dear Dr. Cassis;

I enthusiastically support the merger between Pharmacology and GCNS. The merger will strengthen both units' teaching and administration efforts and there are multiple research collaboration opportunities that will likely energize (and synergize) research efforts.

Eric Blalock, PhD

A handwritten signature in black ink, appearing to read 'E. Blalock', written over a horizontal line.

Associate Professor



Department of Molecular and
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College of Medicine
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<http://www.mc.uky.edu/pharmacology/>

April 9, 2013

Dear Dr. Cassis,

I am writing to express my strong support for the proposed merger of the University of Kentucky Department of Molecular and Biomedical Pharmacology with the Graduate Center of Nutritional Sciences. The disciplines are closely related, and I firmly believe that we will all benefit from the interactions between the two units. After hearing about the Graduate Center, I have applied for membership this spring, and I think that other members of our department have as well. I have already begun collaborating with a member of the GCNS after we exchanged seminars, and I think that more of this type of interaction will be facilitated by the merger in the future.

Sincerely,

A handwritten signature in cursive script that reads "Rolf Craven".

Rolf Craven, Ph.D.
Associate Professor
Molecular and Biomedical
Pharmacology



College of Medicine
Department of Molecular and
Biomedical Pharmacology
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Lexington, KY 40536-0298
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April 9, 2013

MEMORANDUM

TO: Dr. Lisa Cassis
Chair of Molecular and Biomedical Pharmacology

FROM: Dr. Robert Hadley
Associate Professor of Molecular and Biomedical Pharmacology

SUBJECT: Merger of Pharmacology with Nutritional Sciences

I support the proposed merger of the Department of Molecular and Biomedical Pharmacology and the Graduate Center for Nutritional Sciences into one new academic department in the College of Medicine.

Robert W. Hadley



UNIVERSITY OF KENTUCKY

*Michael Kilgore, Ph.D.
Associate Professor
Department of Molecular and
Biomedical Pharmacology
College of Medicine
MS-305 UKMC
Lexington, KY 40536-0298
Office: 859.323.1821
Lab: 859.323.2604
M.Kilgore@uky.edu
www.mc.uky.edu/pharmacology/*

Lisa Cassis, PhD
Professor and Chair
Molecular and Biomedical Pharmacology

Dear Dr. Cassis,

Some months ago the faculty of the department of Molecular and Biomedical pharmacology unanimously voted to pursue a merger with the Graduate Centre for Nutritional Sciences. In the months since my vote I have seen nothing that would diminish my support for this merger and indeed more clearly see the advantages and synergy this merger will provide. This process has been completely transparent and the faculty has been consulted and approval sought at each step of this process. Therefore, it is without reservations that I offer my unqualified support to this merger and the way in which it has been pursued.

Sincerely

A handwritten signature in cursive script that reads "Michael Kilgore".



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Phone: (859) 323-5454
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April 8, 2013

Dear Dr. Cassis,

This letter is to affirm my enthusiastic support for the merger of the Department of Molecular & Biomedical Pharmacology with the Graduate Center for Nutritional Sciences (GCNS). Our faculties have openly and extensively discussed the pros and cons of this merger and it is clear that the merger will join natural and overlapping realms of interest and should substantially strengthen research and teaching efforts of both units' faculties. Moreover, the merger will streamline administrative procedures and increase efficiency of operations.

For these reasons, I fully support the merger of the two units.

Sincerely,

A handwritten signature in black ink, appearing to read 'Philip W. Landfield'.

Philip W. Landfield, PhD.
Professor
Department of Molecular and Biomedical Pharmacology
University of Kentucky College of Medicine
MS307



UK

UNIVERSITY OF KENTUCKY

Jia Luo, Ph.D., Professor
(859) 323-3036 Office
(859) 257-0199 Fax
Email: Jialuo888@uky.edu

College of Medicine
Department of Molecular and Biochemical Pharmacology
132 Bosomworth Health Sciences Research Building
1095 Veterans Drive, Lexington, KY 40536

April 10, 2013

Lisa Cassis, PhD
Professor and Chair
Department of Molecular and Biochemical Pharmacology
College of Medicine University of Kentucky

Re: The merger of Pharmacology and GCNS

Dear Dr. Cassis,

I am writing to support the merger of Department of Molecular and Biochemical Pharmacology and GCNS. I believe that the merger will benefit both departments and promote research collaboration. I wholeheartedly support the merger without any reservation. If you have any questions regarding his appointment, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "J Luo".

Jia Luo, Ph.D.,



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Lisa Cassis, PhD
Professor and Chair
Department of Molecular and Biomedical Pharmacology
521B Wethington Building
900 S. Limestone
Lexington, KY, 40536

Dear Dr. Cassis;

I enthusiastically support the merging of the Department of Molecular and Biomedical Pharmacology and the Graduate Center for Nutritional Sciences to form the Department of Pharmacology and Nutritional Sciences. This joining of two excellent programs is eminently logical and will result in an extremely vibrant department. This unit will have significantly enhanced research and teaching capabilities. I look forward to being a part of and contributing to the success of this new department.

Regards,

A handwritten signature in cursive script that reads "Michael T. Piascik".

M.T. Piascik, PhD
Director of Education
Professor



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April 8, 2013

Lisa Cassis, Ph.D.
Chair, Department of Pharmacology

Dear Dr. Cassis,

This letter is in support of the proposed merge between the Department of Pharmacology and the Department and Graduate Center for Nutritional Sciences. Both entities bring well-funded programs, and together the combined department should be even stronger than either one alone, which is important in these lean funding times. In addition, there are clear areas of potential collaboration between members of both departments/programs, and having a combined department should increase collaborations due to a joint seminar program and faculty meetings. In all, I wholeheartedly support the proposed merge.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Rina Plattner'.

Rina Plattner, Ph.D.
Associate Professor
Department of Molecular and Biomedical Pharmacology
University of Kentucky Medical Center, Lexington, KY 40536
Office: (859) 323-4778; Lab: (859) 323-5529; Fax: (859) 257-8940
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April 11th, 2013

Dr. Lisa Cassis
Professor and Chair
Department of Molecular and Biomedical Pharmacology
Room 521b, Wethington Bldg
900 S. Limestone
University of Kentucky,
Lexington, KY 40536-0200

Dear Dr. Cassis,

This letter is in strong support of the proposed merger of the Department of Molecular and Biomedical Pharmacology with the Graduate Center for Nutritional Sciences. Both of these units have met numerous times and discussed extensively the consequences of such a merger. My personal opinion (and that of colleagues in both units) is that we stand to benefit substantially from such a merger. This merger will enhance our education- and research-related efforts and facilitate important collaborative interactions. Together, we will be able to better support the overall mission of the flagship university of the state of Kentucky. I believe this merger can be viewed as nothing other than a "win-win situation".

Sincerely,

Nada M Porter, PhD
Associate Professor



UNIVERSITY OF KENTUCKY

**Department of Molecular and
Biomedical Pharmacology**

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April 10, 2013

Dr. Lisa Cassis
Department of Molecular
and Biomedical Pharmacology

Dear Lisa:

I am writing in support of the merger between Pharmacology and GCNS.

Sincerely,

A handwritten signature in black ink, appearing to read 'Hollie Swanson', with a horizontal line extending to the right.

Hollie Swanson, PhD
Professor



UNIVERSITY OF KENTUCKY

Olivier Thibault, Ph.D.
Associate Professor

College of Medicine
Department of Molecular and
Biomedical Pharmacology
MS-305 UKMC
Lexington, KY 40536-0298
Phone: (859) 323-5454
Fax: (859) 323-1981
www.mc.uky.edu/pharmacology/

April 10th, 2013

Dear Lisa,

This letter is to support with no hesitation the merger between the department of Molecular and Biomedical Pharmacology with the Graduate Center on Nutritional Sciences. All discussions with members of both units indicate this will strengthen our presence on campus, will boost the quality of our grant submissions through easier collaborations/ interactions and will provide a structure for these two smaller departments. Overall, this will likely result in a Department which, as a whole, will be greater than the sum of its parts.

Sincerely,

Olivier Thibault, Ph.D.

A handwritten signature in black ink, appearing to read 'Olivier Thibault', written over a horizontal line.

Associate Professor

6.4.7 Recordkeeping and Reporting

A. Recordkeeping

1. In Case of Minor Offense. When the Registrar receives a copy of a letter of warning from an instructor to a student, pursuant to paragraph 6.4.3.A.7, the Registrar shall place the instructor's letter of warning in the student's record. ~~When the student graduates, if the student has committed no offenses subsequently, the letter shall be destroyed.~~ If the student commits no offenses subsequently, then, after the student graduates, the Registrar shall reveal the existence of the offense to parties outside the University only under the following circumstances:

(1) when a court-ordered subpoena seeks a student's entire academic record (not just the transcript), or when it specifically seeks the record of a student's academic offenses;

(2) when the student has authorized the release of his or her record to a third party, and that party requests either a student's entire academic record (not just the transcript) or specifically the record of a student's academic offenses.

Lee,

Please find below the most recent version of the proposed new Senate rule concerning policy for the degree list. The recommendation arose from the Senate Council retreat, which provided a starting draft for the Senate Rules and Elections Committee to further edit. We believe the draft below is ready for further consideration and action by the Senate Council. This rule formalizes the role and procedures of the Senate Council, and Senate Council Chair, to add a name to the degree list that was omitted due to administrative error or about which there is a circumstance of extraordinary hardship.

Davy Jones, Chair
Senate Rules and Elections Committee

.....

SR 5.4.1.10 Late Addition to Degree List

A. Approval of Late Addition to Degree List

The elected Faculty Senators approve the candidates for academic degrees to be submitted to the Board of Trustees (GR II.E.2.b.4; GR IV.A). Effective processing of applications for degrees requires responsible compliance with the calendar deadlines established by the University Senate and that these deadlines be clearly communicated to all students. A student who has not submitted by the respective deadline an application to graduate in December, May or August will not be included on the degree list approved by the elected Faculty Senators for submission to the Board of Trustees, except as provided below.

In each case below, the elected faculty representatives on the Senate Council (SC) will make the final decision on whether to grant the petition to add the student to the degree list and, if necessary due to time limitations, act for the University Senate to approve the degree list itself (SR 1.3.1.2). If a decision is necessary on a petition concerning a degree list (i) for which the SC will not meet again prior to Senate action or (ii) that has already been approved by the University Senate (or by SC on the Senate's behalf) and the SC will not meet again prior to the scheduled Board of Trustees action on the list, then the SC Chair can decide whether the petition will be granted and if favorable add the student to the degree list that will then be acted upon.

B. Omission Due to Administrative Error

In cases where failure to be on the degree list is due to administrative error, the petitioning student will be added to the degree list. Petitions for late addition to a degree list must be submitted to the Senate Council Office and must include documentation from the office of the dean of the college clearly stating the nature and circumstances of the administrative error.

C. Demonstration of Extraordinary Hardship

In cases where failure to be included on the degree list is not due to administrative error, a hardship petition may be submitted to the Senate Council Office. A hardship petition must include the information below and must be submitted as a complete packet through the office of the dean with the approval of the academic director of the degree program. Petition packets that do not include all information specified below will be denied. Submission of a complete hardship petition does not guarantee that the request for exception will be granted. The hardship petition must be submitted to the Senate Council by the Dean's Office no later than four business days prior to the scheduled date of action of the Board of Trustees on the degree list in question. (For the schedule of meetings of the Board of Trustees, click [here](#)).

- (1) A one-page, signed statement from the student specifying the exact nature of the extraordinary hardship that will occur due to failure to be included on the degree list in question;
- (2) Documentation, including contact information, for verification of the facts presented in (1) above;
- (3) Letter of support from the academic director of the degree program, co-signed by the dean, that includes the student's name, UKID, major and degree.
- (4) A description from the student describing the circumstances that prevented the student from applying prior to the established deadline. (Failure to be aware of the deadline is not an acceptable excuse).